



«How assessment can support learning»

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Background

The training program got some goals of competence which are supposed to be learned during compulsory courses with the purpose to raise the learning outcome for the students. Those goals are related to the higher levels in the GDE-matrix.

But participating in those courses does not ensure that the students actually have learned something. Assessment as a teaching and learning activity can lead to improve the students learning.





My research

How do the teachers interpret the curriculum regarding to assessment and which kind of experiences and thoughts have they been collecting doing assessment for learning?

- Phenomenological method**
- Qualitative approach; interviewing 7 teachers**
- Finishing 2012**





2 types;

Assessment OF learning

- summative; exams, driving test, certification
- often criteria based

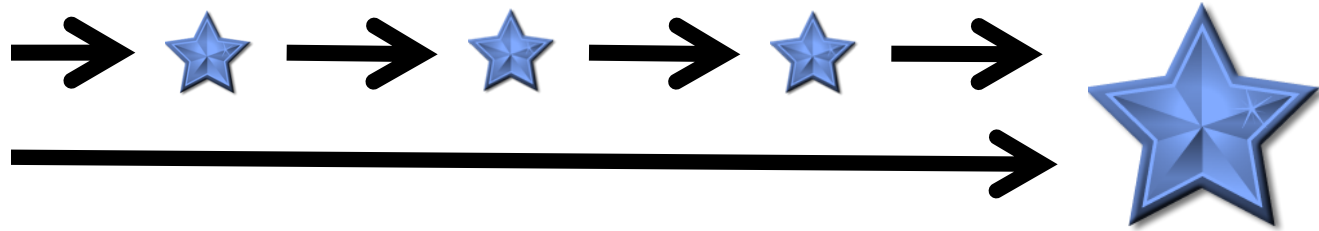
Assessment FOR learning

- formative; during the learning process
- individual based





Assessment for learning



1. What is my present competence?
2. What are the learning goals?
3. How do I get there?





How?

1. Involving the student
2. Self assessment
3. Reflection
4. State the reasons for their own chosen actions
5. Feedback as feedforward
6. Communication

(Black and William, 2009; Broadfoot, 2008; Hattie, 2007; Sadler, 1998; Boud, 1999)

Curriculum for driving licence, Norway





1. Involving the student

- Start from the learners existing understanding
- Involve the learner actively in the learning process

One example from my findings; one driving teacher points out that he have to consider the students abilities for learning. He often start drawing different situations for them, and he asks questions related to the draw to find out what they know about theoretical topics.





1. Involving the student

One example from my findings; The teacher is using a kind of form, which is like a map for the students own learning, illustrating the main goals and the learning subjects. The teacher give the students this map in the very beginning, because he has experiences that the map makes the students understand where they are heading and what they are suppose to learn on their way. This gives them the possibility to discuss their learning at any time in their process.





2. Self assessment

The most important factor to improve learning (Hattie, 2007)

One example from my findings; one driving teacher has experienced that the students are struggling with saying what were good or bad with their driving. The teacher sees this as his fault as well, because if he as a teacher doesn't clear out the goal for the lesson, it makes it harder for the student to do self assessment. If the students do not know the goal, they do not know what was good with their performance.





3. Reflection

To questioning your own knowledge and experiences.

One example from my findings; The teacher is asking the students to explain what they are thinking or give reasons for their choices. This gives the students the change to assess their own judgments and thoughts. The teacher experiences that this reflection is important for the students learning.





4. Feedback as feedforward

- Includes the ability to do something about the feedback, and also what the student chose to do
- Assessment as guidance

One example from my findings; The teacher says that it is important in the learning process that they at any time discuss the students progress. Are we heading in the right direction, and how should we go further on?





5. State the reasons for their own chosen actions

Students move beyond just being able to say *wheter* something was good to being able to say *why*. Students become much more autonomous learners.

One example from my findings; *The teachers want the students to note down, before the lessons, which kind of challenges, opportunities and important things that they should be aware of driving the road they have been choosing. And the students write many pages concerning*





5. State the reasons for their own chosen actions

pedestrians, tractors, slippery roads, snow, speed and traffic safety. And afterwards they write down a reflection note regarding their own experiences from the trip.





6. Communication

The communication that is needed in assessment for learning demands a high professional competence

One example from my findings; The teacher think it is important that the student get use to his kind of questions. This is not easy for the students, but it becomes easier for them as they are getting along, when the students understand why the teacher ask this type of questions.





The teacher;

Predicts an another role of the teacher;

Criteria and standards <-> Connoisseurship

Changing themselves

It's not about teaching, it is about learning

