

Example of Citizenship Competences' formative assessment - Czech Republic



Ghettout...

Students' attitudes towards socially excluded localities in Ostrava

Introduction

Value and attitude assessment

Presenting the activity:

a) aims:

- what are excluded localities, where are they located, characteristics and who lives there
- what are the students' attitudes before and after the activity, how can we evaluate the change in their opinions?
- using a video game to evoke basic questions and search for answers to them

b) target group: 11-12th grade (17-18 yrs)

c) high school

d) target subjects or cross curricular involved competences (please indicate below the involved Citizenship Education Competences - choose all that apply):

<p>Values</p> <ul style="list-style-type: none"><input type="checkbox"/> Valuing human dignity and human rights<input checked="" type="checkbox"/> Valuing cultural diversity<input checked="" type="checkbox"/> Valuing democracy, justice, fairness, equality and the rule of law <p>Attitudes</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Openness to cultural otherness and to other beliefs, world views and practices<input checked="" type="checkbox"/> Respect<input checked="" type="checkbox"/> Civic mindedness<input type="checkbox"/> Responsibility<input type="checkbox"/> Self-efficacy<input type="checkbox"/> Tolerance of ambiguity	<p>Skills</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Autonomous learning skills<input type="checkbox"/> Analytical and critical thinking skills<input checked="" type="checkbox"/> Skills of listening and observing<input checked="" type="checkbox"/> Empathy<input type="checkbox"/> Flexibility and adaptability<input type="checkbox"/> Linguistic, communicative and plurilingual skills<input type="checkbox"/> Cooperation skills<input type="checkbox"/> Conflict-resolution skills <p>Knowledge and critical understanding</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Knowledge and critical understanding of the self<input type="checkbox"/> Knowledge and critical understanding of language and communication<input checked="" type="checkbox"/> Knowledge and critical understanding of the world
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The activity

Teaching takes place in media education classes (block of two hours), it is usually an activity that lasts 4 - 6 hours depending on the students' skills

- 1) What do you think, what excites you when you hear the name of the Ostrava district Privoz? How can we characterize a socially excluded location? People, topics, area and specific examples in Ostrava.
- 2) Equal opportunity? Different starting line - how we can look at the life trajectory of each of us from the point of view of the start and goals. Watching a video and reading comic.
- 3) Playing a video game and finding key elements related to the topic.
- 4) Watching selected parts of the film documentary Ubytovny.
- 5) Final question and assignment: how has my view on excluded sites changed, what hasn't my view changed?

Assessment

- 6) Values, attitudes and controversies: How can teachers give feedback on students' attitudes and values? How can teachers deal with controversial opinions and should these be taken into consideration when assessing?
- 7)
- 8) based on the students' consent, we will print individual student answers on separate papers, or we will use a Mentimeter and each student must add his own comment/sentence to each foreign answer.
- 9) We hold a joint discussion on selected comments (teacher or students choose)

Authorship

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