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COVER PAGE AND DECLARATION

	Master of Science (M.S.) in Innovative Education & Teaching
Specialisation:	
Module Code & Module Title:	
Students' Full Name:	
Word Count:	
Date of Submission:	

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EDUC540: Assessment in Education: Measurement & Evaluation

DOL Class Observation and Critical Analysis (DOL-COCA) (100 points)

Instructions

Part 1: Reflection on Assessment Practices (RAP) (50 points)

Conduct a brief research on the views of the following psychological and educational theories regarding learning. Based on your findings, explain how each school of thought influences assessment practices of educators. Finally, propose recommendations about the kind of assessment that we ought to be using today, and in the next 10 years or so. Justify your recommendations with examples, illustrations, etc. Use the table below as your guide to this question.

School of Thought	Views on Learning	Influence on Assessment Practices
Behaviourism (5)	<p>‘Psychology as a behaviorist views it is a purely objective experimental branch of natural science. Its theoretical goal is prediction and control.’</p> <p>‘All Behavior is learnt from Environment. The environmental factors influence behavior which amount to focusing on learning. We learn behavior through ‘learning theory’. When we are born our brain is in a blank state. Behaviorists accept the existence of emotions and cognitions; they prefer not to study them only as observable (i.e. external) behavior can be objectively and scientifically measured. Therefore, internal events such as thinking should be</p>	<p>This approach to assessment is that the teachers observe and analyze the behavior of the student. Attention is paid to the causes and consequence that have arisen from the behavior. The behaviorist believe that the intentional behavior that is performed by the child are controlled by the consequences and antecedents which means an event that has bought the behavior (Krause, Borhner, Suchesne & MchMaugh, 2010)</p> <p>Functional assessment- teachers need to assess to see what factors cause the behavior and develop some predictions that can help them determine why the behavior is likely to occur.</p> <p>Ecobehavioural assessment- this tends to focus on the behaviors that the child has which should be accelerated such as active engagement, communicative behaviors and peer interactions. (Strain and McConnell. 1992)</p> <p>Applied behavioral analysis includes precision teaching, mastery learning and direct instruction is a way to change the child’s behavior through behavioral</p>

	explained through behavioral terms or should be eliminated altogether.	principles. (Krause, Borhner, Suchesne & MchMaugh, 2010)
Cognitivism (5)	Cognitivism is a learning theory which focuses on the learning processes rather than observed behavior i.e., how information is received, organized, stored and retrieved by the mind like a computer. Cognitivists do not require an outward exhibition of learning but focuses on the internal processes and connections that take place during the learning process. The learner is considered as the information processor and they believe that the mind is a 'black box' which should be opened and understood. Some of the important principles of Cognitivism include meaningful learning, organization and elaboration. Therefore, cognitivism looks beyond observable behavior, viewing learning as internal mental processes.	Cognitivism focuses on the mind and mental processes like thinking, knowing, memory and problem solving. Dr. Bloom has developed a hierarchy of cognitive skills that guides teachers to motivate students to rigorous thinking. Recalling information is the first level where students remember facts and then develop schema. The majority of instructional time should be spent working in higher cognitive schemas. Comprehension is the second level where summarizing is done. Application of knowledge is the next and students apply their knowledge, making classifications or mentor each other. Analysis is the fourth level where making inferences and drawing conclusions is done. Students compare and contrast within the learning experience and further investigate a concept. Synthesis id the fifth level where a new concept is created or developed. While evaluation, students are able to critique others or defend a position through debate. After a cognitive assessment we have a comprehensive idea of a child and how to reach their true potential.
Humanism (5)	Humanism is a paradigm which emerged in the 1960s and focuses on helping people live well, achieve personal growth and make the world a better place. It stresses on the importance of human values and dignity. Humanistic teachers believe that knowledge and feelings go hand in hand in the learning process. It follows the	Students can use self-evaluation techniques to monitor and observe their own behaviors and make necessary changes. Humanistic psychology tradition of controversy regarding the worth of psychological testing and assessment is reviewed. Assessment is defined as a process which involves qualitative professional judgements integrating information from various sources and necessarily guiding all professional activities whether performed explicitly or implicitly. Testing, as delineated from assessment is one potential source of

