



Co-funded by the
Erasmus+ Programme
of the European Union

Name of the project: “Development of the Key Competencies of Adults by Innovation Program of Consumer Education”

Contract number: 2018-1-SK01-KA204-046393

Methodology for verifying of development of key competences

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Theme	To Buy or not to Buy? Or Maybe Save a Little and then Buy?

The form of evaluation of the development of key competencies will differ in individual subjects. Students need interesting and important tasks to increase their interest in education, to be willing to discuss and share their views, to think and express their attitudes and to make decisions.

The advantage is if the teacher is able to create their own tools for measuring and evaluating the level of development of key competencies that meet the requirements of validity and reliability. Without valid and reliable tools and appropriate indicators to confirm the required changes, it is not possible to assess whether and in what quality the key competencies have been developed.

The problem in evaluating and measuring the development of key competencies is the effort of teachers to achieve as many goals as possible. Setting a large number of goals in the development of key competencies leads to the fact that we are not able to monitor and evaluate them all. We recommend that the teacher identify a maximum of two key competencies, which will be specified in more detail into simpler subcompetences and operationalizes into specific student performances.

In achieving the goals, the teacher must take into account various barriers, and not always positive attitudes of students. It is recommended that the teacher involve the students themselves in the assessment processes and allow them to compare personal development in learning with themselves.

We recommend the most used and natural method – the structured observation. The teacher has a pre-prepared structure of what and how he will observe and how he will record it. The *Tento dokument bol pripravený s podporou Európskej komisie a vyjadruje iba názory autorov. Komisia nezodpovedá za akékoľvek použitie informácií v ňom obsiahnutých.*

observation sheet is a simple record that shows three different levels of quality in the development of key competencies of the student, which characterize the required performances of students.

A. Ability to change consumer behavior into a less consuming way (Social and Civic competences)

ASSESSMENT OF DEVELOPMENT OF SOCIAL AND CIVIC COMPETENCES		
Level One	Level Two	Level Three
Identifies impulsive and conscious shopping	Distinguishes between impulsive and conscious shopping	Demonstrates examples of impulsive and conscious shopping
Identifies the use of palm products	Explains the imPact of using of palm products	Analyzes the consequences of using of palm products
Identifies a consuming lifestyle	Characterizes the manifestations of the consuming lifestyle	Evaluates the impacts of consuming lifestyle

Table n.1. The observation sheet for assessment of Civic and Social Competencies

B. Ability to express and interpret ideas in written form (Communication in the Mother Tongue)

In order to develop the key competencies of communication in the mother tongue we will present the importance of the development of verbal and nonverbal expression at the beginning of the lesson, We emphasize that we learn from each other by observing and comparing our own communication with the communication of other people.

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE		
Level One	Level Two	Level Three
enters the discussion by request	enters the discussion independently	complements the speeches of other participants
agrees or disagrees with others	expresses own opinions	compares and justifies own opinions
uses simple words	uses simple sentences	uses compound sentences

Table n.2 Observation sheet for assessment of Communication in Mother Tongue

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SEF-ASSESSMENT OF STUDENTS

It is important for students to know their own progress in learning outcomes. One effective way to achieve this is to allow students to regularly assess their own performances. In this way, students receive feedback about their activities during class. Evaluation of one's own performance will contribute the motivation of students to learn and to the development of critical thinking.

EXITE TICKETS

Distribute small pieces of paper or cards to students to fill out and hand out as they leave the classroom. Students will write their understanding of the main topic or goal of the lesson. Ask students to complete the pieces of paper or cards with the information they have obtained during class:

1. Give an example of conscious shopping.
2. Give an example of impulsive shopping.
3. What are you willing to change as a consumer for nature protection?