

Measuring citizenship in the 21st Century



‘communication, cooperation, participation’



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**Assessment of 21st Century skills
Oracy, Group work, Dialogic Learning**



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listen-learn-standup-speak.com/

‘Communication, cooperation, participation’

- **Why** we need to **build tools to assess** these skills
- **Why** this needs to start with **Education** & consider these skills as a form of ‘*literacy*’
- Explore **common problems** in learning activities that promote these skills
- What we can learn from the ‘**Cambridge six facets of collaboration**’ & ‘**T-SEDA model**’ (*dialogic assessment*)
- **Demonstration** of software ‘*Team Talk Tracker*’
- **How to avoid mistakes** from the past & move forward

Why assess communication?

Principle of assessment:
to **inform an understanding**

View it & improve it:

- What qualities can we see & how can we improve communicative ability through activity design?

Show it / 'prove' it & expand it

- Demonstrate to stakeholders the 'impact' of activities to inform policy makers and funding bodies



**Collaboration is
counterintuitive**
to current workplace
culture

Collaboration needs group
threat assessment



**Harvard
Business
Review**

Lisa B. Kwan

collaboration consultant, senior researcher at
Harvard University

‘The Collaboration Blind Spot’

*“...leaders tend to focus on **logistics and processes, incentives and outcomes...***

*...**groups are being told** to **break down walls, divulge information, sacrifice autonomy, share resources, or even cede responsibilities that define them as a group...***

...All too often, groups feel threatened by such demands.”

(Lisa B. Kwan 2019)

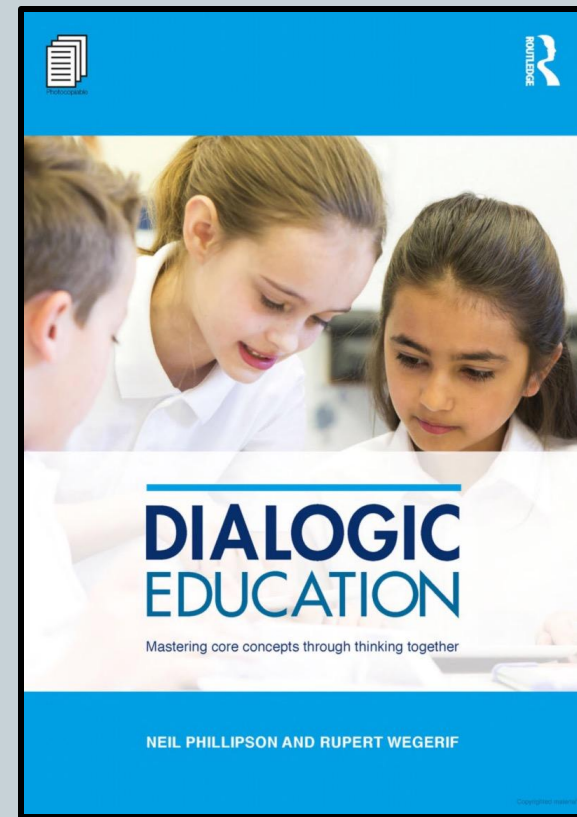
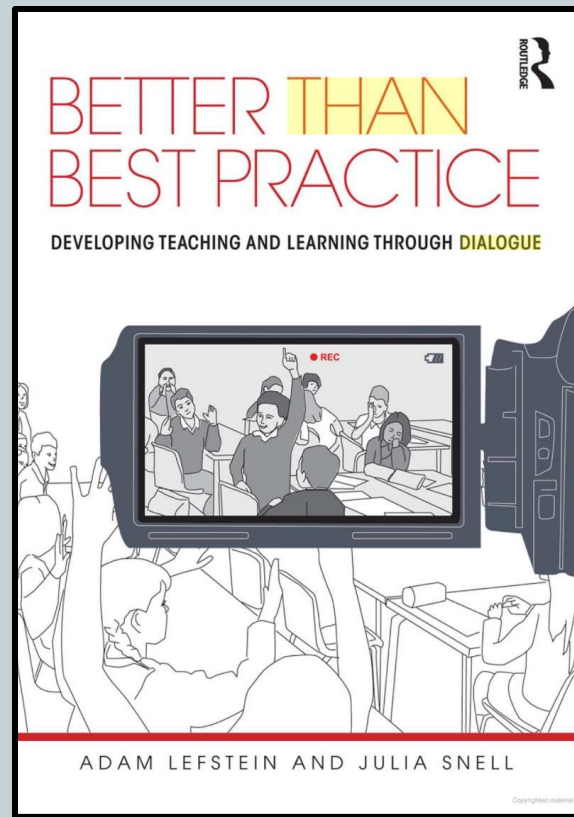
We need a equality of access & opportunity for all

