



This is a peer-reviewed, post-print (final draft post-refereeing) version of the following unpublished document and is licensed under All Rights Reserved license:

**Vare, Paul ORCID logoORCID: <https://orcid.org/0000-0003-3182-9105> (2019) Round With Two Sides: Using Dialogue To Assess Educator Competences And The Intention To Apply Them. In: ECER 2019: Education in an Era of Risk - the Role of Educational Research for the Future, September 3-7, 2019, Hamburg, Germany. (Unpublished)**

EPrint URI: <https://eprints.glos.ac.uk/id/eprint/7185>

#### **Disclaimer**

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.

## Round With Two Sides: Using Dialogue To Assess Educator Competences And The Intention To Apply Them

Paul Vare (presenting / submitting)

University of Gloucestershire

This research investigates an approach to learner assessment being used on an EU-funded project, A Rounder Sense of Purpose (RSP), that developed a competence framework for education for sustainable development (ESD) educators based on the UNECE (2011) competences. This framework and plans for assessment were presented at the preceding symposium ECER in 2017. In assessing ESD competences there is a contradiction between highlighting learning outcomes that competences seek to impart and the desire to encourage learners to think for themselves. This double bind is highlighted by Shephard et al (2018) whose review of selected literature on competences identifies an important distinction between (i) the obligation on the part of learners to achieve pre-determined learning outcomes and (ii) the aspiration that learners will wish to use their new competence in the way that it was intended. The research approach being piloted in the RSP project is based on peer assessment of vertical and horizontal dimensions of learning and dialogue (Wegerif 2011; Vare 2018). To date this has encouraged students to present their own emergent views and actions, i.e. what they wish to do. Subsequent trials of this approach are focussed on specific aspects of the competence framework, i.e. what they are obliged to learn, while emphasising that learning is rarely, if ever, limited to one competence at a time. This paper will explore the extent to which engaging in the teaching and assessment of this way has enabled learners to (a) better comprehend the integrated nature of this (and any) set of competences and (b) explore for themselves the double bind inherent in ESD competences.

## References

Shephard, K., Rieckmann, M. & Barth, M. (2018) Seeking sustainability competence and capability in the ESD and HESD literature: an international philosophical hermeneutic analysis. In Environmental Education Research. UNECE (2011) Learning for the future: Competences in Education for Sustainable Development. Geneva: UNECE  
Vare, P. (2018) 'A Rounder Sense of Purpose: developing and assessing competences for educators of sustainable development' in *Form@re*, 18:2  
Wegerif, R. (2011) Towards a dialogic theory of how children learn to think. *Thinking Skills and Creativity* 6 (2011) 179–190.