Transnational Comparative Assessments in European Higher Education

HISTORY

Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe

2023

Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe CALOHEE Phase 2

Tuning Educational Structures in the World

The name TUNING was chosen for higher education projects and initiatives to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of higher education in Europe and the world has been paramount in the Tuning initiative from its start in 2001 and in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

**Co-funded by
the European Union**

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Introduction

The context of higher education has been changing during the last 25 years, as a result of rapid advances in digitalization and methods of communication, job market disruption, politics and recently COVID-19, disruptive conflicts and inflation. The need for change of higher education learning has become even more imperative. Awareness of these challenges go back to the 1990s and resulted in EU initiatives and the Sorbonne/Bologna Declarations. This led to the call for developing a European Higher Education Area (EHEA).

A cornerstone of developing a EHEA is trust and confidence. The Area was launched in the context of the Bologna Process. This was thought necessary to enhance the quality and relevance of higher education for individual development, employment opportunities, societal needs. Another aspect was and is to have instruments in place to facilitate large scale credit mobility and recognition. Towards this end four key instruments have been developed: the *European Standards and Guidelines for Quality Assurance*, the *European Credit Transfer and Accumulation System* and the *Lisbon Recognition Convention* as well as two parallel and overlapping qualifications frameworks, the *Qualifications Framework for the European Higher Education Area* (QF for the EHEA) and the *European Qualifications Framework for Lifelong Learning* (EQF). The first defined in the context of the Bologna Process and the second initiated by the European Commission. Both have been endorsed by national authorities.

Qualifications frameworks are the foundations of the other instruments. They offer the reference point for the academic structure (curriculum design and credentials), quality assurance and accreditation as well as recognition of (period of) studies. Qualifications Frameworks encompass all three cycles of higher education learning.

In parallel, two major initiatives were taken, namely, the development of the QAA-UK Benchmark papers and the *Tuning Guidelines and Reference points* at subject area (discipline) level. These proved to be pivotal for giving substance to develop and enhance degrees and to move from expert driven education toward student-centred and active learning. Both initiatives were developed by groups of academics, however, many academics have found it difficult to deal with this fundamental change of the learning paradigm. Lack of initial training and continuing professional development have continued to hinder large scale change. This has been exacerbated by the over-complex structures in place. That is having two European overarching frameworks and subject ones which are not fully aligned. This might have drained away full adoption of the instruments available.

To respond to this concern, a proposal has been made by the Tuning initiative, called *Measuring and Comparing Achievements of Learning Outcomes in Europe* (CALOHEE), to make a deep analysis of the strength and weaknesses of the existing models. This has resulted in *General Tuning-CALOHEE Qualifications Reference Frameworks* for all three cycles, as well as aligned reference frameworks on the level of subject areas. An important driver for developing these frameworks has been to make the implicit explicit.

These much more detailed frameworks, building on the existing ones, offer the opportunity to encompass present and future challenges. In addition, ten subject areas have been, and

are, developing Subject Area Learning Outcomes Reference Frameworks. These offer a template and menu as to what can be learned in the context of a degree programme.

This resulting set of reference frameworks will reduce complexity, offer greater clarity and guidance for programme design, delivery and quality assurance.

However, qualifications reference frameworks are only part of process of change. As fundamental and as a consequence of the change of the paradigm of learning, is revisiting the way learning, teaching and assessment is designed and undertaken. This has been done too in the context of the CALOHEE initiative, supported by the European Commission.

Preparing international comparative assessments

Mutual recognition and mobility go hand in hand and therefore need evidence of comparability of learning and teaching, but in particular assessment, which should obviously be aligned.

Although General Qualifications Reference Frameworks, Subject Area Qualifications Frameworks and related Subject Area Learning Outcomes / Assessment Reference Frameworks offer clarity regarding the levels of learning, they do not offer the evidence whether the related learning is actually achieved. To achieve the latter some form of assessment must take place, primarily to assure that across the spectrum of countries and institutions comparable learning in terms of its outcomes is taking place.

On the level of achievement, it is possible to make a distinction between the individual learner, the subject, the programme, the HE institution and the country (system level). The aim of the CALOHEE project has been to develop diagnostic international comparative assessments for five disciplinary fields, that is civil engineering, history, nursing, physics and teacher education.

These assessments provide a diagnostic tool to allow for a comparison to be made regarding the level of achievements of the different descriptors as included in the frameworks. The focus is here on the degree programmes in the context of the subject area. The results of the exercise will provide valuable evidence-based information for academic staff responsible for delivering the programme to allow for further enhancement.

The discussions among international groups of subject area experts show us that disciplines have their own requirements. There are obviously specific contextual settings, cultural and national conditions. For example, the field of history only allows for a high level of abstraction, whereas nursing, civil engineering and teacher education are usually regulated professions with all that that entails.

Assessment of students is perceived as a highly sensitive issue and the prime responsibility of the academic. However, academics are together responsible for implementing a programme. This requires coordination regarding programme design, delivery, evaluation and student-assessment and grading. This does not touch academic freedom. Although all programmes

will have their own profile, there should be common standards meeting international reference points. This approach intends to do justice to the EU motto, introduced in 2000, 'unity in diversity' which is clearly not standardisation.

In this context, the relation should be highlighted between the graduate profile and the learning outcomes of an individual programme and its units. This reflects the different missions of institutions and programmes, covering the full spectrum from research driven programmes to applied ones. This can be visualised in a spider web in which individual degree profiles, programme and unit learning outcomes are matched with the CALOHEE subject area qualifications refence frameworks for all three cycles, representing the graduate profile. These spiderwebs show varieties, which are both system and programme related.

Regarding the system level, although pursuing the EHEA, it has to be fully understood that we are dealing with national states which historically have their own educational philosophies, cultures and traditions. Regarding general philosophies we can make a distinction between the Anglo-Saxon, Humboldtian, Napoleonic and Soviet models. These traditions are deeply rooted and have an ongoing impact on the way learning, teaching and assessments is constituted, although convergence is taking place. This convergence – implying international alignment at subject area / disciplinary level - is commended by global societal developments and needs, to which the higher education sector and its degree programmes are expected to respond.

At programme level, countries might still define conditions which have to be met and/or set limits regarding the autonomy of the professional. This has implications for the (transnational) assessments to design.

As a consequence, in valid transnational comparative assessment both communalities and differences should be taken into account, as they have been detailed above. In this setting, lessons have been learned from the OECD *Assessment of Higher Education Learning Outcomes* (AHELO) feasibility study, implemented in the period 2010-2013, which obtained severe criticism from policy makers as well as academics, because it did insufficiently recognise the wide range of system and programme differentiations.

The disciplinary experts, involved in this CALOHEE project, are fully aware of the diversity in the way learning, teaching and assessment is modelled, although at the same time agreeing on the descriptors as defined in their subject area qualifications reference frameworks and far more detailed learning outcomes / assessment reference frameworks. Finding common ground - doing justice to the differences - has taken considerable time, but proved to be conditional for developing useful (transnational) assessments.

Departing from the objectives of the Bologna Process and the EHEA that programmes should be outcome based, the assessments developed, intend to cover high level generic and subject specific competences, that is applying knowledge and skills in real life situations – work place and society – requiring 'autonomy' and 'authority'. Authority reflecting self-confidence to take position and act accordingly. In other words, the assessments should allow for evidencing a critical mindset in the context of a particular academic field by focussing on 'measuring' high

level skills and competences in the context of the subject area and its domain of knowledge, such as critical thinking, analyzing and synthesizing, making and criticizing an argument, problem solving, observing and analyzing behavior, operating in conjunction with others. All perceived from two angles: the academic field involved and active societal participation. Relating to present and future needs of society, a much wider scope and approach than 'disciplinary knowledge and skills' and 'critical thinking' as had been tested in the global OECD-AHELO feasibility study.

This requires taking into account 'burning societal issues', for which in the context of the CALOHEE projects separate initial reference qualifications frameworks were prepared, meant to serve as sources of information and inspiration. Based on academic literature and policy documents, it identified five current topical issues, that is:

- o Societies and Cultures: Interculturalism
- o Processes of information and communication
- o Processes of governance and decision making
- o Ethics, norms, values and professional standards
- o Sustainable development (climate change)

These topical issues should be integrated in the actual learning, teaching and assessment processes doing justice to the academic field involved and avoiding overload of learning.

From the start of the CALOHEE project to develop transnational assessments and testing, the aim has been mutual. The outcomes should allow for real testing to be applicable in different contexts, ranging from an individual HE education programme to transnational testing. Intended to be inspirational – offering new models of assessment – they should also be aspirational by covering topical issues.

As has been indicated already a distinction is made between the development of models of assessment and actual assessments and testing. Testing is defined here as the application of the assessments prepared, by asking groups of students to take a test. According to the project aim, actual testing was not foreseen in this phase. This project focussed instead on preparing the groundwork for testing whether of theory or in the workplace where this is relevant for the programme.

In the context of the CALOHEE Phase 2 project assessment models and assessments have been prepared for the following five subject areas: Civil Engineering, History, Nursing, Physics and Teacher Education, nearly covering the full range of academic fields.

The assessments have been developed to measure the achievements of generic and subject specific competences at the end of the bachelor / first cycle.

