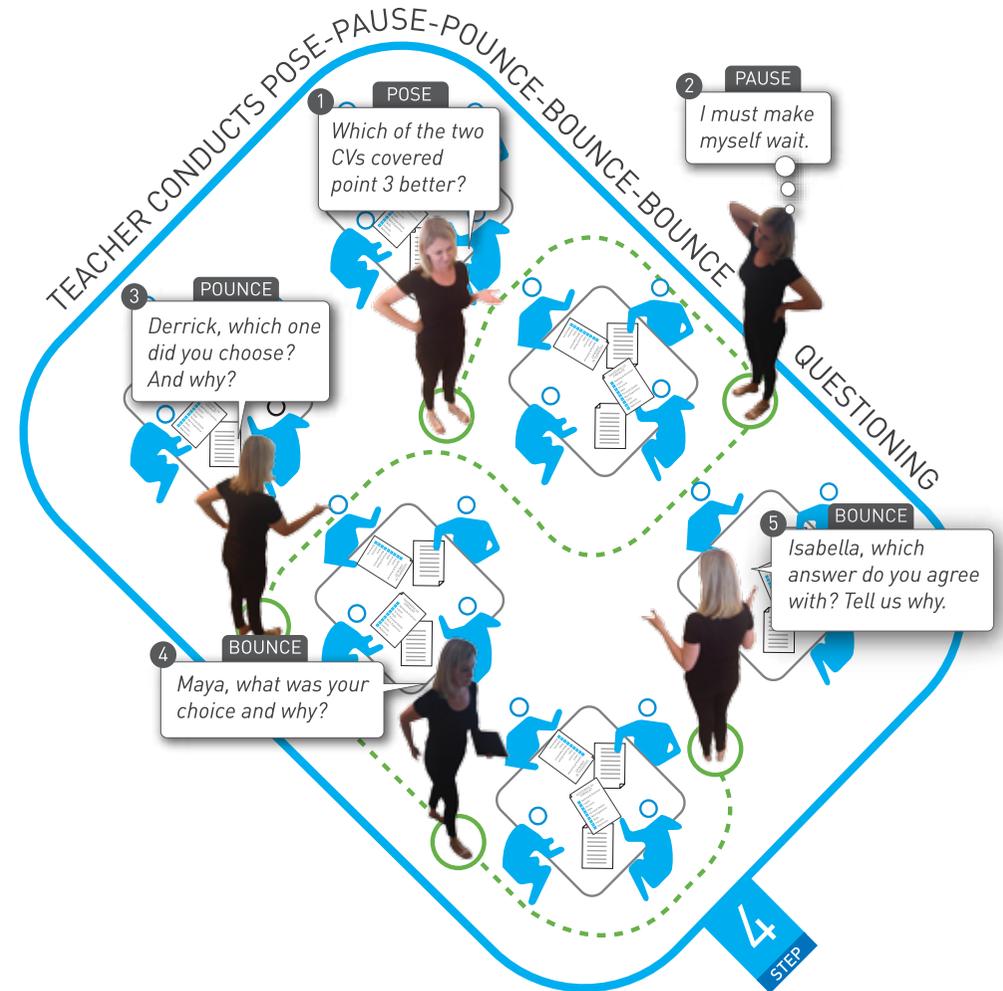


HOW2 Case Study: Edyta Jaszczyszyn

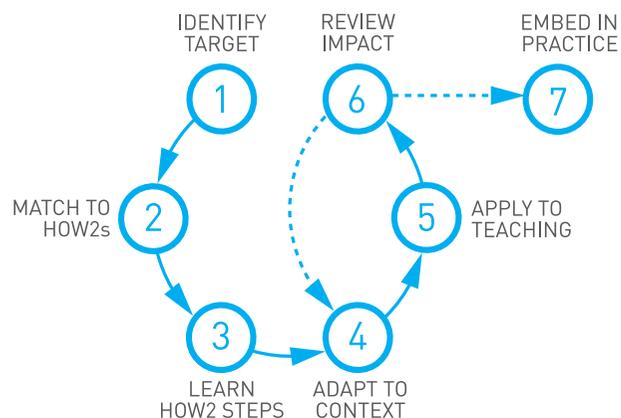
Edyta Jaszczyszyn works at the Haringey, Enfield and North East London FE college.



“The contextualised nature of teaching...means there can be no guarantee that any specific teaching approach will have the anticipated effect.”