Real communication is a **skill**

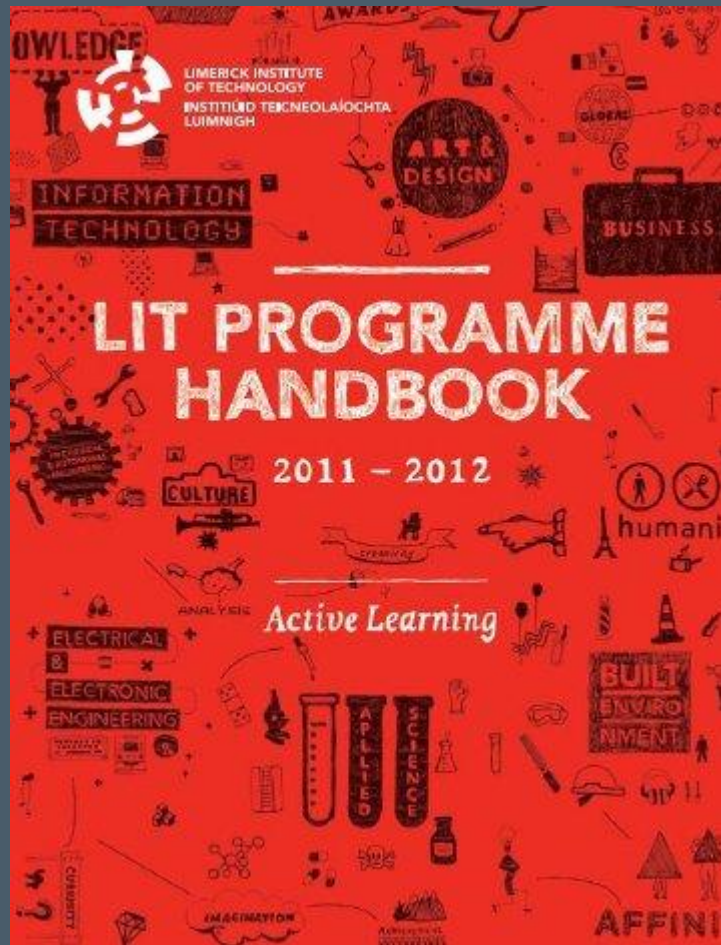


learned
practised and improved





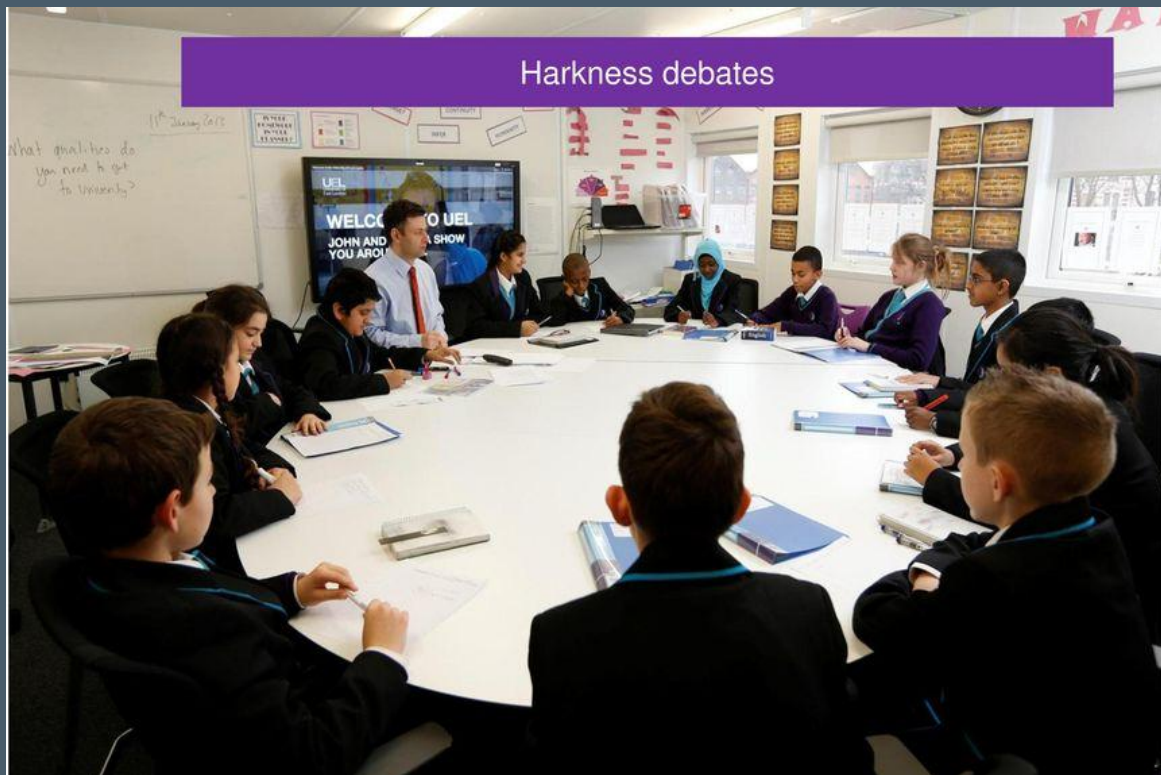
My Internal Action Research project



Case Study 1 - Lit Programme

- KS2 students in guided and non-guided reading (dependent on ability)
- Each had a different 'role' in discussion.


Harkness debates



Case Study 1: KS3 students in debate

Harkness
