



Educational Evaluation for Well-being: Personal, Relational, and Global

WEBINAR

October 13th, 2022

14h30 -16h Central European Time

We approach the point in today's system of schooling in which test performance seems to be replacing the very purpose of education. Students seldom engage in school activities out of love for the subject, but to pass tests. Learning becomes secondary. When teachers are judged on the basis of student test scores, teaching is reduced to performance-boosting. Student interests and passions are ignored, and enthusiasm numbed by the incessant demand to jump required assessment hurdles. Simultaneously, students suffer the impact of ever-increasing competition. Some are discouraged, others drop out, and we are confronted with what many see as a crisis in student mental health. Alongside student struggles, teachers experience burn-out and stress; many are leaving the profession. These are well-recognized problems in schooling around the world. Concerned discussion abounds - from classrooms to the halls of government. What alternatives do we have?

Responsible answers to this question require attention to the emerging global conditions. Current assessment practices are part of a century's old vision of education. Testing functions largely as a means of asserting quality control over a system of mass production. It walks hand in hand with standardised curricula that define teaching as imparting knowledge and skills. As often characterised, schools are akin to assembly lines, where student performance assessment serves as means for measuring the products, in this case, students, teachers, and schools.

However, we now live in a world of continuous innovation and expansion in knowledge. Change is rapid and unpredictable, conflict is endemic, and global problems are increasingly complex and potentially catastrophic. Under these circumstances, it is imperative to revise our educational models. Our collective flourishing depends on the current and on-coming generations reconnecting with their sense of purpose, engaging in continuous learning that makes room for diverse ways of knowing and valuing, expanding on our multiple capacities, and working across different boundaries.

It is within this context that this webinar invites educational thinkers, practitioners and policymakers to discuss the challenges of the current assessment paradigm, and to explore the potentials of an innovative orientation to education, one that places the process of relating at the center of learning and well-being. Many believe that the building blocks for realising the potentials of a relation-centred education are largely in place. However, the major obstacle to its advancement remains the defective, testing-based approach to assessment. Hence, together with students and teachers, we explore an energising array of evaluative practices that nourish the potentials of relating while providing a wealth of resources for continued learning, and for enriching students' (and teachers') well-being. The webinar deliberates on the practical possibilities of transforming education for the well-being of all.

PROGRAMME

- **Welcome, Introduction and Presentations**

Andrea Lapegna - Deputy Director, Lifelong Learning Platform

- **Students' Lived Experiences of Assessment & Well-being**

Video Testimonial

- **Towards Evaluation as a Contribution to Co-creative Education**

Kenneth Gergen, PhD, Social Psychologist, Co-founder of Taos Institute

- **Promising Practices in Relational Approaches to Educational Evaluation**

An exploration of emergent evaluation practices from around the globe that move us towards students' engagement, motivation for learning, relational flourishing and well-being, and how these practices may invite dialogue about shifting the system of schooling as a whole.

Scherto Gill, Researcher, Educator and co-author of "Beyond the Tyranny of Testing. Relational Education"

Shanti George, Independent Researcher and co-author of "Assessment as Dialogue: Twenty Inspiring Practices from Classrooms and Schools across Europe"

- **Teachers' Lived Experiences of Evaluation & Well-being**

Video Testimonials

- **Integrating Educational Evaluation in Well-Being: Taking action across sectors**

How might stakeholders, especially students, teachers and parents, have the opportunity to engage in public dialogue about educational processes that advance well-being?

How might relational approaches to educational evaluation inspire systemic transformation in education?

What is required in order to shift educational policy towards relational flourishing and well-being of all?

MEP Marcos Ros Sempere (Progressive Alliance of Socialists and Democrats)

Dominic Richardson, Social and Economic Policy, UNICEF Office of Research Innocenti

- **Q/A**

- **Closing Remarks**

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