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DOL Class Observation and Critical Analysis

European International University

EDUC540: Assessment in Education: Measurement and Evaluation

DOL Class Observation and Critical Analysis

Reflection on Assessment Practices

Views of Various Psychological and Educational Theories

Assessment for learning is a powerful way of raising students' achievements.

In an effective and progressive classroom, students must not only know what they are doing, but also know why and how. Assessment drives instruction and informs teaching – learning practices. Therefore, regular assessment plays an important role in capturing students' learning progress. It is crucial for the teacher to practice diagnostic assessment, formative assessment, summative assessment and informal ongoing assessment, so that students are able to explore and use a wide range of assessment methods to monitor their learner's learning and process.

According to Gibbs (2003) stated that assessment has six main functions:

- Capture students time and attention

- Generate appropriate student learning activity

- Provide timely feedback

- Help students internalize the disciplines standards.

- Generate marks and label students and their category.

- Provide evidence for outside the course to enable them to judge the appropriateness of standards on the course.

School of Thought	Views on learning	Influence on Assessment Practices
Behaviorism	John Broadus Watson developed Behaviorism. This school of thought mainly focuses on observable behavior and discounts mental activities. These observable behaviors are believed to be caused by environmental causes. It is based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviorists	There are three types of behavioral learning theories – namely **Contiguity, Classical conditioning and Operant Conditioning.** A behaviorism approach is said when teachers are observing the behavior of the child and analyzing the behavior. Teachers need to assess to see what factors cause this behavior and develop some predictions that can help us to determine why that behavior is likely to occur. (Strain and McConnell, 1992) For eg: **The mouse will press the lever for food.** ➕ If the teacher gives as a reward smiley or a star when the child writes very good paper or does something good, he

	believe that our responses to environmental stimuli shape our actions.	will try to repeat the same behavior to get the reward.
		⊹ If the child who has anchored excellent, shall be encouraged more so that she repeat the same performance.
Cognitivism	Cognitivism focuses on the mind and more specifically mental processes like thinking, memory and problem solving.	Learning is explained as a 'recall' of stored information. The best way to assess students in the classroom is to ask questions to help students refine and define their thinking and analyzing ability. The teacher may start asking students from **lower thinking order questions to higher order questions.**
		The students will get an opportunity to create learning toward amplification or change of those schemata.
		⊹ The teacher can use Quizzes, puzzles and flashcards as a tool to assess students.

| Humanism | According to Crain, 2009 uchesne et al., 2013; Veugelers, 2011). The ideal learning environment should cater to the social, emotional and cognitive needs of the learner. The Humanistic theory was developed by Abraham Maslow. The humanistic theory approach engages social skills, feelings, intellect, artistic skills and practical skills. The Humanistic School of thought focuses on Self-actualization. Self-actualization is when all your needs are met, you have become the best you can, and you are fulfilled. | ♣ This theory highly focuses on human beings rather than supernatural or divine insight.

 ♣ Students are highly encouraged to take control over their education.

 ♣ Educators encourage and foster students to become self- motivated. Lessons and activities focus more on the whole student and their intellect and feelings.

 ♣ Prompt questions, Interpretative questions, Gamification method, Personal based questions Research work, Paper presentation and Formative assessment help students better understand their feelings and progress in learning.
 ♣ Peer teaching and Flipped class room will also help the students to excel. |

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Constructivism	Learning is an active and Constructive process. Learning in the classroom is evident when students are building knowledge by doing hands-on -learning. Learning at its best takes place if the child is allowed to construct, create, compose and design his own knowledge content and present.	♣ Assessments, in a constructivist environment, come in many forms like – taking students to the laboratory, field trip, and providing collaborating tasks in the classroom. ♣ Assigning task group based will also help students to construct and create their own strength. ♣ Giving collaborative opportunities like from the real world task helps students to excel and explore their authentic knowledge. Making Connections. Retrieved October 4, 2012 from: http://www.thirteen.org/edonline/concept2class/constructivism/exploration.html
Neuroplasticity	Neuroplasticity helps us to know the capacity for	In order to make our brain stronger and adaptable, we must assess students in new

	learning and memory, and it enables mental and behavior flexibility. Many researchers firmly believe that the brain is a dynamic organ and can change its design throughout life, responding to experience by re-organizing connections. Each new lesson plan has the potential to make a new pathway for the students and transform student's lives.	situations. The teacher can assess the students' speaking and listening skills. The teacher can give one topic to the students to speak on. The teacher can then easily evaluate the thought process of the students. ↓ The teacher can play an audio of any story and ask students to write a few answers based on the story. This will develop the listening skill of the students.
Technology and learning	Technology tools encourage students to be active participants and promote collaborative learning. Technology also empowers students to actively participate and create their	↓ Technology enabled assessments empowers not only teachers with real time data, graphical representation of the students' performance. ↓ Technology aids teaching – learning process, helps to boost engagement,

	own content to produce better performance and excel. Teachers have learnt how to integrate technology in the classroom activities which makes students feel more interested and curious.	identify knowledge gaps and support further deeper knowledge. ↓ The teacher can use wide varieties of Formative and summative assessments, Google forms quiz and Oral assessment to gauge the students' performance.

