

Skills-4U

Core skills for the 21st century

The pedagogical basis to teach and assess soft skills

Part of the Report of the Output 2: Core Skills assessment set for level of proficiency

Core Skills for 21st Century Professionals

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Table of Contents

1. Introduction	3
2 Background of teaching, assessing to design soft skills training methods	4
2. Teaching methods vs assessment for soft skills	13
2.1 Teaching method vs soft skill	20
2.2 Relations between tables	21
3. Conclusions	23



1. Introduction

The teaching and evaluation of soft skills, and their incorporation into the curriculum, can be done in various ways:

- (a) As separate courses for students, or long-life courses to employees.
- (b) As specific subjects within the curriculum.
- (c) Incorporation in the teaching and evaluation methods of hard skills.

The first case is the one currently used most frequently. It is normal, since it does not imply an extra effort within the curriculum. However, the methods may not be suitable for incorporation into a curriculum (b). Finally, one of the keys is to cover the case (c). This last case implies that the soft skill teaching and evaluation method is the same, or compatible, with the hard skill teaching and evaluation method. For example, if you want to teach the soft skill "teamwork", you can carry out technical knowledge practices (hard skills) with teams organized following well-known and scientifically validated roles (DISC, Belbin, and so on).

In the case of the CoSki21 project, we have sought to design a method that can be easily incorporated into the case (a). However, the need to join the curriculum, as case (b) means that the method should allow for a planning of custom soft skills. The latter is due to the fact that each grade, each intensification and even each person requires precise soft skills (Core Skills).

But especially it is sought that the methods used in the teaching and evaluation proposal can be compatible with the teaching and evaluation methods of hard skills.

In order to design a teaching and evaluation method for soft skills, it is necessary to perform an analysis of the teaching and evaluation methods available. From the analysis, you can relate the teaching method with the evaluation method and, finally, with the soft skill.

The main goal is to achieve a teaching and evaluation tool that is efficient in case (a) and (b), but can easily adapt to case (c).



2. Background of teaching, assessing to design soft skills training methods

Skills may be broadly defined as “action in context” and they can be learned and developed. Indeed, skills are strictly linked to behaviour and to its surrounding context that influences their potential of activation and their power of transference. More specifically, transversal skills are seen as a set of personal and interpersonal skills – generally called “soft skills” – but also as technical skills that can be used and that are important for workplace performance in multiple professions, regardless of the academic subject area. ¹

The approach by competences in school has as main purpose to develop in students the critical reflexive thinking, making them able to analyse, decide, plan and communicate their ideas. In this sense, it is fundamental the development of teaching-learning and assessment strategies that promote the achievement of the desired learning results. ²

The “great classical thinkers who have studied the problems of education, said and repeated it: it is up to the teacher to pass to the student what Mankind has already learned about herself and nature, all she has created and invented of essential”.³ According to the same document, “one of the main papers reserved to education consists, first of all, in endowing Humanity of the capacity to dominate her own development. She must, indeed, make each one take his destiny in his hands and contribute to the progress of the society in which he lives in, basing the development in the responsible participation of individuals and communities”.

UNESCO – United Nations Educational, Scientific and Cultural Organization, defines the four pillars of Education: Learning to know; Do; Live in society; and to be.

¹Vieira, D., Marques, A. (2014). Preparados para Trabalhar?, Lisboa: Consórcio Maior Empregabilidade/Fórum Estudante.

² Bastos, S., De Oliveira, H., Azevedo, L. (2016). “How to embrace the new challenges of Education? The Use of an Innovative Methodology in the teaching-learning process, in the in the assessment and in the relation teacher-student vs. student-teacher Based on the Simulator of Business Environment technology”.

³ Delors, J. (2001). Educação: um tesouro a descobrir. Relatório para a UNESCO da Comissão Internacional sobre a Educação para o Século XXI. São Paulo: Cortez Editora, pp. 19 e 82.



“To approach the universal problem, still unsolved, of the type of training that everybody needs to successfully perform a certain job, the components of competence are explained: knowing, knowing how to do, knowing how to be, wanting to do and being able to do.”⁴

Definition of competence is the combination of knowledge, skill and behaviour (attitudes). The concept of competence, advocated by some authors⁵, refers to the capacity to mobilize several cognitive resources to cope with various situations.