Structure of the assessments

The five subject area groups have followed a comparable model and approach to implement their tasks. Due to the COVID-19 pandemic initially the meetings took place online. Because more fundamental discussions were needed to define common ground requiring deep

intensive reflection over a longer time span, only limited results could be obtained. Three multi day face-to-face meetings were needed to come up with actual results. These meetings took place in the period April – September 2022 and were supported by an additional set of online meetings.

A first step has been to match individual degree programmes with the subject area qualifications reference framework published in 2018. A follow-up has been to re-visit their academic field making use of the 2018 edition of the brochure *Tuning Guidelines and Reference Points for the Design and Delivery of Degree Programmes* for their subject area. This proved to be a learning process in itself, developing partly new insights requiring accommodations of the materials prepared earlier.

The third step was to identify the (sub) descriptors included in the qualifications reference framework and learning outcomes / assessment reference framework, best suitable for developing transnational assessments, but also key to the subject area. This again required fundamental and deep reflections. The next step was to identify the most appropriate mode(s) of assessment and to decide on its feasibility. Independently of the mode of teaching and learning - class room, online, hybrid - different assessment formats were suggested to apply, e.g. scenario testing, observation, critically responding to arguments / texts, analyzing a problem and coming up with possible solutions, etc. This to be followed by describing / documenting the overview of items and approaches (independent of existing individual degree programmes) and the choices made. In practice, to:

- identify for each of these items the modalities for assessment: learning/teaching required, the best ways of assessment and the criteria for assessment.
- document the rational for selecting a particular competence; describe the actual test
- constitute a set of assessments reflecting a key part of the descriptors as included in the qualifications reference framework. The result should be a variety of assessment formats for the competences identified.

The outcomes of the work established by the five subject area groups are presented in separate publications for each of the five subject areas involved in the CALOHEE Phase 2 project: Civil Engineering, History, Nursing, Physics and Teacher Education. The reports of these five disciplinary groups follow a comparable format, but each group has taken the freedom to make its own choices in presenting its findings in doing justice to the process of reflection and discussion. This brochure presents the work established by the Subject Area Group of History, coordinated by prof. Guðmundur Hálfdánarson, University of Island and prof. Ann Katherine Isaacs, University of Pisa, with substantial support from dr. Carla Salvaterra, University of Bologna.

CALOHEE Project Team
Groningen, 2023

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0. The Tuning–CALOHE2 History Subject Area Group (2020-2022)

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All SAG members are, or have been until recently, professors, researchers and teachers of History at their Universities. The Universities involved are respected generalist and research-oriented institutions in various parts of Europe. The individuals involved have worked together for more than twenty years: in the CLIOH History networks, in various Tuning projects, in HUMART and in CALOHEE. They have consulted, when possible, others with whom they worked in the past projects. The results of the present project build on the previous ones, and the SAG gratefully acknowledges the fundamental contribution, now and in the past, of its long-term friends and colleagues.

1. Introduction to the subject area of History

1.1 Overview

In the CALOHE2 context, the field of History has proved particularly challenging and particularly instructive. Although perhaps its image is that of a non-problematic and even 'boring' scholarly pursuit, History as a higher education subject area is one of the most diverse subject areas. Indeed, probably, the most diverse. Whatever constitutes the core subject matter for a History degree in a specific country (or even institution, city or region) is almost by definition different from that of a History degree elsewhere. While debate is always lively (and varied focusses and interpretations abound), this takes place within and around national constructions and perceptions of what is important, and methodological preferences as to how the key problems should be addressed – not to speak of the fact that original sources and bibliography are often in less well-known local or ancient languages. In addition, the subject matter, methods, necessary knowledge and tools a degree programme emphasizes vary according to chronological period: whether, for example, it regards ancient, medieval, modern or contemporary times. Other programmes insist on specific kinds of history (gender, cultural, political, social, economic, military and so forth).

This basic fact, the diversity of the field, has forced the SAG to reflect deeply on whether and how transnational assessment can be understood and the necessary tools constructed. We have had to develop special strategies to respond to the challenge. As will be seen in the paragraphs that follow, we have found It necessary to identify the most basic characteristics of the 'historical mind-set' and find ways to assess them without obligatory reference to specific times or places.

1.2 Education and Professional Context: complexity of the field

An essential trait of the History Subject Area, as it exists at present, is that only a very few members of any student cohort will eventually become professional historians, scholars and teachers. In the past, a degree in History in many countries (not all) was a recognized way of becoming an educated individual, able to assume various managerial and other roles not requiring a particular kind of technical education. At present, a History degree no longer can claim to have that allure, but, nonetheless, as we have been able to show in previous projects, the study of History does provide the learner with many useful competences which can be of use and are appreciated in many occupations.

These have to do, for example, with the ability to think in terms of time, to understand different social and political contexts and facilitate interaction between socially and culturally

diverse people, to base findings on demonstrable facts, and to use a variety of kinds of sources to come up with meaningful results.

This finding is somewhat paradoxical but important: it says that although a very small number of our graduates will become professional historians, the competences needed to become a professional historian – both the generic and subject specific competences – are precisely those that facilitate all other history graduates in their various future activities, roles and professions. These may be in such areas as local or national public employment, diplomacy, archives, museums, sales, politics, and so forth[1]. Some graduates, usually after additional pedagogical training, will become teachers of History and often related subject areas (Geography, for example) in schools.

1.3 The Future Graduate – Bachelor's Degree, Master's Degree, Doctorate – PhD

A Bachelor's degree in History can provide a general basis for a number of employment opportunities, as indicated above. It does not give sufficient preparation for the professional academic historian, who in most countries will need to obtain the doctorate, with a dissertation that makes a significant contribution to historical knowledge, before being gainfully employed in a higher education teaching capacity. In many countries, the doctorate is a necessary prerequisite to entering a higher education career; in others is may be obtained at a later stage, while the young historian, in possession of a Master's degree, may act as a teaching assistant or a junior professor.

For many related professions (e.g. archivist, museum director, researcher for private firms, librarian) a Master's degree, with appropriate electives to give necessary competences specific to the area, is sufficient.

In the CALOHE2 project we have focussed on the first two (QF-EHEA 1 and 2; EQF 6 and 7) which constitute part of the formation of the professional historian, as well as being useful degrees for other employment.

It should also be mentioned that History courses are often included as obligatory or optional in degree programmes pertaining to other subject areas. In some countries degree programmes focussing on more than one subject area are common, and one of them may be History. In these cases too, although the History credits will be fewer than those in a full degree programme, our Reference and Assessment Framework can be useful.

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[1] For a fuller discussion of this topic, see: https://www.calohee.eu/wp-content/uploads/2018/11/1.3-Guidelines-and-Reference-Points-for-the-Design-and-Delivery-of-Degree-Programmes-in-History-FINAL-v2.pdf , pp. 27 and following.

2. The Exploration Process

2.1 Revisiting the Subject Area Qualifications Reference Frameworks for History

In the first phase of our work, we re-examined the Subject Area Qualifications Reference/Assessment Frameworks produced in the earlier CALOHEE project. What we found does not differ in substance from what we reported at the end of that project, which is:

- in general terms our frameworks correspond to what is expected of learners in the History programmes in our countries;
- close correspondence to single items (dimensions and sub-dimensions) only exists where (as in the cases of Groningen and Bologna) our framework itself has been used as a reference in setting up or revising a degree programme;
- in other cases, some corresponding elements can be found in the published Programme Learning Outcomes (PLOs) of our degree programmes, particularly at dimension level. However, to find explicit mention of many/most sub-dimensions and some further dimensions it is necessary to look at the Learning Outcomes especially, but not only, of the obligatory course modules.

We observe that many dimensions that appear in our frameworks are implicitly present in course descriptions and de facto are probably intended to be learned/taught and assessed by teachers. Some professors describe such outcomes in detail in their course descriptions. The sub-dimensions are not stated or referred to in a systematic and uniform way by professors.

We conclude that the History Frameworks for Level 6 and 7 are, overall, fit for purpose, as long as the purpose is considered to be general guidance and inspiration. We must keep in mind, however, that each programme will have specific areas of greater or lesser compliance with the framework, as each degree programme will have its own characteristics. Certainly, greater awareness of the existence of our frameworks as a resource should lead to greater awareness of the need to assess specific, clearly described, competences on the part of our colleagues.

2.2 Usefulness of the CALOHEE and CALOHE2 History frameworks

In CALOHE2 we have slightly revised the previously published CALOHEE Reference and Assessment Frameworks, in order to ensure coherence and resolve some incongruences, particularly in the 'horizontal correspondence' of the KSC columns of some sub-dimensions. We have also simplified some sub-dimensions that contained an excessive number of disparate elements, which would have made their use for assessment purposes very difficult.

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As modified, we believe the frameworks to be potentially useful for institutions (and for individual instructors) for inspiration and building awareness of how to construct and describe the outcomes of existing and new modules and programmes. As we went through our dimensions and sub-dimensions in CALOHE2, we again reviewed whether the competences listed in our frameworks are explicitly indicated in the PLOs and LOs in our institutions. We found that somewhere, sometimes in the PLOs, more usually in the course module descriptions, we could find them mentioned.

