Daily Schedule

Learning outcomes for this training

1- To design teaching plans that are adjusted to a competency-based approach

2- To design, develop and assess tasks from a competency based approach

Day 1

Schedule	Activity number	Details Learning outcomes	Main learning outcome
8.30-9.00	-	Welcome to the training and introductions	
9.00-9.45	1	To discover the benefits of implementing a competency based approach in your teaching practice. Activity: We will watch 3 short videos about CBE. Following the videos and based on the online training you will be asked to identify the main benefits of CBE. We will go through some of the commonly cited benefits together as a group.	
9.45-10.00	2	To be reminded of the key competencies of primary teachers and their principles. Activity: We will briefly recap the nine competencies that were outlined in the online training.	
10.00-10.30	BREAK		
10.30-11.00	3	To identify what competencies you already foster within your teaching. Activity: Selecting the competencies that you will focus on during this training and in your teaching plans.	

11.00-12.00	4	To evaluate a competency based teaching plan. Activity: We will review an example of a course plan (based around Educational Psychology) and ask you to evaluate it in small groups. We will then provide some answers as to why it is a good plan. Following this, we will ask you to use the knowledge on what is a good teaching plan to make changes to your own.	
12.00-13.00	**LUNCH**		
13.00-14.00	5	To analyse the characteristics of competency based activities. Activity: We will present you with some examples of competency based activities (three for a university student audience, three for a primary audience) and you will evaluate them.	
14.00-15.00	6	To search for resources that foster competencies to use with primary and university students, and create a resource pool with your fellow trainees. Activity: To look for resources and activities that would be useful to address at least two competencies, and upload them to the shared database.	
15.00-15.30	**BREAK**		
15.30-17.00	7	To identify and evaluate the individual and institutional characteristics that may determine the implementation of a CBA. Activity: To do a SWOT analysis to implement the CBA in their lessons and their institution. How can you deal with these threats?	

		Take the threats and weaknesses and analyse their urgency and importance. Think about what you can do to overcome them when considering your strengths.	

Day 2

Schedule	Activity number	Details Learning outcomes	Main learning outcome
8.00-8.30	8a	To discover some common competency based teaching methods and how to use them. Activity: You will be presented with some of the most common teaching methods and activities found within competency-based classrooms.	
8.30-9.30	8b	To identify which teaching methods foster which competency. Activity: You will decide which of our nine competencies is fostered by each activity using a checklist. You will then have a small group discussion to explain your reasoning, and we will present our checklist to you.	
9.30-10.00	9	To evaluate a traditional lesson plan. Activity: You will be given an example lesson plan and asked to evaluate its' methodological elements, strengths and weaknesses. You will then be asked how you can use what you have learnt to improve the lesson plan and make it more aligned with a competency based approach.	
10.00-10.30	BREAK		
10.30-11.30	10	To design a competency based activity that fosters two competencies of your choice.	

		Activity: You will design your own activity for use within a classroom, then you will have to swap with another participant and peer-review their activity proposal.	
11.30-12.00	11	To reflect on what assessment is. Activity: You will reflect on an assessment that was successful and one that was not so successful and the reasons behind this.	
12.00-13.30		**LUNCH**	
13.30-14.30	12	To reflect on the principles of quality assessment. Activity: We will present you with some examples of competency based activities (three for a university student audience, three for a primary audience) and you will evaluate them.	
14.30-15.15	13	To understand the concept of constructive alignment. Activity: You will be shown some samples of teaching plans and you will have to decide whether the learning outcomes, assessment criteria and assessments are aligned, partially aligned or not aligned.	
15.15-15.45		**BREAK**	
15.45-16.30	14	To self-assess the self-alignment of your own teaching plans. Activity: You will create some self-assessment criteria that you should use to assess your own teaching plans. You will then evaluate your plan with this criteria.	

| 16.30-17.00 | 15 | To peer-assess a colleagues' revised teaching plan.

Activity:
You will swap your newly revised teaching plan with a colleagues and assess their plan using the criteria that you decided upon when assessing your own work. You will verbally feed this back then note down a main strength and area of improvement for them. | |

Day 3

Schedule	Activity number	Details Learning outcomes	Main learning outcome
8.00-8.30	16	To reflect on the main benefits and difficulties of self-assessment and peer-assessment. Activity: You will be asked to reflect on what you think the advantages and challenges are of both peer and self-assessments and then share ideas with the group using 'Padlet'.	
8.30-9.00	17	To identify different assessment tools that are available to assess student work. Activity: We will present a few of the common examples of assessment tool. While we do this, you should consider what the benefits and disadvantages would be of each.	
9.00-10.00	18	To create your own tool for assessment purposes. Activity: You will create an assessment tool in a group of four using a template. You will then swap tools with another group and assess a piece of student work with their tool. Following this, you will peer review	

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		their tool and it's suitability for assessment.	
10.00-10.30	**BREAK**		
10.30-11.30	19	To make final revisions to your teaching plan so that it follows the competency based approach. Activity: You will revise your teaching plan so that it is aligned and fits the competency based approach.	
11.30-13.00	**LUNCH**		
13.00-14.00	20	To revise the assessment element of your teaching plan. Activity: You will continue revising your teaching plan, concentrating on the assessment elements.	
14.00-14.30	**BREAK**		
14.30-16.30	21	To present a visual representation of your teaching plan to the rest of the group for peer review. Activity: You will pin up your teaching plans and peer review a colleagues' so that everybody gets some honest feedback on how to improve.	
16.30-17.00	22	To summarise the main ideas behind competency-based education and reflect upon what you have learnt. Closing presentation	