





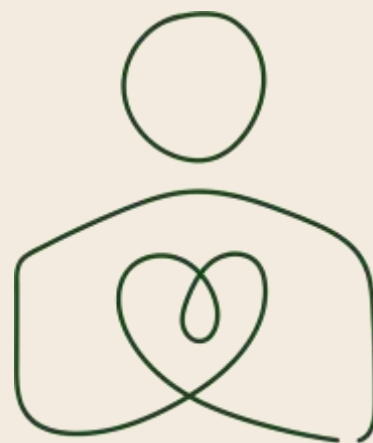
MODULE 4

HOW TO BUILD OTHER WAYS OF DOING

RELATIONAL PEDAGOGIES AND ASSESSMENT

Heartfelt Reminder

YOUR WELL-BEING MATTERS. THIS MODULE IS INTENDED AS A SUPPORTIVE AND EDUCATIONAL SPACE. IF AT ANY POINT YOU FEEL UNCOMFORTABLE WITH A QUESTION OR ACTIVITY, PLEASE KNOW THAT YOU ARE FREE TO SKIP IT. PARTICIPATION IS ALWAYS VOLUNTARY. YOU ARE ENCOURAGED TO ENGAGE ONLY AT THE LEVEL YOU FEEL SAFE AND COMFORTABLE. ABOVE ALL, WE CARE ABOUT YOUR COMFORT, WELL-BEING, AND CONFIDENTIALITY. PLEASE ALSO REMEMBER TO TAKE A BREAK WHENEVER YOU NEED IT, BREATHE, STRETCH, AND STAY HYDRATED.





Recording & Consent

PLEASE NOTE THAT THIS SESSION WILL BE RECORDED (AUDIO, VIDEO, AND SCREEN SHARE) FOR RESEARCH, ACCESSIBILITY (E.G., TRANSCRIPTS), AND QUALITY IMPROVEMENT. RECORDINGS WILL ONLY BE ACCESSIBLE TO THE ORGANISING TEAM AND WILL NOT BE SHARED PUBLICLY WITHOUT YOUR EXPLICIT PERMISSION. YOU ARE, OF COURSE, FREE TO KEEP YOUR CAMERA OFF AND USE YOUR FIRST NAME ONLY IF YOU PREFER. THANK YOU FOR SUPPORTING AN INCLUSIVE AND RESPECTFUL LEARNING SPACE.

TO HELP US MEET ETHICAL RESEARCH STANDARDS, WE
KINDLY ASK YOU TO COMPLETE THE CONSENT FORM
PROVIDED:



LET'S RECAP TOGETHER!

- 📌 We explored how curriculum choices are shaped by dominant narratives and saw how resources can broaden or limit perspectives
- 📌 We examined the colonial axis through which content and materials might be presented in curricula, namely, power, knowledge, being, nature, and gender
- 📌 In groups, we reworked a lesson plan using the reflective framework to see how a decolonial practice can transform teaching

YOUR REFLECTIONS FROM LAST SESSION



I will be more
careful using
strong words that
could make
someone feel
uncomfortable

I have taken notes on what I can
include in the class to add extra
perspectives and to “provoke”
more discussion...

I will bring more material
which is “out of the canon” to
my students and let them
participate more in co-
constructing content.

16:00-16:15	Welcome and Recap
16:15-16:45	Brainstorming your pedagogical practices
16:45-17:00	Content part. 1: Relational Pedagogy
17:00-17:10	Break
17:10-17:30	Activity: Co-Creation Lab – Designing a Relational Syllabus
17:30-18:00	Group discussion: Your current assessment practices
18:00-18:10	Break
18:10-18:20	Presentation
18:20-18:50	Group discussion: Reimagining Assessment
18:50-19:00	Conclusion of the Training

ANCHORS OF THE MODULE



HOW teaching happens rather than only WHAT is taught

Inviting teachers to reimagine their teaching as a relational, inclusive, and decolonial practice through pedagogical practices, syllabus design, and assessment.

Pedagogical Lens

The emphasis is not on content but on pedagogy: how learning spaces are created, how relationships in classrooms are structured, and how assessments are used.

Assessment as a Tool

Critically examine current assessment practices and collaboratively design more equitable, meaningful, and decolonised alternatives that value diverse knowledge and ways of knowing



WHAT DOES THE CURRICULUM ENTAIL?

