
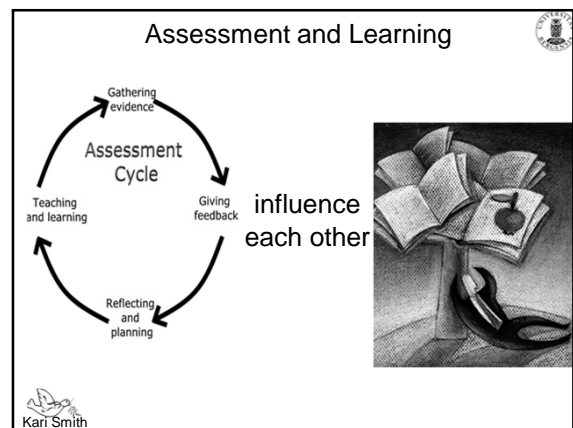
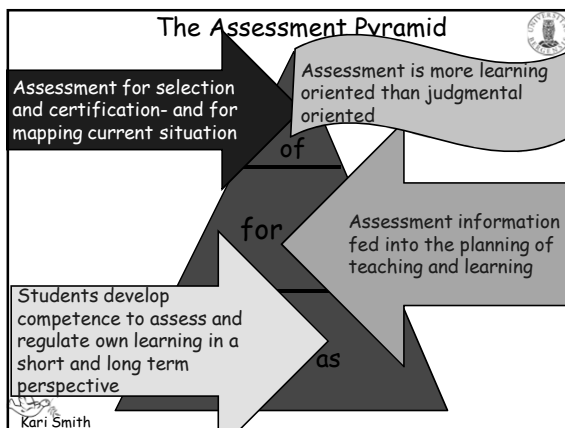
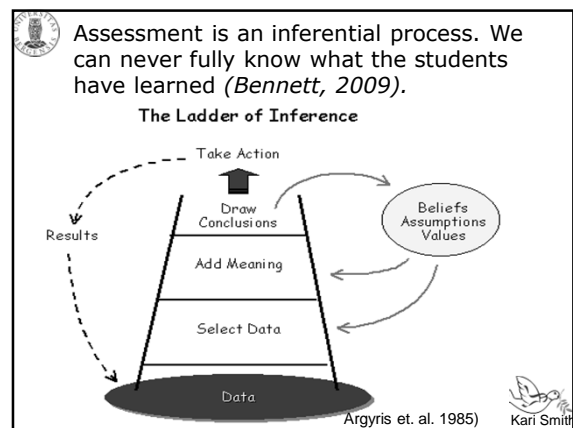
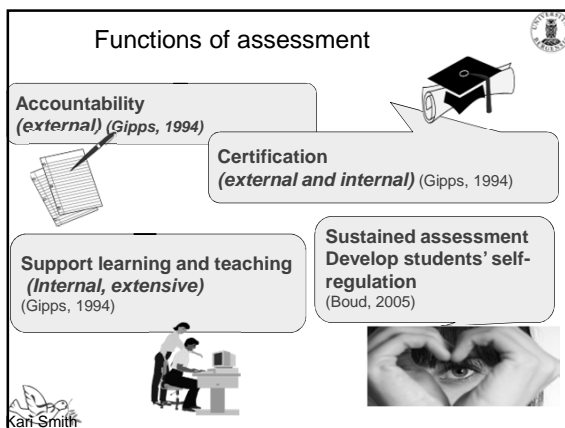
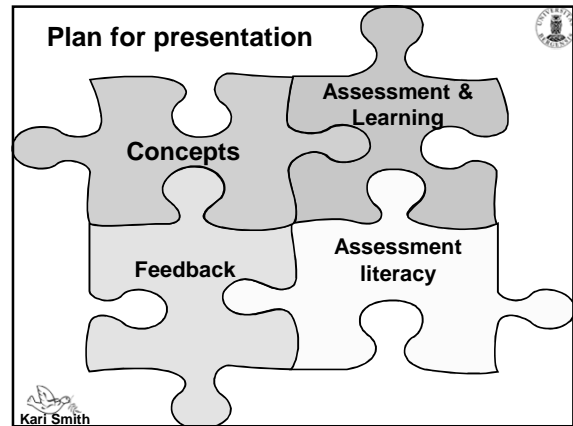


Assessment as a Pedagogical Tool

Akureyri, 05.04.2014

Professor Kari Smith

University of Bergen

Three aspects of learning


- Goal oriented achievements
- Self-efficacy
- Self-regulation



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Goal setting

Goal setting means creating a dissonance between the current competence and a wanted future competence.




