LEARNING TOGETHER

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

Ministry for Foreign Affairs of Finland

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FCG

PRESETT – training of trainers
Webinar 2: 7.12.2021 at 14.00
Opening of the webinar, program of today

Anja Huurinainen-Kosunen
Riia Palmqvist

Program

14.00-14.15 Opening of the webinar and answering questions

14.15.-14.45 lecture: Assessment in teacher education

14.45 - 15.30 lecture: Versatile assessment methods

15.30-16.00 PLC group discussion: How to develop quality of teacher education assessment - formative and summative assessment.

16.00-16.15 break
16.15-16.30 conclusion of discussion

16.30-17.00 lecture: Bachelor´s and master´s theses criteria

17.00-17.30 PLC group discussion: What are the strengths and challenges in assessment of your theses?

17.30-17.45 Conclusion of discussion

17.45 - 18.00 Closing of the webinar

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Assessment in different learning moduls in primary school teacher (classteacher) education

Anja Huurinainen-Kosunen
Riia Palmqvist

Assessment and feedback in teacher education

1. Assessment is more than giving grades (numerical evaluation) after the study course/study period. It is more than a measure of competencies and knowledges.

2. ”The assessment/evaluation gives you what you want/order.”

- What the teacher wants to measure: different levels of competencies and konowledges or also understanding and application of matters (things). (Bloom's taxonomy, Andersson&Kratwohl taxonomy)

- Is the target only the result? - > No process of learning

Assessment and feedback in teacher education

3. One-sided assessment practices can develop a self-image that slows or prevents a student from learning (a cycle of negativity).

4. With versatile assessment methods, we bring out different levels of expertise

- learning process, achievements, outputs, competences, understanding, analyzing issues, creative thinking, evaaluating, critical thinking, application of knowledge

5. Without assessment criteria is difficult to assess.

(lecturer, prof. Päivi Atjonen, University of Eastern Finland, 2020)

About universities´ assessment practices/methods are usually

- Written exams (examination of books, examination of lectures)

- Individual focus, done alone

- Only the lowest cognitive target levels are assessed
  (Bloom, Andersson & Krathwol)

- Real/genuine feedback on performance from the teacher is missing

Often unclear ompetence objectives of the course.

Often the criteria in the evaluation is unclear or incomplete – students dont´t know what is expected from them.

Teacher educator´s assessment skills

Internationally, assessment is under-addressed in initial teacher education as part of a teacher's professional development
- teaching may focus only on the summative function of assessment and the technique of assigning numerical grades

There is a great need for training in evaluation.
There is also a great need of joint discussion and shared everyday evaluation practices between teacher educators.

