

# The value of a collaborative inquiry network methodology to support formative assessment during Covid-19.

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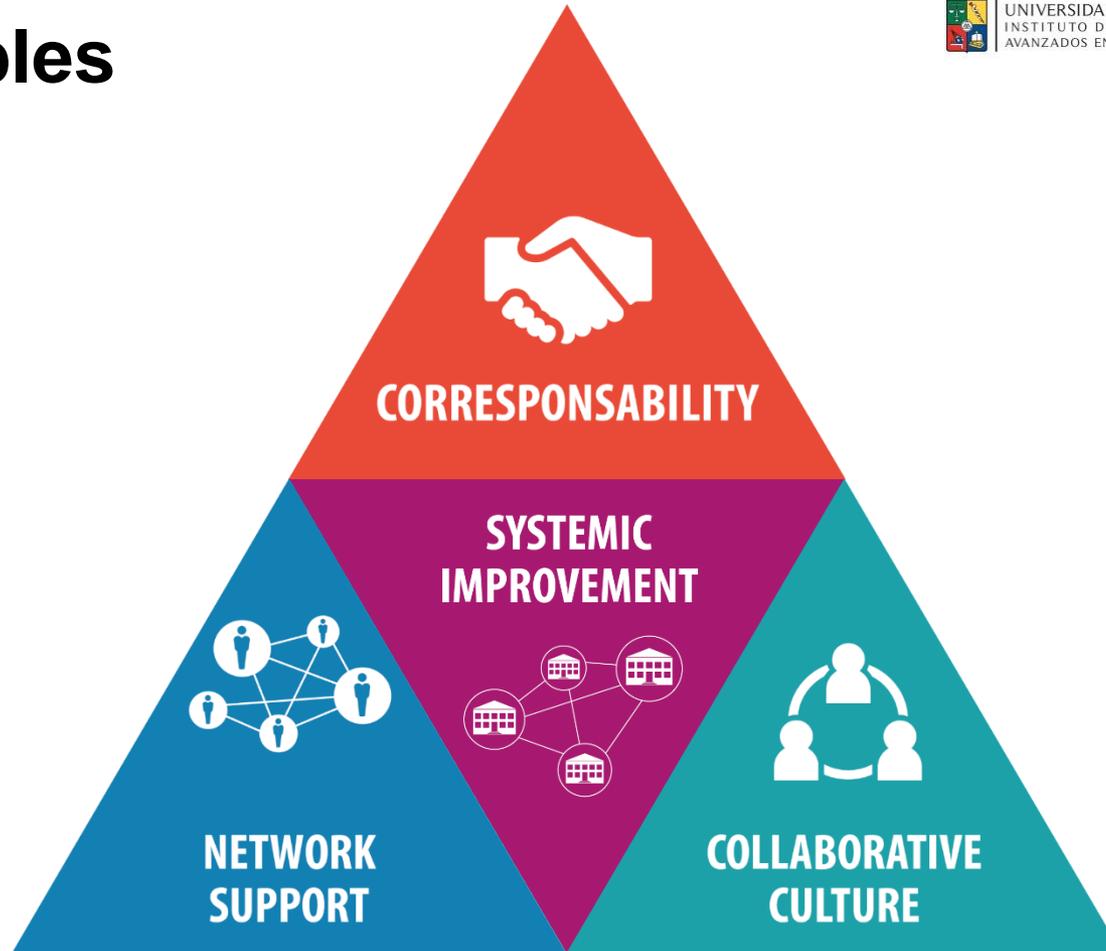
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# I. Introduction

- In the context of Covid-19, school networks have been identified as a relevant strategy to support schools facing multiple and challenging circumstances (Azorín, Harris & Jones, 2020).
- School networks are presented as an opportunity to redesign a new, fairer and more equitable educational system, playing a primary role in this task (Chapman & Bell, 2020).
- School networks are an effective form of collaborative work, where teachers and school leaders share practices and support each other in an uncertain context (Campbell, 2020), such as the pandemic.



# II. Principles



Methodology developed by:

- LÍDERES EDUCATIVOS, Pontificia Universidad Católica de Valparaíso (PUCV).
- Centro de Investigación Avanzada en Educación (CIAE), Instituto de Educación, Universidad de Chile.
- Robert Owen Centre for Educational Change, University of Glasgow, Scotland.

# III. Collaborative inquiry cycle



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Pino-Yancovic, M., & Ahumada, L. (2022). La indagación colaborativa: Una metodología para desarrollar aprendizajes en red. *Perfiles Educativos*, 44(175), 62-78. <https://doi.org/10.22201/iisue.24486167e.2022.175.60049>

## IV. Collaborative inquiry network project

- Two school networks from a district in Santiago, Chile, participated in the project.
- Total of **27 schools** [54 participants, 27 headteachers and 27 curriculum coordinators (UTP)].
- They formed 6 collaborative inquiry teams of 4 to 6 schools each.
  - 3 team's project inquired about decree 67/2018 (**formative assessment**).
- The methodology was implemented on 2020, for 6 months (July to December), through one workshop per month and 4 online teams meeting sessions.
- Participants were required to develop a team project and short personal reflections about what they have learned and contributed to the team.
- Each team kept a work log where they recorded their collaborative inquiry project and their group reflections.