	<p>study of the self, motivation and goals are areas of particular interest. The humanistic theory of learning involves the concept of learning through observing others' behavior. However, learning doesn't have to involve a behavioral change. It comes about as a result of observation (Barrett, 2006) The teacher is the role model and makes an effort not to replicate in appropriate behavior. The role of the student is to explore and observe. Students need to take responsibility of their own learning and keep their goals realistic.</p>	<p>assessment input. Arguments against testing and assessments as legitimate activities within humanistic psychological practice are countered, concluding that testing and assessment can be congruent with humanistic ideals when focused on growth, subjectivity, agency, the centrality of the role both the assessor and client as coparticipants and a view of the person as a whole with inherent values. Its based on the principle that everyone has their unique way of looking at the world. This view can impact your choices and actions.</p>
<p>Constructivism (5)</p>	<p>Bruner's constructivist theory is that learning is an active process where students learn best by building or constructing new ideas based on their past and current knowledge. The cognitive processes are influenced by students cultural and social aspects, rewards and punishments and motivation to learn. Instructors are trained to encourage students to discover principles on their own, using their knowledge they already have to embrace and internalize transformation. (Mos 2003) The constructivist models require high student activity level and the corresponding learning</p>	<p>The focus tends to shift from the teacher to the student. The goal should be have students who can create, reflect, solve problems, collect and use information, and formulate interesting and worthwhile questions. A paradigm shift in education in recent years envisions a new type of learning culture. If we adopt constructivism approaches of learning the learning and assessments become more fruitful.</p> <p>Three constructs emerge from the literature regarding constructivism and have implications for the learning environment. They are (1) learning is an active process, (2) the learner has prior knowledge and (3) the learner takes responsibility for their own learning (Yager, 1991, Cobb et al 1992, Magoon, 1977)</p> <p>Different constructivist assessment tools are applied to assess students' cognition, achievement and their progress. These tools are:</p> <ol style="list-style-type: none"> 1. Concept Maps- they are visual

	<p>methods reflect those levels. The most important constructivist learning model is problem solving. Petraglia maintains that effective constructivist education provides problems that students must handle like real-life problems and that people solve problems better through social cognition rather than alone. Constructivist course goals should provide realistic problems that elicit social cognition, facilitate student application of external knowledge sources and encourage them to utilize scientific reasoning (Echevarria2003, Petraglia 1998)</p>	<p>representations of conceptual understanding. They are considered as a powerful tool to enhance meaningful learning and an innovative way to assess the acquisition of knowledge in children. 2. Portfolio- it is a purposeful collection of students works. The constructivism based on Piaget’s and Vygotsky’s assuming that students are able to acquire and socially construct their knowledge and understanding. It is needed to have a broader range of assessment tools such as open-ended problem solving, critical thinking, analyzing, reasoning and application. Assessment process in a constructivist classroom have self - assessment, peer assessment and collaborative assessment.</p>
<p>Neuroplasticity (5)</p>	<p>Neuroplasticity is very important because it is at the root of essential human experiences. It is the ability of the brain to change, for the better or the worse throughout the individual’s life span. Neuroplasticity makes it possible for the brain to reconfigure and acquire new information and new skills. The nature of this type of learning is that we change through experience. By learning a second language or a new musical instrument, there are anatomical changes that take place in the brains according to neuroimaging studies. When we learn we form</p>	<p>According to neurologist and educator Judy Willis, neuroplasticity is defined as the selective organizing between the neurons in our brains. This means that when we practice an activity or access a memory, their neural networks- group of neurons that fire together, shape themselves according to their activity or memory. When we do not practice or learn new things, the brain will eventually eliminate cells that formed the pathways. Studies prove that when students are told that intelligence is malleable, they found that grade and morale both were boosted. When researchers actively taught the idea to student’s they performed significantly better than their peers. Repeating activities, recapitulation, reviewing, eliminating rote communication. Students should know the functioning of the brain. Breaking through their neuro-mythological barriers that intelligence is</p>