The specific method and parameters for assessment, however, are less often described. We found, furthermore, that existing assessment methods, to which students and staff are attuned, are different in different institutions and national contexts. What is accepted and possible varies on the basis of custom and in some cases, laws and regulations. To give one example, oral exams are in general use in Italy: they allow holistic and searching assessment of the learner, which is individual with regard to both the learner and the assessor, with all the connected advantages and disadvantages; in Iceland, on the contrary, they are difficult to administrate in because of legal restrictions. Thus, written assessment, with its own set of strengths and weaknesses, is the principal form of assessment there.

Any specific programme will inevitably accentuate some of the dimensions and sub-dimensions in its own way, own language/s, thematic/chronological specifications etc. This means that assessment too will accentuate some dimensions and sub-dimensions rather than others. Also, each individual learner will have followed their own path, which will depend on their own thematic, chronological and methodological interests and choices, and will also include learning in other disciplinary areas. With these specifications, the frameworks, as for programme design and delivery, are useful as guidance for assessment.

2.3 The overarching frameworks, the EQF and the QF-EHEA and their relationship to the SQFs and SAQFs

In appearance, we have built our Sectoral Frameworks to correspond with the level indications provided by the overarching EQF and QF-EHEA frameworks.

Although the question of level is very much at the centre of attention today, especially with respect to the development of micro-credentials and more flexible learning paths, our 'sectoral' or subject area work with the frameworks suggests that how we interpret or understand the overarching frameworks depends almost entirely on what, in practice, we understand to be the 'Bachelor' or 'Master' level, in our own countries/ universities and in the others of which we have direct knowledge, through Erasmus or otherwise.

In other words, the overarching frameworks have had an obvious influence in shaping what a first or second cycle degree is today (because of national reforms and legislation to ensure compliance to them), but in practice levels are established by tradition and consensus among teachers (and students), rather than by reference to the frameworks, except in a general way (i.e. duration in years, ECTS credits, etc.).

We conclude that SQFs and particularly SAQFs are essential to defining level. For the History Subject Area, at least, neither they nor the more general QFs and their utilization constitute premises for an exact science, but rather for inspiration and guidance in the concrete context of our higher education institutions.

3. Assessment

3.1 Imagining transnational assessment of the History dimensions and sub-dimensions

In addressing the CALOHE2 tasks, we immediately realised that we were facing objectively nearly or perhaps completely insurmountable obstacles. Even concentrating on the 'Skills' and 'Level of Responsibility and Autonomy' columns of our framework, thus excluding the 'Knowledge' column, we realised that it would be difficult to find a satisfactory path forward.

In a nutshell, this is because even if we accept that the operations the learner will learn to carry out may be similar, the knowledge base and the language area in which he/she operates inevitably differs: for each individual and, dramatically, between countries -- not to speak of the different chronological, methodological and thematic areas addressed by each programme and the specializations of each individual within a specified programme. In every scenario we were able to imagine, the national and linguistic contexts at the very least make it appear impossible to ensure a level playing field for transnational assessments.

In order not to accept defeat before making every attempt at success, we decided to investigate if and how our dimensions and sub-dimensions are described as learning outcomes (PLOs or LOs) and how or whether they are assessed in our own universities today.

The further question we tried to keep in mind was how, even if they are not assessed explicitly at present, they could be assessed in a hypothetical future. We decided to look at the various dimensions starting from the ones we thought would be easiest, and to address only at the end of the process the Dimension 1, which describes the core or the essence of the competences necessary for the 'historian' and his/her mind-set.

3.2 Defining the essential competences: a holistic approach

Faced with increasing difficulties, we concluded that we should focus on the essence of what we look for in a history graduate. The hypothesis we followed is that if transnational assessment because of linguistic, chronological, thematic and national differences can never be 'fair', perhaps it is possible to define an essence which can be tested in the different national contexts.

Turning the question around, we looked in a general way at what it means to **think, work and communicate like a historian**.

The guiding idea is that if **trustworthy assessment of these three parameters** can by carried out, in any national, chronological, thematic or linguistic context, we would know that the learner has acquired the essential competences to become 'a historian'.

An objection to this approach was that the numerous and varied competences formed in the course of studies in History can be useful in other professions, and that not assessing them all

(in favour of the three 'like a historian' parameters) would perhaps be appropriate for the few that become historians, but not for all the other professions and economic fields where most history students will actually be employed after graduation (banks, government bureaucracy, politics, tourism, museums, the media and so forth).

The counter argument is that history graduates, of which only a few will become professional historians, researchers and academics, are nonetheless equipped to do many other things precisely because of their general historical mind-set: their ways of approaching, elaborating and communicating knowledge.

We conclude that the 'holistic approach' is a valid one, that can help us to find a meaningful and neutral path towards equitable assessment in a transnational context.

3.3. Considerations on existing holistic history assessments

Many specific competences that historians normally acquire are useful in other life and work situations. However, they can be considered in some way to be 'by-products' of the varied learning paths that lead to a degree in History. The actual objective of 'forming historians' is achieved through very complex processes, and requires a holistic assessment of numerous interrelated and interdependent competences, formed during varied individual learning paths.

In effect, even traditional 'input-based' systems recognize this and accommodate it through their traditional final assessment methods which normally require the elaboration and defence of a thesis or final dissertation which is the result of a process which includes, to a greater or lesser extent according to the level and the country, original research. Existing systems are implicitly based on the understanding that to become a historian the learner should be exposed to large number of different approaches to both quite general and very specific areas of knowledge and tools of analysis, and also to different styles of learning, teaching and assessment. Usually, the individual has a great deal of choice in deciding on which modules, including non-history modules, to complete, before choosing the precise area to be addressed in the thesis.

In other words, individual paths are different, and the final assessment is intended to show whether and how well the essential competences have been acquired and integrated, by actually using them. This means asking:

- Can the individual think chronologically? Contextually? Intersecting and reflecting on historical evidence? Gathering new evidence and relating it to existing knowledge and understanding in a new way?
- Can the individual explain what they have accomplished? Can s/he communicate her/his conclusions in clear and convincing manner? Can he or she illustrate clearly and convincingly the premises, the activities carried out, the results and their significance?

- Has the explanation been produced according to the narrative standards/styles appropriate for the discipline?

In the end, we conclude that the only form of assessment that can truly tell us whether the student has achieved what we hope and aim for is the final dissertation. This allows overall assessment based not only on a text, per se, but all the activities involved in completing a complex project which could also be presented in other ways, i.e. using different media. Breaking down the holistic 'output' into its small component pieces is useful in creating awareness of what these are, but does not directly serve the overall purpose.

4. Actual Assessments

4.1 Assessment based on 'scenarios'

In light of the obstacles described, seeing how the individual competences could be assessed in a transnational setting in a meaningful way was not simple. After much discussion and trial and error, the approach we find most promising is to create generic 'scenarios' or 'situations', such as could be encountered in any country, to test how the student thinks and how he or she approaches a problem or a task with which the graduate might actually be confronted with in their professional life. The five examples we present below are designed in a way that should eliminate or at least attenuate the 'national effect'. These examples are based on situations which could occur in any country, and require the person or the group being assessed to identify appropriate ways to address the problem or situation. The assessment is on the efficacy and appropriateness, rather than on the content, of the proposed solution.

We underline that the meaning we ascribe to the term 'scenario' is different with respect to that used in other contexts, as will become clear from the examples we give in the following paragraph.

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4.2 History Subject Area Group – Assessment Examples

Assessment Modalities

History learners in different countries, institutions and programs have very different chronological, geographic, linguistic, cultural, methodological focusses which prima facie makes international assessment challenging.

The solution we found was to design "scenarios" which allow the person/team to be assessed to choose the chronological, geographic, linguistic, cultural, historical context. In our scenarios learners are faced with real life situations in which professional historical support could actually be requested; expertise in history is understood in a flexible way in order to accommodate the learners' specific areas of study.

This approach allows assessment of a number of dimensions/sub-dimensions among those included in the Assessment Reference Framework for History, including those regarding Autonomy and Responsibility. Scenarios allow an holistic approach, focusing on a set of interrelated but diverse competences.

In the examples we have produced we use the following format:

- We describe a scenario, a context which could occur in the present in real life.
- The scenario can be adjusted to time, place and circumstances.
- We assign a role to the person/team being assessed.
- We define tasks to be accomplished and the target audience.
- We provide a rubric for assessors with indicators related to the dimensions /sub-dimensions of the Assessment Reference Framework for History and descriptors of achievement (three levels: not yet passed, passed, passed with distinction).

Introduction to the examples

As stated, these scenarios are adaptable to different countries' HE systems and degree programmes.

They can be used in open or closed form: For example, if a choice is given, the assessors can decide whether to give suggestions themselves or to ask the learners to find appropriate sources.

Transnational Comparative Assessments in European Higher Education

The following examples are suggestions for ways in which a number of dimensions can be addressed by a single test/assessment, but more dimensions/sub-dimensions can be added. In all cases, the rubrics need to be adjusted to the changes made.

For example:

Several scenarios can be adapted to test **teamwork competences.**

Scenario 3 can be taken as an example.

The assessment is organized through a real website offering teaching and learning resources on some transversal topics. Candidates are asked to provide case studies for the website. The assessment is organized in two tasks: <u>a first individual task</u> asks to draft a case study; a <u>second</u> **<u>optional</u>** <u>task implies a teamwork</u> and is related to the peer review of the material produced within task 1.

In order to allow an easy appreciation of the adaptations needed, the second task is written in italics; accordingly, the sub-dimensions addressed are in italics, as are the corresponding rubrics.

