



THE UNIVERSITY
of ADELAIDE

Paula Dimmell & Elisabeth Hutton

ASSESSMENT AS LEARNING – ENCOURAGING STUDENTS TO TAKE CONTROL OF THEIR OWN LEARNING

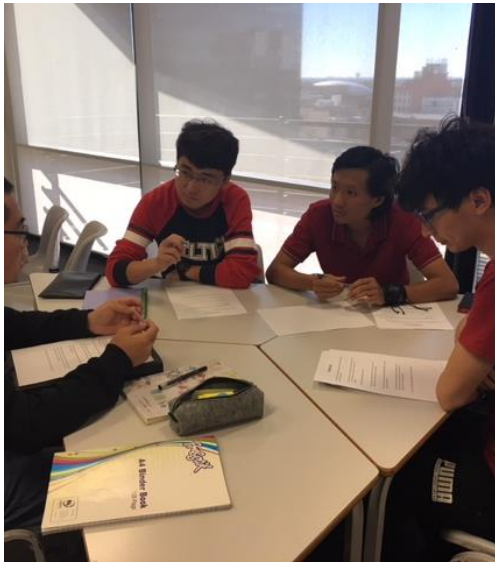
adelaide.edu.au

seek LIGHT



Outline

- Assessment as Learning
- Reflective Culture
- Examples of Reflective Practice
- Student & Teacher Voice



Discussion

Think back to an assessment you experienced – it could be a positive or negative experience.

Tell your partner and discuss the reasons why.