	<p>new pathways in the brain. Every new lesson has the potential to connect new neurons and change our brain's default mode of operation. It is through this sort of learning that we may be able to figure out how to purposefully rewire the brain.</p>	<p>predetermined may ease students minds and encourage them to use their brains. Especially for students who believe they aren't smart, the realization that they can literally change their brains through study and review is empowering.</p>
<p>Technology & Learning (5)</p>	<p>Technology prepares students for the 21st century with modern technology and competencies. It empowers the teachers to access student data and acknowledge their progress. Feedback can be accessed through formative and summative assessments and data. Blended learning can be created environments and leverage digital tools to bring new models for learning and teaching in classrooms. Technology gives students ownership of how they learn. It makes education relevant and prepares students for their future. Students through technology can explore beyond classroom walls and can become collaborators, critical thinkers or problem-solvers too.</p>	<p>Assessment based in virtual learning environments are mostly used with computers. With the present dominance of technology, we already experience the use of technology in learning as well as assessment practices. Learning activities need to be linked to the assessment to make learning much more exciting and in turn the learners get attracted and engaged in the learning process. Technology can be used for instant assessment to track student's progress. They can be used for formative assessments, to engage students, identify student's gap in education and support learning. Technology increases the flexibility as students can assess and complete online assessments at a time of their convenience. It helps teachers to give instant feedback to the learners. Assessments can be tailor made according to the understanding of students. Automated feedback is readily available, technology helps to recognize and cater to the differences which makes the teaching-learning process a lot easier.</p>
<p>Adult Learning(5)</p>	<p>Adult learning is basically when adults pursue education. Adults might want to learn a skill, or get into a formal setting to get a higher education. Adult learners are typically the people who didn't</p>	<p>Educators assess adult learners using a number of strategies. But it is a challenge due to the validity and fairness to learners. Assessments are formative or summative. Formative refer to measurements and conclusions made through a course which will help students to improve learning. Feedback will be</p>

	<p>complete their education and want to keep learning. Adult learning is a combination of a desire for self-improvement, a need to learn special skills, improvement in job-prospects or just a feeling of completeness regarding self-worth too. Adults have various difficulties such as lack of time, self-doubt, neuroplasticity, financial barriers etc. Theories of Andragogy, transformative learning, self-directing learning, experiential learning are unique and resonate better with adults students.</p>	<p>given to students about their progress during formative assessments. It helps by making them less anxious (like this course I'm doing right now 😊). Summative assesses students at the end of the course for egs portfolio, bar exams etc. Diagnostic assessments can identify possible learning challenges, areas for development and the aptitude of the learner. Some assessment instruments have been scrutinized for its reliability or validity. Researchers believe that the fact that some instruments of assessment fail to measure their stated purpose others are useless or should be used with great caution.</p>
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Follow-up questions

1. Which school/schools of thought has/have dominated and perhaps, is/are still dominating assessment practices worldwide? What are the evidences for this? (5 points)

Ans 1. Watson, who is often considered the "father" of behaviourism quoted: "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors." From about 1920 through the mid-1950s, behaviourism grew to become the dominant school of thought in psychology. The popularity of behavioural psychology grew out of the desire to establish psychology as an objective and measurable science. One of the major benefits of behaviourism is that it allowed researchers to investigate observable behaviour in a scientific and systematic manner. However, many thinkers believed it fell short by neglecting some important influences on behaviour. One of the greatest strengths of behavioural psychology is the ability to clearly observe and measure behaviours. Behaviourism is based on observable behaviours so you can easily view the following evidences:

1. It is easier to quantify and collect data when conducting research.
2. It focuses on observable, measurable behaviours.
3. It is scientific and replicable.
4. It helps in modifying behaviours in the real-world
5. It can be useful in therapy, education, parenting, child care

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2. As an educator what's your take on which school/schools of thought SHOULD characterize assessment practices worldwide? Why do you say so? (5 points)

As an educator I would prefer 'Technology and learning' as the school of thought which should characterize assessment practice worldwide. Measuring learning is an important part of our work. Educators need to check for students and parents understanding and growth. Technology based assessments help in time management and also conserving the important resources such as hard copies by wasting paper. Assessments using technology have many benefits:

1. There is a greater variety and authenticity in the designs of assessments and feedbacks are immediate.
2. The learner's engagement has improved through interactive sessions.
3. Choice in the timings and location of the teacher and learner is never an issue.
4. The results accurate, consistent with opportunities to combine human and computer making.
5. You can make innovative approaches based around use of creative media and online peer and self-assessment.

With the current scenario of need of remote learning and e-assessments educators have realized the benefits of technology and learning.

3. What are some of the challenges that you would need to face to successfully transition into a completely new paradigm of assessing students' learning? How would you handle these challenges as an educator? (5 points)

Effective assessments are very important for positive learning outcomes. They help to evaluate the learning by the students, the skills acquired. Effective evaluation also helps students to gain an insight about their strengths and weaknesses.

