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3RD INTERNATIONAL WORKSHOP ON

Curriculum Innovation and Reform

**CHANGING ASSESSMENT
TO IMPROVE LEARNING OUTCOMES**

26 - 27 April 2012
THESSALONIKI, GREECE





CEDEFOP

European Centre for the Development
of Vocational Training

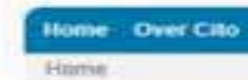
Key messages from session 1

**3rd International Workshop on Curriculum
Innovation and Reform: Changing Assessment
to Improve Learning Outcomes**

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Jenne van der Velde
27-04-2012

Session 1: Presentations



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Ida Stamm Riemer
Germany



Jan Adema
The Netherlands

German Flavour





Thinking of Holland



5-5-2011

Thinking of Holland

Five questions:

14:30-17:30

SESSION 1

ENSURING LINKS BETWEEN CURRICULUM AND ASSESSMENT POLICIES AND PRACTICES: EVIDENCE FROM GERMANY AND THE NETHERLANDS

The two case studies will address:

- State of the art of curriculum and assessment reforms introducing learning outcomes in initial VET
- Alignment of standards, curricula and assessment
- Implications to learners' assessment
- Linking curriculum with assessment policies: strengths, weaknesses and challenges
- Benefits for the learner

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Working group “The Netherlands”



3-5-2012

Working group: "Germany"



3-5-2012

Key observations and challenges

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3-5-2012

Observations

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3-5-2012

● Observations I

- • The presentations were clear and focused, both presentations (Dutch and German) are inspiring for different persons for different reasons
- • Participants were working intensively and were interested

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- Exchange and comparison of ideas, systems and practices of different countries is judged as very useful
- Discussion about planning
 - design model
 - organisation of planning
 - involvement of stakeholders
- Not clear how key competences can be assessed



Observations II



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- The discussion about the link between curriculum and assessment needs a stronger emphasis
- School based or dual system; what does it mean for planning, development and implementation?
- How do we see the involvement of stakeholders in curriculum development and assessment (social partners, employers)
- There is a need for reflecting on the development of enterprise based training

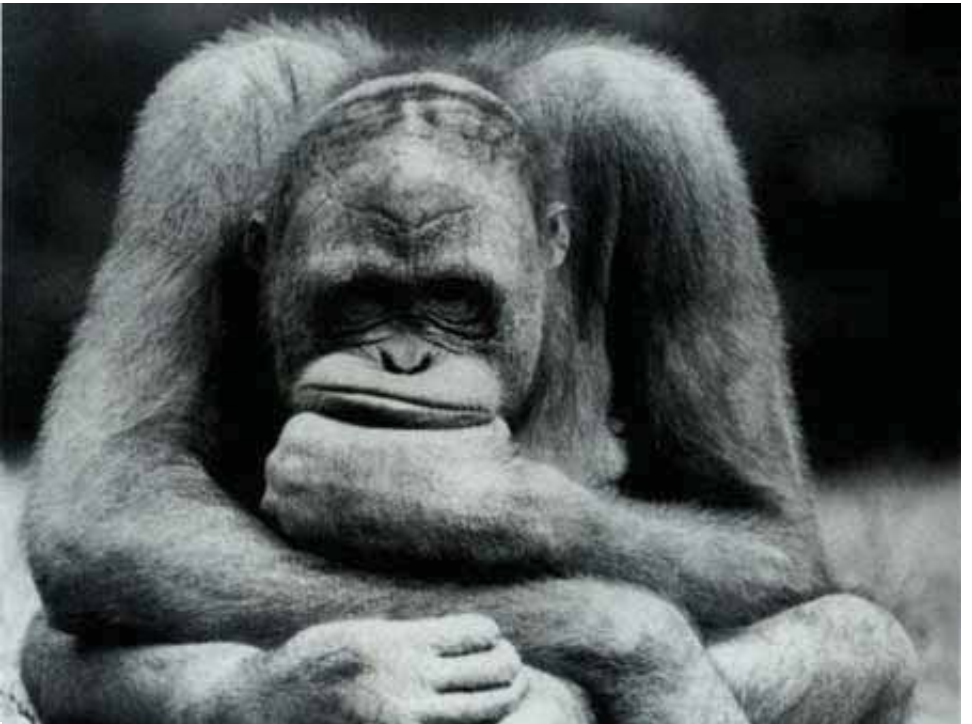


Observations III



- Learning outcomes (all countries)
- All countries support EQF and give their interpretation
- Assessment in different countries
 - is more and more according to learning outcomes
 - implementation is still a problem in different countries
- Role of enterprises
 - some countries very strong involvement of enterprises
 - other countries not that strong

