Green Generations Teachers' Training Package

Module 4: Assessing Intergenerational Learning

Green Generations Partners

Eutopique (FR)

HUB-21 (GR)

1st Primary School of Alexandria (GR)

Centrul Judetean de Excelenta Galati (RO)

SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED (CY)

Know & Can (BG)

Authors

Georgia Karaoli (from SYNTHESIS)

Project's coordinator

Eutopique

Publication date

January 2024

Table of Contents

1. Focus area and learning outcomes of the module

The aim for this module is to support the Learners – Teachers to assess the knowledge and skills acquired through the Green Generations Training Package relevant to the most prominent notions connected with intergenerational learning, climate change and creating an engaging community. Front-line educators can access a variety of tools through the exercises given in this module to aid them in laminating the learning outcomes of this Training. The learners are expected to evaluate their personal strengths and limitations through critical reflection and creative self-directed assessment learning, which will guide their professional practice toward intergenerational climate change learning in the classroom.

The goal is to provide the Educators with the tools they need to feel confident to foster an inclusive school culture where intergenerational learning will be cultivated, and the message of environmental awareness and responsibility will be transmitted to all its members. The goal is for the Teachers to critically review their own progress, as well as to recognize and assess potential for improvement.

The learning outcomes will allow educators to:
1. Assess the knowledge and skills they acquired through the Green Generations Training.
2. Recognize the impact of a community-based approach to tackle the issue of climate change in connection with personal responsibility.
3. Transfer the knowledge they acquired to peers, colleagues, and other members of the school community.

2. Key elements of the module (developed in module presentation)

1. Provide tools and useful materials to the educators in order to support their own self-evaluation and assessment.
2. Assess the Learner's Indicators of Success using relevant tools and strategies.

3. Evaluate the Impact of an Intergenerational Project considering all involved indicators and performance.

4. Design Assessment Tools Matching Student's Learning Skills

5. Support all parties involved to conclude their own interpretations of the Project.

6. Provide useful information and material to support the facilitation of the "Learning Over Time" approach.

3. Theoretical presentation of the learning concepts

3.1 Self-Evaluation

The evaluations that individual's conduct on their existing knowledge levels or improvements in those levels in a particular topic are referred to as "self-assessments" of knowledge. The capacity to assess oneself to determine how much development has been accomplished. To achieve that Learners must keep track of their skills and assess their strengths and limitations. It gives the individuals a lot of autonomy over their own development.

Based on the preliminary Desk Research carried out by the Green Generations Consortium, evidence shows what can be measured by assessments has the strongest influence on what happens in the classroom. If Educators want to move from passive 'learning' to 'practicing,' then they need an associated shift in assessment systems from a focus on 'factual recall' and towards 'problem solving'.

A self-evaluation is an assessment of how you performed during the evaluation cycle. It involves grading predetermined objectives, skill levels, and general performance. With self-assessments, educators can consider and articulate their objectives, difficulties, and successes in both teaching and learning. Self-assessments can take many different forms, such as activity reports, reflective remarks, annual goal setting and monitoring, or the utilization of an instrument.

What are the Benefits of Self-Assessment?

Dynamic and active role in the progress	Immediate feedback, increased autonomy
Strengthen commitment, competency development, goal setting and achievement	Promotes self-centered learning, gain more accountability, recognize strengths and limitations.
Reflect, find early on gaps in understanding	Keep better track of the progress, make more accurate prediction, more efficient learning strategies

Self-Assessment can take focus on a variety or multiple areas:

- Performance Indicators (Professional or Academic)
- Skills-based (Inventory and/or Soft Skills)
- Goal-oriented (Achievement/SMART Goals)
- Behavioral Reflection
- Conflict Resolution efficiency
- Emotional Intelligence and Communication
- Personal Development
- Wellbeing
- Etc.

3.2 Concept Maps

Concept maps visually depict relationships among ideas and/or things. A concept map is a graphic or diagram that shows the connections between concepts and ideas. The majority of concept maps represent concepts as boxes or circles (also known as nodes), which are then connected to one another by lines or arrows (also known as arcs). To help clarify how the concepts relate to one another, linking words and phrases are used to designate these lines.

Concept maps are excellent instruments for evaluation. For instance, instructors can assess prior knowledge by having students build a concept map at the start of the

semester. According to research, students who collaborate and cooperate in small groups while they learn have improved cognitive and affective outcomes. This beneficial small group collaboration among students and teachers in any topic is made possible through concept mapping.

Visuals are processed by the brain 60,000 times more quickly than text. Concept mapping, a strategy for organizing and displaying knowledge, can help you see the connections between different ideas and assess your comprehension of difficult concepts. Mental connections are created by thinking through and graphically illustrating interconnections between ideas, which improves memory retention. This diagram is a well-liked method for encapsulating comprehension of a subject for business, school, or personal study.

What are the Benefits of Concept-Maps?

Helps understanding by its visual format.	Integrates new and old ideas to synthesize information so you may better understand the overall picture.
Encourages high-level thinking and brainstorming.	Encourages the exploration of novel ideas and their relationships.
Clear communication of complicated ideas is provided.	Encourages group learning. Inspires originality.
Snapshots of your existing understanding to gauge comprehension.	Identifies areas that require additional study or evaluation

Concept Mapping can take various forms and it can be used:

by students to:

- Arrange and arrange fresh information.
- Boost learning by connecting new and old information.
- Draw connections between vocabulary words, fictional characters, historical events, etc.

- Cartograph feelings, emotions linked with space and environment.
- Prepare/outline writing assignments.
- Create custom knowledge representations.
- Think of fresh concepts
- Take notes.
- Make study materials.
- Create intricate structures.

by teachers to:

- To get the conversation going, pose a focal question.
- To assist students in deciding what to put in their map, create a parking lot (list of significant topics).
- Give pupils specialized skeleton maps so they have a roadmap to follow. An authority in the subject will begin these brief concept maps, which students will then build upon.
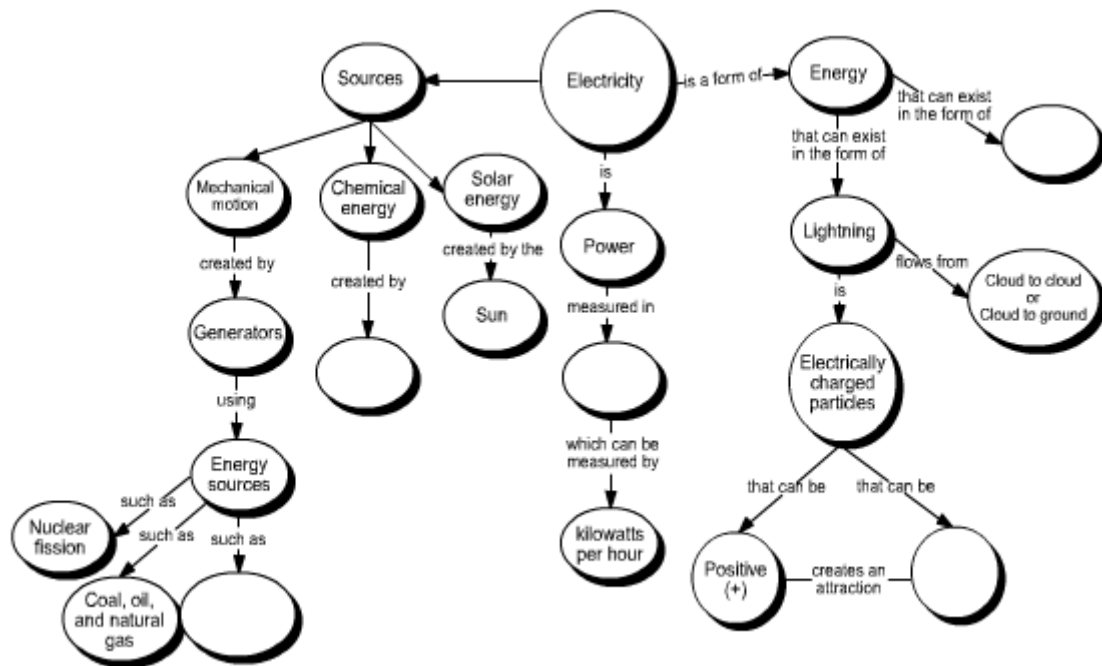
Concept Map Example. Retrieved from:

https://en.wikipedia.org/wiki/Concept_map#/media/File:Electricity_Concept_Map.gif

3.3 Online Evaluation Tools

The new millennium has seen changes in knowledge assessment. Although the use of traditional paper and pencil methods has some merit, new technologies are always being developed to help educators, trainers, and learners in their tasks.

By using more interactive tools you avoid the stale transmission of knowledge in a monotonous, biased manner. Examining learner's knowledge of a subject through written tests and quizzes was customary in the past. There are several options available now for engaging and enjoyable student evaluations. The options have only been increased by digital tools.

These digital evaluations are ideal tools for a fun, gamified way to assess learners' understanding during their training lifespan.

What are the Benefits of Online Evaluation Tools?

Accessibility and Convenience	Cost-Efficiency, Reduced Printing and Distribution Costs
Real-Time Feedback, Quick Results and Analysis	Customization and Adaptability, Tailored Assessments and Scalability
Security and Integrity, Data Encryption and anti-cheating measures	Environmental Sustainability
Boosts Collaboration and Feedback	Provides the option for data analytis and reporting

Online Evaluation Tools can take various forms:

- Online Surveys and Questionnaires

- Online Exams and Quizzes

- E-learning Platforms

- 360-Degree Feedback Tools

- Peer Review Platforms

- Simulations and Virtual Labs

- Personality and Behavioural Assessment Tools

- Project Management and Collaboration Tools

- Video-based Assessments
- Gamified Assessments

3.4 Learning Over Time Approach

Spreading out your learning experience over several sessions is a more effective approach than cramming heavily. This is referred to as scattered or spaced practice and/or learning over time. You will be able to absorb more material and contain in your memory the information longer by "spacing" out learning activities across time (for example, 1 to 2 hours every other day, or at least once per week, rather than a 12-hour marathon cramming session).

Spaced practice incorporates several learning sessions, as opposed to cramming, although each session is shorter. By concentrating on a different collection of information during each session, you can "divide and conquer" by having many sessions. Instead of cramming, which puts pressure on you to learn everything that could be included on an exam, you can take extra time during each session to absorb and integrate key ideas and information from a particular section of the course.

Additionally, each session gives you the chance to revisit the lessons you previously learned. You will be able to more successfully store the information in your long-term memory, fill in any knowledge gaps, and be better prepared to use it on the next exam if you go through the course materials several times over the course of several sessions. The spacing effect is a term used to describe the advantage of dispersing learning throughout time.

The "spacing effect" was first described by Herman Ebbinghaus in the late 1890s, illustrating how quickly learned memories vanish. Spaced practice slows down the forgetting process, with rehearsals restoring memory to 100%. Neuronal connections

create new memories, and resources and time are needed for consolidation. Research suggests taking breaks after studying helps retain knowledge by separating repetitions.

Memory deterioration over time makes it difficult to retrieve information, making spacing effective in re-learning. Spacing reconstructs knowledge and routes, making it easier to access the next time. This active regeneration of retrieval pathways is beneficial as it allows for more efficient learning. Spaced learning also benefits from changing learning contexts, as individuals approach material differently and employ various signals.

What are the Benefits of Spaced Learning (or Learning Over Time) ?

Improved Long-Term Retention	Enhanced Retrieval Practice
Reduced Forgetting, Mitigating the Forgetting Curve	Optimizing the cognitive load, avoiding overload
Allowing more flexible learning schedule, enable adaptability,	Provide more opportunities to identify weaknesses
Increased engagement, sustain interest	More effective transfer of knowledge, application to real-world situations
Maximizing Learning efficiency and use of study time	Promoting Metacognition and Reflective Learning, Accommodating Diversity

Learning Over Time can take various forms, such as:

Intermittent Repetition (Application: flashcards, expanding one's vocabulary, and reiterating important ideas)

- **Microeducation**
  - o Application: Learners can interact with quick movies, infographics, tests, and interactive modules during brief sessions
  - o **Study sessions, either weekly or daily** Application: Schedule regular meetings, practice sessions, or study sessions at regular intervals

- **Project-Based Education**
  - Application: group projects, homework, and practical application of knowledge
- **Self-Paced Courses**
  - Application: Online courses with modules or lessons that learners can complete at their own pace.
- **Reflective Journals or Blogs**
  - Application: Regular journal entries or blog posts reflecting on course content, personal growth, and applications to real-world scenarios.
- **Regular Practice and Application**
  - Application: Regular problem-solving exercises, practical applications of theoretical concepts, or hands-on activities.
- **Peer Learning Communities**
  - Application: Online forums, study groups, or collaborative projects where learners interact and exchange ideas over time.
- **Skill Building Challenges:**
  - Application: Coding challenges, design competitions, or other skill-specific contests.

4. Module presentation

4.1 Assess the Learner's Indicators of Success

Setting Indicators of Success is to enable the Learners-Educators to revise the central thematic topics set in the previous modules to speculate and evaluate the depth and the range of the knowledge they acquired through the Training.