- Learning Objectives

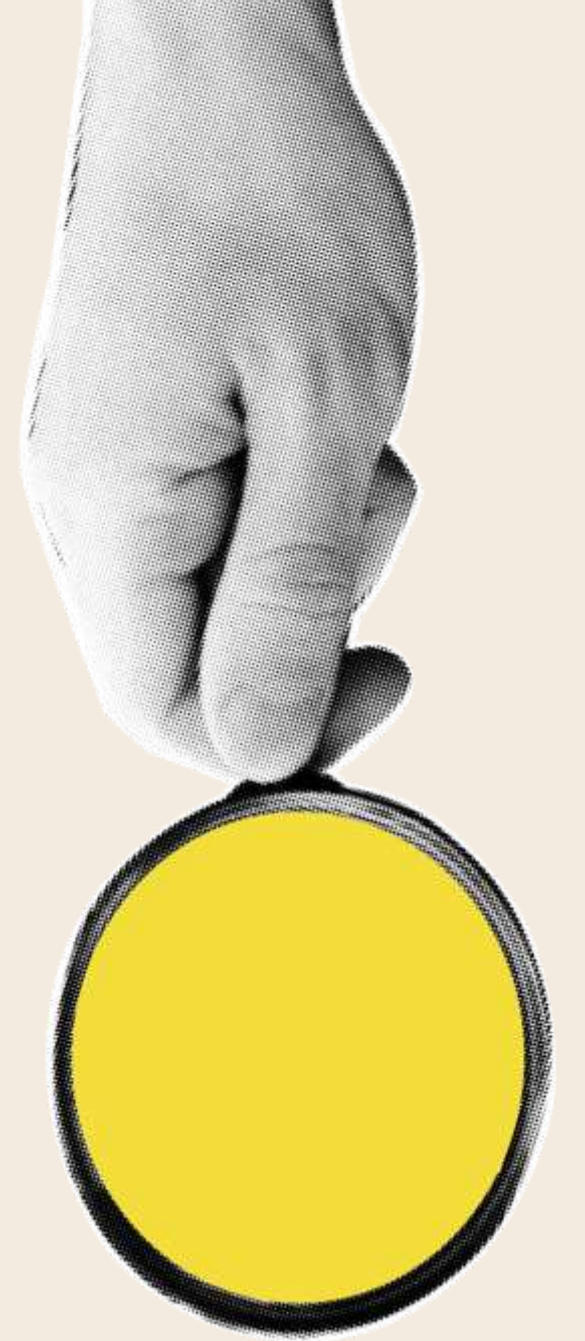
- Content and Topics

- Teaching Strategies

- Materials and Resources

- Assignments and Projects

- Assessment Methods



FOCUS OF THIS MODULE



BRAINSTORMING SESSION

WHAT IS YOUR EXPERIENCE WITH PEDAGOGIES?

- What pedagogies do you use in your classroom? What challenges do you face?
- Have you thought about what could be done differently or how to implement what you have learnt during the training?
- What is your impression of the pre-training material?
- Can you identify pedagogies you already use that are relational?
- Do you have concerns regarding changing the nature of the pedagogies you use?



RELATIONAL PEDAGOGIES



- **Dialogical Education**

- Banking model of education (Paulo Freire)
- Moving from teacher-as-expert to teacher-as-facilitator

- **Learning is Continuous**

- Students learn in and beyond the walls of the classroom
- Students use their environment to answer problem-based projects and provide alternative solutions to those of adults

RELATIONAL PEDAGOGIES

- **Horizontal Relationship Building**

- Classroom as a space for Co-Creation
- Teachers and students collaboratively shape learning experiences
- **Locus of Enunciation** framework (positionality) can guide both educators and students in examining how we are all entangled within the colonial matrix