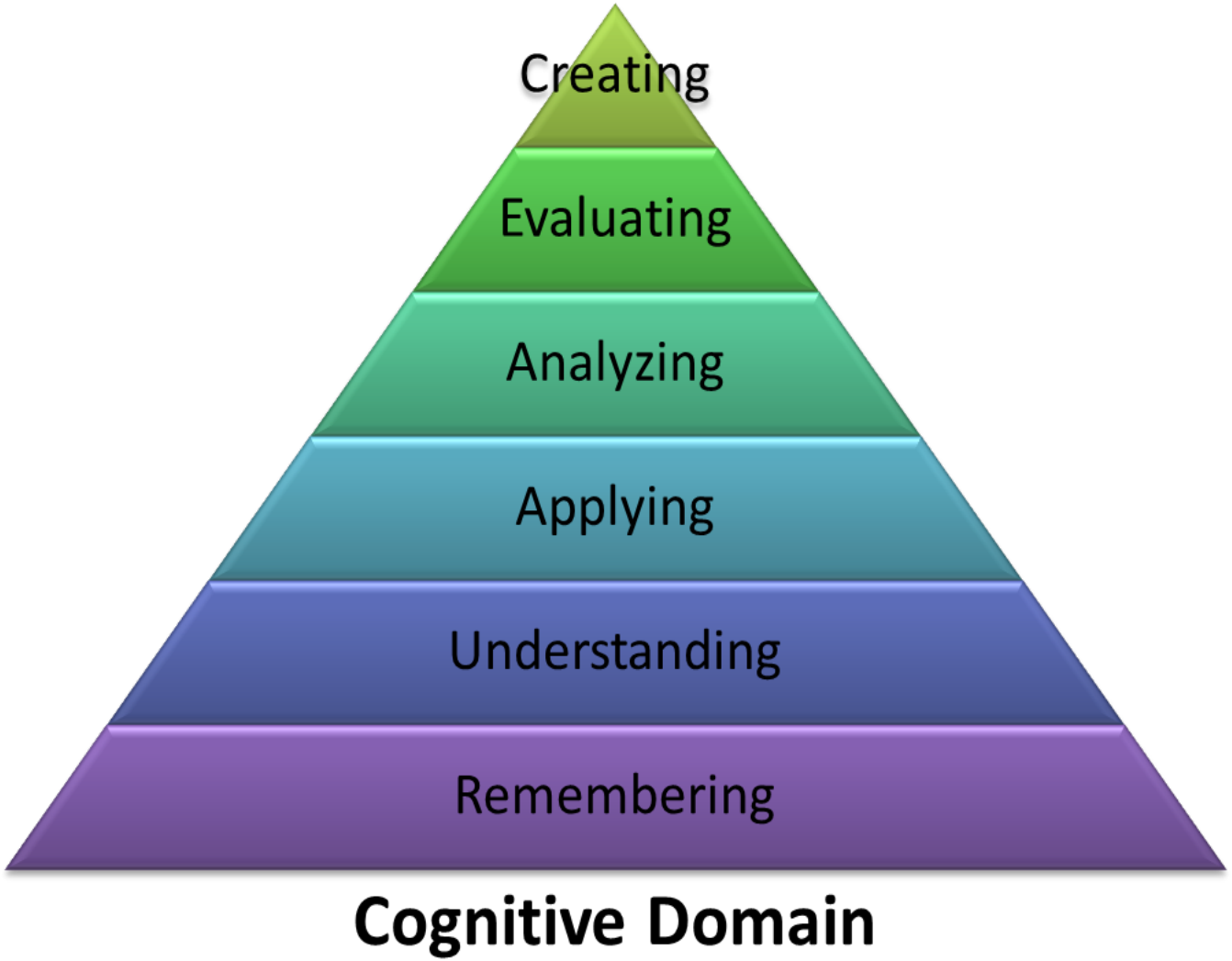
In initial teacher education, in addition to knowledge of assessment and understanding of one's own assessment concepts, assessment practices and competencies are very important.

DeLuca, D., et al. (2019). Policies, programs, and practices: Exploring the complex dynamics of assessment education in teacher education across four countries. Frontier Education, 4:132. doi:10.3389/feduc.2019.00132

Hill, M., Ell, F. & Eyers, G. (2017) Assessment capability and student self-regulation: The challenge of preparing teachers. Front. Educ. 2:21. doi:10.3389/feduc.2017.00021

Xu, Y., & Brown, G. (2016). Teacher assessment literacy in practice: A reconceptualization. Teaching and Teacher Education, 58, 149–162. doi:10.1016/j.tate.2016.05.01

BLOOM'S TAXONOMY



http://blogs.itap.purdue.edu/learning/files/2012/05/cognitivedomain.png

The Knowledge Dimension (noun phrase)