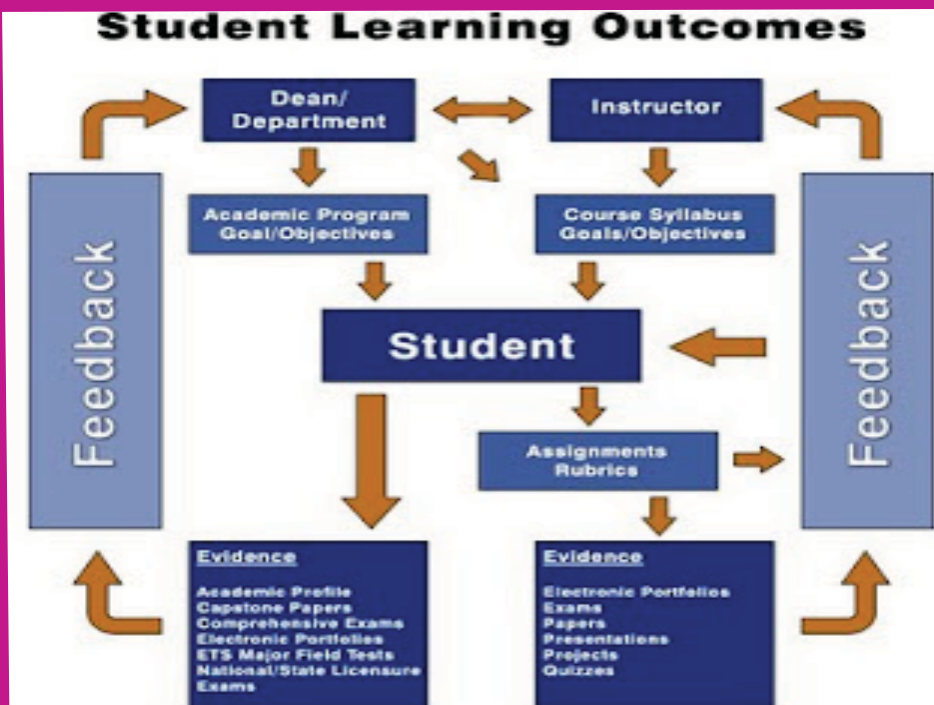
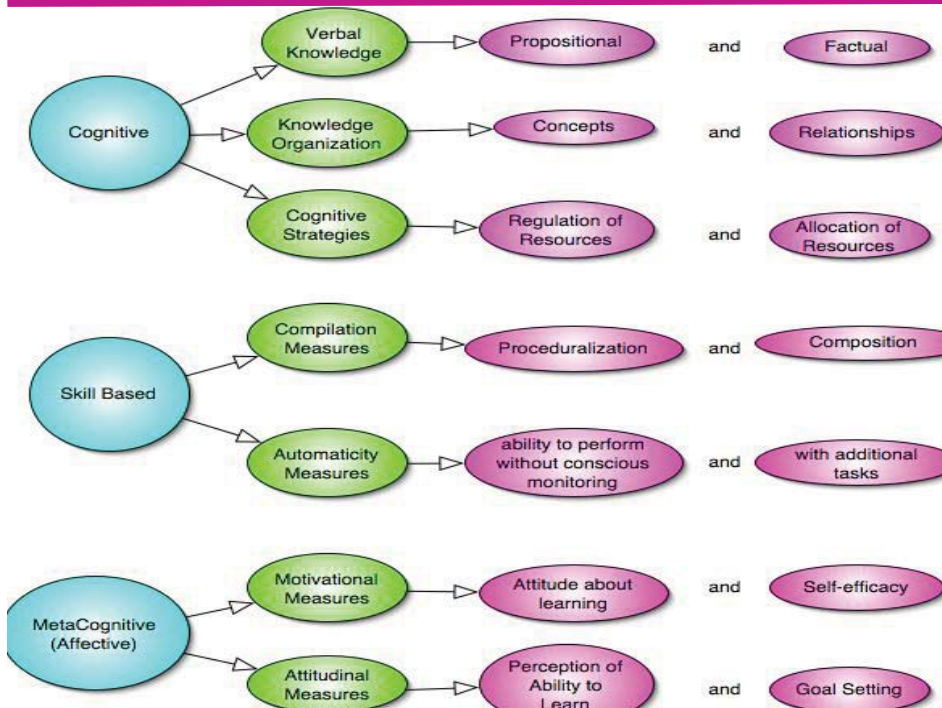
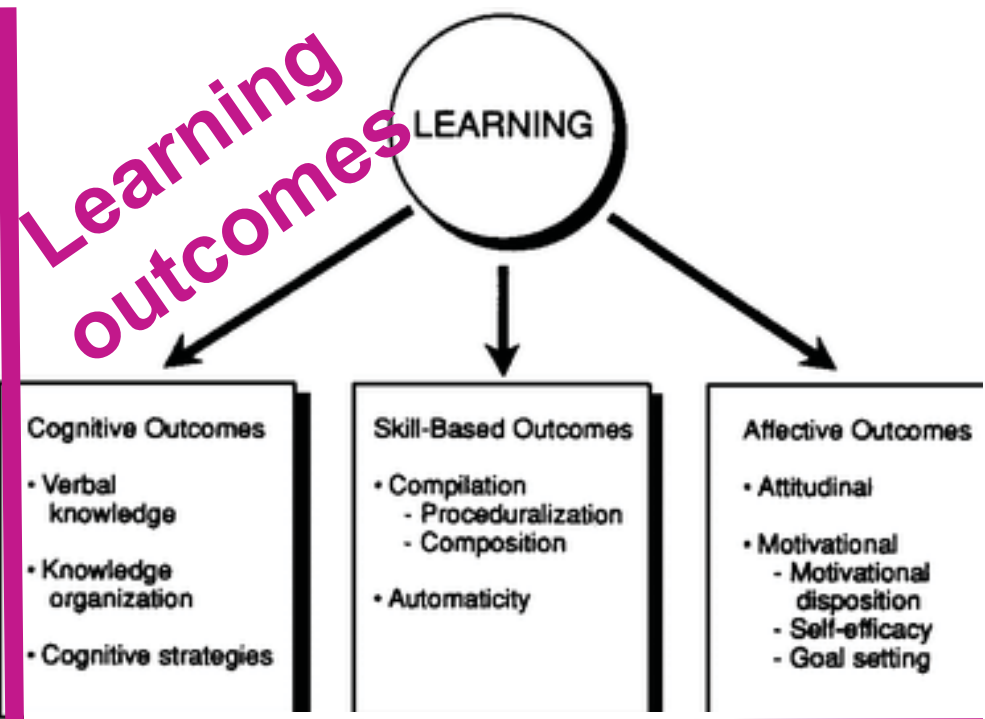