model



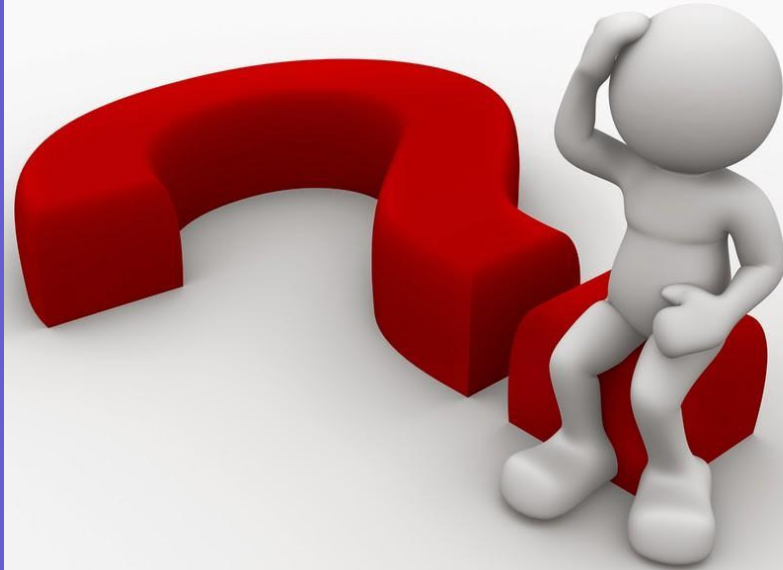


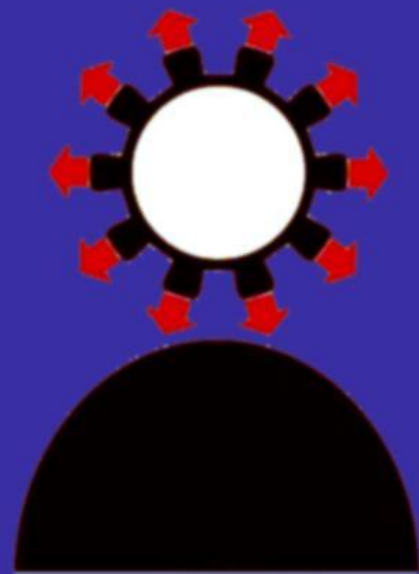
Talking together & solving problems together

The privilege of access & experience
Have an impact

Common problems with team work in schools

- Poorly **designed** group work projects
- Lack of **assessment & accountability**
- **No tracking** of change or improvement
- **Feedback is vague** and **not useful**