	Factual	Conceptual	Procedural	Metacognitive
DEFINED	The basic elements students must know to be acquainted with a discipline or solve problems in it	The interrelationship among the basic elements within a larger structure that enables them to function together	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition
SUBTYPES	Terminology Symbols Specific details Specific elements	Classification Categories Principles Generalizations Theories Models	Skills Algorithms Techniques Methods Criteria for judgment	Strategies for learning Knowledge about cognitive tasks Self-knowledge
EXAMPLE	Works by an artist Historical events Components of a cell	Periods of geologic time Models of government Theory of evolution	Skills to paint a watercolor Skills to analyze an injury Methods of literary criticism	Use of mnemonic strategies Use of organizing techniques Knowing one's understanding of and motivation for a task

* Anderson & Krathwohl (2001) and www.celt.iastate.edu/teaching/RevisedBlooms1.html

The Cognitive Process Dimension (verb)

	Remember	Understand	Apply	Analyze	Evaluate	Create
	Retrieve relevant knowledge from long-term memory	Construct meaning by connecting "new" to "prior" knowledge	Use a procedure to perform exercises or solve problems	Break material into its constituent parts and relate parts to whole	Make judgments based on criteria or standards	Put elements together to form a coherent whole
VERBS	Remember Recognize Identify Recall Retrieve	Understand Clarify Illustrate Categorize Generalize Conclude Predict Contrast Interpret Paraphrase Classify Summarize Infer Explain Compare Map	Apply Execute Carry out Use Implement	Differentiate Discriminate Distinguish Organize Integrate Structure Attribute Deconstruct Analyze Focus Select Outline	Evaluate Check Coordinate Detect Monitor Test Critique Judge	Create Generate Hypothesize Plan Design Produce Construct
QUESTIONS	What happened after .. How many .. What is .. Who did .. Where did .. occur?	How would you explain .. Who do you think .. Why did .. How would you graph .. Which .. corresponds to .. What are examples of .. How could you group ..	How would you solve .. How would you do .. What would you say to .. How would you work a case of ..	What was the turning point? How is. .. similar to .. Why did .. occur What is needed to .. What were some of the motives for ..	Is there a better solution to .. What do you think about .. and why? Do you think .. is a good thing and why?	What are possible solutions to .. How would you design an .. What would happen if .. How many ways can you ..
ACTIVITIES	Make a list showing .. Make a time line Make a chart showing ..	Write a summary of .. Prepare a flow chart of .. Write an explanation of .. Make a taxonomy of .. Draw a map/model of .. Draw a graph of .. Write possible outcomes of Retell an event	Solve a problem Write a response to a case study Perform a lab experiment	Write a biography Make a map showing interrelationships Write an analysis of .. Write an essay examining bias in .. Construct a chart to organize related data	Conduct a debate (or a mock trial) Write a critique Prepare a case Write an opinion piece	Design an experiment Create a new product Plan a marketing campaign Create art Design a building

Using versatile teaching/learning methods and versatile assessment methods in teacher education with student teachers

Student teachers

- should have experiences and knowledge of assesment in their own studies to understand the assesment system in the schools which is based on the national core curriculum.

- should practice versatile assessment methods in their teaching practices, practicums in the school.

- should understand and learn the difference between summative and formative assessment

- should also understand what diagnostic and prognostic assessment

Using versatile teaching/learning methods and versatile assessment methods in teacher education with student teachers

Main topics:

- **To understand and use self reflection, self assessment as a tool of one´s learning process in teacher education (practical theory, professional identity).**
- To understand and use versatile, modern learning and teaching methods which **improve and develop motiavation in learning.**
- To have competencies to understand and use **versatile assesment methods which are part of teaching and learning.**
- To use versatile learning and assessment methods **to empower student teachers in their teachership.**

Why university assessment practices are often one-sided?

1. Do we have lack of expertise in differenet evaluation practices?
2. Do we have lack of time and a workload?
3. Are the teaching groups too large – too many students?
4. Is the nature of discipline (own science area) such that teachers do not know how to construct diverse forms of assessment?

What helps student in learning - how do we support the learning process – how do we support the use of competencies – how do we support the student's self-assessment so that he/she feels empowered to learn and will get a strong self-efficacy.

