



## Encouraging the culture of evaluation among professionals (ECEP)

### *Encourager la culture de l'évaluation chez les professionnels*

**Coordinators:** Marie Berchoud, Université de Bourgogne, France (2008-2009); Enrica Piccardo, Université Joseph Fourier - Grenoble 1, France; (2010-2011)

**Team members:** Olivier Mentz, Pädagogische Hochschule, Freiburg, Germany; Malgorzata Pamula, Pedagogical University of Kraków, Poland

**Associate partners:** Alister Cumming, University of Toronto, Canada; Gisèle Holtzer, Université de Franche-Comté, France; Tiziana Cignatta, Liceo Classico G. Da Vigo, Rapallo, Italy

**Medium-term project** 2008 – 2011

**Working languages:** French, English

**Project website:** <http://ecep.ecml.at>

### **Aim**

Will familiarise teachers with CEFR; training kit for developing a culture of evaluation.

### **Abstract**

The ECEP project aims at building self-confidence among language teachers, who are still too often adversely affected by social, technological and political (in particular supranational) changes. This process should enable them to develop a free and autonomous attitude towards the Common European Framework, beyond the simple "for or against" debates. The project aims at reinforcing the status and the image of teachers as well as their professionalism, in order to help them feel more confident and to enable them to adopt the Framework without cultural or personal reserves.

### **Expected results**

A **study** on how teachers really apply assessment in language classes and on the culture that underlies this practice and a **reference work**, including:

- a reflective approach to the "philosophy" of the Framework in relation to both diversity and unity of cultures;
- a reconsideration of teaching situations in order to enable a transfer of the "philosophy" of the Framework to didactic applications;
- a training kit on learning how to observe and reflect upon one's own pupils in order to:
  - o try and become a reflective practitioner through self-education and mutual exchanges within teams of teachers;
  - o develop a double competence of analysis of one's own cultural context and comparison of it with the Framework's "philosophy";
  - o build an approach of integrated assessment based on guidelines and key questions.

**Targeted sector:** all educational levels