Here below we copy the task and the CALOHE2 Assessment Reference Framework items addressed by the assessment with the adaptation to teamwork in italics.

- You are asked to draft one case study within a theme of your choice among those suggested (conflict and cooperation; ideas and ideologies; life and leisure; rights and responsibilities; the environment; work and technology) and explain why you think it is relevant. Remember that you are writing a report addressing a group of peers.
- *Your case study as well as those produced by other members of the Team will be part of a team discussion in which a peer-review of all case studies will be organized in order to arrive at consensus on the case studies to be published on the website. The group will produce a final report with motivations about the selection and with suggestions for improvement where necessary.*

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DIMENSION 6	**6.3 ENGAGING WITH DIFFERENT AUDIENCES - AUTONOMY** C6_6.3: Participate in discussion and debate with scholarly and general audiences in effective forms and styles.
	5.4 DIGITAL COMMUNICATION - AUTONOMY C6_6.4: Interact effectively in the digital environment with awareness of its numerous positive potentials, as well as factors of risk.
	5.5 EFFECTIVE GROUP-WORK KNOWLEDGE *K6_6.5: Demonstrate knowledge of the similarities and differences between an individual and group presentation and of the features of group work and discussion.*
	5.5 EFFECTIVE GROUP-WORK AUTONOMY *C6_6.5: Participate in group work taking different roles (e.g. leader, contributor, complier, etc.) . Contribute to the group's shared knowledge and understanding and help present its findings effectively on a range of topics.*

Several scenarios can be adapted to test **multilingualism**.

Scenario 4 can be taken as an example.

This scenario can be adapted to assess multilingual capabilities: it relates to the production of an issue of a new history magazine which will present thematic selections of articles taken from other periodical publications (a kind of 'reader's digest'). The multilingualism in this case is in the way the task is formulated: it can be formulated by offering students the source for their choice as a list of online magazines/websites in their own language or by offering a list of magazines in different languages, or the choice of selecting their sources can be given to the learner (an open list), either asking to search for material in specific languages or leaving the choice of the language to the learner. In case of a choice which implies the knowledge of more languages the rubric should then be integrated with the indicators related to multilingualism.

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EXAMPLE 1

Scenario

Within the actions for raising awareness on Climate Change at the next Earth Day the UN is organizing a virtual exhibition in which historical knowledge about the environment should be one of the central elements of reflection.

Role

- You have been hired as a part of a team of historians working to prepare the virtual exhibition.

Tasks

- You are asked to contribute to the exhibition by drafting a project in which one of the work packages is to select and present 5 sources of different types (they can be visual, textual, other) to form the basis of the virtual exhibition on the social impact of the exploitation of environmental resources (1.2) in specific historical situations.
- You are asked to develop an information package in the virtual exhibition for the general public. The information package should demonstrate what the source is about and why it illustrates and explains the social impact of the exploitation of environmental resources.
- Furthermore, you are asked to explain your choice in a report to the UN team responsible for organizing Earth Day events; in this you should reflect on the work you did personally and as a group.

DIMENSION ASSESSED

- DIMENSION 1: HUMAN BEINGS, CULTURES AND SOCIETIES (SKILLS)
  - S6_1: Drawing on knowledge of history and historiography, identify and define, with guidance, significant problems and areas of inquiry with respect to social and cultural interaction.
- DIMENSION 2: TEXTS AND CONTEXTS (AUTONOMY)
  - C6_2: Retrieve, manage and use information in order to formulate and address problems in an appropriate form.
- DIMENSION 6: COMMUNICATION (AUTONOMY)
  - C6_6: Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group-work, present information clearly and with appropriate terminology.

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CRITERIA FOR ASSESSMENT - SAG HISTORY Assessment Framework most relevant descriptors

DIMENSION 1	**1.2 ENVIRONMENTAL TRANSFORMATIONS AND KNOWLEDGE DEVELOPMENT - SKILLS** S6_1.2 Describe the interaction between the natural environment and social change, on the one hand, and knowledge production transmission and accumulation on the other.
DIMENSION 2	**2.1 SOURCE IDENTIFICATION- SKILLS** S6_2.1 Identify, with guidance, the appropriate types of sources for a given purpose
	2.2 SOURCE RETRIEVAL AUTONOMY C6_2.2 Retrieve the relevant sources and data and organise them to address problems
	2.3 SOURCE ANALYSIS - SKILLS S6_2.3 Analyse sources of different kinds and evaluate their relevance with respect to a specific inquiry
	2.4 CONTEXTUALIZATION OF SOURCE PRODUCTION AND TRANSMISSION- AUTONOMY C6_2.4 Present data critically, describing the sources and the context of their production, selection and preservation
DIMENSION 6	**6.2 ENGAGING WITH HISTORICAL DEBATE AUTONOMY** C6_6.2 Engage in constructive debate on relevant societal issues using sound arguments based on historical evidence.
	6.3 ENGAGING WITH DIFFERENT AUDIENCES- AUTONOMY C6_6.3 Participate in discussion and debate with scholarly and general audiences in effective forms and styles.
	6.4 DIGITAL COMMUNICATION - AUTONOMY C6_6.4 Interact effectively in the digital environment with awareness of its numerous positive potentials, as well as factors of risk.
	6.5 EFFECTIVE GROUP WORK- AUTONOMY C6_6.5 Participate in group work taking different roles (e.g. leader, contributor, complier, etc.) . Contribute to the group's shared knowledge and understanding and help present its findings effectively on a range of topics.

RUBRIC BASED ON THE CRITERIA / INDICATORS

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Levels of Mastery (Dimension)	Indicators	Descriptors of achievement		
		1 **not yet passed**	**2** **passed**	**3** **passed with distinction**
DIMENSION 1 HUMAN BEINGS: CULTURES AND SOCIETIES SKILLS **S6_1** **Drawing on knowledge of history and historiography, identify** **and define, with guidance, significant problems and areas of inquiry with respect to social and cultural interaction.**	1.2 ENVIRONMENTAL TRANSFORMATIONS AND KNOWLEDGE DEVELOPMENT SKILLS S6_1.2 Describe the interaction between the natural environment and social change, on the one hand, and knowledge production transmission and accumulation on the other.	The example(s) presented do not demonstrate a connection between the exploitation of environmental resources and social impact in a specific historical situation	The example(s) presented demonstrate some connection between the exploitation of environmental resources and social impact in a specific historical situation	The relationship between the exploitation of environmental resources are convincingly connected to social impact and phenomena of social change in a specific historical situation
DIMENSION 2 TEXT AND CONTEXT SKILLS	2.1 SOURCE IDENTIFICATION SKILLS S6_2.1 Identify, with guidance, the appropriate types of sources for a given purpose	There is no explanation about the relevance of the source's type(s) to the target users and historical chosen context	The type or types of sources proposed are only slightly relevant to the target and the context	The types of sources identified are meaningful and appropriate with respect to the task and the target users

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S6_2 **Identify, select with guidance, and present information from a variety of historical sources in an appropriate form.**	**2.2 SOURCE RETRIEVAL** **AUTONOMY** C6_2.2 Engage in constructive debate on relevant societal issues using sound arguments based on historical evidence.	The sources and data are not clearly related to the topic (objective) and they are listed without reference to what bearing they have on it	While the sources and data are not entirely related to the task at hand, there is an explanation of their connection to it although only for some of them.	The sources and the data provided have been gathered and organized in such a way as to facilitate the completion of the task.
AUTONOMY **C6_2** **Retrieve, manage and use information in order to formulate and address problems in appropriate form.**	**2.3 SOURCE ANALYSIS** **SKILLS** S6_2.3 Analyse texts of different kinds and evaluate their relevance with respect to a specific inquiry	Only one source or kind of source is analyzed and the reasons for selecting it are not convincing.	Several kinds of sources are presented, but the analysis does not allow a clear understanding of why these sources are considered the most relevant for the specific task.	Several kinds of sources are considered and their relevance to the specific task described clearly and convincingly.
	2.4 CONTEXTUALIZATION OF SOURCE PRODUCTION AND TRANSMISSION **AUTONOMY** C6_2.4 Present data critically, describing the sources and the context of their production, selection and preservation	The presentation of the data is not clear and does not describe how, when and by whom they were produced, not how they have been preserved or transmitted.	The presentation contains elements of interest, but does not link the contexts of production and preservation of the data in a manner clear enough to understand their value.	The presentation of the sources , their character, origin and content is clear and suitable in style and complexity to the target audience and the context of the task.
DIMENSION 6 **COMMUNICATION** **AUTONOMY** **C6_6**	**6.2 ENGAGING WITH HISTORICAL DEBATE AUTONOMY** C6_6.2 Engage in constructive debate on relevant societal issues using sound arguments based on historical evidence.	The arguments used when presenting the selected sources are simple and superficial. They lack a clear connection to the historical evidence presented.	The historical evidence selected is relevant to the topic of the exhibition and the argument used are sound	The historical evidence selected is highly relevant to the topic of the exhibition and the arguments used are sound and profound.