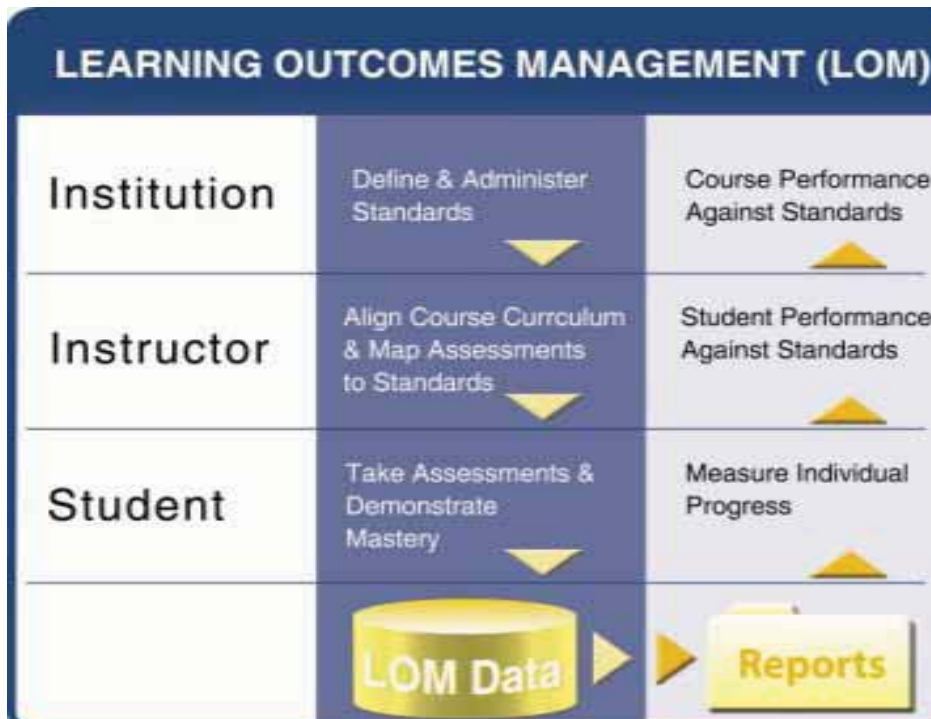
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Confusion