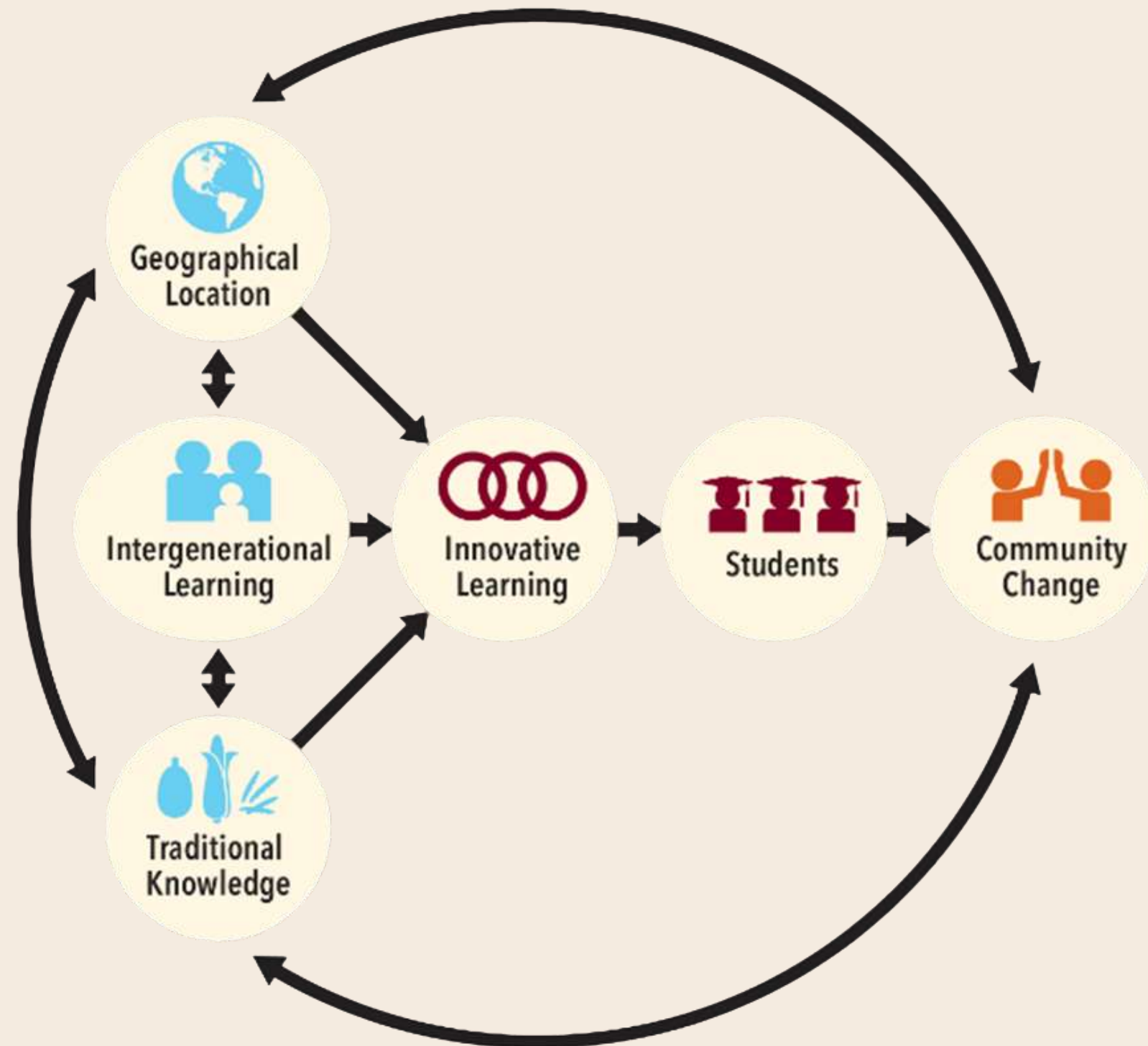
- **Adaptive Learning**

- Place-Based Learning
- Problem-Posing Education
- Project-Based Learning



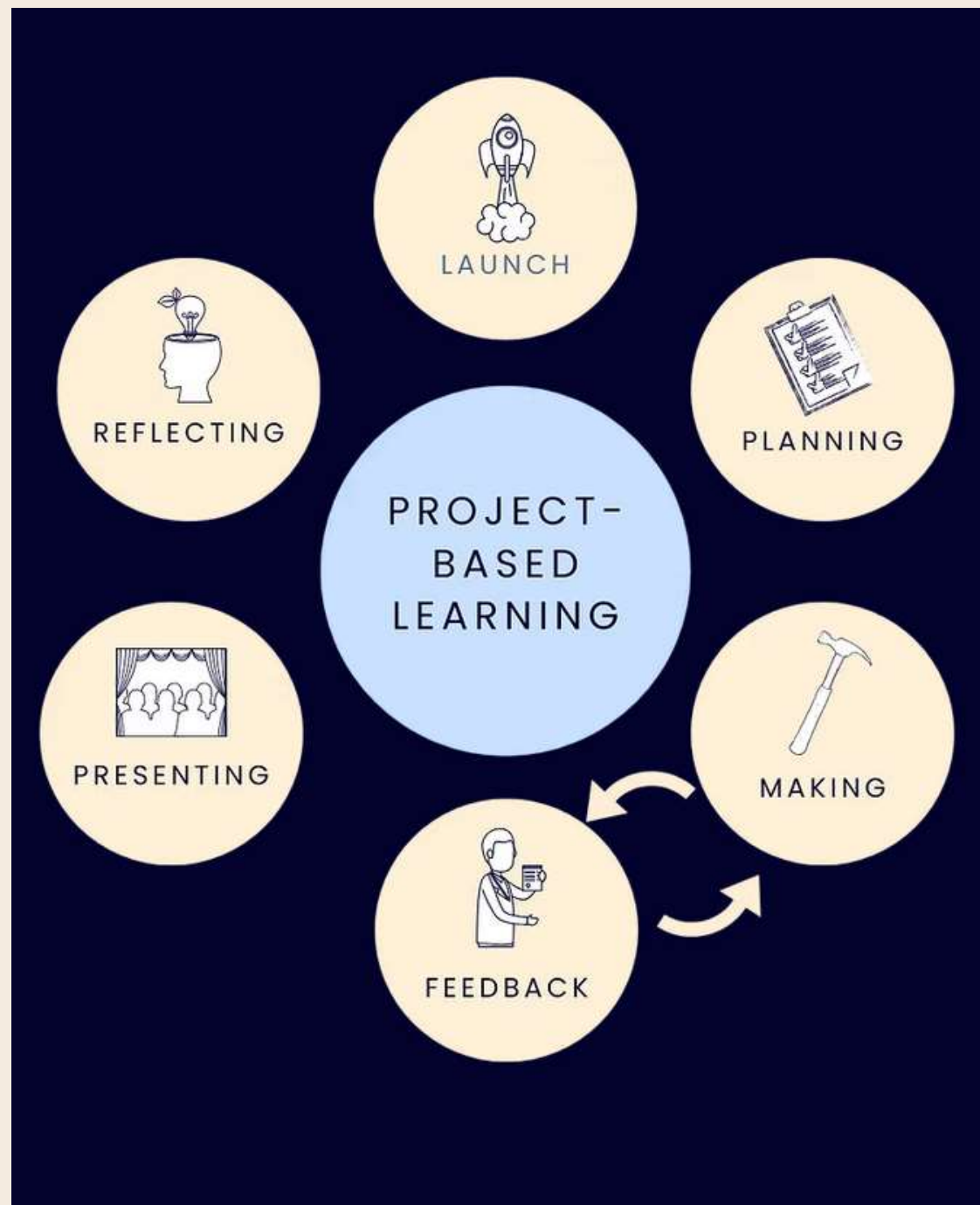
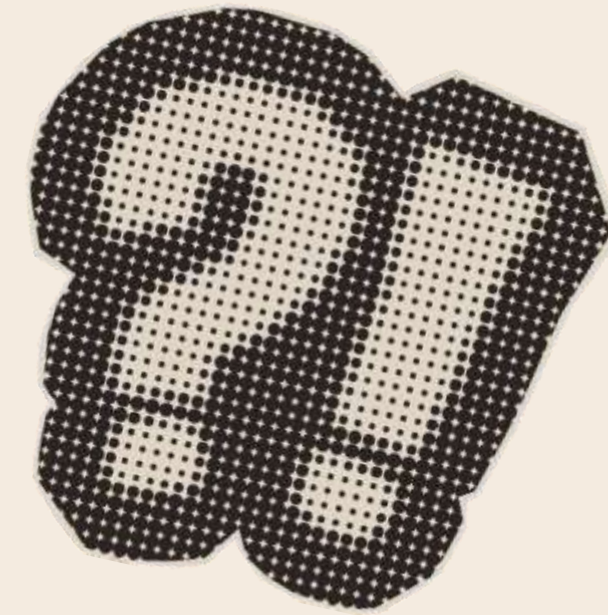
RELATIONAL PEDAGOGIES

PLACED-BASED LEARNING



RELATIONAL PEDAGOGIES

PROJECT-BASED LEARNING & PROBLEM-POSING EDUCATION



PROBLEM POSING EDUCATION

DEFINITION

Problem posing education is a teaching method that emphasizes the active creation of knowledge by students. It encourages students to generate their own questions and problems to explore, rather than simply receiving information from a teacher. It aims to develop critical thinking, creativity, and the ability to find solutions to real-world problems.

EXAMPLE

A teacher may use problem posing education by giving students a real-world scenario, such as a local environmental issue, and asking them to generate their own questions and problems related to the topic. For example, students may ask questions like "What are the main causes of pollution in our community?" or "What are some potential solutions to reduce plastic waste?"