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Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group-work, present information clearly and with appropriate terminology.	**6.3 ENGAGING WITH DIFFERENT AUDIENCES** **AUTONOMY** C6_6.3 Participate in discussion and debate with scholarly and general audiences in effective forms and styles.	The presentation of the selected sources in the report and the exhibition does not take into account that it is addressed to a particular audience. There is limited reflection on the target group and no differentiation in information provided, forms and styles used.	There is some reflection on the target group of the presentation, information is differentiated but the styles and forms used does not always correspond to the audience.	The presentation of the information in the report and the exhibition is well reflected in the way the audience is addressed. There is a clear differentiation of forms and styles used according to the target group whether the information is addressed to a scholarly and general audience.
	6.4 DIGITAL COMMUNICATION **AUTONOMY** C6_6.4 Interact effectively in the digital environment with awareness of its numerous positive potentials, as well as factors of risk.	The selection of sources does not show how it takes into account that they will have to be used in a digital environment. There is not sufficient reflection of the potential implications of what is said, shown and to whom	The selection of sources shows that it takes into account that they will have to be used in a digital environment. There is sufficient reflection of the potential implications of what is said, shown and to whom	The selection of sources clearly shows that it takes into account that they will have to be used in a digital environment. There is a profound reflection of the potential implications of what is said, shown and to whom
	6.5 EFFECTIVE GROUP WORK **AUTONOMY** C6_6.5 Participate in group work taking different roles (e.g. leader, contributor, complier, etc.) . Contribute to the group's shared knowledge and understanding and help	The roles in the group are not clearly defined and assigned. The group members do not sufficiently contribute to a shared knowledge and understanding and to the presentation of its findings	The roles in the group are to some extent defined and assigned. The group members work together but contribute only rudimentarily to a shared knowledge and understanding and to the presentation of its findings	The roles in the group are clearly defined and assigned. The group members work together effectively and contribute to a shared knowledge and understanding and to the presentation of its findings

	present its findings effectively on a range of topics.			

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EXAMPLE 2

Scenario

A city council [in your city or in a city of your choice] has begun to reconsider the existing street names and squares.

Role

- To understand *what is implied*, the city council asks for a report from you as a historian.

Task

- Choose five names of streets or squares which might be considered controversial today.
- Write a report in which you describe the historical and political context in which the name was originally given, and explain why today, in a changed context, it might be considered controversial, by whom and why. Describe the arguments which might be used by those who would be likely to support keeping the existing name/names. and the arguments which might be used by those who would be likely to support changing the existing name/names.

DIMENSION ASSESSED

- DIMENSION 1: HUMAN BEINGS, CULTURES AND SOCIETIES (SKILLS)
  - C6_1: Apply historical knowledge and perspectives in addressing present day issues, bringing to bear analytical understanding and respect for individuals and groups in their person, cultural and social dimension
- DIMENSION 3: THEORIES, CONCEPTS AND METHODS
  - C6_3: Examine and explore critically historical and societal issues and processes using relevant methods and theories.
- DIMENSION 7: PROFESSIONAL DEVELOPMENT (KNOWLEDGE, SKILLS, AUTONOMY)
  - S6_7: Apply different methods to stay up to date with developments in the field of historical studies, including ethical aspects, while improving generic skills such as working autonomously and, in a team, taking initiative and managing time.

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CRITERIA FOR ASSESSMENT - SAG HISTORY Assessment Framework most relevant descriptors

DIMENSION 1	**1.1 HISTORICAL INTERPRETATION OF CHANGES AND CONTINUITIES SKILLS** S6_1.1 Formulate historical explanations and interpretations of phenomena and processes through comparison and differentiation employing appropriate quantitative and qualitative methods.
	1.3 POWER RELATIONS AND ORGANIZATION - AUTONOMY C6_1.3 Contribute to discussions and debates on power relations and political organization, past and present.
DIMENSION 3	**3.2 HISTORICIZING CONCEPTS- AUTONOMY** C6_3.2 Explore critically and describe the changes in how key concepts used to address societal issues are defined and understood.
	3.3 PERIODIZATION AND OTHER NATIONAL AND HISTORIOGRAPHICAL FRAMEWORKS - AUTONOMY C6_3.3 Connect explanations of historical and societal issues and processes to the conceptual and value frameworks in which they developed.
DIMENSION 7	**7.2 HISTORIANS' STANDARDS, MINDSET, AND MODUS OPERANDI - SKILLS** S6_7.2 Apply historians' standards, including full respect of historical records, documentation of own sources of information, acknowledgment of the work of others.
	7.3 CONTRIBUTION OF HISTORIANS TO SOCIETY -SKILLS S6_7.3 Identify and evaluate instances of historians' participation in the public sphere, describing their impact on controversial issues.

RUBRIC BASED ON THE CRITERIA / INDICATORS

Levels of Mastery (dimension)	Indicators	Descriptors of achievement		
		1 **not yet passed**	**2** **passed**	**3** **passed with distinction**
DIMENSION 1 **HUMAN BEINGS: CULTURES AND SOCIETIES**	**1.1 HISTORICAL INTERPRETATION OF CHANGES AND CONTINUITIES** **SKILLS** S6_1.1 Formulate historical explanations and	The report does not provide adequate historical contextualization of the street names and the naming process, and does not support the understanding of the	The report provides adequate historical contextualization of the street names and the naming process, and supports the understanding of the controversial dimension with adequate	The report provides a sound historical contextualization of the street names and the naming process and the interrelations between the two, and provides full and clear arguments for understanding the

AUTONOMY **C6_1** **Apply historical knowledge and perspectives in addressing present day** issues, bringing to bear analytical understanding and respect for individuals and groups in their personal, cultural and social dimension-	interpretations of phenomena and processes through comparison and differentiation employing appropriate quantitative and qualitative methods.	controversial dimension with adequate explanations of the process of change.	explanations of the process of change.	controversial dimension with adequate explanations of the process of change.
	1.3 POWER RELATIONS AND ORGANIZATION **AUTONOMY** C6_1.3 Contribute to discussions and debates on power relations and political organization, past and present.	The report does not take into account the symbolic importance of street names in representing the past in the public space with symbols of power and does not show awareness of the politically contentious nature of toponymics connected with historical remembrances.	The report takes into account the symbolic importance of street names in representing the past in the public space with symbols of power and shows awareness of politically contentious nature of toponymics connected with historical remembrances.	The report contributes to the debate about the symbolic importance of street names in representing the past in the public space with symbols of power and places in historical perspective politically contentious nature of toponymics connected with historical remembrances.
DIMENSION 3 **THEORIES AND CONCEPTS** **AUTONOMY** **C6_3 Demonstrate the ability to examine and explore critically historical and societal issues and processes using relevant methods and theories.**	**3.2 HISTORICIZING CONCEPTS** **AUTONOMY** C6_3.2 Explore critically and describe the changes in how key concepts used to address societal issues are defined and understood **3.3 PERIODIZATION AND OTHER NATIONAL AND HISTORIOGRAPHICAL FRAMEWORKS** C6_3.3 Connect explanations of historical and societal issues and processes to the conceptual	The report does not provide critical elements to understand the changes in value frameworks in time and different societal and historical contexts. It does not explain the processes of change in the perception of the symbolic representation of the past in the public space	The report describes the processes of changes in value frameworks in time and in different historical and societal contexts. It explains the perception of the symbolic representation of the past in the public space using correct methods and a critical approach	The report provides useful elements to underpin the debate about the processes of change taking into account different societal and historical contexts. It explains the process of change in the perception of the symbolic representation of the past in the public space using correct methods and a critical approach.

	and value frameworks in which they developed.			
DIMENSION 7 **PROFESSIONAL DEVELOPMENT** **SKILLS** **S6_7: Apply different methods to stay up to date with developments in the field of historical studies, including ethical aspects, while improving generic skills such as working autonomously and in a team, taking initiative and managing time.**	**7.2 HISTORIANS' STANDARDS, MINDSET, AND MODUS OPERANDI** **SKILLS** S6_7.2 Apply historians' standards, including full respect of historical records, documentation of own sources of information, acknowledgment of the work of others and respect others point of view.	The report does not give adequate information on the documents and sources on which it is based and it does not give an explanation of different viewpoints.	The report gives sufficient information on the documents and sources on which it is based and it explains different viewpoints on the basis of reliable sources of information	The report is based on a critical use of documents and sources and it explains different viewpoints on the basis of reliable and updated sources of information. It alerts to the potential bias in the explanations provided.
	7.3 CONTRIBUTION OF HISTORIANS TO SOCIETY **SKILLS** S6_7.3 Identify and evaluate instances of historians' participation in the public sphere, describing their impact on controversial issues.	The report does not provide explanations of the controversial issues related to the representation of past in the public space and does not suggest balanced solutions on how to exploit historical knowledge to mitigate controversial positions.	The report provides explanations about the controversial issues related to the representation of past in the public space and suggests balanced solutions on how to exploit historical knowledge to mitigate controversial positions.	The report provides penetrating explanations on the controversial issues related to the representation of past in the public space and suggests balanced articulated and documented solutions on how to exploit historical knowledge to mitigate controversial positions.

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Scenario

In the website collecting resources for teaching learning and dissemination of Historical knowledge: you can find a thematic section https://historiana.eu/themes/# aimed at collecting case studies that allow comparison across time and space. The website is in construction (you will see that not all sections have case studies attached to them).

Role

- You have been hired as part of a Team of Historians working to complete with (new) case studies the existing themes.