Adult learning	**Malcolm Knowles,** a pioneer in the study of adult learning, observed that adults learn when –
	
	    ↓ **They have freedom to learn in their own way.**
	    ↓ **Learning is experiential.**
	    ↓ **Process is positive and encouraging.**
	
	Adult learners have a different approach to
		↓ Another theory introduced by Malcolm was Andragogy - Andragogy combines all the theories.
		
		↓ It shows the difference between how an adult learns and how a child learns.
		
		↓ Adult actually tries to solve real life problems; they prefer hands-on-approach.
		
		↓ Self – assessment will help drastically the Adult learners since they are self-motivated and goal-oriented.

	learning. Adult learner is responsible for his or her own success. Adult learners learn best when learning is focused on adult students and not on the teacher. Adults are highly self-motivated and self-directed. Adults are goal oriented.	↓ Adult learners can easily grasp from their peers. ↓ So the teacher must encourage Flipped class, Peer and Collaborative learning.

Follow – up Questions
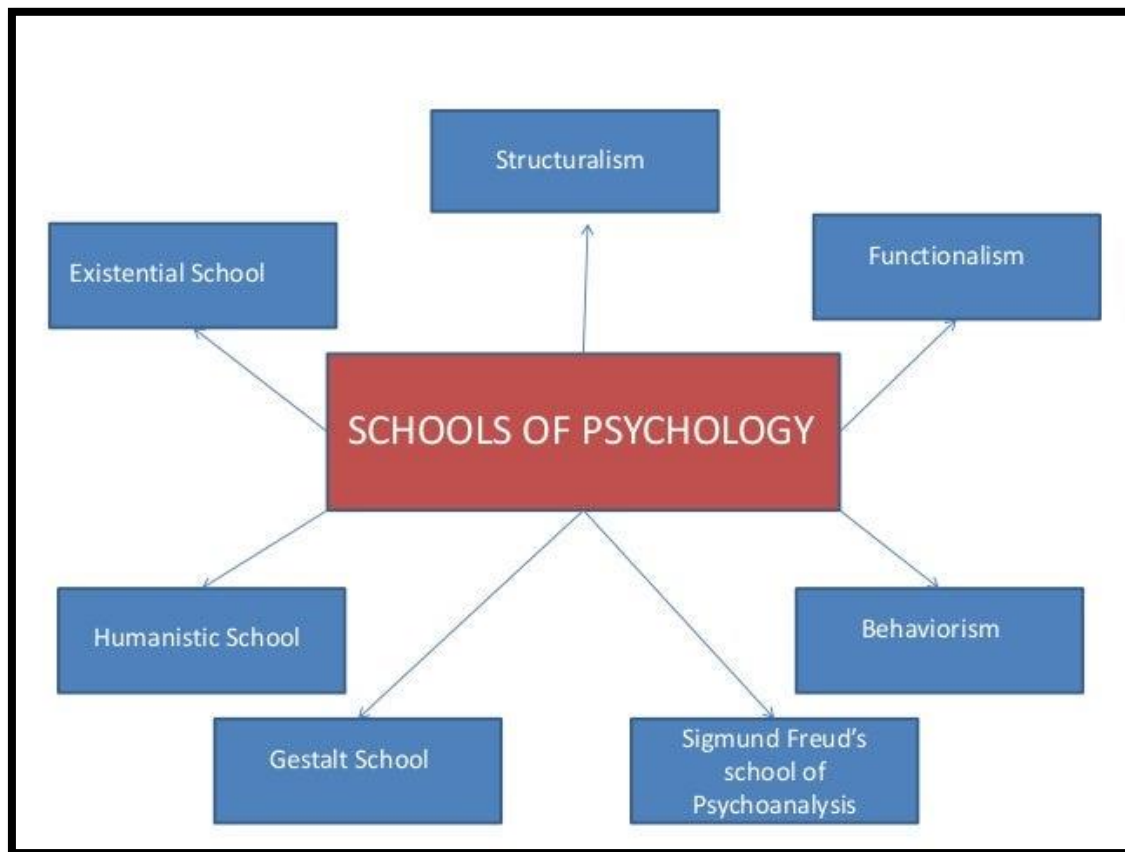
1.Which school/ schools of thought have dominated and perhaps, is/ are still dominating

assessment practices worldwide? What are the evidences for this?

