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Table of Contents

Reflection on Assessment Practices	3
Views of Various Psychological and Educational Theories	3
Follow-up Questions	7
Test Construction Project: Focus on Alignment	9
References	12

DOL Class Observation and Critical Analysis

European International University

EDUC540: Assessment in Education: Measurement & Evaluation

School of Thought	Views on Learning	Influence on Assessment Practices
Behaviorism	Behaviorism which is considered by the psychologists as like B.F. Skinner suggests that behaviors should be put into consideration more than the other factors in learning and reinforcement is one of the things that matter in the learning process. This theory implies that learning is not merely an element of stimulus and response within an environment, but it can greatly be affected by consequences arrangements like rewards or punishments.	One example of the Behaviorism impact on assessment is a tendency for the assessors to use such instruments as behavior-based assessments and measurable results, for instance. For instance, many schools use standardized testing and observational assessment methods with pre-determined standards to measure how students are doing against specific criteria and behaviors. In addition, behaviorism assumes that uses the method of performance assessment instead of just the achievement assessment where students implement the specific skills or behaviors in the decision making context.
Cognitivism	Like saying by Bandura in 1986, in social cognitive theory, learning is a cognitive process where environment, way of behaving and cognitive representations are obtained which help in the further behaviour.	Cognitive psychology informs assessment by stressing the need for assessments, which measure learner's issues, critical approaches, and problem-solving skills,. This entails the arrays of

	<p>Cognitivism is centered on the mental performance which includes memory, perception, and problem-solving, considering learning as the process of actively building up knowledge. As it is explained in this approach, the learners analyze the information that comes in, they make meaningful associations and they put together all the data into the proper structures.</p>	<p>evaluations like, assignments, projects and open-ended questions which clearly necessitate cognitive functioning of students through which they may analyze, estimate and showcase their knowledge base.</p>
<p>Humanism</p>	<p>Humanism places the individual as the center of educational life, highlighting uniqueness of each of their abilities for learning and growth, and promoting educational approaches that are learner-centered. It gives a rise to the student's personal experiences, interests, and inspirations that impact the learner.</p>	<p>The philosophy of Humanism provides assessment practices which support the ideas of views of using authentic tasks to show the vocation, interests, and flares not only of the teacher but also of the learned person. This rather comprises of assignments like portfolios, self-assessment, and performance-based assessments which serve to identify the skills by which the students are learned, the development they have attained and the process as a whole.</p>

<p>Constructivism</p>	<p>Constructivism represented that learners accumulate their own understanding by experiencing and interacting with other learners. In the light of constructivist approach, learning is a phenomenon of creating new knowledge based on the use of previously existing knowledge and experience, from which learners with active constructive role get insights and understanding.</p>	<p>In constructivist educational theory, assessment approaches become central to the learner-centered process, the assessments reinforce inquiry activities, collaborations, and self-evaluation. Specifically the ones include various forms of assessments for example project-based learning, problem-based assessments, and peer evaluations, which play the vital role of construction of knowledge from students and apply them for real world contexts.</p>
<p>Neuroplasticity</p>	<p>The mechanism of neuroplasticity, cortical plasticity or cortical re-mapping, which is the capacity of the brain to rearrange neural pathways due to new experiences, and other processes that occurred in the brain has been examined in the studies. It is those qualities which allow man to alter his future scenarios and make changes through learning experiences during which man is able to learn new knowledge and abilities, being instructed or getting experience. For situations connected</p>	<p>Neuroplasticity and assessment have a unique relationship, as they utilize the recognition of helpful feedback and assistance in order for the strengthening of brain connections and components. This catalogue includes the administrative tasks designed to improve students' cognition and building of knowledge, for example, the use of adaptive assessments, tailored learning routes, and formative assessments.</p>

	to the process of studying, remembering, engaging new information and skills, there are neuro-physiological explanations of this.	
Technology & Learning	Technology in modern education has a big impact as it introduces the instrument of assessment and learning to be discovered in a new form. The use of technology in education allows teachers to generate diverse, more engaging, personalized assessment modes for individual students.	Technology reshapes the methods of assessments through e-assessments that offer compelling and interactive experience online, i.e. online quizzes, simulations or digital portfolios. These tests not just provide immediate feedback but also customize to learners based on the competency, thus making the assessment process speedy and efficient by facilitating collaborative learning effort from the students.
Adult Learning	Adult learners have unique characteristics and motivations that influence their learning preferences and needs. They are often self-directed, goal-oriented, and motivated by practical applications of learning.	Adult learning influences assessment practices by advocating for assessments that are relevant, contextualized, and allow for self-directed learning. This includes assessments such as competency-based assessments, portfolio assessments, and workplace assessments, which recognize and support the diverse learning needs and experiences of adult learners.

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?

In the past and till now, behaviorism and cognitivism have dominated assessment methods all throughout the world, and they continue to have a significant impact on how we evaluate students now (Smith, 2010).