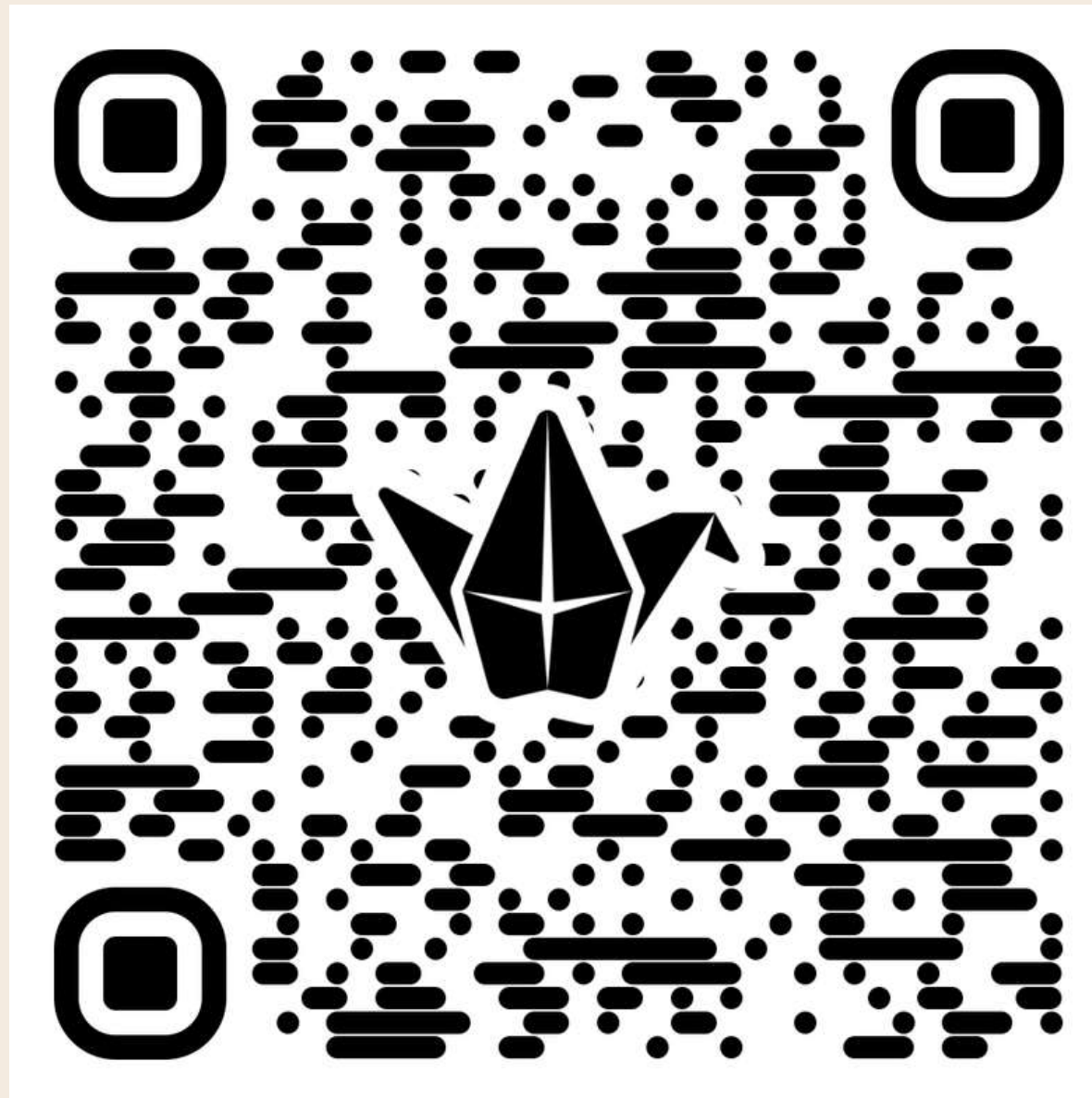


BREAK

See you here again in 10 minutes!

CO-CREATION LAB – DESIGNING A LESSON

→ How can you make your lesson centre on the learner's environment?



WHAT'S ONE WORD THAT COMES TO
MIND WHEN YOU HEAR THE WORD

“assessment”?



BRAINSTORMING SESSION

YOUR CURRENT ASSESSMENTS (30 MIN)

- What kinds of **assessments do you currently use**, and what do they aim to capture about student learning?
- What seems to **work particularly well** — and what feels most **challenging** about your current approach?
- Are there particular **students or groups** who seem to **struggle** more with your current assessments?
- How much opportunity do students have to bring in their **own experiences, interests, or perspectives** in your assessments?
- What **pressures or constraints** most influence how you design assessments?



COLLECTIVE REFLECTIONS (5 MINUTES)

WHAT KEY INSIGHT OR
TENSION EMERGED IN
YOUR GROUP ABOUT
HOW ASSESSMENT
CURRENTLY WORKS IN
YOUR COURSES?