In addition, the Educators will be invited to review their original learning goals and assess their progress whilst also identifying and investigating their own personal strengths and

aptitudes that they can bring in their practice. In this way, the Teachers will be able to identify areas that require further room for improvement and draft a plan on how to achieve that.

To do so, the educator needs to reflect on a series of different questions:

- Based on the desired outcomes, which methods of assessment would be a better fit for me to utilize?
- How should I better monitor this?
- What challenges could potentially come in my way based on previous experiences?
- Who can also potentially be involved in the process (peers, other experts, the learners/students)?

Total duration of the module: 80 minutes	
Setting	It can be adjusted accordingly

Face to Face: (e.g. classroom, community center, outdoor activity)
Virtual setting: (e.g., Zoom, Google meet) and online collaborative spaces (e.g., Jamboard, Miro, Mural) |
| **Outcomes**
(4-5 major ones) | Upon completion, the Learners will be able to:
1. Employ useful tools for self-assessment and self-reflection.
2. Identify areas and skills with room for improvement and further speculation.
3. Draft a plan on how to address any gaps in knowledge and/or develop skills and proficiency.
4. Identify their own personal character strengths using the VIA Classification.
5. Develop a strategy on how their character strengths can be utilized in their workplace. |

| **Contents** | ● Activities for Self-Evaluation | **Duration** | Duration for each activity
1. 10 minutes
2. 30 minutes |
|---|---|---|---|

	● Identify their own Character Strengths		3. 40 minutes
Activities description (step by step)[1]	● Self-Assessment Essentials ● Two Sides of the Same Coin ● Character Strengths	**Type of activity**	● Individual ● Individual ● Individual
Materials/ Supplies			● Computer ● Access to the Internet ● Material for Notetaking (Digital Notes - tablet, phone or Handwritten Notes - pen and paper) ● Paper or Hard Paper ● Scissors to create "paper coins." ● Pen, Pencil or Marker

Self-Assessment Essentials

Step 1: Visit the Appendix **"Educator Self-Evaluation Report"**, you can either print it out or keep it online if you prefer.

Step 2: Find a quiet place where you can reflect on your experiences as an Educator and complete the Self-Evaluation Report.

Important Notes:

In Order To Completing Your Self-Evaluation, What Should You Do?

● **Time.** Give yourself at least one hour n to finish the self-assessment or several short times on different days, allow yourself the time to concentrate and give your full attention.

---

[1] The detailed steps for each activity are presented in the worksheets.

- **Quiet & Peace.** To give the self-assessment process your will need full concentration and time for contemplation, carry it out in an area that is calm and free from distractions.

- **Relax.** Take a deep breath, clear your mind, and consider your personal objectives, experiences, and situations while attempting to relax. Since nobody is flawless, it is highly possible that you will remember both positive and negative situations.

- **Incorporate the highlights.** Don't be afraid to point out and highlighted where you excelled.

- **Consider the Bigger Picture.** Don't overlook accomplishments from the beginning of the review period.

- **Maintain an "Open" attitude.** A self-evaluation has the potential to result in a productive conversation between you and perhaps your Trainers or peers.

- **Be impartial.** Although it's quite easy and tempting to praise yourself for everything, it's improbable that you did everything perfectly.

- **Be Specific.** Make suggestions for specific upgrades. The self-evaluation is an excellent chance to pinpoint precise approaches to raise your performance.

- **Draft a Plan.** To support your performance and learning goals, the growth of your competencies, and your learning experience and/or career trajectory, choose, complete, and apply the knowledge you learn via development activities.

Two Sides of the Same Coin

Step 1: Use a paper or carton paper and cut out three round shaped coins (see the example provided below).

Step 2: Write on one side of each coin "I learned" and to the other "However".

Step 3: Start with the first coin and write one thing you learned on one side.

Step 4: On the other side of the coin, write a "however" statement, referring to something relevant to your training that you haven't learned yet or you believe there is need for improvement.

Example:

"I learned about intergenerational training".

"However, I need to acquire more knowledge on effective practical applications of including intergenerational training principles in the classroom".

Step 5: Do the same for the other two coins.

Step 6: Reflect by speculating and answering the questions provided below.

- Which side is more valuable? Why?
- Is it crucial to consider what we don't yet know? Why?

Step 7: Write down how you can further develop those competencies.

Example:

Side 1: "I learned how to analyze in depth the different principles to evaluate the right option".

Side 2: "However, I still need to develop skills and strategies on how to apply intergenerational principles in different contexts".

I learned…   However…
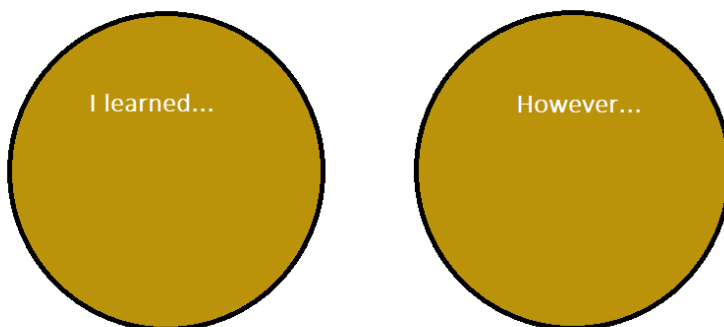
Example of the "Two Sides of the Same Coin" cut-out

Character Strengths

Step 1: Speculate and note down (digital or paper notes), 3 qualities or personality traits you possess, that help you maintain or elevate your performance and how.

Step 2: You are now invited to identify your own personal character strengths based on the VIA-Values In Action Classification created by Peterson and Seligman (2004), which recognizes 24 character strengths, categorized into six broader areas the "virtues". Character strengths are the positive parts of each persons' personality and each person possess all 24-character strengths in different degrees, giving their unique character strengths profile. The virtues included in the VIA categorization are wisdom, courage, humanity, justice, temperance and transcendence.

To take the free test please follow the link provided:

https://www.viacharacter.org/account/register

Step 3: After receiving and studying carefully the results, brainstorm and write down ideas on how you could use each of your dominant top five characters strengths in a novel or productive way.

Step 4: Pick one of the aforementioned dominant character strengths, and make a specific thorough plan on how you intent to use it today (or in case is late in the afternoon, the day after), where and how you intend to use it in your workplace.

Step 5: Mindfully and purposefully continue with utilizing your dominant character strengths during one whole working week. You have the option to select whether you want to use and practice the same character strength for all days or practice a new character strength every day.

Step 6: When the one week passes, reflect on the experience and note down what actions exactly you took, how you felt, what you learned from your experience and whether it helped to increase your work performance or work experience.