Watson popularized behaviorism in 1913; it is a theory centered on the use of reward tactics and observable behaviors. This is used to education through the use of standardized tests, such as multiple-choice exams or fill-in-the-blank assessments, that measure certain, quantifiable objectives (Jones & Smith, 2015).

The core ideas of cognitivism are understanding, memory, and problem-solving skills (Piaget, 1952). This has an impact on educational evaluations that call for students to show that they grasp concepts and can think critically, like essay exams or questions with open-ended responses (Bruner, 1960).

The prevalence of these methods is demonstrated by circumstances such as standardized assessments, which are significantly influenced by behaviorist concepts (Taylor, 2009),

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

As an educator I think cognitive and technology learning assessment must be practiced worldwide. Of course this may not reach to the remote and rural area; but still an mandatory requirement across will at least begin the process to check the need of students mental growth and what they can give to the world, along side how we as a educator can cater to the need of every individual. By incorporating such measures, the educators can gain insight into the students critical thinking and other 21st century skills. Usage of Blooms Taxonomy in daily lessons could play a major role in assessing students understanding of the lesson and unit.

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?

To me personally getting adapted to the latest assessment, especially during the transitioning stage would be difficult but not impossible. Integrating new assessment methods could be quite a challenge to me. It may require funds to purchase the standardized assessment rather rely on the mental ability of a teacher in -house. Would prefer to have a specialist involved in this process who would also suggest training and workshops.

Since students come with diverse backgrounds and have varied learning styles, preference and abilities. Maintaining the levels and standards would be a challenge.

I, along with my team of educators, would address these challenges through strategic planning, collaboration and ongoing professional development.

Test Construction Project: Focus on Alignment.

Topic : Introduction to fractions

Grade : 4

Duration : 40 minutes

The teacher will introduce the ideas and purpose of the lesson “fraction” in a very innovative way. Interesting strategies to be included in the methodologies to grasp their attention. They will be taught importance of fraction in our daily life. Students will be capable of recognizing fractions through visual illustrations. Students will have the ability to evaluate and arrange fractions. Students will have the skill to perform addition and subtraction on fractions that have the same denominators. Students will demonstrate confidence in themselves and put forth constant effort to solve fraction problems. Students will accurately draw and recognize fractions on a number line. When preparing the lesson, the teaching methods and resources are thoughtfully chosen to align with each goal and achieve the desired learning results. Students participate in interactive activities utilizing fraction manipulatives, visual tools such as fraction circles and bars, as well as a whiteboard and markers to visually recognize fractions. Comparing and ordering fractions becomes simpler with the help of examples, non-examples, and interactive fraction card games. This is facilitated by having materials like fraction cards, worksheets, and pencils to encourage active participation. The goal of learning to add and subtract fractions with similar denominators is accomplished through direct teaching with

detailed examples and supervised exercises. The utilization of a whiteboard, markers, and fraction worksheets helps improve conceptual understanding. To boost confidence and determination in problem-solving, cooperative learning techniques are used, including group activities, peer discussions, and collaborative problem-solving tasks with fraction resources

Assessment for student learning:

In assessing student learning within the framework of alignment, a variety of formative and summative techniques are employed to comprehensively gauge student progress and achievement of the stated objectives. During manipulative activities and questioning, formative assessment is utilized to observe students' understanding of fraction concepts and their ability to apply them. Additionally, group activities provide an opportunity for students to collaborate and demonstrate their ability to compare and order fractions accurately, serving as another formative assessment tool. For the objective of adding and subtracting fractions with like denominators, assessment occurs through both completion of worksheet problems and observation during guided practice sessions, ensuring students grasp the fundamental operations effectively. Additionally, formative assessment is used to measure students' problem-solving confidence and persistence by observing their involvement and participation in collaborative learning tasks. Finally, a final assessment involves a test in which students must accurately plot fractions on a number line, evaluating their ability to apply fraction concepts on their own. These evaluation methods are closely matched with the lesson goals and teaching approaches, leading to a comprehensive assessment of student

achievement.

Analyzing the effectiveness of the lesson requires a diverse strategy focused on how engaged, participative, and understanding students were, in line with the main goals of the educational project. As a teacher, I will carefully watch students' participation and communication in class, noting how engaged they are in tasks and how they respond to evaluations. Furthermore, I will evaluate students' comprehension level by not just looking at their performance on tests, but also by observing how they can utilize the concepts they have learned in practical situations. Moreover, I will actively recognize and address any obstacles that may come up during the lesson, whether they involve teaching methods, student understanding, or classroom interactions. Recognizing these obstacles allows me to adjust my teaching methods appropriately and tackle any areas needing improvement in upcoming lessons. I strive to constantly improve my teaching methods and create a stimulating learning environment for my students by reflecting on my practices and staying in line with educational objectives.

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