During America's earliest years, educational assessment usually took the form of oral and

written evaluation. Evaluation doesn't require students to answer from a standard, preconceived

bank of questions in order to measure mastery. There are different School of Thought which are

– Structuralism, Behaviorism, Functionalism, Cognitivism, Humanism and Psychoanalytical. The school of thought that has still has a major influence on assessment practices worldwide is behaviorism. The school of Humanism summarizes that learners can be trusted to find their own goals and should have some choices in what they learn at school.

The students set their standard and evaluate their work. The humanistic approach engages social skills, creativity skills, practical skills and intellect. The 21st Century assessment must assess the individual fully and to ensure to give holistic development. The student must be able to asses wholly and not partially the student's potential.

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

A wide variety of assessments can be conducted by the educators to appropriately assess the students' progress. **Oral presentation** helps the educator to gauge how much the students have learnt. Giving on-going feedback is crucial for every learner to step forward. **Written essays, Fieldwork report**, **Laboratory report**, **Multiple Choice Questions, Analyses of case study** and **Demonstration of a practical skill / sets of skills** can be used for assessment.   Students could be assessed on- going. Students should be expected to form a circle time where they arrange the classroom and create a learning environment. The teacher can observe the **child's performance** and interaction to come to a conclusion. The students could be given an opportunity to present content knowledge with his or her fellow beings.

Approaches to teaching, learning and assessment in competences based degree programmes (unideusto.org)

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?

The biggest challenge that we as an educator face is to fail to gauge the student's overall performance. Keeping in mind to get the authentic and appropriate report of the students, we can introduce **Continuous Comprehensive Evaluation,** where students are given the opportunity to learn the concepts and be assessed. The student will learn to take baby steps and move ahead. On –going assessment will help every teacher to know better about each student's progress. **Project – based learning, Formative, Summative assessment, Gamification, Quiz in the classroom, learning by doing will also enable students to learn in a better way rather than just being a passive listener.** The teacher could make the class a little more creative to extract the hidden potential. Play way method and experiential learning – where students are given the opportunity to solve real life problems. So as educators, we can observe through many activities to assess the students' performance.

Test Construction Project: Focus on Alignment

a. The subject class is an **English Literature** lesson for the students of **Grade V** on a literature topic. The main objective is that the students are expected to be able to interpret the story, comprehend and explain in their own words. The actual duration would be 40 minutes. The teaching of any subject becomes much more useful and more systematic only when the teacher is fully aware of the aims and values of instruction of those particular concepts.

The four – fold objectives must be fulfilled –

According to Thompson and Wyatt (1952) the four specific aims of teaching English is –

- ➢ **To understand English**
- ➢ **To comprehend and speak English**
- ➢ **To write English**
- ➢ **To listen skillfully**

b. The name of the chapter is **Becoming Great - The Great Mary Kom** – biography of **Mary Kom** – A sportswoman who has made India proud with her glorious achievements. The story is all about her life journey and how she manages to overcome her problems and established as a truly great inspirational boxer. It is a motivational testimonial life story.

c. 1. **The students can identify new words and their new meanings. Students can acquire new vocabulary.**

2. The students can interpret and comprehend the story in their own words – Speaking skill

3. The students were able to write the story in their own words – Writing skill

4. The students can skim and scan the story thoroughly and able to interpret – Listening skill

5. The students can learn to utilize encyclopedias and dictionaries in the class.

6. Ability to read fluently – Reading skill

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

The topic could be introduced with a set induction through a **discussion, picture based** and question answer**.**

The teacher can start by talking about the inspirational personalities around the world. The teacher can start by asking –

What is your goal?

How would you accomplish your goal in life?

Some students can elucidate – ''I want to become a great Doctor, Teacher, Actor etc.'

For the second questions – the students can elucidate ''I would work hard to achieve the goals of my life.''

The teacher can also start with the **picture based question** – where will ask the students to identify the shown personality on the screen and give a gist about her achievements and victories.

The students will get an opportunity to collect and connect their information with the help of past knowledge.

The students will be able to recollect all the famous personalities and explain about their work. Students will also be able to compare their achievements.

The teaching aid would be PowerPoint Presentation and flashcards for all the lessons.

e. 1. For the **First objective** of familiarizing students with **new words and building their vocabulary,** the teacher will ask students to underline all the difficult word meanings and ask students to write their meaning with the help of a dictionary.