Picture Retrieved from: https://shorturl.at/jOUV6

4.2 Evaluate the Impact of an Intergenerational Project/Learning Session

The impact of an Intergenerational project/learning session can be multifaced and a time-demanding procedure. The Educators will need to equip themselves with tools and information that can help them transfer this message to other school community members to maximize its effects – results. The Educators are called to incorporate in their own practices, tools and approaches that can elevate the desired outcomes.

To do so, the educator needs to reflect on a series of different questions:

- Based on the desired outcomes, how can I better monitor the results and impact of the project?
- What indicators can I use to achieve this?
- What challenges could potentially come in my way based on previous experiences?
- Who can also potentially be involved in the process (peers, other experts, the learners/students)?

Total duration of the module: 40 minutes	
Setting	It can be adjusted accordingly Face to Face: (e.g. classroom, community center, outdoor activity) Virtual setting: (e.g., Zoom, Google meet) and online collaborative spaces (e.g., Jamboard, Miro, Mural)
Outcomes **(4-5 major ones)**	Upon completion learners will be able to: 1. Generate the benefits of Intergenerational Learning within the scope of sustainability. 2.Demonstrate a list of initiatives relevant to intergenerational learning and sustainability. 3.Draft a plan on how to implement intergenerational learning activities with a special focus in sustainability.

Contents	● Tools and Guidelines on how to create a sustainability Policy within school/classroom settings.	*Duration*	Duration for each activity 1. 15 minutes 2. 25 minutes
Activities description (step by step)[2]	● Challenging Age-Related Stereotypes ● Creating a Sustainability Policy	*Type of activity*	● Individual (it can be adjusted for Group settings also) ● Individual (it can be adjusted for Group settings also)
Materials/ Supplies			● Computer ● Access to the Internet ● Material for Notetaking (Digital Notes - tablet, phone or Handwritten Notes - pen and paper)

---

[2] The detailed steps for each activity are presented in the worksheets.

Challenging Age-Related Stereotypes

Another reason to promote IGL contact between the generations is to eliminate negative stereotypes they may have about each other. Before organising an IGL activity, it is useful for facilitators to assess and reflect on their own expectations, possible prejudices, and stereotypes.

Step 1: Read the statements provided below and indicate and assess your level of agreement/disagreement using the scale provided below:

(1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree)

1. **Most old people are cranky.**
2. **Young children are very egotistical.**
3. **People born between 1925-1945 (The Silent Generation) are reserved and submissive.**
4. **Older people like peace and quiet and would be disturbed by the energy and noise created by young children.**
5. **The "Baby Boomers" (born 1946-1964) are self-centred.**
6. **Individuals born between 1965-1980 (Generation X), are money-oriented.**
7. **Older people tend to be critical towards people younger than themselves.**
8. **"Millennials" (born 1981-2000) are not hardworking and just want everything handed to them.**
9. **Older people do not like starting new relationships.**
10. **Young children should only spend time with their family.**

Step 2: For each statement, we invite you to challenge stereotypes by drawing on specific examples from your experiences – knowledge. Moreover, speculate how widespread you think this view might be and how it might interfere with setting up IGL initiatives (write down 2-3 examples).

Creating a Sustainability Policy

Step 1: Establish Your Vision and Mission

- This Is the Most Crucial Aspect of Your Sustainability Policy
- It's a common misconception that mission and vision statements are synonymous. They are distinct, even though they get along well.
- A mission statement outlines what a venture hopes to accomplish that sets it apart from other actions. It serves as the group/community's main motivation and focal point.]

Step 2: Create a "Green Tea"

- Next, assemble a group to oversee the implementation of a sustainability program at the school. We should refer to this group as the "green team."
- A green team is a collection of conscientious individuals who get together on a regular basis to find ways to enhance the sustainability of the school community and beyond.

Step 3: Investigate and assess the technology you can use.

- Digital learning is a great way to reduce expenses, make better use of resources, encourage sustainability, and increase both the reach and impact for teachers and students. It also has positive effects on the environment because it uses less paper for books and handouts and allows for time savings and convenient research.

Step 4: Involve the whole community

- When developing sustainability policies, a facilitator has the responsibility to involve all the community members in the process. These individuals probably have original ideas, and facilitators might discover some unexpected knowledge.

Step 5: Make a plan, prioritize, and set goals

- Key Performance Indicators (KPIs): These show how much energy, carbon dioxide, and water the community uses.

Step 6: Put the Plan into Action and Disseminate the New Sustainability Policies

- This is the stage of execution. The sustainability policy needs to start with the correct people, procedures, and technology in order to be successful.

- It is simple to implement sustainability in four steps:
  - Make a plan for launch.
  - Start the Sustainability Initiative

o Track and Handle Projects

o Examine and modify the plan.

- A solid blueprint for launching a sustainable school environment should also contain the following:

    o An email announcing the sustainability initiative and a synopsis for all school community members.

    o A public explanation distributed to inform staff, clients, and suppliers through a blog, social media account, or official news release.

Step 7: Monitor Development and Evaluate Outcomes to Make Sure Your Sustainable Policy Is Effective

- To expand your sustainability program, a formal framework with objectives and quantifiable KPIs must be put in place..

Step 8: Examine Your Outcomes and Contrast Them with Objectives and Standards

- Depending on the scope of the program and the quantity of monitored initiatives, evaluation of results can be conducted either quarterly or annually. A popular method for evaluating a sustainability program is the SWOT analysis. It divides the findings and observations into four categories:

    o Strength

    o Weaknesses

    o Opportunities

    o Threads

Step 9: Highlight and Share Your Successes

A compelling and advantageous narrative about the successes of sustainable practices is something that will boost and maintain the school community's morale in order to keep up the good job.

Step 10: Look for more opportunities for more Training and Certifications

- Continuous learning and enhancing skills, improving procedures, and including more people in the sustainable plan is optimal. As technology and research

evolves and new data surface it's important to keep your Green Team and in general the whole school community updated.