# V. Collaborative inquiry network teams

Inquiry Team	Common Challenges	Inquiry Questions	Action Plan	Findings
Cervantes	Support teachers for the design and implementation of formative assessment strategies with their students.	What formative feedback practices are implementing the teachers at my school? What conceptions are at the base?	<ul style="list-style-type: none"> <li>• <b>Survey</b> on formative feedback practices put into practice by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• A high percentage of the teachers have a <b>vague conceptual</b> idea what formative assessment is.</li> <li>• However, their most frequently used feedback practices are types of formative assessment.</li> </ul>
Mosaico	Identify indicators that allows the implementation of formative evaluation practices.	What strategies have we developed to address the evaluation processes during 2020 and how do we project formative assessment for the year 2021?	<ul style="list-style-type: none"> <li>• <b>Collaborative review</b> of the school's assessment regulations, to modify them according to context of the pandemic.</li> <li>• <b>Training workshop</b> in a school for its teachers in formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools had already installed on their assessment regulations the notion that the final grade should stop being the most important thing. But its required a <b>cultural change</b> in the educational community.</li> </ul>
Diversidad	Evaluate learning, specifically the development of cognitive abilities, in students to form a recovery plan upon returning to face-to-face classes	How to evaluate skills in a context of interdisciplinary education, taking into account the different scenarios of access to learning in students of the curricular transition levels?	<ul style="list-style-type: none"> <li>• <b>Questionnaire</b> in order to know how teachers identify and evaluate cognitive abilities.</li> <li>• <b>Reflective workshop</b> with the objective of sharing experiences in schools that have advanced in the subject and defining a mapping of skill progression</li> </ul>	<ul style="list-style-type: none"> <li>• The schools <b>identified methodologies</b> that are being used by their teachers to record the development of skills of the students.</li> </ul>



## VI. Findings: appropriation of formative assessment

- During 2019, before the collaborative inquiry project, schools were implementing the decree 67 administratively, sensitizing their communities about it.
- **In the pandemic the decree 67 becomes urgent and significant for school networks, as a tool to face uncertainty of student learning and their motivation.**
- Collaborative inquiry allows them to share individual experiences, building a collective sense of its use and providing practical tools for its implementation: teacher's belief questionnaires; experiences on how to follow up on evaluations; and adjustments on their schools assessment regulations.

*“The collaborative work allowed us to guide some of the topics for reflection with the teachers, in particular regarding feedback, evaluation and development of skills and how we could work collaboratively on these processes, in this new scenario, considering our reality as a Learning Community.” (Personal reflection, headteacher, 2020).*

## VI. Findings: collaborative co-responsibility

- Schools recognize their common needs and that they are not alone to face them.
- Development of professional trust and internal accountability to the team.
- Articulations of the network's work with their own regular school practices (involving teachers).

*"I have learned that it is necessary to share the details of the implementation between the different schools that make up the group, thus we can make adjustments based on how the others solved some difficulties that we share, the reciprocity of information allows us to anticipate and avoid any future inconvenience." (Personal reflection, headteacher, 2020).*

## VII. Conclusions

- Different conceptions of formative assessment coexist in schools. It is relevant to build a shared sense of it, adapting the theoretical and the policies to the particularities of each school.
- Collaborative inquiry networks let underground beliefs arise, and contrast them with the daily practices about evaluation. This makes possible to build a **collective meaning** based on the exchange of them among its members.
- The depth of the first phase of the methodology (common challenges) allows the construction of a collective meaning about the formative assessment, which is not a search for coincidences between schools, but a **dialogic meeting on a common problem that requires active listening and mutual respect**. In a network, building common challenges means sacrificing individual interests for the common good of the team.



## VII. Conclusions

- Collaborative inquiry network allows the development of **co-responsibility among peers** to achieve a common purpose, giving a new meaning to the idea of external accountability, moving towards a **more democratic and professionalizing** position. The knowledge and experiences of the network participants are a significant resource, which is provided horizontally, in a context of trust (non-threatening).
- Suspension of standardized tests (SIMCE), absence of guidelines to evaluate student performance, and absence of external accountability, facilitated the empowerment of the participants to **apply their own professional criteria (agency)**.
- They were able to focus their work on local and relevant challenges, giving space to a **collective redefinition of the potential of formative assessment** for their educational communities, and sharing management practices (such as modifications to the assessment regulations) and formative assessment practices (exit tickets, feedback to students).



## VII. References

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