When learners are goal oriented, want to achieve a goal, the dissonance is experienced as a positive dissatisfaction with the current competence which motivates goal oriented actions (Robinson, 2007)

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Self-efficacy

Bandura (1977) defines self-efficacy beliefs as an assessment of one's capabilities to attain a desired level of performance in a given task or activity

Self-efficacy is a motivational construct based on perception of competence- rather than actual level of performance (Tschannen-Moran & Woolfolk Hoy, 2007).



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Self-regulated learning

Three phases:

- 1. forethoughts**
 - Goals, expectations, strategy planning, assessment of own competence
- 2. performance, volitional control**
 - during the learning activity, choice of strategies
- 3. Reflection**
 - Critical analyses and evaluation


This can be learned!

Zimmerman, 2000

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Assessment for (and as) Learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning.

Mere performance on a test does not necessarily mean that learning has occurred. Learners can be taught how to score well on tests without much underlying learning.



Position Paper on Assessment for Learning from the Third International Conference on Assessment for Learning, Dunedin, New Zealand, March 2009

cue seekers: I am positive there is an examination game. You don't learn certain facts, for instance, you don't take the whole course, you go and look at the examination papers and you say 'looks as though there have been four questions on a certain theme this year, last year the professor said that the examination would be much the same as before', so you excise a good bit of the course immediately ...'(Miller & Parlett, 1974, p.60)

cue conscious: picked up hints from the lecturers

cue-deaf: I don't choose questions for revision — I don't feel confident if I only restrict myself to certain topics'

People who were cue conscious tended to get upper seconds, and those who were cue deaf got lower seconds.'(Miller & Parlett, 1974, p.55)

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The interplay between assessment and learning depends on:

- Structure of assessment system
- Type of assignments
- Quality of feedback/feed forward given to the students
- Students' acceptance of the feedback/feed forward
- Students' competence in making use of the feedback/ feed forward

Conditions for assessment for learning

1. Capture sufficient study time and effort (in and out of class)
2. Are spread evenly across topics and weeks
3. Lead to productive learning activity (deep rather than surface learning) (not cue-seekers, but cue-conscious)
4. Communicate clear and high expectations.

Gibbs, G. & Simpson, C. (2004).

Feedback

Feedback: The process in which part of the output of a system is returned to its input in order to regulate its further output.

Feedback

Feedback should help the student understand more about the learning goal, more about their own achievement status in relation to that goal, and more about ways to bridge the gap between their current status and the desired status (Sadler 1989).

Good feedback = good teaching = exploiting moments of contingency (Black and William, 2009)

← Feed →

Effective feedback:

Where am I going?	Feed up
How am I doing?	Feed back
What is the next step?	Feed forward

On task

On process

on self-regulation

personal

Hattie & Timperley, 2007

Assessment Literacy

Is to know the difference between pedagogical and non-pedagogical assessment. It is recognized in the actors' ability to make independent choices in assessment situations.

It is about being able to explain being able to explain the choice made as conducive to promoting learning. (Adapted from Stiggins, 2005).

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graph TD; 1[1. Conduct Assessments] --> 2[2. Obtain Relevant Data]; 2 --> 3[3. Analyze Data]; 3 --> 4[4. Determine Conclusions]; 4 --> 5[5. Plan Instruction]; 5 --> 6[6. Implement Instruction]; 6 --> 1;
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Thank you for a wonderful visit to Akureyri

Kari Smith