

Summer Course Évora (PT)
5-11 September 2010




**SELF-ASSESSMENT OF
COMPETENCIES AND
INCLUSIVE PROCESS
KEY ASPECTS**

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Dynamic Assessment of Functioning and Oriented at Development and Inclusive Learning
A Comenius multilateral project - 142084-2008-LLP-BE-COMENIUS-CMP



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**INCLUSIVE PROCESSES AND
ASSESSMENT**




The inclusive actions and activities must involve:

- Development of different skills/competencies and not only the development of formal school contents
- Use reflective practices
- Use a problem solving methodology
- Ecological approach (interface family-school-community) having the participation of the student throughout the process
- Interdisciplinary assessment
- Multidimensional assessment
- **Self-assessment** of the person/student.


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**PARTICIPATION OF
STUDENTS WITH SEN IN
THE ASSESSMENT**




- Young children can/should be involved holistically in learning situations in which they will participate and this produces better learning and development
- Assessment and self-assessment should be present all over the learning process.




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HOW CAN THE PERSON/STUDENT PARTICIPATE IN A DYNAMIC ASSESSMENT OF THEIR LEARNING PROCESS AND SKILLS DEVELOPMENT? WITH SUPPORT and MEDIATION ...



1. Defining what to do (Participate in the definition of the goals (PHASE: PLANNING of the action);
2. Analyzing the appropriateness of these goals (Reflect / Evaluate);
3. Planning what to do, when, how to do and what will be need for this (planning the action);
4. Implementing actions (PHASE: IMPLEMENTATION + Process evaluation);
5. Final Evaluation of the global results of the learning and performance of each one (PHASE: EVALUATION, SELF-ASSESSMENT);

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THAT IS BASED ON SELF-REGULATED LEARNING KEY IDEAS



- Assumption: the tasks proposed to students should enable them **to decide** using a reflexive mind, so that, they can regulate their learning processes. (This means working on potential competencies)

- Self-regulation - is a multidimensional process that involves personal, contextual and behavioural aspects.

- The competence comes from the social and later it starts to be controlled by the student (social-cognitive model of the development of self-regulated competence).

(Multidimensional Model of Zimmerman, 1996, 1997, 2000 and Zimmerman & Risemberg, 1997)


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SELF-REGULATED LEARNING PHASES




THREE CYCLIC PHASES OF SELF-REGULATED LEARNING (Zimmerman, 1998;2000)

1 – Preliminary PHASE - ANTICIPATION AND PREPARATION

- Task analysis
- Self-motivation beliefs (self-efficacy and results expectations)
- Objectives , planning and selection of strategies to be used

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SELF-REGULATED LEARNING PHASES

2 –VOLITIONAL CONTROL PHASE - INCLUDES TWO PROCESSES:

- **Self-control** (self-instruction; mental images; focus of attention; strategies to focus on task)
- **Self-monitoring** - deliberate attention to internal processes (strategies, thoughts, feelings) and external (feedback from others, obstacles, etc.)

Three types: self-evaluation, strategies implementation and efforts required.

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SELF-REGULATED LEARNING PHASES

3 - SELF-REFLECTION PHASE :

A) Self-evaluation - self-judgement of outputs and results

B) Self-reaction:


- Self-satisfaction: satisfaction / dissatisfaction in view of the achievements and feelings involved.
- Adaptive inferences: derived from the conclusions that the student gains from his behaviour

Consequences: INACTIVITY . CONTINUATION OF THE ACTIONS or CHANGES

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CAN LEAD TO

- Greater participation and inclusion of person / student with SEN in his own learning process
- Promotion of diversified competencies (motivational, metacognitive, behavioural)
- Promotion of competencies related to self-regulated learning which increases the capacity to direct their own learning in school and in life

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SOME REFERENCES




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