P. Perrenoud, one of the authors that mobilized the idea of competence as an overhaul of education in terms of their improvement, defines competence as a 'knowledge in use'.⁶ This notion is very close to the centre of another author in this field, on professional skills.⁷ These authors refer to various cognitive capacities to mobilize resources to meet different situations. Skills are not themselves knowledge, attitudes, but mobilize, integrate and orchestrate such resources.

The Project Tuning Educational Structures in Europe (2003) defined competences as “a combination of dynamics of attributes, in relation to knowledge, skills, attitudes and responsibilities, which describe the learning outcomes of an educational program or that the students are able to demonstrate at the end of an educational process.”

The European Union as “A set of knowledge, skills and abilities related to the training program that allows the student to develop the professional tasks included in the degree program profile.”

The Education White Paper as a “Set of knowledge, skills, attitudes applied in the execution of a profession. It implies being, knowledge, in its various applications and know-how”.⁸

This “knowledge in use” assumed to be the opposite of “inert knowledge”, i.e., speaking of competence refers to the knowledge that translates into effective usability and handling (intellectual, verbal or practical) and not cumulative with which content is unknown to act in the

⁴ Caggiano, V. (2019). Hard work on soft skills. Teaching and Learning ways to be happy. Roma. Anicia, pp. 17-21).

⁵ Le Boterf, G. (1997). De la compétence à la navigation professionnelle. Paris: Les Éditions d'Organization.

⁶ Perrenoud, P. (1999). Avaliação. Da Excelência à Regulação das Aprendizagens. Entre duas Lógicas. Porto Alegre: Artmed Editora.

⁷ Rey, B. (2002). As Competências Transversais em questão. Porto Alegre: Artmed Editora.

⁸ Caggiano, V. (2019). Hard work on soft skills. Teaching and Learning ways to be happy. Roma. Anicia, pp. 17-21).



present, nor solve any situation or think about it. Indeed, and as related "Development of skills involves access to knowledge in its various dimensions and, subsequently, the progressive, integrated and dynamic mobilization of this knowledge, a perspective of continuous reconstruction".⁹ Despite discussions and lack of consensus in the literature around the concept of competence, in this study we consider the concepts of skills, abilities, knowledge, attitudes, traits and motives within the context of delivery of individual, very close to the triad designated KSA: knowledge, skills and attitudes.

Learning is a complex process, which leads to the construction of memories. It is a changing process, caused by several stimuli, mediated by emotions that may or may not manifest in the person's behaviour. The ways of learning are numerous, and each person is unique in that process.¹⁰

The main learning models, the behaviourist and the cognitivist, refer to this process in opposite strands. The first based on behaviour, once this is observable and passible of being analysed and measured. The second intends to be more comprehensive, seeking to integrate into this process the most complex phenomena, involving the emotional part of the individual (the subjective).

There are two currents that justify divergently the underlying aspects of learning, namely the schools of learning by association and the ones of cognitive learning. The theorists of the first defend that the learning process made by the association, that is, is the result of connections between stimulus and responses. The theorists of the second, the cognitivists, defend that this process is based on a structured set of perceptions, that allows who learns to realize the existence of several relations and solve the resultant situations.

Among many definitions of learning, it is commonly accepted Kimble's, who defends¹¹ that it is a process that, prevailingly after an experience produces change, relatively stable, in the behaviour and or in the subject's ability to operate.

It is necessary to point out five different social cognitive approaches: the theories of social learning, defended by Bandura (United States); the theory of socio cognitive conflict (France);

⁹Costa, N., Martins, I., & Candeias, I. (2010). A avaliação e regulação de desempenho profissional (Vol. Coleção Situações de Formação). Aveiro: Universidade de Aveiro.

¹⁰Azevedo, L. (2012). Avaliação das Aprendizagens no Ensino Superior: estudo de um sistema de avaliação das Unidades Curriculares de Projeto de Simulação Empresarial. (Tese de Doutoramento não publicada). Universidade de Aveiro: Aveiro.

¹¹ Kimble, G. A. (1969). Foundations of conditioning and learning. New York: Appleton Century Crofts.



the socio-historical theory, proposed by Vygotsky (Russia) and the cooperative teaching and learning theories¹².

The starting point of socio cognitive theory is based on the awareness of the teachers of the need of taking into account the social and cultural conditions of learning. Secondly, there is a great interest in environmental influences (environment, social classes, regional culture, and popular culture) on learning, to the extent that the very nature of learning is fundamentally sociocultural and must take into account the links between learning and life, i.e., learning in a situation.