(prof. Päivi Atjonen, University of Eastern Finland, 2020)

Assessment can be

Two dimension of assessment

- **supportive** or *exercise of power*
- **guiding** or *classifying*
- **feedforward** or *feedback* by nature
- **based** on strengths or *problems*
- **empowering** or *undervaluing*
- **encouraging** diversity or *uniformity*
- **task-** or *competition-**centered***

Summative assessment in teacher education FEEDBACK	Formative assessment in teacher education FEEDFORWARD
= the level of competence – pupils´ achievements, competencies and knowledge. **- Looks back** – what the student has learned, performances of the subject. - The student receives a grade from the exam. - Performance or a result of exam is no longer discussed. - Takes place after the study module, at the end of it – how the goals are achieved – information to teacher and student of one´s outcomes, performances. - Cognitivist perspective. **- Only feedback from the teacher.**	**= instructive assessment that takes place during studies and promotes learning.** **- Carries learning forward, into the future.** Is verbal (written or discussed). - Information/feedback about the student´s progress and outcomes and understanding of the topic- qualitative, descriptive. - The student can make comments. Takes place in all interactive situtations (selfassessment, peer assessment, groupassessment, portfolios, learning diaries etc.) - Socioconstructivistic perspective. **Feedforward- dialog.**

Assessment in different study courses in teacher training

At the beginning of each study course it is explained to the students:

1. Learning outcomes of the course
2. The content of the course and used methods during the´course.
3. Assessment criteria (1-5 or accepted/to be completed/fail, rejected) and the methods of assessment.

- 1 credit is 27 h work , 5 credits 135 h work
- A counter is used for the student´s workload to measure how much time is spent on each course and assignments.

Versatile methods are used in different study courses

Diverse working methods are used in teacher training:

- Learning to learn skills
- Learning by doing, active methods, inquiry- based and exploratory learning
- Get to know and learn to use scientific literature and consider what it is based on:

  reasearh based (evidence based)

- Transversal skills, key competencies
- Mulstidisclipnary learning moduls, integrated subjects and the methods using in them
- Improve and develop student teachers´practical theory, their professional identity.

Versatile methods are used in different study courses In Helsinki University teacher education

1. Lectures for everyone on education, psychological education, didactics, peadgogical studies (early childhood education students, primary school teacher students, subject teachers studentss, special need education teachers students, adult education students, pupil councelling students)

2. Group teaching (about 20-25 students in the same group)

- Working in smaller groups (about 3-4 students in the same group)
- Working in pairs, working alone

3. Using electronic platforms in learning and assessing (Moodle area, apps…)

Using same kind of methods which are used also in schools= student/pupil centered methods which promote, develop and support learning

Assessment skills and competencies should teach during studies.

Lecture – reflection in the group

Forms of assessment used in teacher education

1. Lectures: exam of lectures and litterature
2. Exam of literature
3. Exam: multiple choice test (in Moodle)
4. Oral test alone or in the pair or group
5. Lecture diary
6. Learning diary of lectures
7. A learning diary of work process (craft, art, music, biology, chemistry, robotics etc.)
8. An essay on given lecture theme
9. Dialogue diary
10. Writing diary

Käytettäviä arvioinnin muotoja opettajankoulutuksessa

11. Pair exam (another pair acts as an opponent)

12. Group exam (another group acts as an opponent)

13. Research report

13. Self assessment

14.Peer assessment

15. Independent learning task, reflection task – feedback from the teacher

14. A presentation of the given topic alone or with the pair

15. Portfolio (contains different kind of procucts, essays, assignments etc.)

17. Questionnary, interview etc. – using empirical or other methods

(Kahoot, Quizzle, Moodle – self-correct etc.)