Empowering students

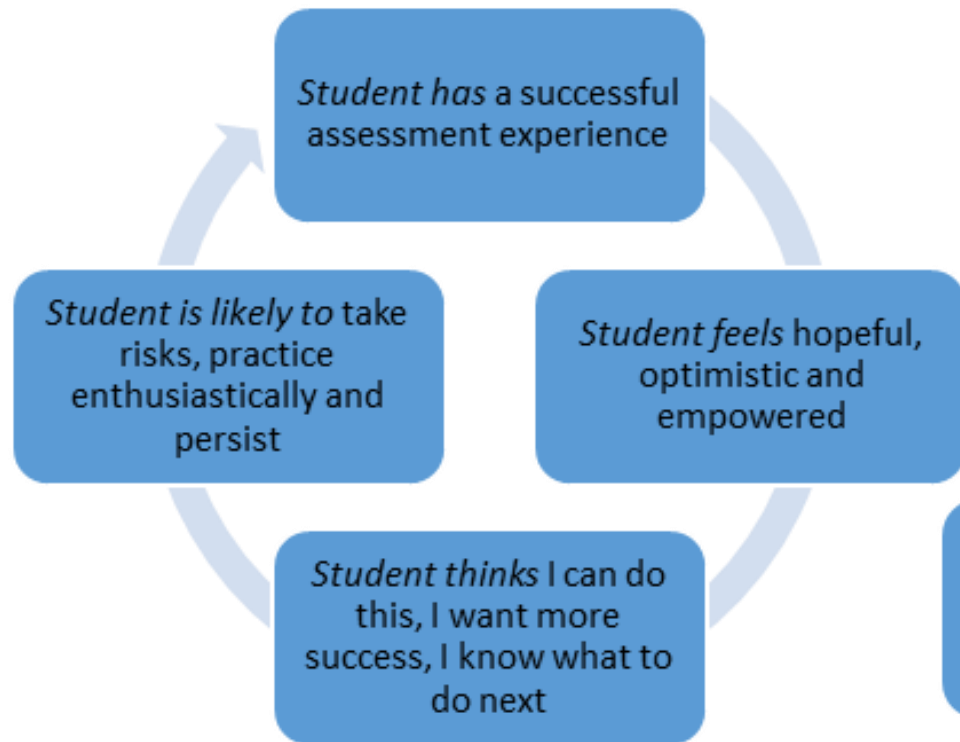


Figure 1: Students on winning streak

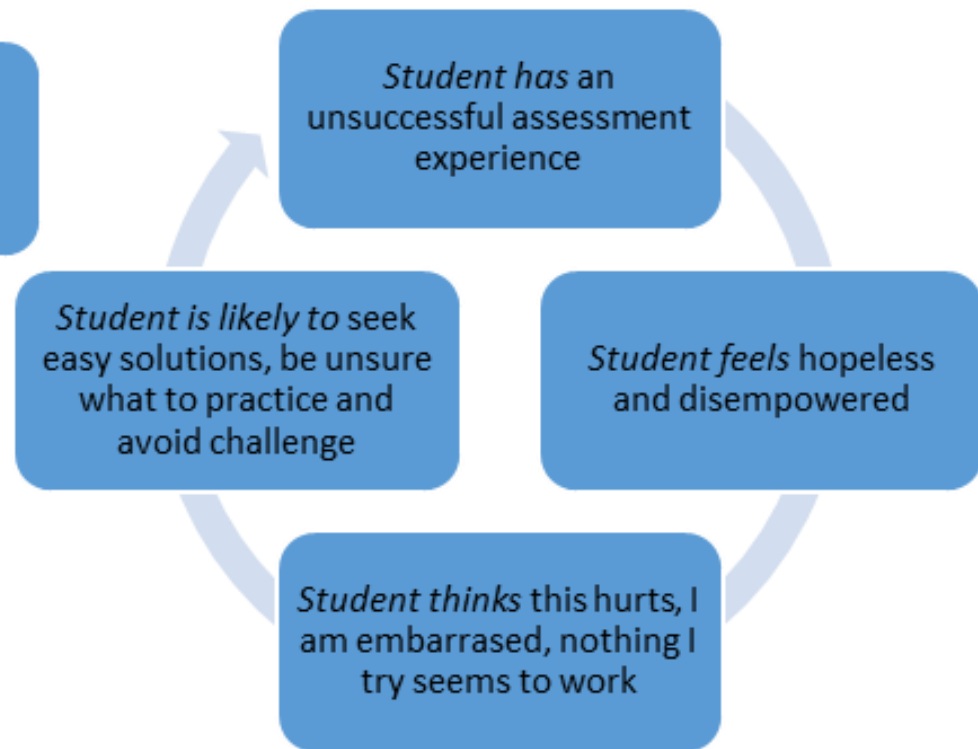
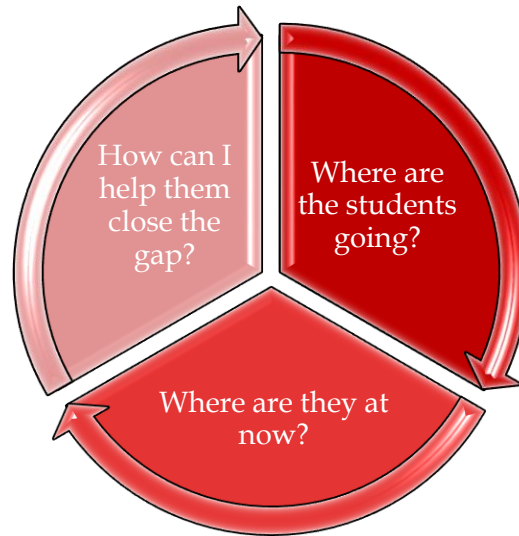


Figure 2: Students on losing streak

Figures adapted from Queensland Studies Authority *Developing Student Understanding: Assessment for Learning* https://www.qcaa.qld.edu.au/downloads/p_10/as_afl_dev_stud_understand.docx

Assessment...for learning



...by teachers

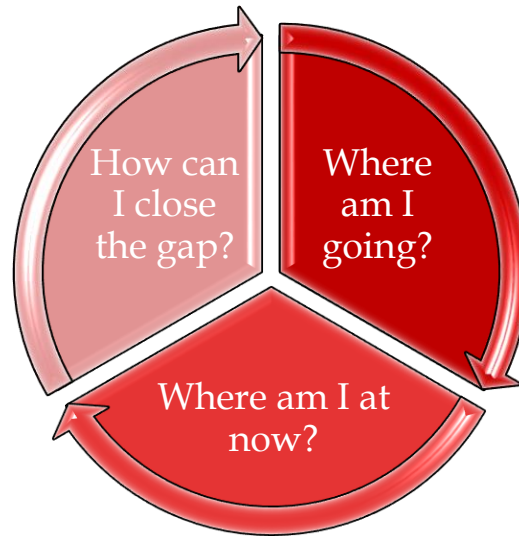
...provides a clear and shared understanding of the learning target