Considering that, the school organization should provide learning situations based on experience and allow students to work in groups so that they acquired democratic social behaviour. Elements such as society, knowledge and the individual were fundamental and the centre of cooperative learning.¹³

It is important to mention some of the principles of the socio cognitive theory, such as it is described mainly by several authors¹⁴: mutual influence, indirect learning, symbolic representation, the perception of its effectiveness, self-regulation and modelling.

Taking these principles into account, it is difficult to elaborate a teaching theory, and therefore, pedagogical strategies, as social cognitive theories of learning insist on mutual interdependencies among a large number of factors.

However, we can point out some, as suggest¹⁵ these authors: the presentation of behaviour models to students, to the extent that students like to adopt behaviours of some people they consider role models; the assessment and the justification of the value of behaviours; to these author, the learning of a behaviour varies according to the value given to the result, and, therefore, it is necessary to demonstrate the students the interest of each learning. Students learn better if they can see for what it can serve them in life or in the next learning; strengthen the student in his behaviour is fundamental to show a positive reaction to the student who

¹² Cooper, J., et al. (1990). Cooperative Learning and College Instruction: Effective Use of Student Learning Teams. Long Beach: California State University Foundation. Johnson, D., & Holubec, J. (1988). Cooperation in the Classroom. Edina: Interaction Book Co.

¹³ Kohn, A. (1991 (Fev.)). Group Grading Grubbing Versus Cooperative Learning. Educational Leadership, Vol. 48. n.º 5, 83-87.

¹⁴ Schunk, D. H., & Zimmerman, B. (1994). Self-regulation of Learning and Performance – Issues and Educational Applications. Hillsdale: LEA.

¹⁵ Gredler, M. E. (1992). Learning and instruction: Theory into Practise. 2ª Ed. Nova Iorque: MacMillan.



progresses in learning, as this reaction allows him to build a positive image of himself and feel competent to carry out a task; practice, Bandura recommends to join the practice to the explanation. Often a socio cognitive teaching strategy is very theoretical and is always best understood when one has examples, and, includes four phases: analysis of the behaviour to model; description of the advantage of a behaviour; selection of a behaviour model to teach; and preparation of the learning sequence and its implementation.

The human being has a certain “plasticity” which depends on what he is, what he does, what he wants to do and what he thinks he could do; has ideas, communicates them and acts accordingly¹⁶.

The pedagogical strategies proposed by the defenders of cooperative education may be enunciated as follows: to hold the students accountable, the student must feel responsible for the group operation. Students commit more if they know they will be rewarded by their individual efforts, so it is necessary to reward according to the group performance and give extra points to the student and insist on individual responsibility whenever the groups include more than three elements¹⁷.

Programme activities and tasks: the student must be active and understand correctly what is expected of him and, therefore, the teacher must structure activities for all the classes; clearly state the objectives and procedures to follow and start by simple activities; move on to more complex activities when students have learned effectively from their teammates.

Students should learn to collaborate on common tasks, being one of the main objectives the acquisition of social skills. Therefore, the teacher should train the students to interact effectively before starting cooperative learning; give clues to facilitate interventions; organize collaborative practices and lead students to reflect on the effectiveness of their cooperative activities.

The teacher is not only a person who transmits information but performs several functions of facilitation of individual and group work, and should, in the performance of those same

¹⁶ Bandura, A. (1986). *Social Foundations of Thought and Action: a Social Cognitive Theory*. New Jersey: Prentice Hall.

¹⁷ Slavin, R. (1990 (Jan.)). *Research on Cooperative Learning: Consensus and Controversy*. *Educational Leadership*. Vol. 47, n.º 4, 52-54 Johnson, D., & Holubec, J. (1988). *Cooperation in the Classroom*. Edina: Interaction Book Co.



functions, resort to reactions to explain successes or failures in learning; avoid reactions merely oriented to success and should not abandon groups that experience malfunctions¹⁸.

This author conceived an inductive approach to teaching consisting of three essential factors: cooperative work between students; the resolution of significant problems for the student and an evaluation from the student dossier¹⁹.

Learning theorists of different scientific disciplines, framed in learning paradigms or “worldviews” have been debating the main key concepts of learning²⁰.