Overall: Policies are essential for fostering economic expansion and forming the society of the future. It's critical to establish specific goals and track results in order to assess the effectiveness of policy interventions. Now that you have read the article above, which highlights the importance of long-term thinking and policy making, you can use those notions to apply them in your settings (school – classroom – social community) and you went through the 10 proposed steps for Developing a Sustainable Plan.
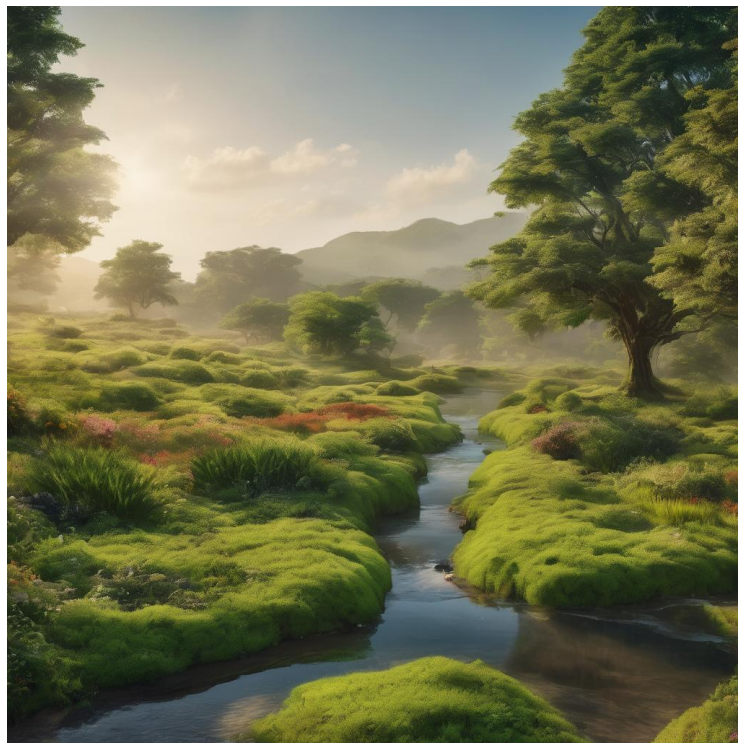
4.3 Design Assessment Tools Matching Student's Learning Skills

To support the whole process of evaluating and measuring the level of the Project's Impact, the Educators should incorporate tools and material that will support their efforts in designing assessment tools that will be in accordance with their student's learning needs.

To do so, the educator needs to reflect on a series of different questions:

● What kind of formats, tools for evaluation and assessment are available to me?

● Based on the formats and tools that are available to me, which are a better fit for what I want to measure and my audience?

● How can I tailor those tools to better cater my students' needs and unique characteristics?

Total duration of the module: 70 minutes			
Setting		It can be adjusted accordingly Face to Face: (e.g. classroom, community center, outdoor activity) Virtual setting: (e.g., Zoom, Google meet) and online collaborative spaces (e.g., Jamboard, Miro, Mural)	
Outcomes **(4-5 major ones)**		Upon completion learners will be able to: 1.Acquire knowledge regarding useful classroom tools that they can utilize to extract conclusions within the classroom settings. 2.Employ and utilize appropriate tools for a more effective interaction and acquisition of knowledge during the learning process.	
Contents	● Tools and Guidelines for drawing conclusions and facilitating reflection withing the classroom settings.	**Duration**	Duration for each activity 1. 20 minutes 2. 30 minutes 3. 20 minutes
Activities description	● Tools for Drawing Conclusions	**Type of activity**	● Individual (it can be adjusted for Group settings also)

(step by step)[3]	● Applying Continuous and Comprehensive Evaluation for Sustainability in Primary Education ● Using Interviews as an Evaluation Tool		● Individual (it can be adjusted for Group settings also) ● Individual (it can be adjusted for Group settings also)
Materials/ Supplies		● Computer ● Access to the Internet ● Material for Notetaking (Digital Notes - tablet, phone or Handwritten Notes - pen and paper)	

Tools for Drawing Conclusions

Step 1: Read carefully the information provided below.

Here is a list and a brief description of recommended activities you can implement within classroom settings to help your students extract and formulate conclusions:

1. Mystery Objects

Students can look for hints in a given image that will help them understand what is happening. In order to unravel the mystery, students' piece together the available evidence and then come to the best conclusions. You can put the picture in a bag, students will be asked to first define what they are.

2. What Am I?

"Who Am I?" (and its variants) is a well-liked party game that fosters focus, awareness, perspective-taking, lexical development, working memory, and self-regulation, all of which are qualities that youngsters can use to their advantage. Give pupils a description of a thing or an animal without giving it a name, and then ask them to identify it.

3. Newspaper Headlines

---

[3] The detailed steps for each activity are presented in the worksheets.

Give students the headline of an article from the newspaper and ask them to guess the main points of the piece. Students learn to read comprehension passages and to critically consider the material being given through this activity. Children can practice crafting attention-getting headlines with the help of this practical newspaper headlines activity.

4. Picture This!

Ask pupils to analyse an image and draw conclusions about what is happening in the specific picture. This game encourages imagination, inventiveness, and keen observation.

5. The Missing Object Case

Students are asked to locate an object in a room and then guess where it might be. These practical exercises enable students to use inferential abilities to reach conclusions based on facts while fostering deductive reasoning.

6. Sequencing

The children are asked to determine the order in which a series of events occurred. Children can learn to see patterns, analyse cause-and-effect relationships, and connect events logically through this practice.

7. MindMaps

Scientific research has shown that mind mapping is a powerful and beneficial learning tool for young children. Mind maps make learning more natural since they are designed to connect ideas in a manner like how your brain naturally processes information.

8. Role Plays

Children's social skills will improve as they learn to deal with group dynamics. They develop these skills through role play, which also teaches children how to share, be

affectionate, solve problems, recognize, and respond to others' feelings, and cooperate with others.

9. Predictions

Give them a story to read, then ask them to predict what will happen next. This inference exercise teaches students to form predictions based on the available data and improves

their reading comprehension. Prediction can keep kids interested in the narrative and aid readers in drawing connections between the text and their past knowledge.

10. Problem Solving Activities

Students are given an issue to tackle, and then are asked to determine what they feel to be the greatest answer. This project encourages problem-solving skills while allowing students to use their critical thinking skills to find solutions.

Step 2: Activity for Teachers: Analyzing and Crafting Newspaper Headlines

1: Analyzing Newspaper Headlines

➢ Find a list of newspaper headlines or actual newspaper articles for analysis.

➢ Read each headline and guess the main points of the corresponding articles.

➢ After a brief reflection, read the articles and compare your predictions to the actual content of the articles to evaluate your comprehension accuracy.

2: Critical Examination

➢ Critically consider the elements that make each headline effective, such as wordplay, emotive language, alliteration, and conciseness.

➢ Speculate why certain headlines are more attention-grabbing than others and what makes them stand out?

3: Crafting Attention-Getting Headlines

➢ Find below some sample articles or topics, you are encouraged to craft your own engaging headlines for these articles.

Sample Articles/Topics:

Topic: Climate Change

Article: "New Study Reveals Alarming Climate Change Impact on Oceans"

Craft a compelling headline that captures the urgency of the situation and the impact on the environment.

Topic: Community Engagement

Article: "Local Residents Band Together to Revitalize Neglected Park"

Come up with a headline that highlights the positive community effort and the transformation of the park.