The students will acquire the skill of using a dictionary. The students will also able to frame sentences with the help of words given.

Assessment - The teacher can assess the students by giving a few words on the board and ask them to write the meanings and also be able to frame sentences. The teacher may also ask students to give synonyms and antonyms. This will enable students to develop their vocabulary.

2. With regards to **Second Objective**, the teacher will ask the students to **weave a story which is similar to the – Becoming Great.** The students are expected to weave a story with the same theme and Central Idea. This will encourage students to express and pen down their imagination and be able to express clearly. Retelling the story will encourage students to write and speak

Assessment – Question - The teacher can use formative as well as Summative assessment. The teacher will ask the students to write an essay type of answers.

3.With regards to **Third Objective**, the teacher would divide the story into small scenes. The students will be asked to write the scenes in their own words and present it in the

classroom to their fellow beings. This will develop writing skills and boost confidence.

In order to ensure that students have learnt everything. The students will be able to

illustrate and comprehend the text content.

Assessment - Question - Explain scene 1 of the story 'Becoming Great.'

4.Concerning the **Fourth Objective**, in order to assess whether the students are well-

versed with the story, the teacher will ask students to write the different elements of the

story that is -   Settings, Characters, Plot, Problems, Solution, Theme and Moral.

The teacher will also ask the students to share experiences or share personal anecdotes of

their journey where they have faced difficulty and appreciate them.

The teacher would also divide the class in groups and take up the protagonist of the story

and ask the qualities of the characters. The students will able to summarize the context.

The teacher will divide the students to explain Settings, Characters, Theme, Plot, Problem and Solution and Moral Value.

Assessment - Explain the plot of the story – Becoming Great.

5.With regards to **Fifth Objective,** the students will be given a list of words to find meanings and the teacher will also give a specific time limit to search. This will enable

students to find quickly as many words from the dictionary. The one who finds maximum words will be given more points. This will also enable students to frame sentences. Assessment must focus on **Content – level Objectives and Language – level Objectives.**

Assessment – Find the meaning and frame sentences.

6.With regards to **Sixth Objective,** the students will have a separate reading session in the class, where the teacher can assess their reading ability. Students will be provided with various platforms to develop and get acquainted with reading skills like Paragraph reading, Text book reading, Newspaper reading, Story book reading, Reading comprehension. Effective instruction will encourage students to make use of correct pronunciation, punctuation, intonation, voice modulation and pitch.

Assessment – The teacher will ask students to read a **Rapid Reader** to gauge the students reading fluency.

7. Apart from all these, the teacher will also conduct **Performance Project** to ensure the success of the student's potential. The teacher could take one step ahead to conduct a **Role – play, Dramatization, Mono – act activity,** where the students will be dressed up and enacting on any characters from the chapter. It develops communication skills, allows children to explore, investigate, and experiment. It develops social skills, psychomotor skills, sparks creativity and encourages students to collaborate with others.

The only 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. Apart from the student's report, the best way to understand and analyze a student's ability is to retain and draw insights from students and practice direct observation by organizing a plethora of hands-on-activities.

f. Firstly, success lies in one's own will power.

As correctly stated, WHERE THERE IS A WILL, THERE IS A WAY**! Therefore, a deeply motivated student will definitely find the way to excel and flourish.**

 An Educator would be termed as a successful leader, when the student assures and masters the content knowledge to the fullest and prosper in life. When the student attains the full potential to create more leaders like him or her is what the true leader's joy.

Projects – Projects are a great way to show that the students have learnt at the end of a unit in school. This will enable the educators to see the creative aspects of the children. If the child has studies about Ancient, Medieval and Modern Period – than the teacher can have them dressed up like people from any period and ask students to speak a few lines.

Passion – Passion for learning is itself evidence that learning has occurred.

For eg: If a child was not comfortable to speak in the classroom or express his or her own idea, but now the child would love to come out first to share, explain, express, create and present his or her ideas is itself a huge success.

Performance: Definitely a good academic performance result is a stepping stone for each student. This not only included the scores that the child scored but also the ability and capability of the child's progress.

Personal reflection: As a leader or an educator, we must teach students to review their own personal ability and strengths. This will enable the students to work on the areas that requires focus and attention.

Therefore, when a successful student acquires all these and masters the content knowledge, and applies the skills taught to the student in the classroom in his or her real life situations – we can say the task of an educator is accomplished.

''Therefore, Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development.''

Reference

https://en.unesco.org/themes/education

Approaches to teaching, learning and assessment in competences based degree programmes (unideusto.org)

Gibbs Model of Reflection

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