— TIMPERLEY, H. (2011), REALIZING THE POWER OF PROFESSIONAL LEARNING, OUP

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THE HOW2 PROCESS

While HOW2s offer an unprecedented degree of precision in specifying exactly how to execute evidence-based teaching techniques, they are not bespoke for every single possible classroom situation.

As Dylan Wiliam reminds us: *“Teachers have to be professionals, deciding for themselves whether the research is applicable in this particular context with my particular students in the context of what I’m teaching them”*. And so, it is teachers’ detailed knowledge of their students and what they have to learn that will determine the success of any adopted technique, however impressive the effect size.

The HOW2 Process gives teachers a simple yet highly powerful framework with which to work through their planning. It provides a way of organising their thoughts into what amounts to a spirit of action research.

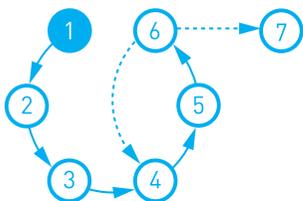
This short ViewPoint looks at this process in the specific context of an FE college and in an employability lesson.

EDYTA JASZCZYSZYN

Edyta works at the College of Haringey, Enfield and North East London.

She teaches employability skills to Job Centre Plus learners who are required to do short vocational courses. Many of these learners have low literacy skills and have not attended any sort of educational course or training for years.

A great many of them are not academically able and sometimes struggle with course work which requires them to write and collate the evidence of their course progress into a portfolio. Others among them are skilled and experienced workers who may have lost their jobs and are finding it difficult to get back into the employment market.

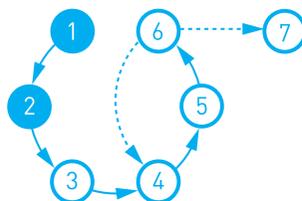


1: IDENTIFY TARGET

This was a target I chose for myself.

It was based on what my students had to learn next in their employability syllabus. As it is only a one-week course, and the students have a marked non-academic background, I was keen to ensure the learning should be active, social and practical.

My target was for my students to be able to complete their own CV to a standard where it could be used for immediate search for employment.

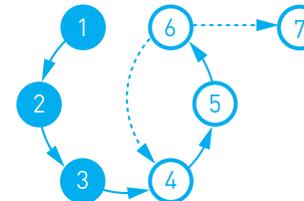


2: MATCH TO HOW2S

In looking for an active technique where my students would be able to learn what constituted a good CV, I found Anonymous Assessment a good match. It ensured that it was my students who would do the assessing of the exemplar CVs.

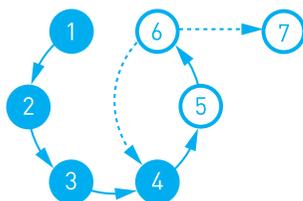
It would involve my students and break away from the teacher-dominated dynamics I guessed might trouble them.

The Learning Statements attached to the HOW2 seemed a perfect fit for my students' needs.



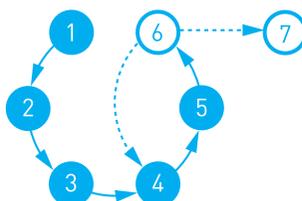
3: LEARN HOW2 STEPS

I already knew a fair number of Assessment for Learning methods and had also tried a few HOW2s in this collection. This meant I approached the new Anonymous Assessment HOW2 with confidence.



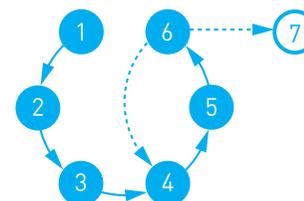
4: ADAPT TO CONTEXT

What immediately struck me was the need to substitute educational terms like success criteria, with more street-level vocabulary. Checklists would do just fine as an alternative.



5: APPLY TO TEACHING

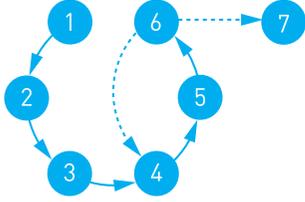
I introduced the HOW2 to my students at the start of the lesson, emphasising that they were partners in approaching this new method. Before that, I had sold the benefits of working in this way in order to gain their involvement and generate enthusiasm.



6: REVIEW IMPACT

It worked. The students responded by involving themselves in the different stages of the activity. They established agreement, after intense dialogue, on what should be in a good CV and were able to identify instances where this was not the case.

ANONYMOUS ASSESSMENT



7: EMBED IN PRACTICE

I now use the Anonymous Assessment HOW2 regularly in my lessons. It's just one more HOW2 I have up my sleeve in my ever-growing repertoire of teaching methods.