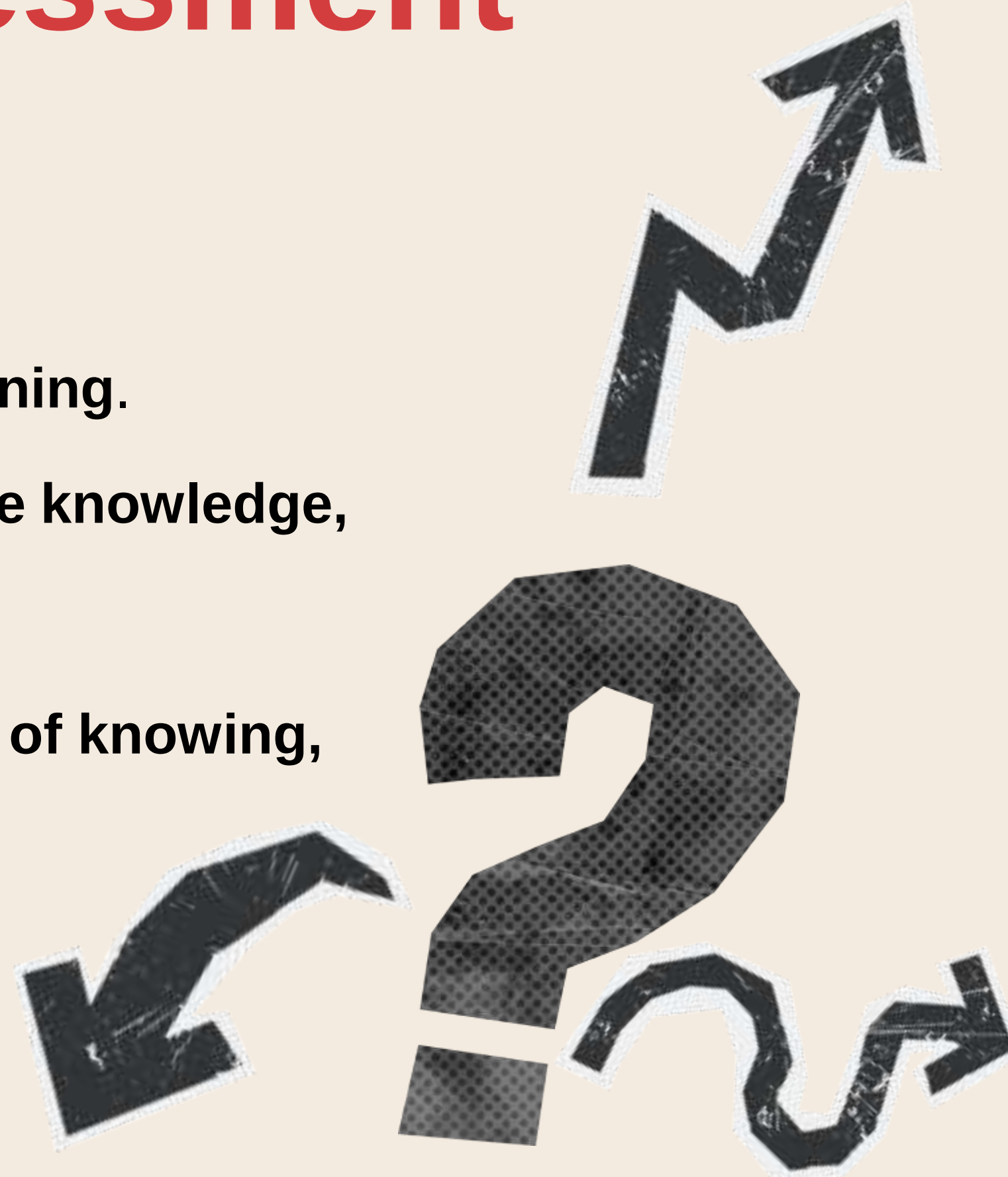


BREAK

See you here again in 10 minutes!

Deconstructing Assessment

- Assessment is how we decide **what counts as learning**.
- Decolonising assessment means questioning **whose knowledge, values, and voices define success**.
- It calls for approaches that recognise **diverse ways of knowing, doing, and being**.



FROM TRANSACTION TO RELATIONSHIP

ASSESSMENT AS RELATIONSHIP AND RECOGNITION

- **From** a transactional grade
- **To** a conversation about growth
- **Centering** care, respect, and mutual accountability

Example: During/After an exam or final project, each student reflects with the teacher on what they learned, what challenged them, and how they would approach future learning.



MAKING SPACE FOR DIVERSE VOICES & FORMS

ASSESSMENT AS SPACE FOR DIVERSE EXPRESSION

- **From** a single, standardised format
- **To** a spectrum of valid evidence
- **Centering** diverse voices, experiences, and forms of expression

Example: Students choose how to demonstrate learning — through essays, presentations, podcasts, visual artefacts, or projects — using shared assessment criteria.