...gives information to the teachers on what to focus on next

...offers meaningful feedback to students

...uses examples of students' work

Assessment...as learning



...by students

...reflect on progress made

...decide on what to focus on next

...decide on specific strategies as part of an action plan

...become more reflective and analytical about own learning

...empowering students to develop ownership over their learning

...develop skills to become independent learners

Metacognition

“[I]t is terribly important that in explicit and concerted ways we make students aware of themselves as learners. *We must regularly ask, not only ‘What are you learning?’ but ‘How are you learning?’ We must confront them with the effectiveness (more often ineffectiveness) of their approaches. We must offer alternatives and then challenge students to test the efficacy of those approaches.*” Weimer 2012

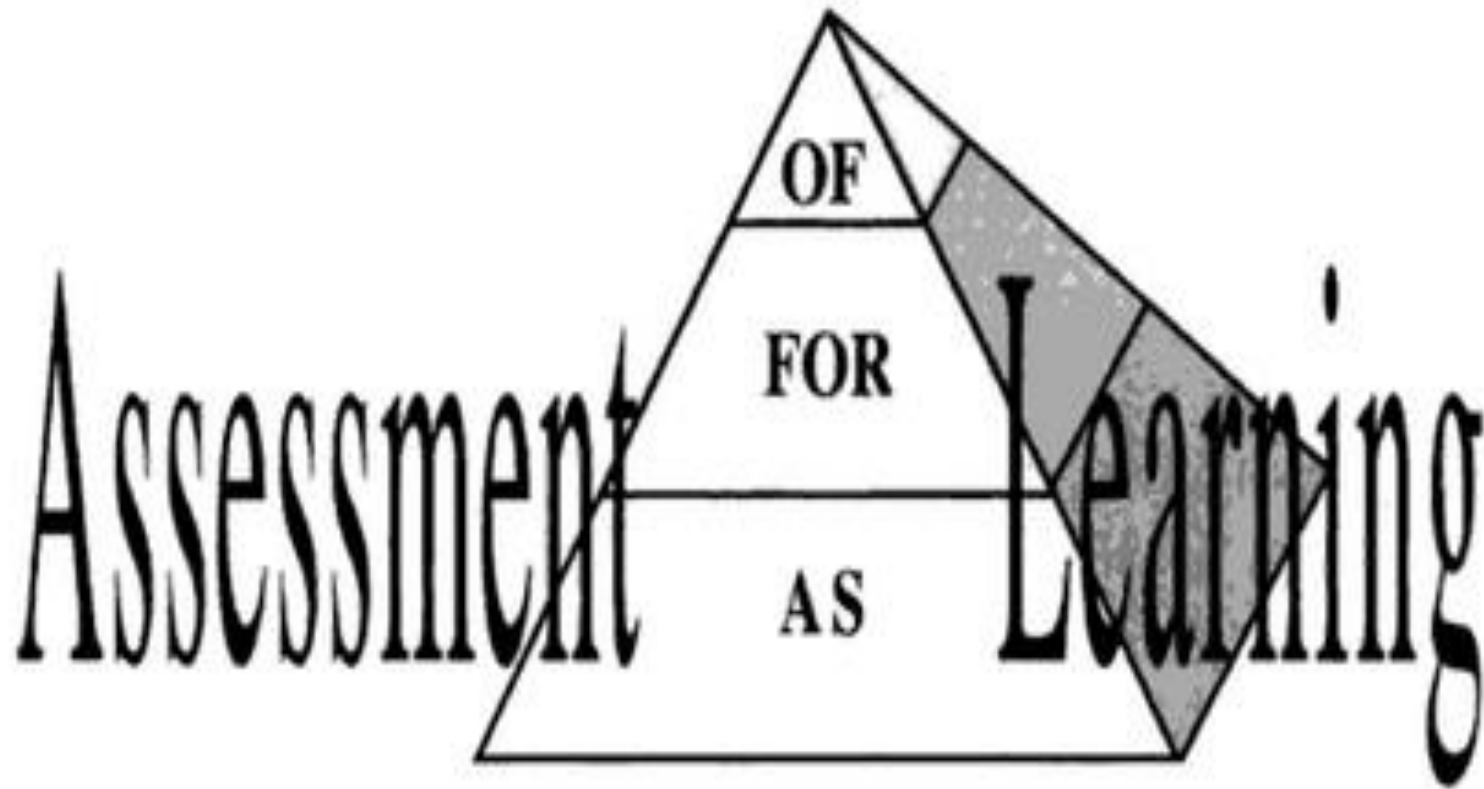


Reflective Culture

“...only learners themselves can learn and only they can reflect on their own experiences. Teachers can assist in many ways \, but they only have access to individual thoughts and ideas through what individuals choose to reveal about themselves”(Boud, Keogh & Walker 2013).|