Challenges

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3-5-2012

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Challenges

- To work on a wider and more intensive communication about EQF, on all levels
- To work on a more common language
- To exchange information about planning instruments
- slo • and assessment instruments, i.e. to show examples of how key competences can be assessed
- To focus the discussion more on the link between curriculum development and assessment
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● An overview



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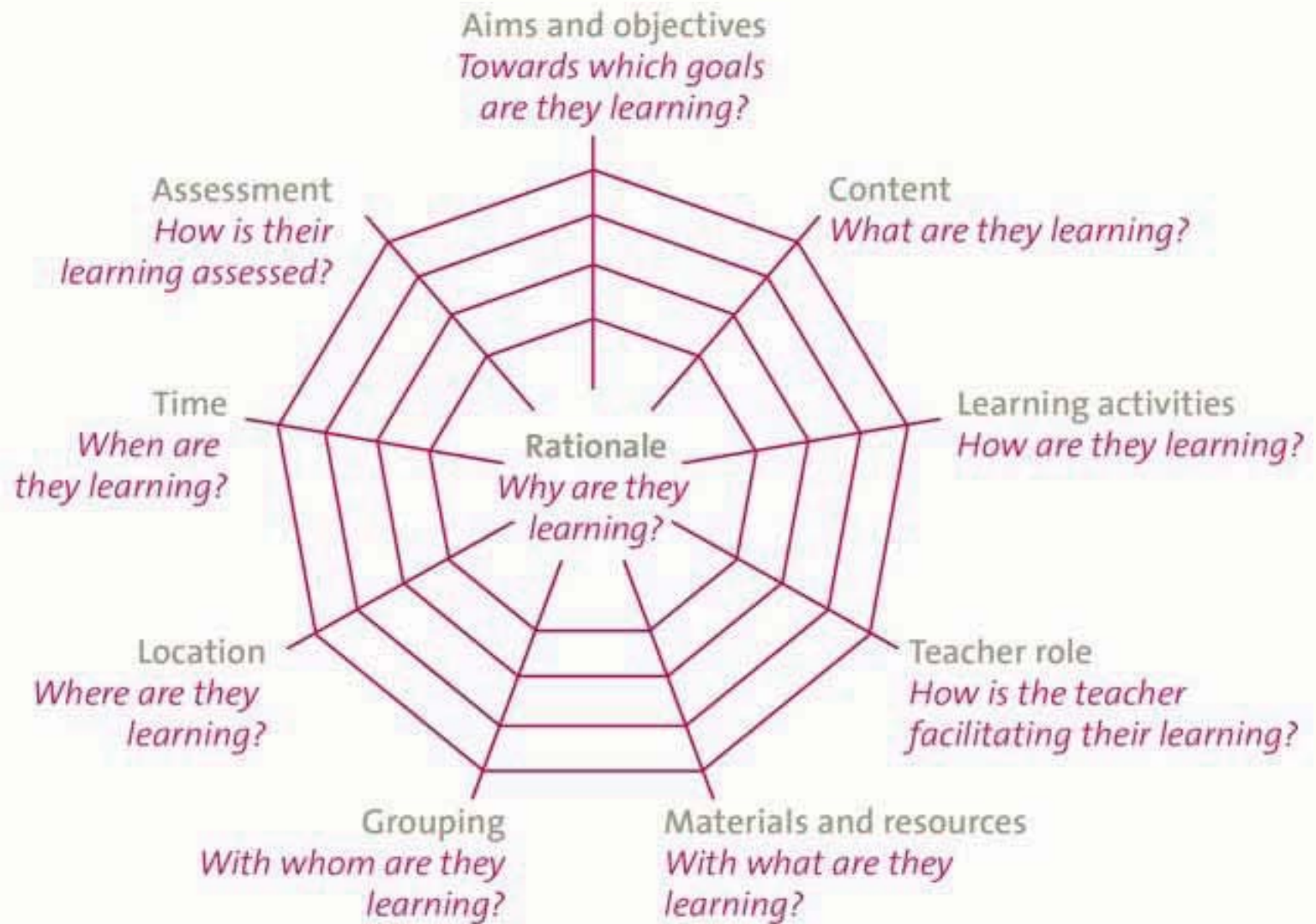
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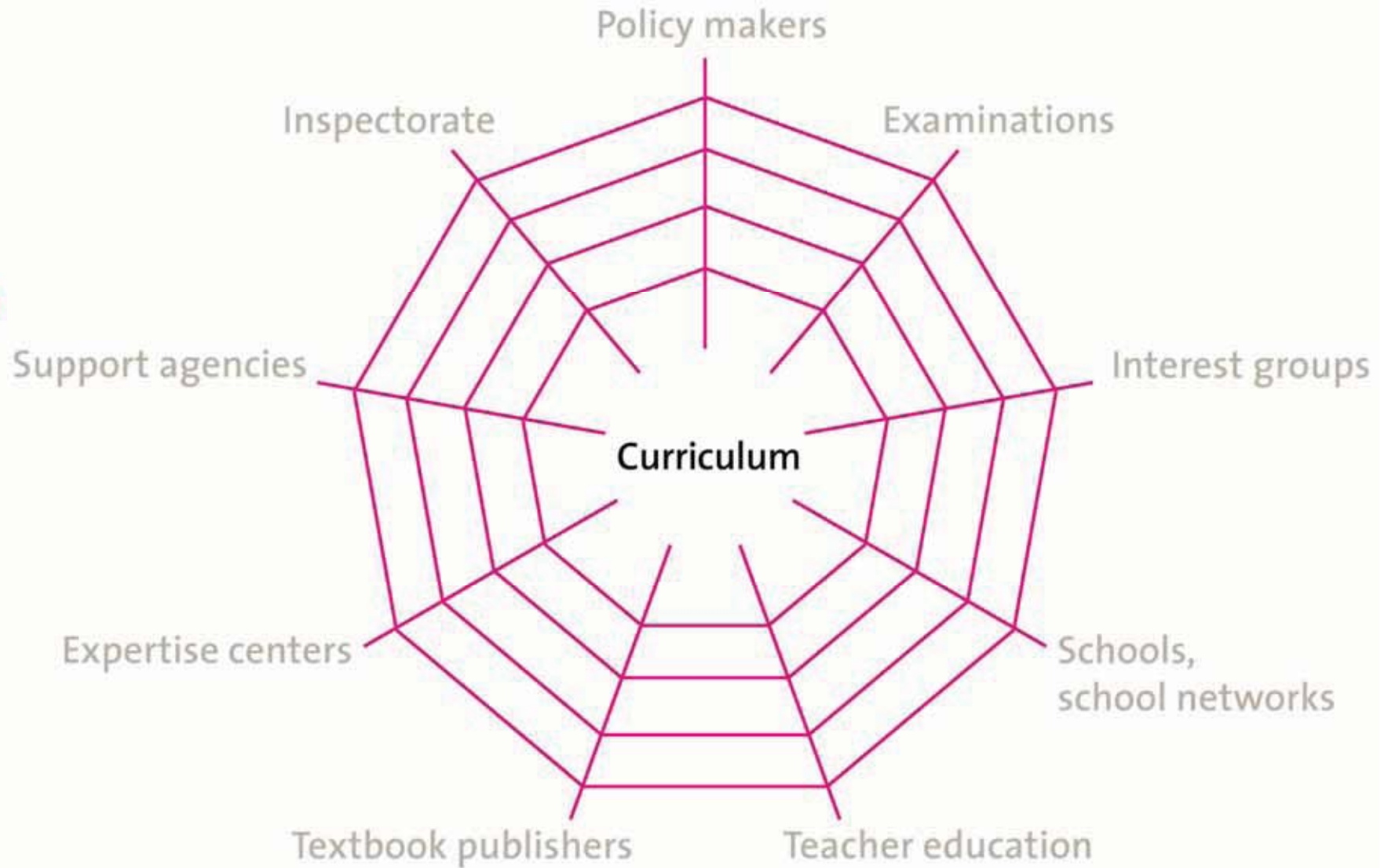
Curricular spiderweb