Extrovert



Introvert



Inert

Action vs Interaction

Oracy

Learn
to talk

**Dialogic
learning**

Learn
through talk

Overview +/-

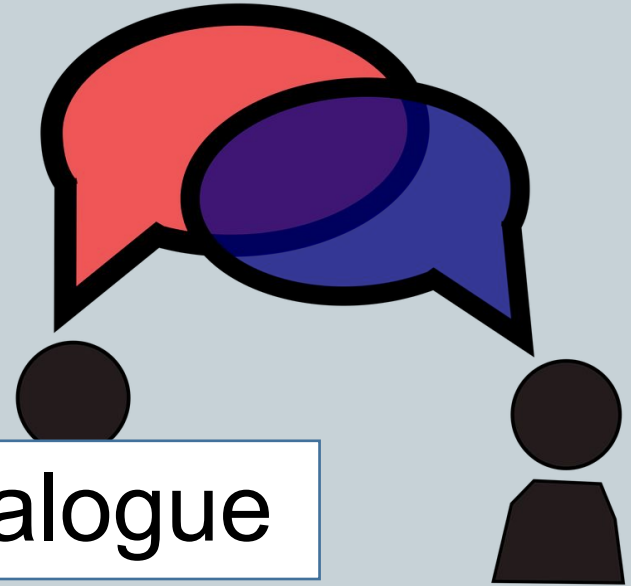
What we have:
structures
and protocols
for speaking
and listening

What we need:
a way to
evaluate their
ability to do it.

Students who could speak
but **not communicate**



Monologue **over** Dialogue





“The Oracy assessment measure used in the pilot did not provide sufficiently reliable data...the pilot, had limited reliability, and should be adapted or replaced for any future evaluations” (EEF 2018)

***Communication, cooperation, participation
need the right tools to be taken seriously***

Caution: English GCSE Speaking & Listening

OFQUAL summarised in 2013 a **lack of reliability**, **score inflation** from teachers' assessment and **lack of adequate moderation**.

The result was, a simplified assessment measure and the **cessation of Speaking and Listening** in its contribution to the overall English GCSE grade 2014

Now only an '*endorsement on GCSE certificates*' (Ofqual 2013)

However most schools

- Had no adjustment based on moderation.
- 2/3 schools were not visited by exam board moderators **at all**



This reliability problem, was actually a '**managerial**' problem

Stobart's 'Management creep'

Formative - for learning

Summative - of learning

Issue:

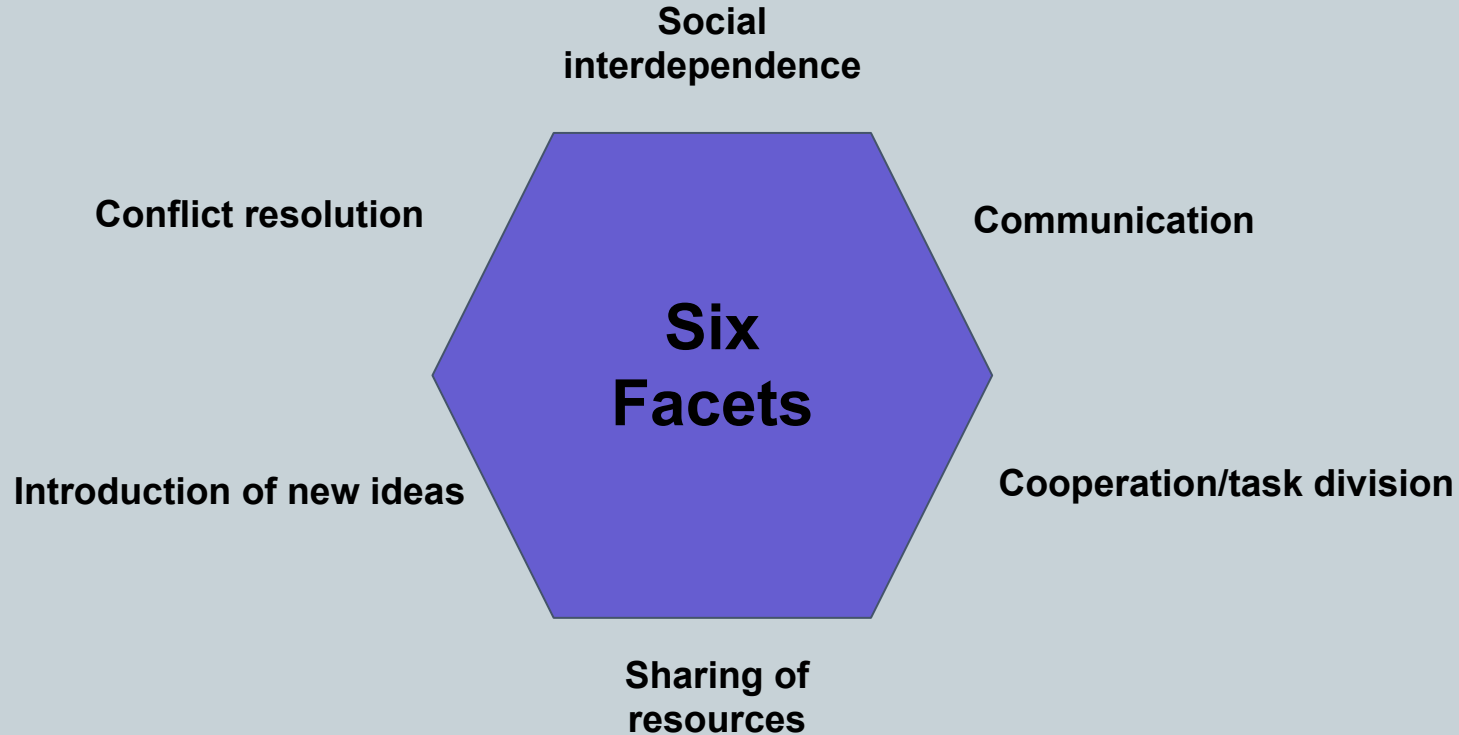
Easy to manage - less valuable
harder to manage - more valuable.