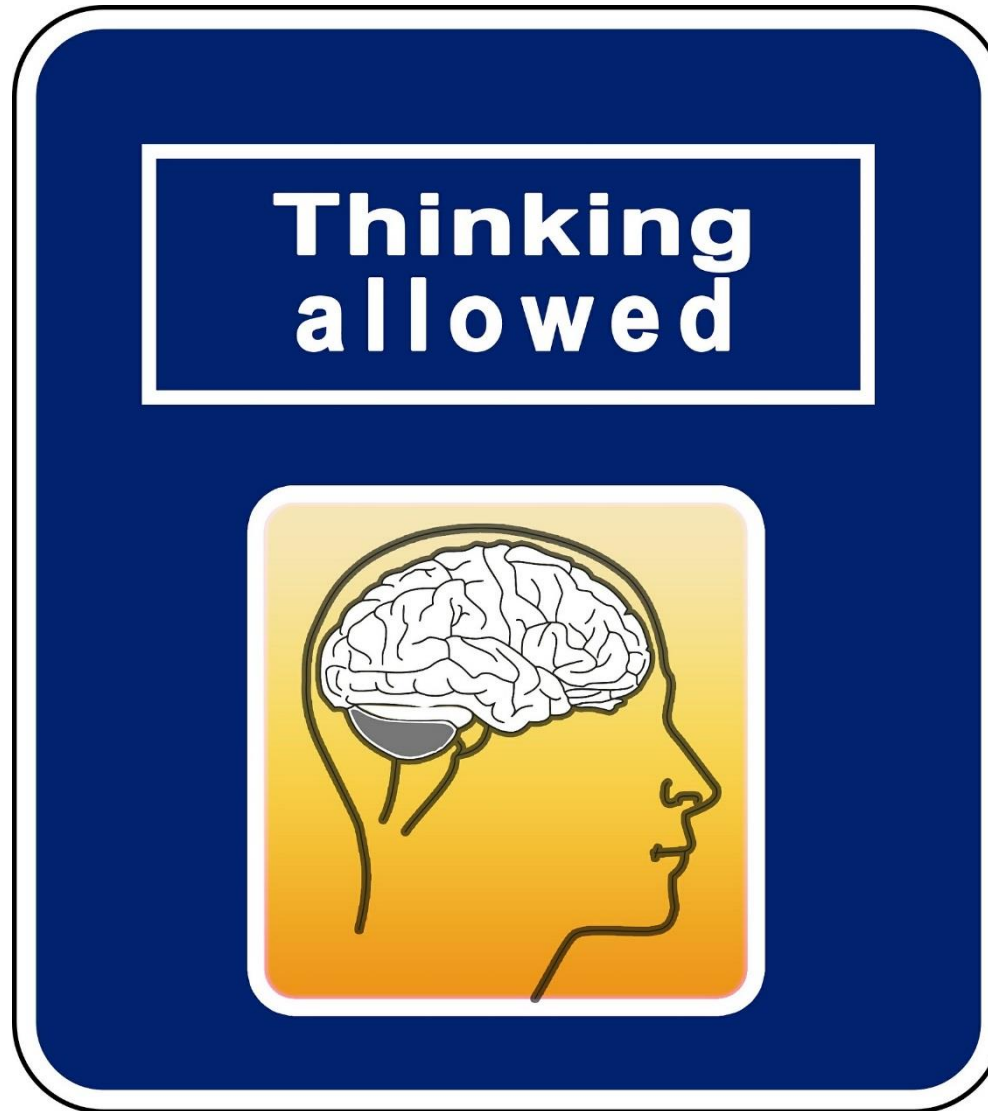
“Assessment as learning is not a superficial change. It is fundamental shift about teaching and about assessment and about the relationship between them” (Earl, 2013).

Reflective Culture & Assessment



(Earl 2003)

Reflective Culture



Reflective Culture and the philosophy of our programs

“The PEP program aims to assist students to develop their English language, academic, communication and intercultural competency skills to participate fully in the academic culture of the University and, importantly, to promote learners initiative and autonomy. Through a learner-centred curriculum with a communicative and genre-based approach, a reflective learning cycle is used to assist students in gaining strategies for life-long and self-directed language development.”