Tasks

- You are asked to draft one case study within a theme of your choice among those suggested (conflict and cooperation; ideas and ideologies; life and leisure; rights and responsibilities; the environment; work and technology) and explain why you think it is relevant. Remember that you are writing a report addressing a group of peers.
- *Your case study as well as those produced by other members of the Team will be part of a team discussion in which a peer-review of all case studies will be organized in order to arrive at consensus on the case studies to be published on the website. The group will produce a final report with motivations about the selection and with suggestions for improvement where necessary.*

DIMENSION ASSESSED

- DIMENSION 1. HUMAN BEINGS, CULTURES AND SOCIETIES (KNOWLEDGE, SKILLS, AUTONOMY)
  - K6_1: Demonstrate general knowledge and critical awareness of changes and continuities in human conditions, environment, experience, institutions, modes of expression, ideas and values in diachronic and synchronic perspective
  - S6_1: Drawing on knowledge of history and historiography, identify and define, with guidance, significant problems and areas of enquiry with respect to social and cultural interaction
  - C6_1: Apply historical knowledge and perspectives in addressing present day issues, bringing to bear analytical understanding and respect for individuals and groups in their person, cultural and social dimension.
- DIMENSION 6. COMMUNICATION (KNOWLEDGE, SKILLS, AUTONOMY)
  - K6_6: Demonstrate knowledge of the main means of communication used to convey information and perspectives in both

academic and broader public contexts.

- ○ S6_5: Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of history also in a second language.
- ○ C6_5: *Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group-work, present information clearly and with appropriate terminology. [this could be tested with the additional activity in italics listed above]*
- ● DIMENSION 5. INITIATIVE AND CREATIVITY (KNOWLEDGE, SKILLS, AUTONOMY)
  - ○ K6_5: Demonstrate knowledge of the on-going nature of historical research and debate and of how historians contribute to key areas of academic and public discussion.
  - ○ S6_5: Approach issues with curiosity, creativity and critical awareness; retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument.
  - ○ C6_6: Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyze data, and propose findings.

CRITERIA FOR ASSESSMENT - SAG HISTORY Assessment Framework most relevant descriptors

DIMENSION 1	**1.1 HISTORICAL INTERPRETATION OF CHANGES AND CONTINUITIES - SKILLS** S6_1.1: Formulate historical explanations and interpretations of phenomena and processes through comparison and differentiation using quantitative and qualitative methods
	1.1 HISTORICAL INTERPRETATION OF CHANGES AND CONTINUITIES - AUTONOMY C6_1.1: Recognize consistent interrelations concerning phenomena and processes of different nature and scale, at the same time showing awareness of their uniqueness.
DIMENSION 5	**5.1 CRITICAL AND SELF-CRITICAL APPROACH - AUTONOMY** C6_5.1 Analyze one's pre-existing knowledge and opinions with respect to significant historical questions, and explore them in a critical way.
	5.3 INITIATIVE AND PUBLIC ENGAGEMENT- AUTONOMY C6_5.3 Analyze evidence and different perspectives in order to use historical knowledge correctly for engaging in public debates.
DIMENSION 6	**6.3 ENGAGING WITH DIFFERENT AUDIENCES - AUTONOMY** C6_6.3: Participate in discussion and debate with scholarly and general audiences in effective forms and styles.
	6.4 DIGITAL COMMUNICATION - AUTONOMY C6_6.4: Interact effectively in the digital environment with awareness of its numerous positive potentials, as well as factors of risk.
	6.5 EFFECTIVE GROUP-WORK KNOWLEDGE

	K6_6.5: Demonstrate knowledge of the similarities and differences between an individual and group presentation and of the features of group discussion.
	6.5 EFFECTIVE GROUP-WORK AUTONOMY *C6_6.4: Participate in group work taking different roles (e.g. leader, contributor, compiler, etc.); contribute to the group's shared knowledge and understanding and help present its findings effectively on a range of topics.*

RUBRIC BASED ON THE CRITERIA / INDICATORS

Levels of Mastery (dimension)	Indicators	Descriptors of achievement		
		1 **Not yet passed**	**2** **Passed**	**3** **Passed with distinction**
DIMENSION 1 HUMAN BEINGS: CULTURES AND SOCIETIES SKILLS **S6_1: Drawing on knowledge of history and historiography, identify and define, with guidance, significant problems and areas of enquiry with respect to social and cultural interaction.**	**1.1 HISTORICAL INTERPRETATION OF CHANGES AND CONTINUITIES** **SKILLS** S6_1.1 Formulate historical explanations and interpretations of phenomena and processes through comparison and differentiation using quantitative and qualitative methods	The case study presented does not allow comparison within the selected theme and the explanation does not provide elements for understanding the relevance of the selected case.	The case study presented demonstrate some elements for comparison within the selected theme and the explanation provides convincing evidence of the relevance of the selected case	The case study presented provides convincing elements for comparison and the explanation demonstrates capacity of applying qualitative and quantitative methods to demonstrate the relevance
	1.1 HISTORICAL INTERPRETATION OF CHANGES AND CONTINUITIES **AUTONOMY**	The case study is not sufficiently elaborated and the explanation does not highlight any relevant relation with similar phenomena.	The case study is well elaborated in all its dimensions and the explanation shows consistent relation with the theme.	The case study is well elaborated and provides analytic elements to understand the themes and

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AUTONOMY **C6_1: Apply historical knowledge and perspectives in addressing present day issues, bringing to bear analytical understanding and respect for individuals and groups in their personal, cultural and social dimension.**	C6_1.1 Recognize consistent interrelations concerning phenomena and processes of different nature and scale, at the same time showing awareness of their uniqueness			provides similarities and differences with other case studies.
DIMENSION 5 INITIATIVE AND CREATIVITY KNOWLEDGE **K6_5: Demonstrate knowledge of the on-going nature of historical research and debate and of how historians contribute to key areas of academic and public discussion.**	**5.1 CRITICAL AND SELF-CRITICAL APPROACH AUTONOMY** C6_5.1 Analyze one's pre-existing knowledge and opinions with respect to significant historical questions, and explore them in a critical way.	The case study is out of focus and not presented in a scientific way. The explanation does not provide information on studies, research or relevant discussion related to the topic /case study explored.	The case study is coherent with the topic explored and presented in a scientific way. The explanation provides some information on studies, research or relevant discussion related to the topic /case study explored.	The case study is relevant to the topic explored and presented in a scientific way with appropriate reference to the historical debate. The explanation provides sound information on studies, research and relevant discussion related to the topic /case study explored.
SKILLS **S6_5: Approach issues with curiosity, creativity and critical awareness; retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument.**	**5.3 INITIATIVE AND PUBLIC ENGAGEMENT** AUTONOMY C6_5.3 Analyze evidence and different perspectives in order to use historical knowledge correctly for engaging in public debates.	The explanation does not provide different perspectives about the case studies and about the contribution of historical knowledge to the selected theme and its relevance for teaching and learning history, so that it can be used correctly in the public debates.	The explanation provides limited information on different perspectives about the case studies and about the contribution of historical knowledge to the selected theme and its relevance for teaching and learning history, so that it can be used correctly in the public debates.	The explanation provides information on different perspectives about the case studies and about the contribution of historical knowledge to the selected theme and its relevance for teaching and learning history, so

				that it can be used correctly in the public debates.
AUTONOMY **C6_5: Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyze data, and propose findings.**				-
DIMENSION 6 **COMMUNICATION** **SKILLS** **S6_6: Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of history also in a second language.**	**6.3 ENGAGING WITH DIFFERENT AUDIENCES** **AUTONOMY** C6_6.3 Participate in discussion and debate with scholarly and general audiences in effective forms and styles.	The style does not take into account the potential public of the website. The written text is not clear and difficult to understand- The information is not presented in a structured and logical form	The text is structured according to the examples in the website. Information is logically presented even if not always coherent and takes into account to a sufficient extent the potential public of the website.	The text is well structured and originally presented, information is logically presented with appropriate use of the scientific terms and the style takes into account the potential public of the website.
	6.4 DIGITAL COMMUNICATION **AUTONOMY** C6_6.4 Interact effectively in the digital environment with awareness of its numerous	The case study has been selected with no awareness of the context in which it will be displayed. The way in which it is presented does not use historical methods correctly-	The case study has been selected with awareness of the context in which it will be displayed. The way in which it is presented shows correct use of historical methods	The case study has been selected with deep awareness of the context in which it will be displayed. The way in which it is presented shows correct use of historical methods and of potential implications for the target users.

	positive potentials, as well as factors of risk.			
DIMENSION 6 **COMMUNICATION** **AUTONOMY** **C6_6:** [*Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group-work, present information clearly and with appropriate terminology.*] [**this could be tested with the additional activity in italics**]	*6.5 EFFECTIVE GROUP-WORK* *AUTONOMY* *C6_6.5* *Participate in group work taking different roles (e.g. leader, contributor, compiler, etc.); contribute to the group's shared knowledge and understanding and help present its findings effectively on a range of topics*	*The final report is not organic: it does not show an effective distribution of tasks and overall coordination of the different contributors.*	*The final report is well organized and findings are presented clearly: it shows a good distribution of tasks and overall coordination of the different contributors.*	*The final report is well organized and findings are presented clearly and give evidence of the elaboration of a shared knowledge in the group: it shows a good distribution of tasks and overall coordination of the different contributors.*

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EXAMPLE 4

Scenario

A new history magazine is being established. The first issue will be dedicated to a key area of public discussion

Role

- You are a member of the editorial board

Task

Your task is to

- Organize an *interdisciplinary* thematic collection of articles, 3–5, selected from two or more magazine platforms (for example among the following: *(the following are just possible examples**) Public History Weekly* (https://public-history-weekly.degruyter.com/), *History Today* (https://www.historytoday.com/), *National Geographic* (https://www.nationalgeographic.com/), *The Smithsonian* (https://www.si.edu/), *Sapiens* (https://www.sapiens.org/), *Geographical* (https://geographical.co.uk/) etc.
- Write an introduction in which you define the topic of the issue, explain the selection to the reader ("educated public"), provide a short overview of the content of the articles and how they are connected to the theme of the compendium and related to each other.
- Write a justification for selection to the board (a report) providing the methodological/ theoretical framework for the selection and relevant historiography.