18. Dramatic output (literature, history, social studies)

9. Experimental work (chemistry, physics, bilogy etc.)

20. Audio feedback (various applications)

Moodle

- Moodle is a free, online Learning Management system enabling educators to create their own private website filled with dynamic courses that extend learning, any time, anywhere.
- Whether you're a teacher, student or administrator, Moodle can meet your needs. Moodle’s extremely customisable core comes with many standard features.
- Take a look at a highlight of Moodle's core features below.
- https://moodle.org/

- > choose your own language

There are lot of possibilities to use different kind of exams (for example self-corrected multiple choice tests), self assessment, peer assessment and group assessment.

Group teaching – group work

Examples of multidisclipnary didactics, different subjects

Curriculum of each subject.

Learning and teaching methods of each subject.

Assessment methods used in each subject.

Goals, content, transversal competencies.

Examples

- Mathematics: active ways in learning using active learning materials, age appropriate from concret to abstract level, demonstartions and good practices, problem solving, understanding, conceptualization etc.
- Mother tongue and literature: how to read and write- methods, how to teach fluently reading of printed and digital texts, write correctly both hand writing and typing, how to get acquanted with literature and make children enthusiastic in reading different types of texts
- Visual art: different techniques and their forms processing, forms of pictorial expression
- Biology: different experimental methods, teaching out side of the classroom, teaching how to read and use text books, etc.

Examples of multidisclipnary didactics, different subjects

Visual art: Lectures and groups (5 credits = 135 h)

Everyone makes one´s own portfolio which should include following three parts.

1. Learning diary – everyone makes it him/herself

- Every lecture (lesson =90 min) has certain theme
- There is an article (or articles) which fits to the theme of lectures- conceptualization
- There will be three questions to answer: Questions are answered based on the lectures and article (s)

Visual art: Lectures and groups (5 credits = 135 h)

2. Group work: the group chooses a theme what they have learned in visual art lessons and makes declaration (conceptualization) of the working process and literature (painting, pottery, animation etc.)

3. Making a portfolio of everything they have done during these studies + self assessment – what did I learn?

Assessment: 1. grades, 2. Group assessment: accepted/to be completed/fail, oral feedback 3. teacher gives grades and written feedback to process

Examples of multidisclipnary didactics, different subjects

Geography+ biology (5 credits = 135 h)

Geography

1. Pre exam, self-corrected test, in Moodle before the course of the substance competence of geography (for example names of the countries, places, rivers, seas, mountains etc,) – 1/3 should be corrected to attend the course

- This does not affect the course grade

2. Exam: litearture (book/books/articles) (assessment in grades)

- Group works – group assessment – group opponents (accepted/to be completed/fail, oral feedback)
- Peer assesment of ones individual work (accepted/to be completed/fail, oral feedback)

Geography+ biology (5 credits = 135 h)

Biology

3. In the biology:

- Exam of lectures,
- flora (herbarium, botanical collection),
- field investigations – making a video of it

Examples of different learning moduls – how they are assessed?

Pedagogical interaction (5 credits = 135 h)

Teaching methods: lectures+ group work +individual work

1. Lectures (all the students 100-200) - > an exam (grades 1-5)

Group work: (about 20-25 students)

2. Group exam- another group acts as an opponent:

- Groups should plan teaching and learning situations + using articles, books to read together

- Group makes a written answer together with references, presents it and another group responses, argues, asks questions etc

Teacher assesses it: accepted/to be completed/failed

How a university teacher can develop one´s own assessment practices?

If you have big groups, lot of students – some practical tools

(interview: prof.Päivi Atjonen Universitys of eastern Finland)

- Use pair and group work: pairs and groups can give feedback to each other- pairs and groups go through the feedback and reflect them – the teacher will get these feedbacks

- Teach students self assessment/reflection skills
- Teach students peer and group assessment
- Give the whole group common feedback on the output

If you have big groups, lot of students – some practical tools

- Get yourself a comment collection (sentences) that you can use when needed
- Start with few key and clear criteria for what and how to assess
- Try voice feedback : several apps available
- Organize assessment sessions/afternoons etc. when you have enough time to reflect with students