

Dialogical Validation in teacher training

*A step forward from analytical
assessment towards a holistic approach*



Context

21st century learning is about ...

- ... formal, informal and non-formal learning
- ... lifelong learning
- ... output-steered learning
- ... the value of transversal skills and transferable competences

Statement



Beware the paradigm du jour. You can have the most pedagogically flipped, globally flat, intrinsically motivating, expertly scaffolded, STEM-based, data-driven, over-tested, peer-assessed, technology-infused, engaging, participatory, authentic, blended, differentiated program in the world.

However, at the end of the day the focus has to be on student learning in the deepest and broadest sense.

Jason Ohler, 2016

The playing field



The new paradigm



The Learning Continuum

**Educator
Driven**

Personalized *to*
the learner



**Learner
Driven**

Personalized *by*
the learner

Personalized *with*
the learner

Our greatest gift to learners is to give them the tools, insights, and understanding necessary to be in charge of their own learning and lives.

James Rickabaugh, CESA2#, 2012

Shared ownership

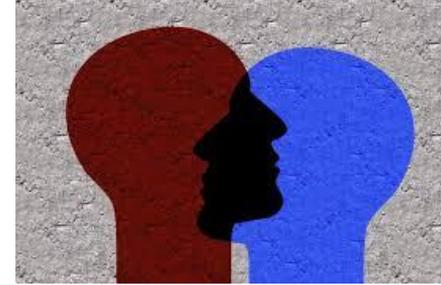


*“**Learning** needs to be addressed as a developmental and dialogical process of ‘action-reflection-praxis’ of and by people (= teachers and learners).*

It is an anti-depositary process, contrasting the traditional ‘banking-system’.”

Paolo Freire, 1972

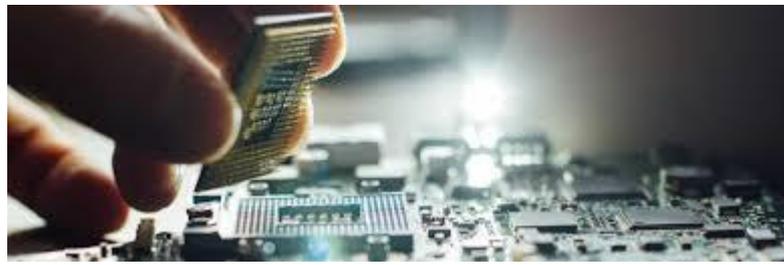
Dialogical validation



Dialogical validation is an open and continuous dialogue between student and teacher in which both have their input and in which the facilitation of the student's personalized learning cycle is central.

It entails learning-pathway-independent assessment of personal learning experiences, advising on further learning opportunities and achieving a desired learning effect.

Components



- Assessment: before, during and after the learning process.
- Learning outcomes as building blocks for validation and learning.
- Your own personal portfolio as a management tool.
- The open dialogue about what has already been learned and what still has to be learned (form and content)
- The test carousel for all test forms to validate learning.

Dialogical Personalised Learning

- The student steers her own learning.
- The Institute validates knowledge, skills and insights acquired earlier and elsewhere: *of and for learning*.
- The learning objective is central to the student's development.
- The assessment of knowledge and skills does justice to the quality and context of the student.
- The meaning that the student gives to his development is central to the dialogue between student and teacher on her program.
- The institute opens learning environments in which there are many opportunities for learning together.
- The student's portfolio is the steering mechanism for learning and teaching / supervision.
- The student learns when validating and when learning.

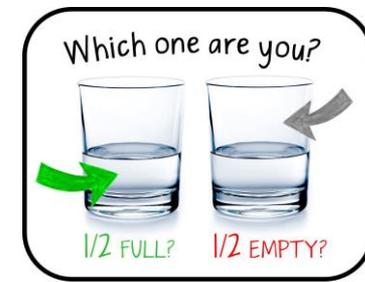
How to create a dialogue?

1. Knowing who I am, what I did and what's next
2. Selfreflection for engagement
3. Personal documentation and argumentation
4. Reaching out to occupational and qualification standards
5. Gaining ownership of **my** learning process in dialogue with the systems

VPL's the tool



Validation of Prior Learning is a tool (or process) to help people get formal recognition for what they have learned through their experiences and for what they can do, know and understand.



- The glass is half-full
- Formal, non-formal and informal learning opportunities
- Linking prior & future learning outcomes
- Benefits for all: learners, education, labour market, society

The modes of VPL

- **Self-assessment** for motivation & ambition
- **Summative**: assessment OF prior learning, linked to a specific qualification or occupational standard.
- **Formative**: assessment FOR learning, linked to any standard
- **Reflective**: self-assessment AS learning, linked to personal values [personal standard setting]

What does it mean for Archimedes Institute?



- Create an open dialogue with learners
- Link validation and blended learning opportunities
- Arrange learning programmes in terms of learning outcomes
- Afford the personal portfolio to steer (lifelong) learning

The Dialogue of Learning



Critical success factors



- Moving from policy to practice
- Raising awareness (employees and employers)
- Portfolio build-up
- Linking qualifications and job-profiles
- Assuring quality of assessment
- Accepting **ownership** of each player in the process
- Flexibilizing (further) learning
- Professionalising staff (quality-assurance & staff)

Jacques Delors, 2013



Lifelong learning is about work and life, success in work that benefits the community, and the future of our young people. But on a deeper level,

it is about knowing oneself better [-] gaining a kind of self-esteem to help us deal with the risks and constraints of life, and acquiring the ability to take control of our own lives.