Report from the FP7 project:

Assess Inquiry in Science, Technology and Mathematics Education

ASSIST ME

National Stakeholder Panel

Guidelines

Department of Science Education

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Summary

These guidelines for the National Stakeholder Panel (NSP) meetings beginning in month 12 of ASSIST-ME are to provide goals and suggestions for the meetings. They will be supplemented before each NSP meeting with agenda items relevant to the project at the exact time of each of the subsequent meetings. Since the NSPs are being used formatively in ASSIST-ME, the guidelines are meant to both communicate that mission through word and action. The selection of NSPs based on country by country network analyses of important (and sometimes overlooked) stakeholders will have a role in determining the content and direction of key aspects of ASSIST-ME. Consequently, these guidelines are meant to facilitate that role.

Introduction

This document is designed to be used by the ASSIST-ME partners in their work with National Stakeholder Panels. Based on these guidelines, suggested agendas will be distributed to partners before each NSP meeting.

Formation of NSP

The National Stakeholder Panels (NSPs) will be formed on the basis of the WP6 network analysis. This work is described in other documents. Here we take the starting point that there exists a list of stakeholders for each country. Each country partner will invite the relevant number of stakeholders during November 2013. The invitation will include a short introduction to the ASSIST-ME project and a description of the expected work of the NSPs. English versions of these texts will be send to each partner from UCPH in the beginning of November 2013. We recommend that the partners translate the texts into the native language of the stakeholders.

Agendas for NSP meetings

The NSPs are expected to have face-to-face work meetings three times during the project:

- Early December 2013 (Month 12)
- March 2015 (Month 27)
- January 2016 (Month 36)

Each partner is responsible for taking minutes of the meeting and sending them (in English) to UCPH no later than a week after the meeting. The minutes should of course also be shared among the panel members.

The UCPH group will send out draft agendas in good time before every NSP meeting. Every meeting is expected to include the following agenda issues:

1. Welcome
2. ASSIST-ME project status, given by the country partner
3. Discussion of selected and relevant deliverables – ending with recommendations from the panel to the ASSIST-ME project
4. Communication issues
5. Planning of subsequent work and meetings

The length of each meeting will depend on the specific agenda.

The next pages of this document give guidelines for the use of the NSP. It will be discussed with partners during October 2013 and will result in the text mentioned earlier that is designed to be send out to invited stakeholders during November 2013.

Guidelines for the use of NSP

General mission of the panel

The overall mission of the panel is to link the ASSIST-ME research processes and results with policy makers and draw on the reflections of stakeholders to align the project activities with their perceived needs.

The panel members are selected on the basis of the network analysis with respect to their experience and influence on educational policy making. This panel affordance will be addressed in the early discussions with the panel since the research results of ASSIST-ME will be designed to influence educational policy and practises.

The panel will identify opportunities and restrictions for implementing an assessment culture using both formative and summative approaches. Against this background, the panel and the project partners will formulate guidelines and recommendations for policy makers, curriculum developers, teacher trainers and other stakeholders relevant in the educational systems of their own country. The many and varied results from all the ASSIST-ME partners for advancing the use of formative and summative assessment practices with inquiry instruction will be sorted out and prioritized by the panel according to their perceptions of their unique national needs and agenda.

The panel members are not paid for their participation, but should of course have expenses such as travel costs refunded. We expect that the careful selection of members based on the network analyses will ensure a solid engagement of the panel members.

Introduction and situation of panel members

When the panel meets for the first time, it is important that they get a solid introduction to all other panel members. The panel members need to understand what contributions they can expect from other members and why these are useful for the project. For example, why are teacher organizations and media personnel included? Since the inclusion of teacher organizations is sometimes merely perfunctory and media are rarely included in panels, empowering introductions for both groups will be made at each meeting.

The formative role of the panels

It is important to stress the formative role of the National Stakeholder Panels. The panels should *participate* in the transformation of Phase 2 results. They are not only thought of as being responsive – we expect them to be creative also. Rather than a passive role of merely 'approving' the research results, the NSPs will participate in assembling project results relevant to their national context in ways through which the project can have a positive impact. It is their contributions that can ensure that our research results are adaptable for large scale implementation of the assessment methods in different educational contexts.

The expected participation of Media representatives in the NSPs will link the work to public discussions on educational policy. Panel members with backgrounds in the media world will be encouraged to promote our outcomes to the general public and there-

by increase the possibility that our stakeholders will use the ASSIST-ME project results.

Work of the panel and deliverables based on panel feedback

We expect the panels to read reports before the meetings, participate actively in discussions during the meetings and contribute with input via e-mail and/or forum discussions. Of course, it is for the panel members themselves to decide how much they will actual write, but we will suggest that they find as many opportunities to contribute as possible.

This will align the research processes with the understanding and perspectives of the stakeholders for enhancing the feasibility of the results. The NSPs opinions and advice should influence the on-going research and its results particularly from the perspective of transformative feasibility.

The following questions about how the project can be managed for co-ownership, will be discussed at the first panel meeting and reiterated at subsequent meetings:

1. How can we secure a meaningful communication between researchers, teachers, and stakeholders, including policy makers?
   An on-going mission for the NSPs will be to develop strategies for good internal and external communication that is meaningful, effective and efficient.
2. How can relevant stakeholders be invited to take co-ownership of the research results and how can a partnership between researchers, policy makers, and teachers be established in order to secure relevant actions following implementation guidelines?
   This process of facilitating genuine mutual ownership of project outcomes is essential for results to be effectively implemented. The mutual expertise of NSP members will be used to craft strategies likely to result in actual use of the project outcomes.