Benefits for institutions outweigh
benefit for people

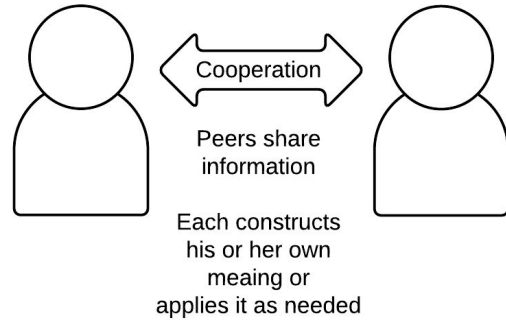
(Stobart 2015)



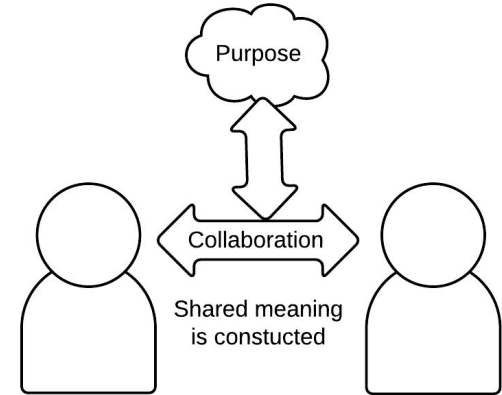
Next steps: Cambridge 'collaborative assessment' methods



Cooperation



Collaboration



“Hard on ideas, soft on people” – High school High

TEACHER SCHEME FOR EDUCATIONAL DIALOGUE ANALYSIS (T-SEDA)