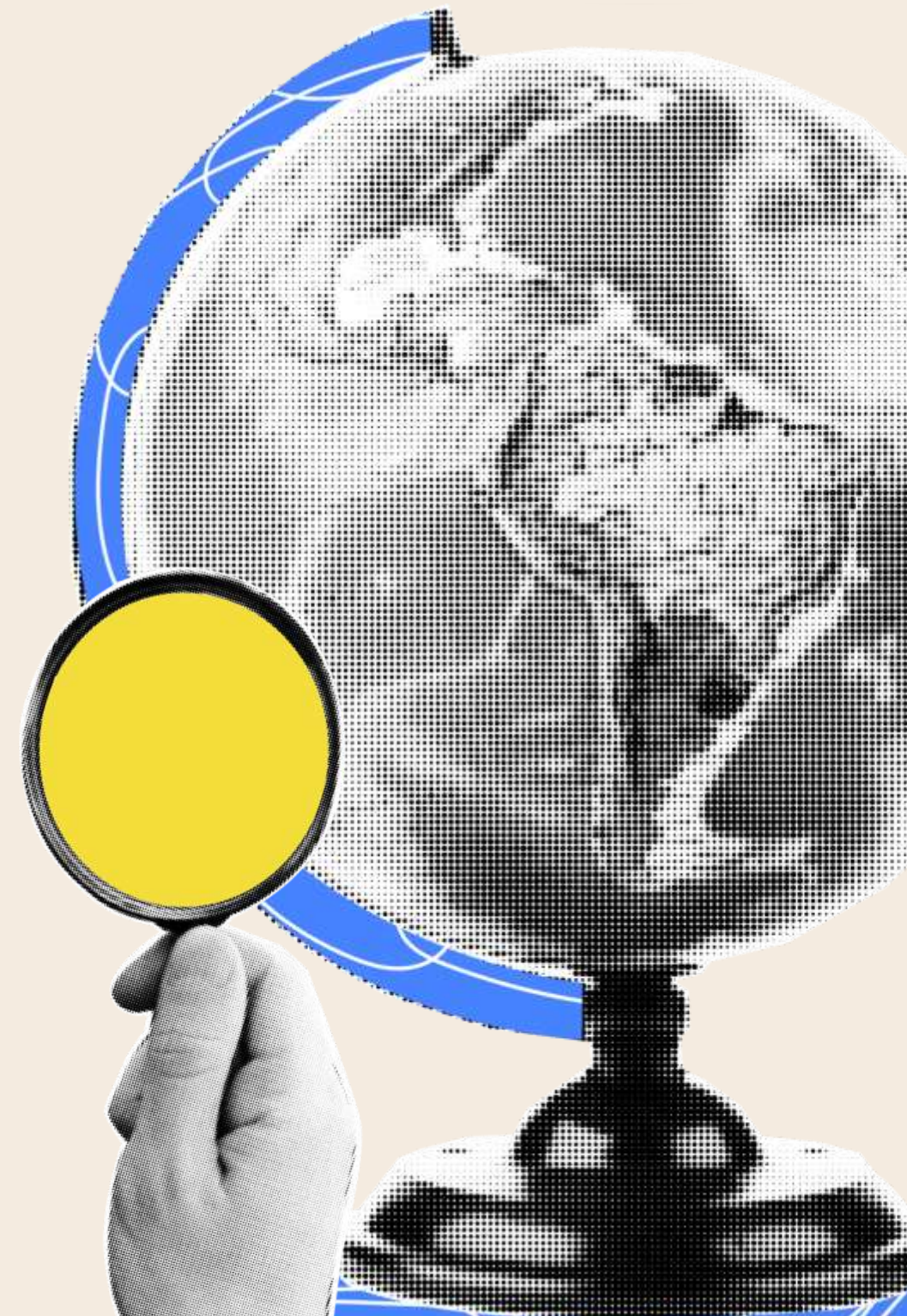


GROUNDING LEARNING IN THE REAL WORLD

ASSESSMENT AS MEANING-MAKING

- **From** abstract academic exercises
- **To** meaningful, contextualised tasks
- **Centering** relevance, process, and personal connection

Example: Students apply a course concept to explore how it appears or operates in their own school, community, culture, or everyday life.



CO-CREATING LEARNING THROUGH DIALOGUE

ASSESSMENT AS A COLLABORATIVE PROCESS

- **From** assessment *of* learning (a final judgment)
- **To** assessment *for* and *as* learning (an ongoing process)
- **Centering** student voice, co-creation, and shared ownership

Example: Students and teacher collaboratively develop the success criteria for a project, discussing what meaningful, high-quality work looks like and why.



BRAINSTORMING SESSION

ENVISIONING NEW TYPES OF ASSESSMENT (30 MIN)

- **How might assessment become a space of care and recognition that supports students' growth as learners and people?**

Tension: How can we sustain relational, dialogic approaches within grading systems focused on standardization and efficiency?