Assessment should be an integral part of the learning process, should be included in its curricular design, as it influences the learning itself.

Some authors consider the following aspects should take into account so that there is progress in evaluation: “enable students to monitor their own progress; give regular feedback to the students; enable evaluation and learning by pairs/in group, and, at last, draw self-evaluation practices²¹”.

According to these authors, the assessment must be active, participated, shared and continuous. New forms of assessment are required to promote interaction (between students, between students and teachers, always based on retroactivity), and putting the student and his/her learning experience at the centre of the process.

Assessment is also part of the training process. Training assessment “(...) constitutes an assessment way conducted by the one who learns and is an instrument to construct knowledge

¹⁸ Cooper, J., et al. (1990). Cooperative Learning and College Instruction: Effective Use of Student Learning Teams. Long Beach: California State University Foundation. Johnson, D., & Holubec, J. (1988). Cooperation in the Classroom. Edina: Interaction Book Co.

¹⁹ Mclean, L. (1988). Achievement Measures Made Relevant to Pedagogy. McGill Journal of Education. Vol. 23, n.º 3, 243-252.

²⁰ Millwood (2014). The Design of Learner-centred, Technology-enhanced Education, phd.richardmillwood.net.

²¹ Figueiredo, J., & Veloso, M. (2010). Avaliação em Ambientes Online. Universidade Aberta. Retirado de <http://www.prezi.com/bxvp0epnkerd/cael>. McLoughlin, C., & Luca, J. (2001). Quality in online delivery: What does it Mean for assessment in E-learning Environments? ASCILITE 2001 Conference proceedings. Retirado de <http://ascilite.org-au/conferences/melbourne01/pdf/papers/mcloughlinc2>.



that the student needs to acquire²².” Formative assessment “(...) makes available to the teacher more precise and qualitative information about the learning processes, attitudes and all the students have acquired²³.”

“When the teacher really assesses, with the obtained results, he is able “to host” the student (...) to the extent that when the student cannot learn, the problem is not only his but his and the teacher's²⁴.” According to another author, “(...) assessment will only be efficient and effective if it occurs in an interactive way between the teacher and the student²⁵.”

Educational assessment defined as an act of gathering systematic information concerning the nature and the quality of educational objects²⁶. Assess is an organized set of processes that aim the regulatory follow-up of any intended learning, and which incorporate, for this reason, the verification of its achievement. Nevertheless, in order to assess it is indispensable to create mechanisms for monitoring the process to understand it, nailing it and reorienting it in the desired direction²⁷.

To manage the progress of learning, periodic balances of student acquisitions are made. These are essential to support approval or guidance decisions that later are necessary.

Contrary to what is the belief, sometimes, continuous assessment fulfils a cumulative function, and even a certifying one, because nothing replaces the observation of students at work, when you want to know their competencies.

²²Nunziati, G. (1990). Pour construire un dispositif d'évaluation formatrice. Cahiers Pédagogiques, 280, 47-64.

²³Perrenoud, P. (2000). *Construir as Competências desde a Escola*. Porto Alegre: Artmed Editora, p. 21.

²⁴ Luckesi, C. (2003). *Avaliação da aprendizagem na escola. Reelaborando conceitos e recriando a prática*. Salvador: Malabares Comunicação e Eventos.

²⁵Sant'Anna, I. M. (1995). *Por que Avaliar? Como Avaliar? Critérios e Instrumentos (9ª Edição)*. Petrópolis: Editora Vozes.

²⁶Nevo, D. (1995). *School-based Evaluation. A dialogue for School Improvement*. Oxford: Pergamon.

²⁷Roldão, M. C. (2003). *Gestão do Currículo e Avaliação de Competências - As Questões dos Professores*. Lisboa: Editorial Presença..



The assessment of competencies must respect all the characteristics that all authentic assessment should respect²⁸: include only contextualized tasks; address complex problems; help students to develop their skills; requires the functional use of disciplinary knowledge; there is no time limit arbitrarily fixed when it comes to assessing skills; the task and its requirements are known before the evaluation situation; requires some collaboration between peers; the correction considers the cognitive and meta-cognitive strategies used by students; the correction only considers the important errors in the construction of competencies; correction criteria are determined by reference to the cognitive requirements of the competencies sought; self-assessment is part of the assessment; correction criteria are multiple and provide various information on the skills assessed; should determine students' strengths; the information extracted from the assessment should consider the students' skills, their prior knowledge and their current degree of domain of the competencies sought; the same assessment procedures are required to all students and the necessary support is available for those who have difficulties; in addition, assessment follows the requirements of ecological validity.