Topic: Health and Wellness

Article: "Healthy Living: The Power of Mindfulness and Stress Reduction

Create a headline that communicates the benefits of mindfulness and stress reduction.

Applying Continuous and Comprehensive Evaluation for Sustainability in Primary Education

Step 1: Read Carefully the case study provided below

Vivienne Westforest, a passionate primary school art teacher, is dedicated to instilling the values of sustainability and green transition in her young students. She believes that incorporating Continuous and Comprehensive Evaluation (CCE) is essential to monitor and foster their progress in these important areas. Here's a scenario of how Vivienne applies CCE in her art classroom:

Vivienne introduces sustainability and green transition concepts to students at the start of the school year, engaging them in discussions and activities and sets clear learning objectives, shared with students and parents, to ensure understanding and acceptance.

Formative Assessments:

- **Recycling Art Projects:** Throughout the year, Vivienne assigns various art projects that involve recycling and upcycling materials. She regularly assesses the students' creativity and ability to repurpose items into art while promoting eco-friendly practices.

- **Eco-Storytelling:** Students are encouraged to create art pieces that tell a story about the environment, climate change, or sustainable living. Vivienne assesses

- their artistic expressions and the depth of their understanding of environmental issues through these projects.

● **Green Habits Journal:** Students maintain "green habits journals" where they document their efforts to adopt sustainable practices at home and in school. Vivienne reviews these journals periodically, offering guidance and feedback.

Skill Development: Vivienne prioritizes sustainability and artistic skill development, fostering creativity, craftsmanship, and art-related skills in students through each project.

Student Portfolios: Vivienne utilizes students' portfolios to evaluate their progress in sustainable art projects, drawings, and sketches, identifying areas for improvement over time.

Peer and Self-Assessment: Vivienne fosters a collaborative and supportive classroom environment by encouraging students to evaluate their work and offer constructive feedback, enhancing their critical thinking and communication skills.

Summative Assessments: Vivienne organizes an art exhibition at the end of the school year, showcasing students' sustainable projects as summative assessments of their learning and accomplishments.

Parent Involvement: Vivienne regularly updates parents on their children's progress in adopting sustainability and green transition values, encouraging them to support these initiatives at home.

Continuous Improvement: Vivienne assesses teaching methods and sustainability-focused art curriculum impact, adapting approach based on student feedback, parents, and observations to ensure students actively adopt and internalize values.

Step 2: Speculate and answer the following questions

Questions:

1. How does Vivienne introduce sustainability and green transition concepts to her students at the beginning of the school year, and why is it crucial for students and parents to be aware of these concepts?

2.   In what ways does Vivienne use formative assessments, such as recycling art projects, eco-storytelling, and green habits journals, to gauge students' progress in both artistic skills and understanding and adopting sustainable practices?

3.   Explain how Vivienne ensures the development of artistic skills while promoting sustainability in her art classroom.

Using Interviews as an Evaluation Tool

Step 1: Read carefully the information provided below.

Please find below an example of an Interview Question for Primary Students:

Question: *"Imagine you are the guardian of a magical forest. What are three things you would do to protect this special place and keep it safe for all its animals and plants?"*

Explanation:

This interview question is designed to inspire primary students to think creatively about their role in preserving the environment. By framing it as a scenario where they are the guardians of a magical forest, it engages their imagination and encourages them to consider their responsibilities in environmental preservation. The question assesses their

understanding of the importance of protecting nature and the biodiversity it holds. It also invites students to express their ideas about practical steps they can take, such as preventing pollution, conserving resources, planting trees, or creating awareness in their community.

Step 2: Now Write your own Scenario:

Topic:_____

Question:_____

_____

_____

Explanation:

_____

_____

_____

_____

_____

_____

Some Key Points

When giving interview questions to primary students to assess their level of knowledge, the primary aims are to:

- ✓ **Assess Understanding**
- ✓ **Evaluate Critical Thinking**.
- ✓ **Promote Creativity**
- ✓ **Evaluate Communication Skills**
- ✓ **Engage Interest**
- ✓ **Encourage Personal Connection**
- ✓ **Provide Opportunities for Reflection**
- ✓ **Assess Depth of Knowledge**
- ✓ **Foster Self-Expression**

4.4 Interpretation of the Project

The Educators as a way of reflection can facilitate within the classroom settings strategies and processes to extract interpretations and conclusions relevant to the thematic topics that were taught. It is important to be able to respond to their students or other involved individuals in a manner that supports and guides them through this learning process by highlighting the central topics and notions addressed by the Green Generations Project.

To do so, the educator needs to reflect on a series of different questions:

- What are the central topics and notions addressed by the Green Generations Project that I wanted my students to think and absorb?
- How can those notions be interconnected with other activities and/or knowledges introduced to them during the classroom settings?
- How can I better prepare my self in order to be able to respond to their interpretations and possible questions and/or concerns?

Total duration of the module: 30 minutes	
Setting	It can be adjusted accordingly Face to Face: (e.g. classroom, community center, outdoor activity) Virtual setting: (e.g., Zoom, Google meet) and online collaborative spaces (e.g., Jamboard, Miro, Mural)
Outcomes (4-5 major ones)	Upon completion learners will be able to: 1.Acquire knowledge regarding useful classroom tools that they can utilize to apply the learning over time notion in the classroom. 2.Employ and utilize appropriate tools for a more effective interaction and acquisition of knowledge during the learning process

Contents	● Tools and Guidelines for incorporating spacing over time within classroom settings.	*Duration*	Duration for each activity 1. 30 minutes
Activities description (step by step)[4]	● Spaced Learning Flashcards	*Type of activity*	● Group (classroom settings)
Materials/ Supplies		● Computer ● Access to the Internet ● Flashcards (digital or paper) ● Timer or Clock ● Material for Notetaking (Digital Notes - tablet, phone or Handwritten Notes - pen and paper)	

Spaced Learning Flashcards

Objective: To reinforce and enhance long-term retention of key concepts or vocabulary words through spaced learning.

Step 1. Select the Content: Choose the key concepts, vocabulary words, or information you want your students to learn or review.

Step 2. Create Flashcards: Create flashcards with the term or concept on one side and the explanation or definition on the other side. You can use physical flashcards or digital flashcard tools like Quizlet or Anki.

---

[4] The detailed steps for each activity are presented in the worksheets.

Step 3. Introduce the Flashcards: In the first session, introduce the flashcards to your students. Show them the term, explain its meaning, and discuss any related information.

Step 4. Study Session 1: Have a study session where students review the flashcards. This session should last about 10-15 minutes.

Break: Allow a short break or transition activity (e.g., a quick brain teaser or stretch) to disengage from the flashcards. This break should last about 5 minutes.