Examples of Reflective Practice

Overview of reflective practice tasks:

- Reflective Journals/ Blogs (reflective writing)
- Reflective Conclusion (reflective writing)
- Group project evaluations (reflective speaking)
- Report Reviews (including feedback sessions; reflective speaking)
- Negotiation of class content
- Consultations

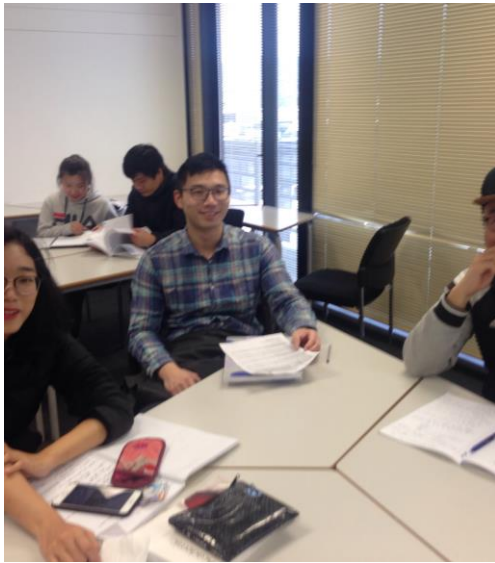
Rubrics

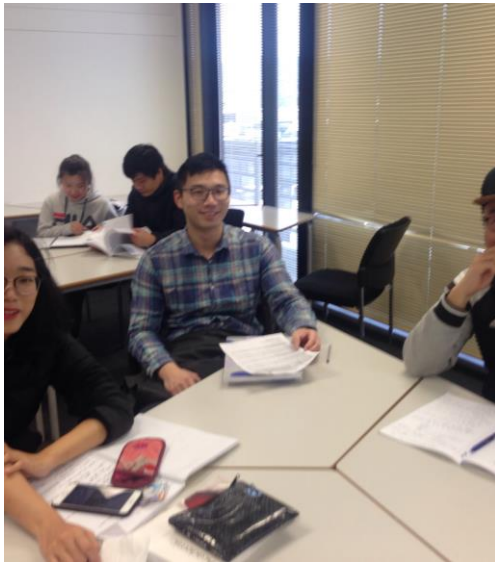
Part of Final
Assessment

Formative
Feedback

Self & Peer
Assessment

Reflective posts





Reflective posts

1. Individually, identify and label the following features in this entry: recount, reflection, taking responsibility, personal reaction, and action plan.
2. In groups, discuss the following questions and make a few notes in the spaces provided:
 - What events or experiences does the writer recount?
 - What are the writer's thoughts on these?
 - What personal reactions does the writer have?
 - How does the writer take responsibility and what plans does he/she make?
 - Using the Reflective Journal Assessment Rubric, discuss and agree on an assessment for this journal.

Reflective Posts – Student Responses

For this discussion, write about how you are finding ways to practice your English speaking with local English-speaking residents. Also comment on at least one other student's post.

Hi everyone, this is Leon

I have some experience which is practicing my speaking skill with local people to show you.

First of all, listening is important. We can think of listening as input, only when we hear what they say, so that

Hi Leon, this is Azalea and thank you for sharing your experience with us.

In my own opinion, speaking is a process that set up the bridge between local people and us. While speaking, vocabulary is the most important thing which we should pay much attention to.

You said that listening is significant. I agree with you and I can give you some advice to help us improve together. 1. Take notes after listening and review it when back home. 2. Enjoy more English songs during the weekend and try to understand the meaning of songs. 3. Listen to the lectures which have the recording on the internet after class.

Best wishes.
Azalea.

pronunciation and imitate who we learn from. Trying to say a complete sentence and practice, I think you will achieve your goal.

Reflective Posts – Group Projects

Reflective Post 3

Through this group project, I learned many things. As a group, we wrote an report about Filipino immigrants in Australia and gave a presentation about our process of making the report. I was responsible of writing body 3,4 and conclusion in writing report, and in presentation, I talked about our team work. There were some challenges since this was our first time to work as a group. Some of the group members were lack of responsibility including myself. Some of us missed the group meetings which impeded the group work and some of us did not finish the task until the due date. To solve those difficulties we found some solutions. When one person couldn't attend the meeting, we made a contact by texting. So that the person know what have proceeded and what task still needed to be done. I found making a contact by texting makes group work easier. So, I often tried to contact with other group members to see how they processes their work and to make sure I was doing what I was supposed to do. Through this group project, I developed my responsibility. I learned that if I didn't do my work, it is going to give a trouble to other members in the group. I believe this skills will help me to get the task done by due date in the future working as a group and working individual as well.