T-SEDA@educ.cam.ac.uk

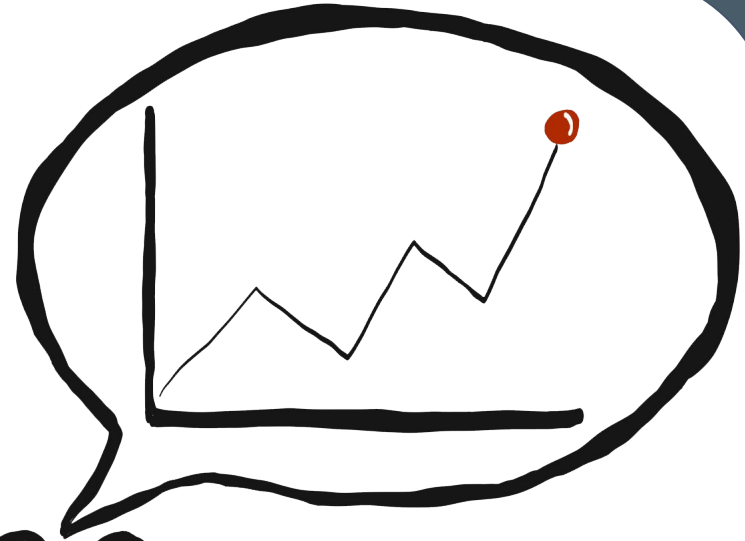
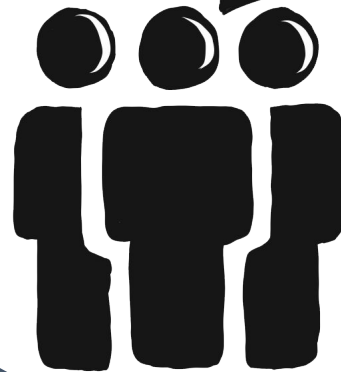
CODING CATEGORIES	CONTRIBUTIONS AND STRATEGIES	What do we hear?
<p>CA - Coordination of ideas and agreement</p> <p><i>Contrast and synthesise ideas, express agreement and consensus</i></p>	<ul style="list-style-type: none"> ● agree explicitly with an idea or a view ● evaluate different ideas by comparing/contrasting/critiquing them ● judge the value of an idea/artefact ● explicitly acknowledge a shift of position ● propose to resolve differences and/or agree a solution ● synthesise, generalise 	<p>Possible Key Words to look for:</p> <p>‘I agree’, ‘I changed my mind’, ‘to sum up...’, ‘So, we all think that...’</p> <p>Examples:</p> <p>I agree with X... because...</p> <p>Yes, Lucy is right because...</p> <p>Elaine came up with more evidence than Tim, she was more convincing.</p> <p>I think we agree that a suspension bridge would work best.</p> <p>I see what you mean, Option C is probably right, not B.</p> <p>They are both saying the same thing because...</p>
<p>RD – Reflect on dialogue or activity</p> <p><i>Evaluate and reflect “metacognitively” on learning activity</i></p>	<ul style="list-style-type: none"> ● talk about talk or processes of dialogue ● invite talk about talk or processes of dialogue ● reflect on purposes/ processes/ value/ outcome of learning activity ● invite to reflect on purposes/ processes/ value/ outcome of learning activity 	<p>Possible Key Words to look for:</p> <p>‘dialogue’, ‘talking’, ‘sharing’, ‘collaborating’, ‘groupwork’, ‘pairwork’, ‘task’, ‘activity’</p> <p>Examples:</p> <p>I like sharing ideas because it can give us new ideas for our writing.</p> <p>They (talking and listening) kind of go together, don’t they?</p> <p>It (dialogue) works when everyone is talking about the right thing</p> <p>So, thinking about our ground rules for talking in the classroom...</p> <p>In your group can you think about what makes dialogue work?</p> <p>I can see you were listening to each other carefully.</p> <p>What changed your mind, and why?</p> <p>How did you feel about being in a ‘note-taker’ role in your group today?</p>

Team Talk Tracker ©

*Effective communication
in Education*

Martin Billingham

Track
Team dynamics
Build your perfect team



**Team
Talk
Tracker**

Tools that 'speak' different 'languages'

QUANTITATIVE RESEARCH

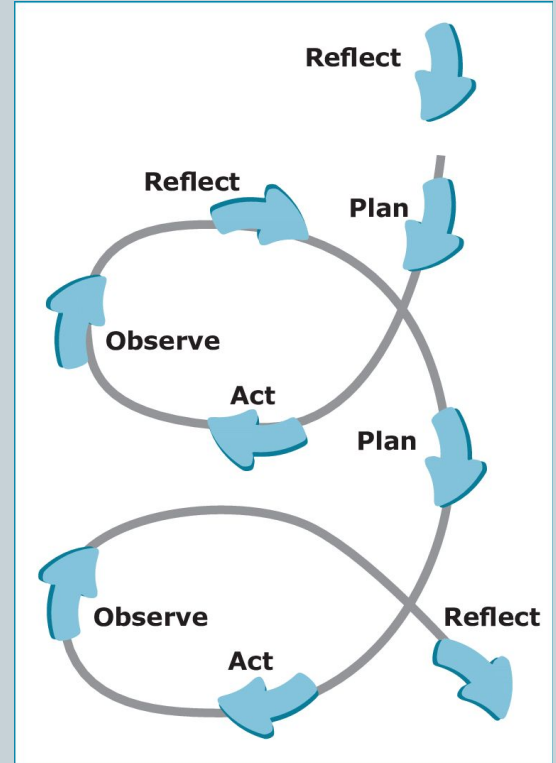
vs.

