

***Nye muligheder i pædagogik og
forskning i elevernes udvikling i
non-kognitive færdigheder***

**Seminar: Onsdag d.23/8 fra 14.00-
17.30, Ryesgade 3F, 3. sal, 2200
København N**

Welcome

- Welcome
 - To Peter, Michelle & Guido
 - and not least – to all of you
- Practical information
- Three main themes

– The Program

- 3 main themes
 - *how do we measure students' non-cognitive skills?*
 - *how do we assure that data are valid and reliable?*
 - *How do we interpret and use the data?*
- The Program

Program for dagen

14.00	Welcome
14.15	UiL - A tool for measurement of Non-cognitive skills <i>- Jakob Wandall, NordicMetrics</i>
14.45	The UiL-scales and their validation <i>- Guido Makransky, SDU</i>
15.00	Comments/input from the municipalities
15.15	Questions/discussion
15.30	Pause – coffee, cake & fruit
15.45	Non-cognitive skills in education: Inspiration and interventions from Australia and internationally <i>- Michelle Hood, Griffith University</i>
16.15	Non-cognitive skills in and their importance from a career perspective <i>- Peter Creed, Griffith University</i>
16.45	Discussion
17.30	Snacks and drinks

UiL - A tool for measurement of Non-cognitive skills

/v Jakob Wandall

- The background for the development of UiL
 - The Danish school system – Values and objectives
 - Statement of Purpose in DK & US
- Presentation of the UiL-application
 - Group, reservation, survey & results

“Folkeskolen” – roots and purpose

- **1739 The Confirmation (Forordning om Skolerne på Landet i Danmark)**
- **1814 The first “real” legislation on the public school in DK - The double purpose**
- **1975-1993-2006 Knowledge & Skills described as a mean for a higher purpose**
- **Comparing Statement of Purposes in US & DK**

US- Statement of Purpose

...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, **at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.** This purpose can be accomplished by —

1. *ensuring that high-quality academic assessments, accountability systems,*
2. *meeting the educational needs of low-achieving children in*
3. *closing the achievement gap between high- and low-performing*
4. *holding schools, local educational agencies, and States accountable for*
5. *distributing and targeting resources sufficiently to*
6. *improving and strengthening accountability, teaching, and learning by*
7. *providing greater decisionmaking authority and flexibility to schools*
8. *providing children an enriched and accelerated educational program, including*
9. *promoting schoolwide reform and ensuring effective, scientifically based*
10. *significantly elevating the quality of instruction by* professional development;
11. *coordinating services* with other agencies providing
12. *affording parents* opportunities to participate in the education of their children.

US - Elementary and Secondary Education Act – (NCBL reauthorized)

<https://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

The Danish Act of the Folkeskole,

- **§ 1: The Aims of the Folkeskole (statement of purpose)**
- (1) The school shall — in cooperation with the parents — give students' knowledge and skills that: **Prepare them for further education** and make them **want to learn more**, make them familiar with Danish culture and history, give them an understanding of other countries and cultures, contribute to their **understanding of human interaction** and promote the individual **student's personal overall development**.
- (2) The school must **develop working methods** and provide a **framework for experience, reflection, and dynamism** so **students develop awareness and imagination** and **confidence in their own ability, take a stand, and take action**.
- (3) The school should **prepare students for participation**, joint **responsibility, rights, and duties** in a society of freedom and democracy. School work must therefore be characterized by **intellectual freedom, equality, and democracy**.

Source: http://nordicmetrics.com/wp-content/uploads/2014/05/Chapter-8_A-Nordic-Comparative-Perspective.pdf

The Danish Act of the Folkeskole,

- **§ 1: The Aims of the Folkeskole (statement of purpose)**
- (1) The school shall — in cooperation with the parents — give students' knowledge and skills that **prepare them for further education** and that they **want to acquire**. The school shall make them familiar with Danish culture and history, give them an understanding of other countries and cultures, and promote the **incorporation of their own experiences and development**.
 - Motivation
 - Personal development
 - Empathy
 - Cooperation
 - Understanding
 - Critical thinking
 - Self-efficacy, Self esteem
- (2) The school must use **learning methods** and provide a **framework for experience, reflection, and dynamism** so students **develop awareness and imagination** and **confidence** in their **ability, take a stand, and take action**.
 - Drive
- (3) The school should **prepare students for participation, joint responsibility, rights, and duties** in a society of freedom and democracy. School work must therefore be characterized by **intellectual freedom, equality, and democracy**.
 - Concienciousness

The process: 4 years, 2 municipalities, 8 schools, app. 100 teachers & 3.000 students

Source: http://nordicmetrics.com/wp-content/uploads/2014/05/Chapter-8_A-Nordic-Comparative-Perspective.pdf

The UiL-application

- The Group of student
- Rights & Access
- Reservations – Groups & Scales
- The survey – Student response (anna841s)
- The data base (security & confidentiality)
- Results – Tables, Spider webs and Linecharts

WWW.UiL.DK

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