For next time when I need to do group task, I would change to take more time on group work. During the group task, I prioritized my not that important plans over group meetings. I can say that this was one of the causes of delaying the group work. To work better in a group next time, I will be more responsible and try to be able to contribute more that I did this time.

Reflective Posts : Reflective Podcasts



Student response:

Hi,

As you said, you need a schedule to manage your time. However, proper relaxation is also necessary. In the video only the contents of your five day holiday are covered so you must have wasted a lot of time in other areas. This may also be the first thing you need to think about and think about how to reduce the waste of time. Maybe when you plan, you can make it more detailed.

Report-Reviews



Report-Review (Start)

REPORT-REVIEW

At your tables, discuss the following questions and be ready to feed back to the class as a whole.

1. How many hours do you think needs to be spent outside class hours on PEP tasks? And, honestly, how many are you spending?
2. What are the key words for the essay?
3. Are there tasks or instructions in the PEP that confuse you? What are they? In what way are they confusing?
4. Are there tasks you simply don't understand? What is it exactly that you find difficult?
5. Do you know when you need to ask for clarification or help from your teachers? Are you O.K. to ask, or do you feel embarrassed to not know something?
6. What could be changed to make your learning life easier?

Report-Review (Start)

Report Review

Topic / task:				
I feel confident about this....	...now I need to work on this.....			...now I can do / understand
	Step 1	Step 2	Step 3	
	Who could help me do this? What questions can I ask?		What could help me do this? What resources are there?	

adapted from Elder, Z. *Using Afl to train independent learners* [PowerPoint presentation]. Retrieved from http://my.optimus-education.com/sites/optimus-education.com/files/keynote_3_-_zoe_elder.pdf.

Report-Review (Middle)

REPORT-REVIEW TUTORIAL

Consider the following questions, and then take turns reporting to your group on your learning experiences these last two weeks:

1. Has PEP met your expectations so far? How does the PEP compare to past English courses you have taken? Are you learning different skills?

2. What have you learned about academic culture at Australian universities?

3. Consider the following: academic writing, efficient reading, oral presentation, group work, note-taking, referencing, analysis & evaluation

- Do you have any problems/difficulties with the skills listed?
- What strategies will you use to develop these skills as an independent learner?

4. How have you been using out-of-class time? Are you keeping up with the work in PEP? Have you made changes to your lifestyle? Why?

Report – Review (Middle)

Report Review Week 7

Consider the following:

A new student has just arrived and been admitted into the KGU/ADL Super IES Program. He will be joining your class today.



1. What would your advice for this student be?

2. What have you learned in the class so far? What would be important for him to know in order to catch up to the rest of the class?

3. What daily habits (study or personal) would you recommend for this student to start using, so that he will be better equipped for participating in class?

4. How have you been using out-of-class time? Are you keeping up with the work in this program? Have you made changes to your lifestyle? Why?

Report – Review

FROM INDIVIDUAL STRATEGIES TO LESSON SUGGESTIONS

In response to the recent feedback and analysis of your Exam essays (Week 10/ your 5th week in PEP) and your original Diagnostic Writing (Week 6 / your 1st week in PEP), you have created a prioritised Action Plan (Wednesday 9/5/18).

- In what areas of *Academic Writing* do you need the most improvement? Explain clearly.
- Are you struggling with a particular skill? Do you need more guidance or practice in that area?

(Be specific e.g. grammar: 'articles' – or content: 'brainstorming ideas')

- Look at your list of priorities. Share and discuss with a partner. Take notes.

As your teacher, I am inviting you to make some *suggestions* and *requests* from which I will design mini-lessons as Language in Use sessions in class.

Please place your suggestions in to the **SUGGESTIONS BOX.**

WRITING SKILL _____

Explain why / what / how: e.g. worksheets? Interactive activities? Online? Other?

M Fitzpatrick 2018

WRITING SKILL Formal word choice
Explain why / what / how: e.g. worksheets? Interactive activities? Online? Other?