- **What would it look like if students could express their learning in different ways that reflect their strengths and identities?**

Tension: How can we balance flexibility with fairness and comparability across different formats?

- **How might assessment invite students to apply learning to meaningful, real-world contexts?**

Tension: How can we design authentic tasks that remain manageable and fair to assess?

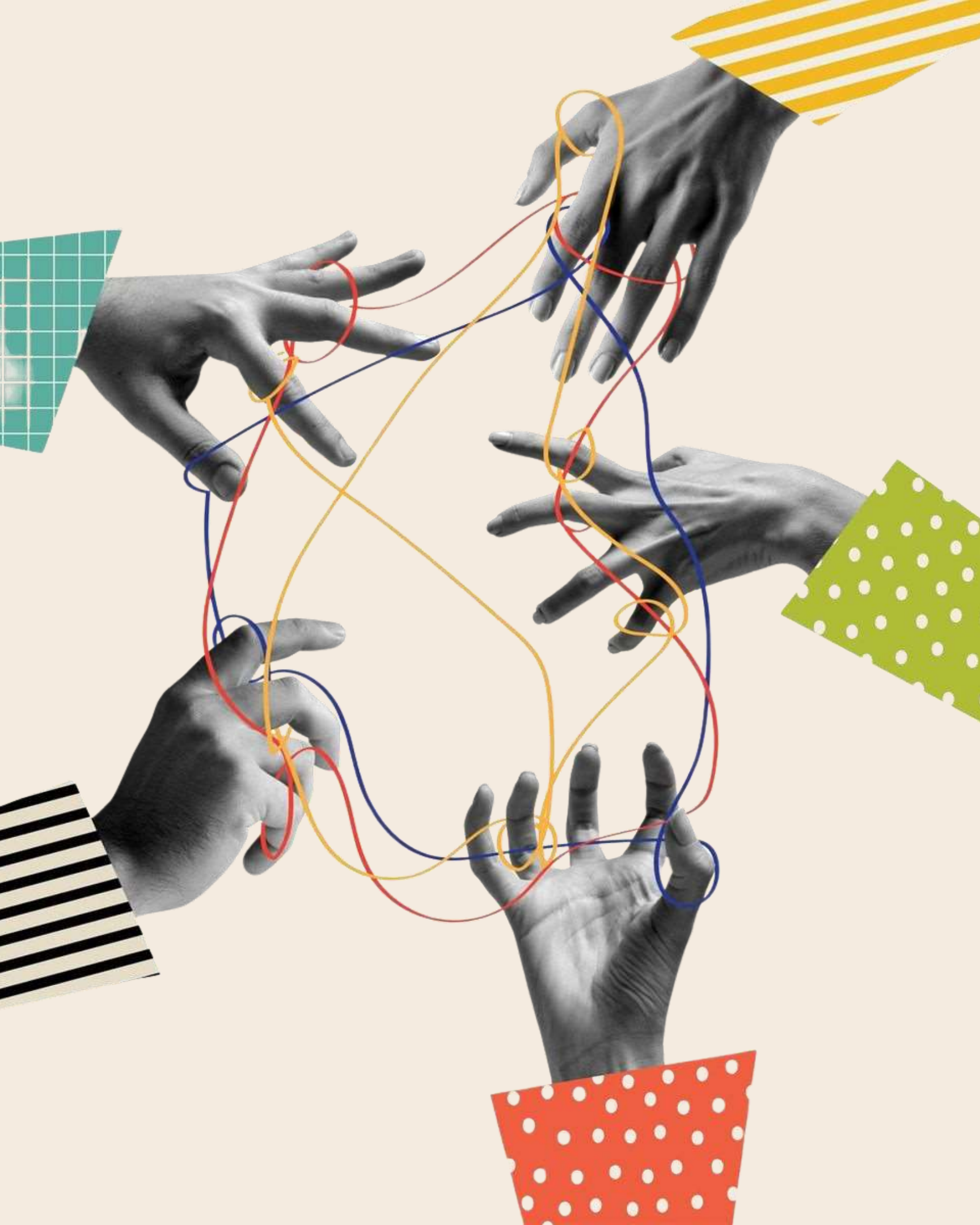
- **How could we give students real agency in the assessment process?**

Tension: What power dynamics or challenges might emerge when teachers and students share decision-making about assessment?

COLLECTIVE REFLECTIONS (5 MINUTES)

WHICH DIRECTIONS
ARE EMERGING FROM OUR
DISCUSSION ABOUT
TRANSFORMING
ASSESSMENT?





CLOSING REFLECTION

WHAT IS ONE
CONCRETE CHANGE
YOU WILL MAKE?



Co-funded by
the European Union

SEE YOU IN THE IN-PERSON TRAINING !

Please don't forget to fill in the survey!