*** As stated in the introduction: This scenario can be adapted to assess multilingual capabilities by suggesting magazine platforms in various languages.*

DIMENSION ASSESSED

- DIMENSION 4. INTERDISCIPLINARITY
    - S6_4: Utilize, when opportune, knowledge and understanding from other fields to address problems and issues in the historical domain.

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- DIMENSION 5. INITIATIVE AND CREATIVITY
  - S6_5: Approach issues with curiosity, creativity and critical awareness; retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument.

  - C6_5: Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyze data, and propose findings.
- DIMENSION 6. COMMUNICATION
  - S6_6: Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of history also in a second language

CRITERIA FOR ASSESSMENT - SAG HISTORY Assessment Framework most relevant descriptors

DIMENSION 4	**4.1 PLACING HISTORY IN THE CONTEXT OF THE SCIENCES – SKILLS** S6_4.1: Search for and identify appropriate data and insights presented by other human, social and/or natural sciences according to the problem dealt with.
DIMENSION 5	**5.2 CREATIVE CONTRIBUTION TO HISTORICAL DEBATE – AUTONOMY** C6_5.2: Contribute creatively and originally to an historical debate, presenting it, researching and bringing evidence to bear on it, in order to formulate tentative conclusions.
	5.3 INITIATIVE AND PUBLIC ENGAGEMENT- AUTONOMY C6_5.3 Analyse evidence and different perspectives in order to use historical knowledge correctly for engaging in public debates.
DIMENSION 6	**6.1 LINGUISTIC ABILITIES – SKILLS** *S6_6.1: Read and assimilate information about the field of history in another language as appropriate to the field of study, in addition to one's first language.*
	6.2 ENGAGING WITH HISTORICAL DEBATE — SKILLS S6_6.2: Engage in constructive debate on relevant societal issues using sound arguments based on historical evidence. **6.2 ENGAGING WITH HISTORICAL DEBATE – AUTONOMY** C6_6.2: Engage in constructive debate on relevant societal issues using sound arguments based on historical evidence.
	6.3 ENGAGING WITH DIFFERENT AUDIENCES – SKILLS S6_6.3: Demonstrate ability to produce and deliver a written and oral presentation of one's own research to audiences having varying degrees of knowledge, from basic to specialist. **6.3 ENGAGING WITH DIFFERENT AUDIENCES – AUTONOMY** C6_6.3: Participate in discussion and debate with scholarly and general audiences in effective forms and styles.
	6.4 DIGITAL COMMUNICATION - AUTONOMY

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	C6_6.4: Interact effectively in the digital environment with awareness of its numerous positive potentials, as well as factors of risk.	

RUBRIC BASED ON THE CRITERIA / INDICATORS

Levels of Mastery (dimension)	Indicators	Descriptors of achievement		
		1 **Not yet passed**	**2** **Passed**	**3** **Passed with distinction**
DIMENSION 4. **INTERDISCIPLINARITY** SKILLS **S6_4: Utilize, when opportune, knowledge and understanding from other fields to address problems and issues in the historical domain.**	4.1 PLACING HISTORY IN THE CONTEXT OF THE SCIENCES SKILLS S6_4.1 Search for and identify appropriate data and insights presented by other human, social and/or natural sciences according to the problem dealt with.	The selected articles are only slightly related to the theme and it is not clear how historical knowledge and other disciplines are integrated.	The selected articles are related to the theme and show to a certain extent how the historical perspective can be integrated with that of other disciplines.	The selected articles present an original and integrated insight in the theme. The historical knowledge is clearly placed into an interdisciplinary context.
DIMENSION 5. **INITIATIVE AND CREATIVITY** AUTONOMY **C6_5**	5.2 CREATIVE CONTRIBUTION TO HISTORICAL DEBATE AUTONOMY C6_5.2 Contribute creatively and originally to an historical	The report is just a simple presentation of the article selection with no personal contribution and no awareness of the historical debate and of research questions who stimulate it.	The report shows a creative approach to the article selection and a personal contribution to the historical debate and to research questions who stimulate it.	The report shows an original approach to the article selection and contributes to the historical debate through a scientific framing of the topic based on sound evidence.

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Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyze data, and propose findings.	debate, presenting it, researching and bringing evidence to bear on it, in order to formulate tentative conclusions.			
	5.3 INITIATIVE AND PUBLIC ENGAGEMENT **AUTONOMY** C6_5.3 Analyze evidence and different perspectives in order to use historical knowledge correctly for engaging in public debates.	There is no discussion of the different disciplinary perspectives and of the contribution of historical knowledge to the selected theme and its relevance in the public debate-	There is a limited discussion of the different disciplinary perspectives and of the contribution of historical knowledge to the selected theme and its relevance in the public debate-	There is a well framed discussion of the different disciplinary perspectives and of the contribution of historical knowledge to the selected theme and its relevance in the public debate-
DIMENSION 6. COMMUNICATION **SKILLS** **S6_6 Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific).Understand the appropriate terminology and modes of expression of the field of history, also in a second language.**	**6.1 LINGUISTIC ABILITIES** **SKILLS** S6_6.1 Read and assimilate information about the field of history in another language as appropriate to the field of study, in addition to one's first language. *Note: In this scenario we have pre-selected magazines in English, so the knowledge of the*	The introduction and the report do not show adequate understanding of the content of the selected articles and a poor elaboration of their content.	The introduction and the report show adequate understanding of the content of the selected articles in an appropriate elaboration of their content.	The introduction and the report show adequate understanding of the content of the selected articles and a very effective elaboration of their content.

AUTONOMY **C6_6** **Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group work, present information clearly and with appropriate terminology.**	*English language is a prerequisite.* *The scenario and related rubrics can be changed by offering material in different languages and asking students to build a multilingual dossier.*			
	6.2 ENGAGING WITH HISTORICAL DEBATE **SKILLS** S6_6.2 Engage in historical debate, describing other points of view while offering evidence-based arguments to support one's conclusions.	The presentation of the selected articles in the report for the board lacks evidence-based arguments to support the choice.	The presentation of the selected articles in the report for the board gives some evidence-based arguments to support the choice.	The presentation of the selected articles in the report for the board gives solid, evidence-based arguments to support the choice.
	6.2 ENGAGING WITH HISTORICAL DEBATE **AUTONOMY** C6_6.2 Engage in constructive debate on relevant societal issues using sound arguments based on historical evidence.	The societal relevance of the topic selected for the thematic collection is not sufficiently explained through historical evidence. The report does not provide the methodological and theoretical framework for the selection and does not refer to relevant literature.	The societal relevance of the topic selected for the thematic collection is sufficiently explained and it is supported through appropriate historical evidence. The report provides some elements of the methodological and theoretical framework and does refer to some literature.	The societal relevance of the topic selected for the thematic collection is well explained and it is supported through relevant historical evidence. The report provides a sound methodological and theoretical framework and does refer to essential very relevant literature.

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	6.3 ENGAGING WITH DIFFERENT AUDIENCES **SKILLS** S6_6.3 Demonstrate ability to produce and deliver a written and/or oral presentation of one's own research to audiences having varying degrees of knowledge, from basic to specialist. **6.3 ENGAGING WITH DIFFERENT AUDIENCES** **AUTONOMY** C6_6.3 Participate in discussion and debate with scholarly and general audiences in effective forms and styles.	The introduction to the dossier and the report do not take into account the target readers ('educated' public for the Introduction and Board of editors for the report), forms and styles are not appropriate to scholarly and /or general audiences.	The introduction to the dossier and the report sufficiently takes into account the target readers ('educated' public for the Introduction and Board of editors for the report) in forms and styles appropriate to scholarly or/and general audiences.	The introduction to the dossier and the report takes into account the target readers ('educated' public for the Introduction and Board of editors for the report) in forms and styles appropriate to scholarly and/or general audiences.
	6.4 DIGITAL COMMUNICATION **AUTONOMY** C6_6.4 Interact effectively in the digital environment with awareness of its numerous positive potentials, as well as factors of risk.	The report does not show how it takes into account that the collection will have to be used in a digital environment. There is no reflection of the potential implications of what is said, shown and to whom and if and how the text will be combined with other media.	The report shows that it takes into account that the collection will have to be used in a digital environment. There is sufficient reflection of the potential implications of what is said, shown and to whom and if and how the text will be combined with other media.	The report suggests new solutions for the use of the collection in a digital environment. There is a profound reflection of the potential implications of what is said, shown and to whom and if and how the text will be combined with other media.