To assess competencies in the school is to mark a rupture with the assessment practices which favoured the acquisition of disciplinary knowledge, arising in this logic the defence of a formative assessment, which places in the centre of its concerns the student, who, through his/her quest to learn, becomes the protagonist of his/her own learning²⁹.

The assessment procedures to use, have to be well delineated in the pedagogical practices, be framed in a formative logic and should be oriented towards a self-regulatory assessment, as the student builds his/her academic course based on the referential of the educational process. Assessment in a competency-based curriculum organized depending on the manifestation of the intended competency.

Although Higher Educational Institutions are already aware of the importance of developing and assessing soft skills among their students, a minority of institutions have formal practices such as Curricular Units integrated into the official curricula in order to reach this aim.

In a review of Higher Education Institutions initiatives and projects aimed at promoting students' soft skills, only 9% were formal practices³⁰. However, it may also be achieved by using

²⁸Tardif, J. (1996). Le transfert des compétences analysé à travers la formation de professionnels. In Meirieu, Ph., Develay, M. Durand, C., & Mariani, Y. (Eds.) *Le concept de transfert de connaissances en formation initiale et en formation continue* (pp. 31-45). Lyon: CRDP.

²⁹Alves, M. P. & Machado, E. (2002). *Dar Sentido(s) à formação de professores: o contributo da avaliação formadora*. Lisboa.

³⁰ Vieira, D., Marques, A. (2014). *Preparados para Trabalhar?*, Lisboa: Consórcio Maior Empregabilidade/Fórum Estudante.



pedagogical practices that may foster these skills and we believe that the use of skill boxes methodology is the rising solution.



3. Teaching methods vs assessment for soft skills

The relation between teaching and assessment methods and the “learning” of Soft Skills is an interesting view to explore.

The teaching methods identified by the intervenient in the IO1 and IO2 are described below.

The TM1 designated by Master Class, considers that humans can assimilate and pay attention only for about 20 minutes to a presentation, a lecture, so, it is important to determine the suitable tools to use. Typically, master classes are theoretical, so it is necessary to make sure that the students absorb most of the subject by all necessary means. Teachers must be innovative, dynamic and creative. Teaching tools are fundamental to teaching-learning-process. The only way we have to measure assiduity is through the attendance rate. Although in many schools, the curricular units of theoretical nature are not mandatory, students would indeed have an advantage in participating in all classes: listening about a certain subject is different from reading about it for the first time. The teacher is the one who assesses and most of the time the teacher also decides what is going to be evaluated, if an exam, assiduity, teamwork, or other situation.

The TM2 named Laboratory Class is considered because of the importance implicit in this TM of the time management to execute all the planned activities in a period.

The TM3 designated by Management Simulation ISCAP-IPP is a particular case where students' assiduity is controlled by a timecard, as in companies, when they enter class they have to check-in, and when they leave, they have to check-out. Absences have to be justified and the students only may miss up to six classes. If they miss, more they flunk the curricular unit. The classes have a duration of three hours and the students have to manage time in order to complete all the proposed tasks. It is important to emphasize the active role of the student in his learning process, individually and in the group, as the assessment is a result of these two work types. Therefore, the student has to be responsible and in charge of his teammates. Only then, the company has the expected success and each student as well. The assessment is mutual: the teacher assesses the student and the student assesses the teacher and their peers.

The next table presents the relation between teaching and assessment methods with characteristics related to the Skills to assess.

The columns have some characteristics that can orient us to decide (or justify) the relations between the Soft Skills and the Teaching Method, and between the soft skills and the assessment method.