The challenges and solutions are as follows:

1. Challenge- You cannot gauge the students' understanding and knowledge.
Solution- You can deploy adaptive assessments so as to assess the students' knowledge.
2. Challenge- how can we test students for proper reasoning, skill acquisition or critical thinking?
Solution- Standard based test help solve this issue and help educators to test students reasoning, critical thinking, skill acquisition and many more parameters.
3. Challenge- new teachers face many challenges with a new setup ie a new organization.
Solution- A mentor should be provided to help set up and settle the educator in the new settings.
4. Challenge- Shift in expectations by students and parents.
Solution- project based activities, where blended learning can happen in the class.
5. Challenge- Lack of time for planning as teachers as they have to handle multiple roles in the classroom.
Solution- Delegation of work and taking help from colleagues to make time for teachers to plan.

Part 2: Test Construction Project: Focus on Alignment

Test Construction Project: Focus on Alignment

The subject class is an English lesson, for Class VI students, on the Types of Sentences. The class has learnt about sentences and students are expected to be able to identify and name the types of sentences. In addition to that, knowing the parts of a sentence is not a requirement at this point, but it certainly is an advantage and would enable students to name the types of sentences. The topic in grammar has been introduced so that the students can name and identify the sentences and enjoy their communication skills. Lastly, although the duration of the actual in-class lesson is 40 minutes, 50 minutes is a more accurate figure, as there is also a homework assignment that represents an important form of review and application of the target content and on which the teacher relies to meet the stated objectives.

To elaborate on the content of the lesson itself, this class revolves around framing sentences and understanding the punctuation marks required to distinguish between sentences. In the session, student inquiry goes further than just comparing the sentences and the punctuation marks. They focus on tone of sentences, the reported speech, new words and vocabulary too. With language being a necessary part of the daily life, this lesson will also help the students to understand the need to use various type of sentences to make communication meaningful.

With regard to the objectives that would be accomplished by the students by the end of the lesson, they are the following:

(1) The students can identify the types of sentences

Although there are multiple ways to meet this objective, and it, ultimately, boils down to how the teacher's choice of instructional design, this objective, in the present case, is associated with a lower-order thinking skill, namely, identifying or understanding, as informed by Bloom's taxonomy (Shabatura, 2018). Nevertheless, eliciting the key elements for 'identifying the types of sentences' will require attention, perception, and thought processes from the cognitive domain, along with active participation.

(2) The students can implement ways to use the types of sentences while constructing a story. Simply put, the students will write some stories in their notebooks using all the four types of sentences. In order to practice toward achieving this objective of a thinking order that is higher than that of the first one. In this situation, the student response would come in the form of a behavioral output from the behavioural domains.

(3) The students can set up a spinning wheel activity. Concisely said, the students will move the wheel on which the types of sentences are written and other students will speak the sentence where the wheel has stopped.

Evidently, therefore, the output called forth will come from various domains and will come in many forms: mental/cognitive in choosing the type of sentence; emotional/affective in dealing with the esthetics; and behavioral/psychomotor in setting it up and making the spinning wheel.

In light of the teaching strategies to be utilized, every objective follows a specific instruction plan that is detailed below.

In view of the first objective, the topic could be introduced through a discussion. The teacher would first announce that the class would be talking about types of sentences, at the same time linking the content to the students' prior knowledge, by asking the students to recall the use of punctuation marks and when particular marks are used. Sentences that they already know and ask the following questions: "Do you know when a question mark or exclamatory mark is used? What are direct and indirect speech and when are the inverted commas used?" If no one answers, pursuing with close-ended questions would be in order. After the students recapitulate their previous knowledge, teacher will show them examples on the screen and ask them to use the punctuation marks which are relevant. At this point, there is no need to correct them, as this is just about seeing where they are coming from and getting them to talk.

Following the discussion, the teacher could present several examples of types of sentences or show pictures and encourage them to ask

questions, exclaim, make statements, talk about facts. With the examples in focus, there are multiple ways for the students to find out the marks used for identifying the type of sentence. On the one hand, they could compare the pictures and notice that the use of the punctuation marks in those particular type is for a reason. It becomes easier for us to identify its type with use of those punctuation marks.

The exercises given the reference books contain exercise which help students to understand the content easily.