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EXAMPLE 5

Scenario

You live and work in a city/region where there have been notable political changes in the course of the 20ᵗʰ century. You are asked to help prepare an afternoon tour of the city for an international conference of historians.

Role

- You are a member of the organizing team, where you are the person having a historical background.

Task

Your task is to

- Prepare a memorandum for the other members of the team proposing three monuments, plazas, buildings or other places it will most meaningful to visit
- Illustrate the reasoning behind your choice.
- Prepare a dossier for each of three selected sites, documenting when the site was constructed, in what social and political context, and what message it was designed to convey.
- In the dossier, give and evaluation of their layers of meaning today, placing them in historical perspective.

DIMENSION ASSESSED

- DIMENSION 1. HUMAN BEINGS: CULTURES AND SOCIETIES
  - C6_1: Apply historical knowledge and perspectives in addressing present day issues, bringing to bear analytical understanding and respect for individuals and groups in their personal, cultural and social dimension.
- DIMENSION 2. TEXT AND CONTEXTS
  - S6_2: Identify, select with guidance, and present information from a variety of historical sources in an appropriate form
- DIMENSION 6. COMMUNICATION
  - C6_6 Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group work, present information clearly and with appropriate terminology.

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- S6_6   Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of history, also in a second language.

CRITERIA FOR ASSESSMENT - SAG HISTORY Assessment Framework most relevant descriptors

DIMENSION 1.	**1.5 INTERCULTURAL ENCOUNTERS – KNOWLEDGE** K6_1.5 Demonstrate knowledge about intercultural encounters and their consequences on various fields of human activities and on personal and collective perceptions, representations and strategies.
	1.3 POWER RELATIONS AND ORGANIZATION – SKILLS S6_1.3 Recognize tools and mechanisms of power in societal and collective relations and their origin, continuity and transformations in time.
	1.3 POWER RELATIONS AND ORGANIZATION -AUTONOMY C6_1. 3 Contribute to discussions and debates on power relations and political organization, past and present.
DIMENSION 2	**2.4 CONTEXTUALIZATION OF SOURCE PRODUCTION AND TRANSMISSION - SKILLS** **S6_2.4** Identify the context in which specific sources were created, disseminated, and preserved. **2.2 SOURCE RETRIEVAL – AUTONOMY** C6_2.2 Retrieve the relevant sources and data and organize them to address problems.
DIMENSION 6	**6.2 ENGAGING IN HISTORICAL DEBATE – KNOWLEDGE** K6_6.2 Demonstrate sound knowledge of the characteristics and techniques of argument in historical debate. **6.3 ENGAGING WITH DIFFERENT AUDIENCES – SKILLS** S6_6.3 Demonstrate ability to produce and deliver a written and oral presentation of one's own research to audiences having varying degrees of knowledge, from basic to specialist. **6.3 ENGAGING WITH DIFFERENT AUDIENCES – AUTONOMY** C6_6.2 Engage in constructive debate on relevant societal issues using sound arguments based on historical evidence.

RUBRIC BASED ON THE CRITERIA / INDICATORS

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Levels of Mastery (Dimension)	Indicators	Descriptors of achievement		
		1 **Not yet passed**	**2** **Passed**	**3** **Passed with distinction**
DIMENSION 1. HUMAN BEINGS: CULTURES AND SOCIETIES AUTONOMY **C6_1: Apply historical knowledge and perspectives in addressing present day issues, bringing to bear analytical understanding and respect for individuals and groups in their personal, cultural and social dimension.**	**1.5** INTERCULTURAL ENCOUNTERS KNOWLEDGE **K6_1.5** Demonstrate knowledge about intercultural encounters and their consequences on various fields of human activities and on personal and collective perceptions, representations and strategies	The sites listed in the Memorandum are connected to a single cultural or political milieu	The list of sites to be visited shows some variety, but most are connected to a particular era and cultural context	The Memorandum shows that a sensitive choice has been made in order to showcase various periods and actors.
	1.3 POWER RELATIONS AND ORGANIZATION SKILLS **S6_1.3** Recognize tools and mechanisms of power in societal and collective relations and their origin, continuity and transformations in time.	The dossier replicates the message that the creators of the site or monument wanted to convey	The dossier attempts to critique the cites or monuments, but does so in a partial way	The dossier shows convincingly the distinction between the desired meaning of the chosen place and its interpretation in the present context
	1.3 POWER RELATIONS AND ORGANIZATION AUTONOMY **C6_1.3** Contribute to discussions and debates on power relations and political organization, past and	The dossier contains one-sided information and does not succeed in placing the site/monument in its historical framework.	The dossier gives some idea of the changing context in which the site/monument can be interpreted, but not in a clear and thorough way.	The dossier is constructed in such a way that the target audience can understand the changes in context between the era of

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	present, in a broad sense, placing them in historical perspective.			creation of the site/monument and the present day.
DIMENSION 2. TEXTS AND CONTEXTS **SKILLS** **S6_2:** **Identify, select with guidance, and present information from a variety of historical sources in an appropriate form.**	**2.4 CONTEXTUALIZATION OF SOURCE PRODUCTION AND TRANSMISSION** **SKILLS** **S6_2.4** Identify the context in which specific sources were created, disseminated, and preserved.	The dossier shows that the candidate takes the monument/site at face value, and is not able to connect it to the cultural artistic or political scene of its creation.	The documents chosen to illustrate the genesis of the site/monument are sufficient to gain a general idea of the motives behind its creation.	The documents or texts cited are appropriate for a precise understanding the genesis of the site/monument and the intentions of its promoters
AUTONOMY **C6_2:** **Retrieve, manage and use information in order to formulate and address problems in an appropriate form**	**2.2 SOURCE RETRIEVAL** **AUTONOMY** **C6_2.2** Retrieve the relevant sources and data and organize them to address problems.	The documents are not sufficient to explain the context of the creation and later interpretation of the monument/site	The sources presented are relevant, regarding the sites/monuments in question, but not well presented	The sources are appropriate and are presented in a clear and convincing narrative structure.
	6.2 ENGAGING IN HISTORICAL DEBATE **KNOWLEDGE** **K6_6.2** Demonstrate sound knowledge of the characteristics and techniques of argument in historical debate.	The explanations in the dossier are not convincing, and do not evidence and understanding of how to support a thesis through reasoning in historical terms	The argumentation is correct, but not particularly eloquent	The argumentation is correct and effective in style and as regards the sequential presentation and buildup of evidence-based facts.
DIMENSION 6. COMMUNICATION **SKILLS**	**6.3 ENGAGING WITH DIFFERENT AUDIENCES** **SKILLS**	The justification of the choice of monuments is unclear, and inappropriate for	Although the justification of the choice of monuments/sites is clear, as is the dossier, but little	The justification of the choice of sites/monuments prepared for the team is clear and appropriate for their level of historical

S6_6 **Write and speak correctly in one's own language according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of history, also in a second language**.	**S6_6.3** Demonstrate ability to produce and deliver a written and oral presentation of one's own research to audiences having varying degrees of knowledge, from basic to specialist	communication with a team of no-historians	awareness of the diversity of the two target audiences is evident.	knowledge, whereas the dossier prepared for the members of the historical conference couched in professional terms.
AUTONOMY **C6_6** **Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group work, present information clearly and with appropriate terminology.**	**6.3 ENGAGING WITH DIFFERENT AUDIENCES** **AUTONOMY** **C6_6.2** Engage in constructive debate on relevant societal issues using sound arguments based on historical evidence	Argumentation is expressed in absolute terms, as ascertained fact, rather than as indications needing interpretation and perspective.	The explanations of the sites/monuments are correct, and based on evidence. However, the argumentation is one-sided and gives limited attention to some important elements.	The dossier and the presentation of the texts and documents contained in it shows that the candidate masters the production of sound arguments firmly based on evidence

5. Assessment in a time of change

5.1 The digitally enhanced context

As a result of the pandemic, both students and teachers have acquired much greater experience using digital technologies. Awareness of the potential offered by digitalization has grown exponentially, although training and support is still very much needed. Digital technologies in the first place can support and enhance learning and teaching in new and important ways. Of particular interest for the History Subject Area Group are the tools that an enable the creation of international digital environments and experiences of digital mobility.

With regard to assessment, for now, options for the holistic approach proposed by our SAG are not greatly impacted by the enhanced technological context. Simple kinds of formative assessment, such as quizzes to check the acquisition of certain factual knowledge are greatly facilitated and exploited: they can be easily carried out on-line in real time, during a virtual or in presence lecture or seminar.

5.2 Challenges in the future context

The advanced holistic and summative assessment we propose as the most meaningful for history graduates can certainly be facilitated in some ways by digital technologies. Among other possibilities, a student may demonstrate that he or she 'thinks, works, and communicates' like a historian by creating a podcast or a video capsule. The assessment of such a product, however, exactly as in the case of a classical written report, thesis or oral seminar, will require the sensitive multidimensional judgement of a knowledgeable individual: a well-prepared teacher and researcher, familiar with the subject matter and the historian's craft.

In the view of the History SAG, digital scenarios can certainly and easily replace the written scenarios we have proposed as the most meaningful and equitable forms of assessment of the key competences of a historian. The assessment itself of the learner's holistic competences will continue to require the intervention – the judgement – of a qualified assessor even in a world being rapidly reshaped by Artificial Intelligence.