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COMPASS COMPETENCE ASSESSMENT

Integrating the Competence of Interaction and Relationship in Technical Teaching

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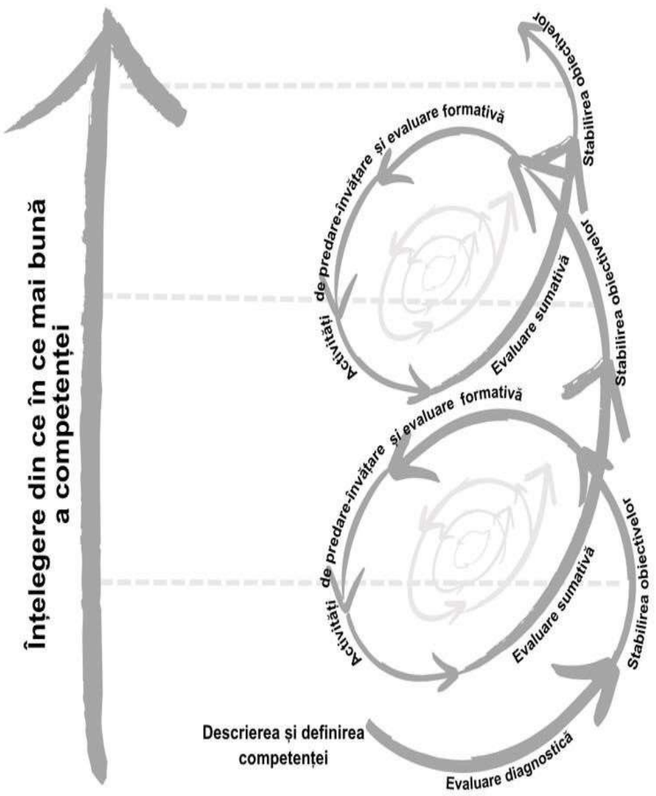
What does it mean to you to interact and relate to others?

https://www.mentimeter.com/app/presentation/al7nntwnrfb3k5zioqmn2s9t9gguha6j/present?question=nupd9jcxbcjh

The presentation is designed to guide teachers through the process of developing and assessing generic competences, which are essential for student success in the 21st century.

Starting from theoretical scientific content, we aim to transform the concept of "effective communication" into concrete teaching tools.

The COMPASS model can be used as a didactic design tool in the process of competence development and assessment.



Understanding **the concepts**

ability to build relationships

attitudes of respect

values related to responsibility

I. Development of the generic competence: Interaction and Relationship with others – Design

For exemplification, we designed a learning unit titled **"Special Electrical Installations Using Innovative Technologies"** for the 11th grade.

1. Competencies:

Technical Competencies:

Identifying… /Using…/Making ...

Interaction and Relationship Competencies:

Working in a team …./Active listening…../Negotiation and conflict resolution/ Presenting the project results to an audience.

2. Contents:
special technical contents related with the learning unit

3. Learning Activities:
Practical activities …/ Experiments… / Case studies …..
Teamwork for designing and implementing a special electrical installation.
Presenting the projects in front of the class, with practical demonstrations.

Which of the following activities from the learning unit most strongly develops Negotiation and Conflict Resolution?

A. Programming the Microbit.
B. Establishing roles and responsibilities within the team.
C. Making electrical connections safely.

4. Assessment:

Formative Assessment:

- Observation of students' activity during practical work. Social competence observation sheet: capacity for teamwork, communication, problem-solving.
- Feedback throughout the project to guide students.
- Self-assessment and peer-review.

Summative Assessment:

- Evaluation of the final project: functionality, complexity, presentation. Final project evaluation rubric.
- Evaluation of communication and teamwork competencies, through the observation of interactions and the final presentation.

II. Development of the Generic Competence: Interaction and Relationship with others – Implementation

Step 1: Defining the competence of interaction and relationship with others by involving the audience (students). – Brainstorming

Students were invited to generate a list of qualities and behaviours that define a competent person in interacting and relating to others.

Why is it important for students to define the competence themselves?

Awareness and **Motivation**

Step 2:

Diagnostic Assessment – An observation sheet that included all the relational and interaction behaviors defined by the students, based on which the students self-evaluated.

Thus, I collected information regarding the frequency of students' behaviors and abilities, which offered me insight into their individual needs, allowing me to personalize the learning strategy accordingly.

Following the diagnostic assessment, I monitored the development of nine observable behaviors of the competence of interaction and relationship with others.

Self-evaluation of generic competence Interaction and relationship with others

Name:
Age:

The evaluation scale is about the frequency of each behavior.

Specific behavior	Frequency				
	Not at all	Little	Average	Much	Very much
I maintained eye contact during the discussions					
I listened, without interrupting my colleagues					
I actively listened to my colleagues and asked for clarification					
I actively listened to my colleagues and asked questions					
I had a tone of voice appropriate to the conversation					
I smiled at my group mates to encourage them					
I was respectful to my colleagues in the group					
I cooperated with the colleagues from my group to solve the work tasks					
I accepted the opinions and ideas of each group member					

Additional observations: A space to note any other relevant observations, such as significant events or specific contexts that influenced the behavior.

Step 3:

The learning strategy used was a combination of **modeling** and **practical activities**, materialized through **group projects** that required students to collaborate and communicate effectively.

Step 4:
Formative Assessment

- The observation sheet allowed for the direct and objective observation of students' behaviours in real-life situations, such as during group activities, discussions, or projects.

- The student's strengths regarding interaction and relationship-building with others were identified, as well as the areas where support and development are needed. This can be used over a longer period to track the student's progress.

- The observation sheet was used in combination with self-assessment and peer assessment to obtain a more complex and nuanced picture of the student's competence in interaction and relationship-building.

	Evaluare	Autoevaluare	Interevaluare	Evaluare	Autoevaluare	Interevaluare	Evaluare	Autoevaluare	Interevaluare	Evaluare	Autoevaluare	Interevaluare	Evaluare	Autoevaluare	Interevaluare	Evaluare	Autoevaluare	Interevaluare	Evaluare	Autoevaluare	Interevaluare	Evaluare	Autoevaluare	Interevaluare	Evaluare	Autoevaluare	Interevaluare
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Step 5:

Within the **COMPASS Model**, we discussed with the students the behaviors that needed improvement. This led to establishing new objectives from the perspective of relationship-building and interaction with others: the development of nonverbal communication and the formulation of questions for clarification or understanding.

After working on several projects, the students participated in a **peer feedback session**, completing an online questionnaire. They were invited to answer three specific questions about their colleagues: what new things they learned from them, what behavior they liked, and what behavior they considered less effective during the project.

Step 6:

The summative evaluation at the end of the learning unit was carried out through an elaborate project that required students to create a smart space, demonstrating the accumulated technical knowledge and their progress in interaction and relationship with others.

Each team must go through the stages of research, prototyping, testing, and presentation.

Students are graded using a team-work evaluation grid which includes the assessment of both **technical competencies** and the **social competency of interaction and relationship with others.**

Conclusion:

The Teacher – Model
The Students – Actively involved
The **COMPASS Model** becomes the central pillar for readjusting the process.

Thus, generic competencies are not assessed just once, but are **continuously developed** through an iterative cycle of observation, reflection, and adjustment of the teaching strategy.