QUALITATIVE RESEARCH



Feedback system producing Quant and Qual data to improve observation, analysis and implementation
Evaluative system for constant comparison & institutional recognition

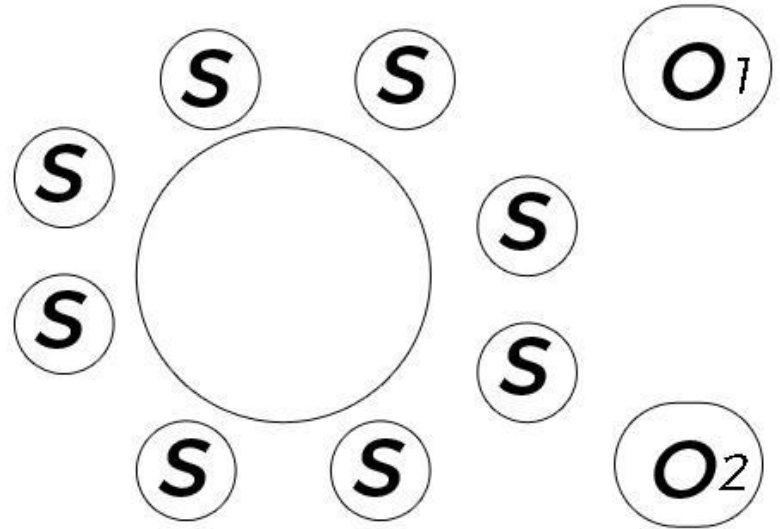
Action Research cycle



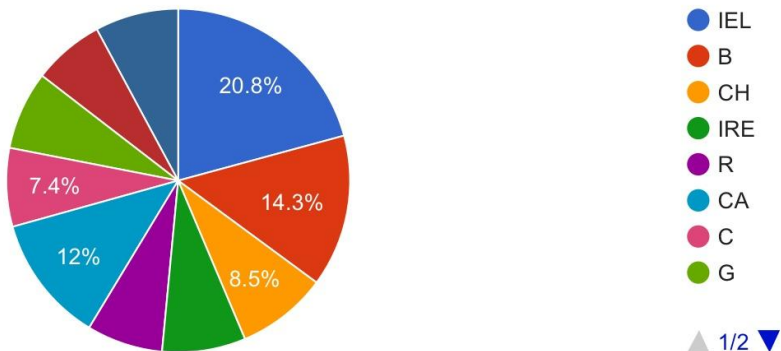
Observation concept

Key:	reference
T	Teacher
S	Students
O	Observers

T



									
90	62	37	34	31	52	32	32	29	34



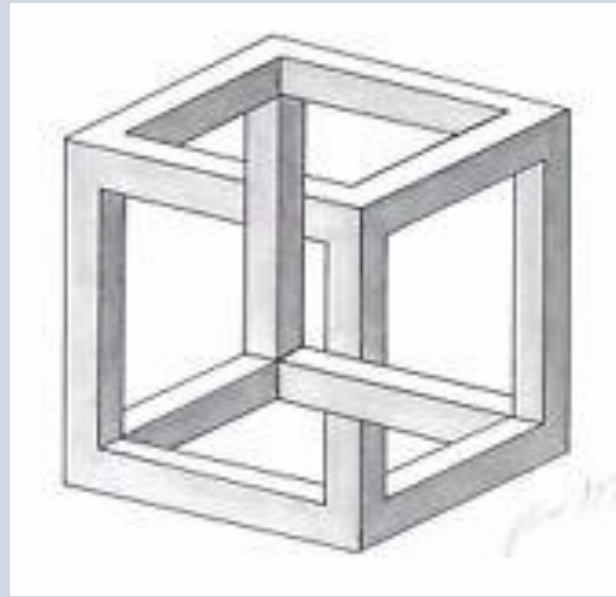
Highest Cluster		Lowest Cluster	
Most common		Least common	
Average	0.2	Average	0.1

The value paradox

Assess to find value

but have to **'value'** something before we can

make an assessment of it's value



$$\text{Value} = \text{time} + \text{effort} + \text{resources} = \text{Value}$$

In order to value “***communication cooperation participation***”
we must put **time**, **energy** & **resources**
into creating evaluative systems



These skills promote **active citizenship** and unlock **access to society**



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