Study Session 2: In the second session, have students review the same flashcards. This time, the focus should be on the terms they struggled with during the first session. Spend another 10-15 minutes on this session.

Break: Again, have a short break of about 5 minutes.

Study Session 3: In the third session, have students review all the flashcards, paying extra attention to the terms that were challenging in the previous sessions. Spend another 10-15 minutes.

Discussion: After the final study session, engage the class in a discussion or activity that allows them to apply the knowledge they've gained through the flashcards.

Benefits:

➢ **Spaced repetition:** By revisiting the same material at intervals, students are more likely to remember it in the long term.

➢ **Active engagement:** The activity promotes active learning and recall, which enhances retention.

➢ **Adaptation:** The focus on challenging terms in subsequent sessions allows students to concentrate on areas where they need more practice.

➢ This spaced learning activity **can be adapted for various grade levels** and subjects, making it a versatile tool for educators.

5. Methodology used within the module

- Mind-mapping (Activity: "Concept Maps", "Tools for Drawing Conclusions")
- Brainstorming (Applicable to all activities)
- Reflective writing (Applicable to all activities)
- Role playing (Activity "Tools for Drawing Conclusions")
- Strength-Based Approach (Activity "Character Strengths")
- Group discussion (Applicable to all activities)
- Reflective discussion (Applicable to several activities)

6. Case studies and Lessons Learnt

Case Study: Intergenerational Urban Environmental Education

All the information provided are taken from Shih-Tsen Nike Liu's (2016), article "Intergenerational Urban Environmental Education", Taichung City. Matthew Kaplan, University Park, PA. 14 June 2016.

Introduction

The 1977 Tbilisi intergovernmental conference on environmental education endorsed principles for intergenerational approaches to environmental education. These principles include considering the environment as a whole, viewing learning as a continuous lifelong process, and considering historical perspectives. Intergenerational learning is crucial in cities, where sustainable development involves addressing complex environmental, historical, and social issues. Children with limited firsthand experience may struggle to understand environmental challenges. Intergenerational learning focuses on facilitating interactions between generations, enhancing cognitive understanding and emotional appreciation.

Why consider intergenerational environmental education?
Benefits for Environmental Education
Cities often have high teacher-student ratios and heavy workloads. As older adults become more prevalent, intergenerational programs can capitalize on this demographic trend by recruiting educated, civically engaged older adults to contribute to environmental education.

Benefits for Children

Urban children often lack grandparents and have limited contact with older adults. Intergenerational activities can help older adults serve as role models for younger participants, promoting learning through observation and imitation. Life experiences can make environmental content more relevant and meaningful for young learners.

Benefits for Older Adults

Intergenerational programs encourage older adults to stay active, expand social networks, and contribute to society. The desire to leave a legacy motivates them to volunteer in environmental stewardship activities.

Benefits for the City

Intergenerational programs involve diverse partners and collaborators, extending environmental education and action messages across cities. The Lincoln Place "Futures Festival" event in Pittsburgh showcases how a collaborative planning process, involving residents of all ages and community organizations, can broaden visioning to include both natural and built environments.

What do intergenerational environmental education initiatives look like?

Intergenerational environmental education initiatives can be implemented in various urban settings, such as schools, centres, parks, playgrounds, community centres, and vacant lots. These initiatives can be launched through partnerships with organizations and youth service organizations. Global educators are creating models to stimulate intergenerational dialogue and co-learning about the natural environment, such as Japan's school-based project and India's biodiversity contest. Garden Mosaics, a science education and outreach program, combines community action and intergenerational learning by interviewing elder gardeners and incorporating science pages to explain key principles behind practices observed and learned from elders.

How to implement intergenerational environmental education initiatives?

Organizational partnerships play a crucial role in the success of environmental education programs. To build partnerships, it is essential to invite local leaders, stakeholders, and senior volunteers to join the planning process. Examples include the He-cuo Elementary School, which recruited older adult participants from various organizations. These organizations can help with school functions, student enrolment, and student club advising.

Lessons Learned

Sustainability is an intergenerational concept that aims to maintain a long-lasting, flexible, and wise society. Engaging in long-term thinking and strategic policy-making is crucial for preserving and enhancing the environment. Environmental educators can foster intergenerational dialogue, while older adults volunteering in programs can stay active, contribute, and connect with young people in their communities.

To read the original article follow the link: Intergenerational Urban Environmental Education – The Nature of Cities

Figure 1. Young people and an educator in Abraham House, the Bronx, New York City, learn from an elderly gardener (right) in a community garden. Credit: Alex Russ. Retrieved from:

https://www.thenatureofcities.com/2016/06/14/15504/

Good Practice: Handbook "Classroom Assessment Tools" by Centre for Teaching and Learning of Oregano State University

The information derives from the Handbook "Classroom Assessment Tools", created by the Centre for Teaching and Learning, Oregano State University.

Attitude Surveys

An attitude survey is a form of attitudinal survey where students express their opinions on a range of issues. It provides valuable insights into students' perceptions and emotions towards their classroom experience, helping educators identify elements that support student learning.

Assessment purposes include providing information about students' learning styles, identifying course components, providing feedback for activity design, and prompting reflection on learning preferences. Teaching goals include student learning outcomes, developing study skills, awareness of learning processes, and appreciation for the subject, while instructor outcomes involve refining instruction based on student feedback.

ConceptTests are interactive learning activities where an instructor presents key concepts to students, who then rate their understanding. If the majority of the class doesn't identify the correct answer, they are given a short time to convince their peers. The question is then asked again to gauge mastery.

Concept Map is a diagram of nodes with labeled directional lines, arranged in hierarchical levels. They assess students' understanding of the "big picture" and have been used for over 25 years. They help students learn, organize information, think creatively, improve memory, develop higher-level thinking skills, and use graphics effectively. Concept maps also help teachers understand students' misconceptions, assess the complexity of concepts, and document their development over time.

Interview is a structured assessment of a student's understanding of a concept, aiming to improve teaching and course organization. It involves well-chosen questions and

tasks, identifying common gaps, and documenting changes in understanding and problem-solving skills. The interview's effectiveness is limited by time and content specificity, but selective sampling and considering the nature of the exemplar can help address these limitations.

Performance Assessments evaluate students' knowledge and research skills, revealing problem-solving approaches and providing insight into their achievement. They categorize students into Levels, aiming to develop learning outcomes through systematic procedures, resource tests, and scientific methodology.

Portfolios are a student's evidence of mastery, comprehension, application, and synthesis of a set of concepts. It is used for long-duration assignments, transferring responsibility from professor to student. Portfolios bridge the gap between learning and assessment, demonstrating mastery, comprehension, and application of concepts.

