

ACSR Research

Research and Reports

Final Report on the Springfield, VT Professional Learning Project, 2009-2011

Implementing Change in Instructional Delivery of Classroom Curriculum: A Phenomenological Case Study of Classroom Teachers Implementing A Problem-based Learning Approach in the Classroom by Maura Anne Hart

This research on the Critical Skills model provides data around the effectiveness of the model in a variety of settings:

The Critical Skills Programme: rising above critical levels

Jersey Critical Skills Programme: An Evaluation (PDF 280K) by Professor E C Wragg, Dr. Caroline Wragg and Dr. Rosemary Chamberlin

An evaluation of the Critical Skills Programme in Jersey was commissioned by the States of Jersey Department for Education, Sport and Culture in September 2003. At that point over two hundred teachers had been trained over a period of two years and it was considered important to assess whether the programme was achieving its aims in providing learners with the skills, values and attitudes to become independent and interdependent life long learners in the 21st Century. Professor Ted Wragg led the evaluation team and he, Dr Caroline Wragg and Dr Rosemary Chamberlin conducted the evaluation over two and a half terms, completing the report in September 2004.

Based upon this report, the States of Jersey committed to training all teachers and Head Teachers on the island. Training was completed in 2010. Jersey eventually developed their own trainers to take the initiative forward.

An Evaluation of Assessment for Learning Initiatives in Jersey: Final report by Judy Sebba (with Barbara Crossouard) for the States of Jersey

A 2006 evaluation of formative assessment work done on in Jersey by Kings College and how that initiative integrated with the teacher training done by Critical Skills. The study was conducted by the University of Sussex. Two extended research projects by Barbara Crossouard (cited below) were conducted based upon this particular evaluation.

Copies of this report should be made by request to **Mr. Cliff Chipperfield**, Head of Evaluation and Standards

A sociocultural reflection on formative assessment and collaborative challenges in the states of Jersey by Barbara Crossouard in Research Papers in Education, Volume 24, Number 1, March 2009 , pp. 77-93(17)

Abstract: Drawing upon data arising from an evaluation carried out for the Jersey educational authority, this article discusses the interaction of two professional development initiatives, formative assessment and critical skills thinking, bringing the two initiatives together from the perspective of Cultural Historical Activity Theory (CHAT). This allows the illumination of the power relations that are embedded within assessment practice

and in consequence the importance of an instructional design that addresses these elements. After giving an overview of sociocultural learning theories and contextualising the research and the two initiatives in question, the article draws on the data to suggest the overlap between the mediating tool of a 'challenge' and the CHAT concept of an 'activity system'. It discusses the value of constructing a shared, collective focus (or object) for task activity; the authenticity and extended experiential nature of the task; the collaborative division of labour in the execution of the task and its assessment. Drawing upon the evaluation data, it is suggested that formative assessment might focus more strongly on extended task design, with the aim of creating spaces for student agency that is nevertheless in dialogue with curricular requirements. This also entails paying more explicit attention to the social positioning of teachers and learners, as well as amongst learners themselves, and ensuring that power relations are not glossed over in discussions of assessment regimes. In this respect the concept of an activity system seems potentially useful to teachers, not only researchers, in engaging with the complexities of designing classroom activities that support students' critical engagement and participation in different communities of practice.

Publication date: 2009-03-01

[Evaluation of the Effectiveness of Teacher Assessments \(PDF 81K\)](#)

[Critical Skills Project – A Glasgow University Study](#)

[Education By Design Evaluation Research \(PDF 123K\)](#)

Critical Skills in Action

[See the 9 Characteristics in Action at the River Valley Technical Center, Springfield, Vermont \(video\)](#)