Teaching method (TM)	Adaptability and Flexibility	Motivation	Time Management	Communication skills	Team working	Conflict Management
TM1 Master Class	Real work situations – expositive method	Real work situations – expositive method	Real work situations – expositive method	Real work situations – expositive method	Real work situations – expositive method	Real work situations – expositive method
TM2 Laboratory Class	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods
TM 3 Simulation (ISCAP Method)	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method



Teaching method	Service skills	Motivation	Decision making	Problem-solving	Creativity and innovation	Critical and structured thinking
TM1 Master Class	Real work situations – expositive method	Real work situations – expositive method	Real work situations – expositive method	Real work situations – expositive method	Real work situations – expositive method	Real work situations – expositive method
TM2 Laboratory Class	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods	Tasks and activities – active and demonstrative methods
TM 3 Simulation (ISCAP Method)	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method	Tasks; activities; case studies; teamwork – active method

These tasks are part of the assessment process, as they are object of assessment in all sessions (feedback) and are at the same time teaching methods (active, demonstrative and expositive):

1st: an explanation of the theory behind the subject in which the tasks are integrated;

2nd: an explanation of some tasks;

3rd: the realization of the tasks proposed.

The connection between teaching and assessment method must exist, otherwise it is not possible to assess skills – hard or soft, the only assessment possible is to “assess the knowledge apprehended by students”, and even so it is not possible to assess their level of proficiency, once there is not, usually, a clear identification of the main goals intended to achieve with a specific set of information worked with teachers and students.



Teaching method vs Assessment method	AM1: Multiple choice	AM2: Problem-solving	AM3: Management Simulation ISCAP-IPP Method
TM1 Master Class	Evaluation test/exam	Distribution of tasks (individual and in group)	Distribution of tasks (individual and in group)
TM2 Laboratory Class	Evaluation test; oral presentations; group work	Activities to develop in lab classes	Activities to develop in lab classes
TM 3 Management Simulation (ISCAP Method)	Evaluation test at class n.º 30	Activities and tasks to develop in classes - Creation and development of all the bureaucratic activities of a company	Activities and tasks to develop in classes – continuous evaluation (all sessions are evaluated, so that the students know and are able to correct their mistakes and understand the errors)

Through the explanation of the above table, we can see that the relation between TM1 and AM1 results in a unique evaluation moment: the day and hour of the exam. By relating TM1 with AM2, it is implicit that the students can work individually or in a group and that, a set of tasks distributed among students to solve the problem. The right solution is the one that has a mark.

The main conclusion of the results of the relation between TM1 – Master Class with AM1, AM2 and AM3 is that there are specific moments of evaluation and it results in an academic mark to the student.

When we analyse the relation of TM2 – Laboratory class, the assessment methods and its results are quite different. There is a wide range of “ways to evaluate or to assess” such as oral presentations, group work, development of activities at the Laboratory in the schedule of the class.

The Assessments methods related with TM 3 result in an exam, several activities/tasks to accomplish by the students during the period of the class and a continuous evaluation by the gathering of the results obtained by the students on their performance of the activities made in each session.



Assessment method	Adaptability and Flexibility	Motivation	Managing responsibility	Time Management	Communication skills	Team working
AM1:	Do more than a task in a defined period of time (activities)	Positive thinking and attitude (tasks; activities)	Delegation of tasks enhances self-confidence (tasks; activities)	Do a large number of tasks in a short period of time (tasks; activities)	Written communication (reports...)	Organization ability (tasks; activities)
AM2:	Behaviour* (activities)	Immediate feedback (tasks; activities)	Meeting to review the tasks already done and those that have not yet been done (tasks; activities)	Division of work (teamwork) (tasks; activities)	Oral presentation (Theme, reports)	Delegation of tasks (tasks; activities)
AM3:	Self-confidence (tasks; activities)	Be proactive (tasks; activities)	Give responsibilities to others (tasks; activities)	Manage oral presentation (tasks; activities)	Knowing how to be in a classroom (behaviour)	Active listening (tasks; activities)
AM3:	---	---	Promote workers' autonomy (teamwork)	Make action plans (task)	Transmit information clearly (task)	Accept different opinions
AM3:	---	---	---	---	---	Mutual help (tasks)

*Behaviour: The student has to behave within the rules of the curricular unit. If he breaks the rules, he has a penalization on his classification (individual assessment).



Set of the seven behaviours: Not answer or use the phone in classes; arrive on time; keep the workplace clean and organized; ethics and attitudes; collaborate with the colleagues in the team's best interest; organize and divide the teamwork between all members.