Scoring Rubrics is a method of describing evaluation criteria based on student outcomes and performance. It is commonly used for scoring written assignments or oral presentations but can be used for any form of student performance.

Weekly Report is a paper written by students each week that addresses three questions: 1) What did I learn this week? 2) What remained unclear to you? 3) What questions would you ask your students to find out if they understood the material? Weekly reports offer quick feedback on students' understanding and conceptual difficulties, aiding teachers in bridging the learning-assessment gap, refining instruction, and tracking typical questions.

Lessons Learned

The handbook emphasizes the importance of selecting assessment tools that align with learning objectives, content, and student needs. It highlights the need for scalability, practicality, and continuous improvement in teaching and assessment practices. It also emphasizes the importance of reflection, documentation, and a diverse, student-centered approach to assessment.

To read the complete Handbook follow the link: ClassroomAssessmentTools (oregonstate.edu)

Good Practice: Handbook "How to use spaced retrieval practice to boost learning" by the Retrieval Practice

The information derives from the Handbook "How to Use Spaced Retrieval Practice to Boost Learning", created by the Retrieval Practice (2020)

What is Spaced Practice?

In contrast to the well-known "cramming" approach, spaced practice entails breaking up time into many sessions spaced over time. This approach entails reviewing vocabulary words three times prior to a test or obtaining translations three times. The duration of each approach is the same, but their scheduling is different. When learning chances are spread out across several days, performance is higher than when the same amount of material is studied all at once.

According to a study, high school students who completed three classroom exercises—one on the same day or once every day for three days—learned French vocabulary terms. Students who completed the tasks over the course of three days outperformed students who finished them on the same day, proving that spaced-out learning greatly enhanced their vocabulary skills.

Why does Spacing Work?

One session of knowledge repetition can give one the "illusion of knowing," but it frequently causes amnesia. Rapid information acquisition improves short-term memory, which facilitates later recollection. Contrarily, cramming does not enhance long-term memory.

What Types of Learning Benefit from Spacing?

1.Spaced Practice improves students' long-term learning of academic knowledge and skills in language, math, science, and social studies. Spaced practice enhances students' long-term learning of academic knowledge in language, math, science, and social studies
.

2.The Benefits of Spaced Practice last over time. Middle school students perform better on exams when retrieving information from science lessons or reviewing history class information after a few days, according to a study.

3.Spaced Practice benefits diverse students – from young children learning their first concepts about the world to medicine student learning how to perform surgical operations.

How can you implement spaced practice?

1.Break up lessons into smaller sessions.
2. Revisit concepts that have been taught in previous class meetings.
3. Harness technology to help students set a spaced study schedule
4. Include cumulative retrieval practice

Lessons Learned

Spaced retrieval practice is an effective method for enhancing long-term learning, preventing amnesia and memory illusion. It is applicable to diverse students across different subjects and helps transfer knowledge to new situations. Spaced practice leads to durable and long-lasting knowledge. To implement spaced practice, divide lessons into smaller sessions, revisit concepts taught in previous class meetings, use technology for spaced study schedules, and include cumulative retrieval practice. However, spaced practice can feel slow and ineffective, but it maximizes study time and leads to better retention. It requires an organized schedule, and students may not use spaced practice independently.

To read the complete Handbook follow the link:
https://pdf.retrievalpractice.org/SpacingGuide.pdf

7. Toolbox (Worksheets)

Self-Assessment Essentials

Educator Self – Evaluation Report

Name:
_____

Position/Role:
_____

Period Covered:
_____

This self-evaluation document can help you gain clarity and draft guidelines to develop your skills further or acquire additional education, knowledge, and expert guidance. We highly recommend that you provide examples in the notes section to support each statement and evaluation. When monitoring your progress, it is essential to give clear, specific, and detailed examples, as you would give as feedback to a peer.

Rating Scale: (4) Exceptional (3) Effective (2) Requires Improvement (1) Unacceptable

INSTRUCTIONAL CRITERIA	RATING
Classroom Management	
Ability to Work with Students	
Ability to Communicate Effectively with Parents	
Ability to Deliver Instruction	
Ability to Work with Other Educators and School Personnel	
Taking Initiative	
Punctuality to Assignment	
Ability to Get Students to Adhere to Assignments	

Notes:_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____

NON-INSTRUCTIONAL CRITERIA	RATING
Accuracy and Punctuality on Projects	
Follow-through daily assignments	
Rapport with Students	
Rapport with Peers and other School Personnel	
Ability to follow the School Procedures	
Leadership skills and application	

Notes:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PROFESSIONAL ATTITUDE INDICATIONS	RATING
Punctuality	
Preparedness	
Cooperation	
Interest and Enthusiasm	
Cultivating a Positive Learning Culture	
Lifelong Learning and Skill Development	
Professional Attire	

Self-Regulation and Behaviour	

Notes:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

References

Burke, J., & Minton, S. J. (2019). *Well-being in post-primary schools in Ireland: the assessment and contribution of character strengths*. Irish Educational Studies, 38(2), 177-192.

Cortellesi, G. (2016). Together old and young: How informal contact between young children and older people can lead to intergenerational solidarity. Studia paedagogica, 21(2), 101-116.

Department of Teacher Education (2019). Teacher's Self Assessment: Guidelines and Rubrics. National Council of Educational Research and Training. New Delhi. DOI: https://ncert.nic.in/pdf/announcement/TSAR.pdf

Han, H. (2019). *The VIA inventory of strengths, positive youth development, and moral education*. The Journal of Positive Psychology, 14(1), 32-40.

Littman-Ovadia, H., Dubreuil, P., Meyers, M. C., & Freidlin, P. (2021). *VIA character strengths: Theory, research and practice*. Frontiers in psychology, 12, 653941.

Polat, S., & Kazak, E. (2015). *Primary school teachers' views on intergenerational learning*. Educational sciences: theory & practice, 15(5).

Rishabh, K. (2021). Why self-assesment is essential for Teachers. DOI: https://www.thehindu.com/education/why-self-assessment-is-essential-for-teachers/article67420059.ece

Ross, J. A., & Bruce, C. D. (2007). Teacher self-assessment: A mechanism for facilitating professional growth. Teaching and teacher Education, 23(2), 146-159.

Tambaum, T. (2022). Intergenerational Learning in Action. In Third International Handbook of Lifelong Learning (pp. 1-24). Cham: Springer International Publishing.

Yoo, J. H. (2016). The effect of professional development on teacher efficacy and teachers' self-analysis of their efficacy change. Journal of Teacher Education for Sustainability, 18(1), 84-94.

Green Generations: tackling climate change through intergenerational learning