Why	Lack of vocabulary → should be improved
What	Formal language / vocabulary
How	Online which one's formal/informal? preparation ↗

WRITING SKILL Hedging
Explain why / what / how: e.g. worksheets? Interactive activities? Online? Other?

Why	Necessary for academic writing
What	Adverbs
How	Worksheet / Use in practice make sentence

Report – Review (almost at end)

Reflections on the PEP - Discuss and take notes

Report-Review: In groups, discuss the following points and make notes on separate paper.

1. During the PEP, what specific skills have you developed or improved upon?
 - What has been your most significant area of improvement?
 - What do you think are the reasons for this?
2. What parts of the PEP have you found most challenging?
 - What has specifically created problems for you?
 - Have others in your group had similar difficulties?
 - How have you tried to overcome the challenges described? (Explain this in detail for each of the problems.)
 - How successful have your attempts to overcome these issues been?
3. Have others in your group had similar experiences? How successful have they been?
 - Have their ideas provided any possible assistance to you? Which ones?
4. What are the areas that you most want to improve on in the last 5 weeks of your program?
 - Do you have a specific plan of action for this? (Describe your plan of action)
 - What have others in your group suggested for a plan of action?
 - Which ideas would be useful for you? Why?
5. What do you think are the factors which will contribute to your success on PEP?
6. What other factors do the others in group suggest?

Report-Reviews: development

First, I hope to know many kind of things, so if I learn English, I can get info from wide range (any books, any website). Second is to talk with a person from abroad. Third, I want to advance overseas somehow.

Before I enrolled in the Super IES program, about independent learning, I think just to cram knowledge of grammar, new vocabularies into my head. In contrast to the past, I became to think what independent learning is to focus on productive learning, especially speaking, rather than passive learning now.

“Learn common **prefixes** and **suffixes** so that I can guess the total (or partial) meaning of a word without needing the dictionary, e.g. ‘pre-homelessness’. The base word is ‘home’. ‘pre-’ means ‘before’, and ‘-less’ means ‘without’, and ‘-ness’ makes a noun that that means we are talking about an abstract *idea*, so the word means the *idea* of the *time before* people *don’t* have a home.”

Consultations

Consultation Form:

STUDENTS: Please consider the skill areas that you and write some notes for each goal BEFORE the consultation. **DURING** the consultation, work with your teacher to achieve your goals.

Goal 1

Skill area:

Challenge:

Action Plan:

Goal 2

Skill area:

Challenge:

Action Plan:

Goal 3

Skill area:

Challenge:

Action Plan:

Consultation Notes

Today you will speak with your teacher and find out more about some recommended websites that may help you to study more effectively in areas that are challenging for you.

This is an opportunity for you to talk to your teacher and get more feedback about how to work on these areas. Remember to fill in your consultation form after the meeting and give it to your teacher.

You can find these materials on Blackboard:

Course Information>Student Learning Resources>Independent Learning Resources

	Useful?	How will I use it?
General Skills and Language Websites		
English for Uni		
ABC Learn English		
Grammar and writing		
British Council Grammar Basics		
Write and Improve		
Duolingo		
Reading websites		
Dream Reader		
The Conversation		
The Japan Times		
Listening Websites		
English Central (listening and vocabulary building)		
TED lectures		
RSA Animate Lectures		
Youtube Channels		
Youtube EngVid		
Youtube Anglo Link		
Youtube VOA		

Form: Goal and Progress Review

Class: ADL

With your teacher, review your progress this semester:

in this semester?

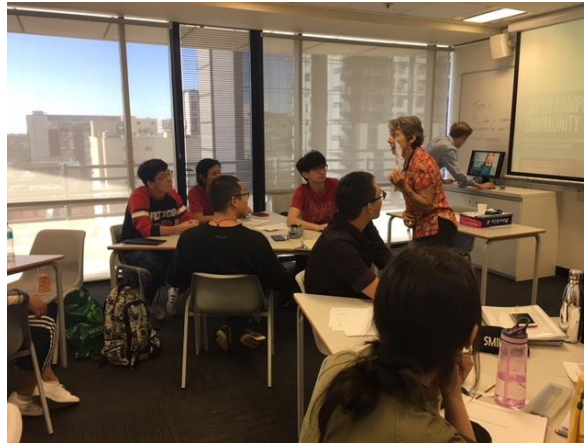
What do you work on?

What is your overall progress this semester and areas to work on?

Action Plan

What students say...