Assessment method	Conflict Management	Service skills	Decision making	Problem-solving	Creativity and innovation	Critical and structured thinking
AM1:	Know how to negotiate (activities)	Organization of work and of the workplace (teamwork)	Define clear and realistic objectives (self-motivation) (tasks; activities)	Analytical and structured thinking (tasks; activities)	Solve problems in non-traditional ways (tasks; activities)	Develop analytical thinking (activities)
AM2:	Control emotions (activities)	Effort to get good results (individually and in group) (teamwork)	Take initiative (tasks; activities)	Critical analysis of situations (tasks; activities)	Do things differently (tasks; activities)	Develop conceptual thinking (activities)
AM3:	Be cordial in the relationship with others (activities)	Empathy (feelings and concerns of others) (teamwork)	Personal and professional growth (tasks; activities)	Identify the problem (what is wrong) (tasks; activities)	Discuss ideas with others (tasks; activities)	Scrutiny of one thing in each of its parts (activities)
AM3:	Active listening (activities)	---	Make plans of action (plans; activities)	Enunciate various solutions (tasks; activities)	Ask and listen to others' opinions (tasks; activities)	Identify key issues and patterns in situations and relationships (activities)
AM3:	Assertive communication (activities)	---	---	Decide quickly (tasks; activities)	Think "outside the box"	---



					(tasks; activities)	
AM3:	Gather consensus (activities)	---	---	Apply the solutions (tasks; activities)	---	---

3.1 Teaching method vs soft skill

The main issue here is how we can relate the teaching method with a determined soft skill. As we can see on the table below, using TM1 and TM2, the process of teaching/learning of the soft skills based on expositive, active and demonstrative methods.

The use of active methods to teach soft skill is present in TM3. The question to be answered is what is assessed by using these teaching methods and what is not possible to be assessed.

To have the certain that “Motivation” skill or other soft skill, are correctly evaluated there must be the participating of the student himself in their own process of learning by the use of active methods in the process a part is guaranteed but, only a small part. The need to have a transparent process of assessment of the soft skills we need to have evidences such as documents, videos, discussion among students, reports, even small exams in order to give the student the possibility to practice the knowledge obtained in a school environment. Also, teacher has to change role and must be a coach in this process to create in students the awareness of the existence of someone that, while at school, is there to help them. Moreover, this “help” from teachers is materialized by the constant feedback given by teacher to each student in order to allow student to reflect and to correct the mistakes.

	1 - Adaptability and Flexibility	2 - Motivation	3 - Managing Responsibility	4 - Time Management	5 - Communication Skills	6 - Team working
TM 1:	Expositive method	Expositive method	Expositive method	Expositive method	Expositive method	Expositive method
TM 2:	Active and demonstrative method	Active and demonstrative method	Active and demonstrative method	Active and demonstrative method	Active and demonstrative method	Active and demonstrative method



TM 3:	Active method	Active method	Active method	Active method	Active method	Active method
	7 - Conflict Management	8 - Service Skills	9 - Decision Making	10 - Problem-solving	11 - Creativity and Innovation	12 - Critical and Structured thinking
TM 1:	Expositive method	Expositive method	Expositive method	Expositive method	Expositive method	Expositive method
TM 2:	Active and demonstrative method	Active and demonstrative method	Active and demonstrative method	Active and demonstrative method	Active and demonstrative method	Active and demonstrative method
TM 3:	Active method	Active method	Active method	Active method	Active method	Active method

3.2 Relations between tables

The establishment of how a teaching method contributes to the development of a specific soft skill is a hard process. It is feasible to relate percentages of acquirement of soft skills through the assessment performed on that soft skill. For example, by giving a student a task to develop in a period, by the definition of the main goals to achieve and the output required it is possible to define a percentage of 5% if the student presented the correct output and followed the rules. In addition, the intervention of the student in the process of assessment through self and peer evaluation allows teachers to have a clear idea of the level of proficiency achieved by the student.

Teaching Methods	Set of the 12 Soft Skills											
	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Skill 11	Skill 12
TM1:	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
TM2:	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
TM3:	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%



The study carried out at ISCAP-IPP has as main conclusions:

- The method to assess AM3 is not enough to assess soft skills;
- The linkage between TM, AM and Soft skills has to be developed;
- The solution lies on a new methodology to teach and assess soft skills.



4. Conclusions

As it has been observed in the previous pages, the relationship between the teaching method and the evaluation method is direct. As a novelty and intellectual contribution, the project has observed the need to incorporate teaching methodologies, and especially evaluators of teaching and evaluation of soft skills.



All results of these project can be found at the corresponding section of the long-term webpage:
<http://www.softskills.upv.es>