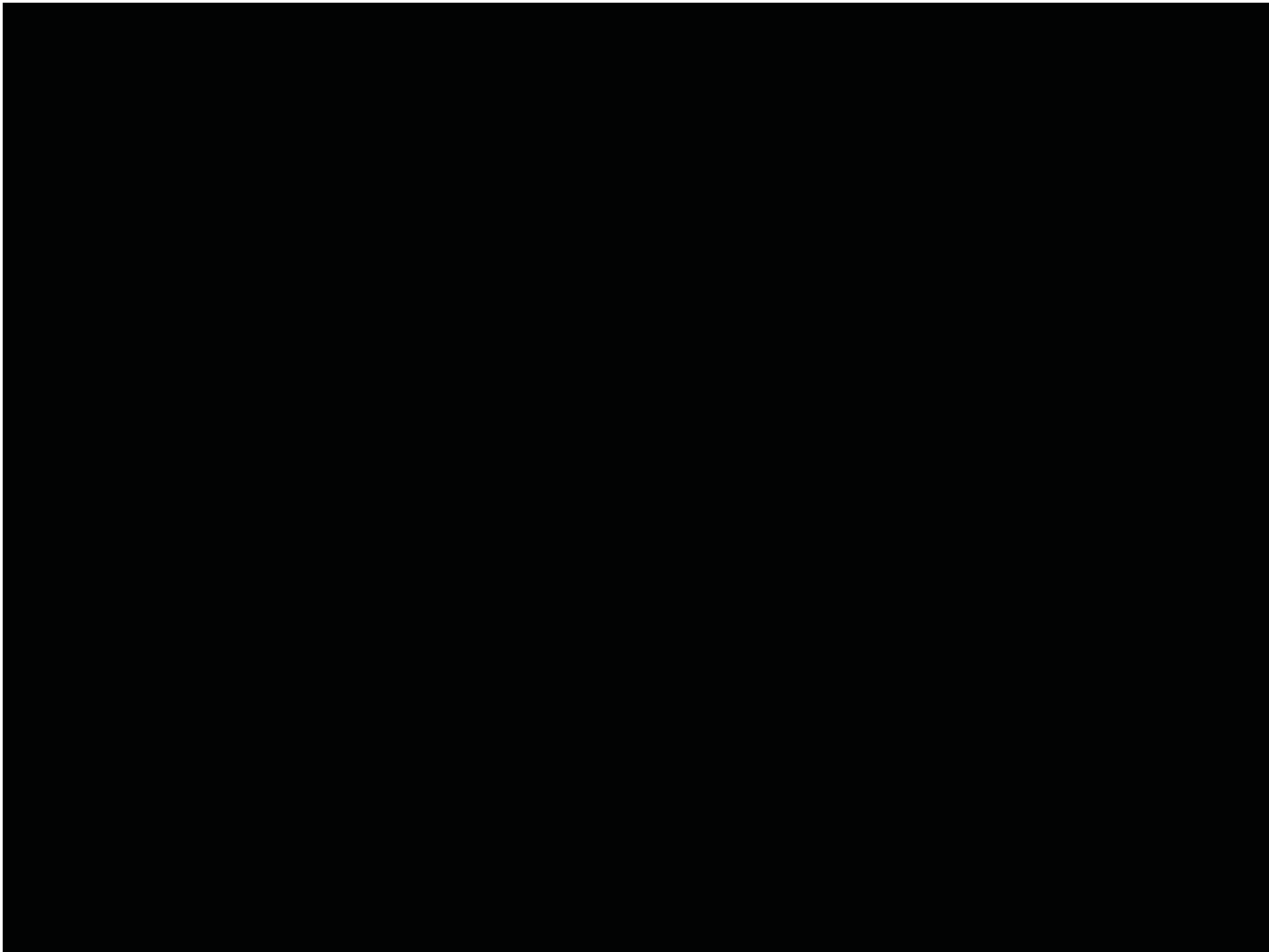
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Stakeholders

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Thank you