“Actually, I have learnt many helpful skills from the review and blog rather than process of group project, IRW and essays. As we always forget the essence due to we focus on finish our assignments. The review is a conclusion of experiences from PEP learning, helping us to realize some details we didn’t know and deepen the understanding of what did teacher teach us. Thanks to these reviews, i improve my academic skills in many ways step by step.”



“I think the report-reviews give me opportunities to know where are my weaknesses, and I list some specific strategies to improve my weakness by blogs. That is a method to reflect by myself. If I following the strategies for a long time, I will see my progress. The feedback from teacher let me realize the aspect need to improve in the future, such as language in use and grammar, so I can focus on the weaknesses and try to develop them in my free time.”

What teachers say...

“Report-reviews in class play a significant role in the students’ learning process. They offer the opportunity for a review of skills and a deeper understanding within a focussed environment. These sessions can be designed for specific reflection and review of particular skills or assignments.”

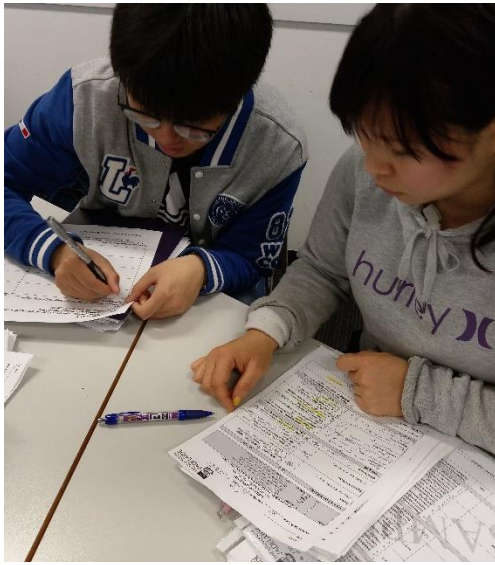
“As a teacher, the report-review sessions provide me with further insight into the meta-cognitive awareness of students, and has also been a springboard for the development of lesson activities according to the needs of the class as a whole.”

“The RRs have, therefore, provided me with a much better understanding of the students, and they have been quite an eye-opener at times.”

What teachers say...

“Blogs provide the students with the opportunity to write personal texts. The criteria of recognising their own weaknesses and strengths and deriving an action plan from that realisation develops a student’s self-awareness and responsibility in independent learning skills. The blogs also act as a text in which students are implicitly taught the need to be specific with examples, rather than vague, ambiguous commentary.”

“I think it took my students a while to find meaning in doing the report reviews and there seems to have been a progression in how they approached the questions and how they have been reflecting on their learning so far; a very positive thing to see in their recent reflection is that they are more open to discussing what they have/haven't achieved and it seems they've learned how to critique themselves without getting disappointed. ”



Discussion

How do you encourage students to reflect on their progress and assessment?

Discuss in your groups any of the ideas from the presentation that you can use in your context?

Do you have any other ways that you encourage reflection / use assessment as learning in your classrooms?

References

- Assessment Reform Group (1999) *Assessment for learning: beyond the black box* Cambridge, England: University of Cambridge
- Boud, D, Keogh, R & Walker, D 2013, ' *What is reflection in learning?*' in Boud, D, Keogh, R & Walker, D (Eds) 'Reflection: Turning experience into learning', Routledge.
- Earl, L. M. & LeMahieu, P.G, 1997 'rethinking assessment and accountability' in *Rethinking educational change with hard and mind: 1997 ASCD yearbook* ed A. Hargreaves Alexandria VA
- Earl, LM 2003, '*Assessment as learning: using classroom assessment to maximise student learning*', Corwin Press, California.
- Earl, LM 2013 *Assessment As Learning: Using classroom assessment to maximize student learning (2nd edition)*, Corwin-Sage
- Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29 (7), 4—14
- Stiggins, R. J. (2001) *Student-involved Classroom Assessment* (3rd ed.) NJ: Merrill-Prentice Hall
- Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S. (2004). *Classroom assessment for student learning: doing it right using it well*. Portland, OR: Assessment Training Institute.
- Weimer's "[Deep Learning vs. Surface Learning: Getting Students to Understand the Difference](#)" (2012)
- Wiggins, G, 1993 *Assesing student performance: Exploring the purpose and limits of testing* San Francisco: Jossey-Bass Publishers



THE UNIVERSITY

of ADELAIDE