For the objective of implementing ways to write a story using the outline to write an imaginary story. The students will be given an outline, they will understand the theme, characters and then use their own knowledge and understanding to create a story around the outline.

Regarding the homework, the students will be given a proverb or two or three outlines, which would be used to complete their creative writing. To explain, the task consists of choosing a proverb or theme for writing a story. You can either give the students a choice to choose the subject or then given them a couple of subjects to choose from. The students will write the elements required for writing a story- plot, settings, point of view, style, theme, literary devices, point of view, perspective, putting it all together.

Hence, it is a self-guided task that should provide the students with an opportunity to not only take responsibility for their learning.

When it comes to measuring and evaluating the stated objectives, a right concern to have is to ensure that assessments come in different forms and types. Indeed, because every student is unique, the principle of differentiation should also transpire in one's choice of assessment techniques.

In light of objective 1, an idea of formative assessment for appraising the students' understanding of a comprehensive worksheet would be given in the form of a MCQ worksheet. To detail, the sentences could be an excerpt from a bigger story and students would be asked questions based on the passage. In other words, this would be a visual multiple-choice question. Though the process of reading and understanding the types of sentences, the students would develop the liking for reading and therefore learn better words of vocabulary for better language development. They would be able to identify the type of sentences and increase their knowledge and understanding.

With that in mind, this choice of assessment seems relevant and in line with the objective. Preferably, the assessment can be conducted toward the end of the lesson, upon returning from outside, to serve as a review and to clarify any misunderstandings, before the homework activity.

On the side of objective 2, an assessment that seems fitting for this kind of activity is the practice of direct observation. The reason that a formative evaluation is use here is that continuous guidance and feedbacks are needed for students to, themselves, assess their current levels. In fact, the validity of the task depends on the teacher's performance as the evaluator. As the students seize the chance to apply new

concepts and teachings, in a setting made for trials and errors, learning depends on the educator's interventions. In other words, formative assessments are part of the learning process rather than mere testing. In terms of alignment, the scope of this objective goes beyond doing well on this activity. For some, it will create a sense of wonder and intrigue for the natural world; for others, it will be a vocational awakening; still others will acquire skills that can prove practical at some point in their lives. In any case, this unit of study connects easily with other parts of a kindergarten curriculum such as story writing and grammar topics. Furthermore, it relates directly to the summative assessment planned for the next objective.

Concerning the third objective, the assessment method will be a performance project. To ensure its success, this summative assessment requires parental cooperation. Also, the oral section of the test will give the teacher a chance to challenge the students further, by asking the students to read out their stories. This evaluation is a continuation of the practice time a formative assessment used with objective 2. On top of that, it incorporates resources, (i.e.: the elements checklist), developed in relation with objective 1, though only as supportive material.

One obvious way to know the extent to which the students have acquired and mastered the content of the lesson is through the assessment results. Evidently, student reports are the first idea that comes to mind, when seeking to measure the success of an instructional plan. Beyond that, other ways to appraise the depth of understanding of a given content by the students are through their ability to retain it and to draw insights from the crystallization of that new knowledge. To expand, teachers following a spiral type of curriculum will expect the students to be acquainted with the information and skills previously addressed, that is, to return to class with

some solid foundations on which to continue building. Hence, the combination of a positive assessment report and the capacity to go further in a discipline is an educator's reassurance that his or her efforts have made a noticeable contribution to their students' education.

Mark Sheet/ Assessment Evaluation Form

Student's Full Name: KAVITA PRADIP KULKARNI

Module: EDUC540: Assessment in Education: Measurement & Evaluation

Marker's Full Name: _____

Section	Marks Allocation	Marks Attained	Comments
Part 1: Reflection on Assessment Practices (RAP) (50 points)			
Behaviourism	5 marks		
Cognitivism	5 marks		
Humanism	5 marks		
Constructivism	5 marks		
Neuroplasticity	5 marks		
Technology & Learning	5 marks		
Adults Learning	5 marks		
Question 1	5 marks		
Question 2	5 marks		
Question 3	5 marks		
Part 2: Test Construction Project: Focus on Alignment (TCP - FA) (50 points)			
Task a)	2 marks		
Task b)	5 marks		
Task c)	10 marks		
Task d)	10 marks		
Task e)	20 marks		
Task f)	3 marks		
Total marks allocated and achieved:	100 marks		