



Overview

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Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Milo Fleming
1902803

• Assessment for learning

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Example 1

Picture A

Date: _____ Coastal Processes: Erosion

Task 1: Coastal Processes

At point A...

At point B...

At point C...

Task 2: Erosion Through Hydraulic Power

Task 3: Erosion Through Abrasion

Task 4: Explain the link between abrasion and hydraulic power.

Picture B

What is erosion?

Check the quality of your answers to make sure you didn't miss anything important out.

Task 1: Coastal Processes

At point A...

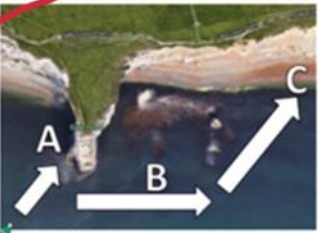
- ✓ Cliffs worn away
- ✓ Erosion

At point B...

- ✓ Eroded material is moved
- ✓ Transportation

At point C...

- ✓ Eroded material is dropped
- ✓ Deposition



SA



In the erosion and deposition lesson (Worksheet – Picture A, Powerpoint - Picture B) with a lower prior attainment year 9 Humanities class I included a peer marking/feedback task as a form of AFL. I chose to do this in order to encourage students to act as critical friends and support each other as well as developing self assessment skills. It is also a familiar strategy within both the class and school which students have previously responded well too. On Reflection, I think the task went well as all learners were in deep discussion about whether or not to award marks to their peers – and so clearly considering their answers in depth – this will aid learning. If I did this task again, whilst explaining the key terms of 'Erosion, Transportation and Deposition' I would ask all learners as a class to repeat this back to me to ensure they had all remembered the key term and not just a description of what was happening.

Example 2

Picture C

Starter – How is the picture you see different from Britain today?



Extension task

Can you think of anywhere in Britain that is perhaps the modern version of this? Tip - It's closer than you think!

Picture D

? Start asking pupils names when questioning - this will help you build rapport.
✓ Excellent use of questioning to check understanding.

This starter activity was taught to a high ability year 7 Humanities class as an introduction to the Industrial Revolution. I decided to use a spot the difference/ open question in order to challenge learners to include as much information as possible in their responses and not just one word answers. It allows me to get to the bottom of the classes true feelings on the matter and undertake AFL at the start of the lesson. Previously, starters that have included pictures (particularly lessons late in the day as this lesson was) have worked well to engage students from the outset. I believe this task worked well, this was further backed up by my tutor (picture D). I think this was due to the engaging nature of the task as well as a series of good questions which led to a class discussion where learners were enthusiastically discussing the picture.

Example 3

Picture E



Describe the track of Tropical Cyclone Pam (4).



Success Criteria

- Include compass directions.
- Must refer to New Zealand, Vanuatu, Fiji & the Solomon Islands.
- Date of tropical storm.

Tropical cyclone Pam took place on.....
in the South Pacific Ocean.
It started in the Solomon Islands
before going.....

Picture F

? Don't ask them marks in public, democratising for the lower ability!
✓ Excellent question "What could you do next time to get full marks?"? Brilliant to ensure reflection.
? Make sure you put P.A when peer marking.

This was the first part of a main activity taught to a high ability year 9 Geography class. The lesson focus was on tropical cyclones and so this activity was a GCSE question given to learners in order to check their understanding (AFL) of a typical describe question at GCSE level. This was included in order to meet the schools demands of both AFL and introducing GCSE questions to students in year 9 in order to check their suitability to taking the subject at GCSE. Peer assessment was used following the completion of the task so learners get to understand more about assessment culture as well as learning off the successes and mistakes of their friends. Assessment is also shown as a good way to achieve deep learning. Success criteria was included as a form of differentiation/scaffolding. Following feedback from my mentor (picture F) I have since moved away from asking the class to repeat marks back as this is not good practice (marks must remain undisclosed). I think for this activity the combination of questioning after peer assessment worked well as it allowed learners not only to think about their and their friends mark/answer but also allowed them to think more in depth about what they could do to get full marks.

This led to a class discussion on this which left learners in no doubt about what they needed to do to do better next time. My mentor was also happy with this use of questioning (Picture F).

Cross curricular responsibilities

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Example 1

Picture A

Volcanic eruptions & their impact on people

You will need to create a PP presentation/Sway on 1 volcanic event.
Some eruptions you may want to study are:

Chile 2015
Mount Merapi 2010
Mt Tambora, Indonesia, 1815

Success Criteria

Your PP presentation must include at least one slide on the following:

- Background on the event e.g. Where was it? What countries were affected by it?
- What caused the event? - Why did it happen? What type of volcano was it? Was the event expected?
- Effects - effects of the event
 1. Social (effects on people)
 2. Environmental (effects on the environment)
 3. Economic (money)
 4. Challenge: Political
- INCLUDE REFERENCES (INCLUDING PICTURES)

Picture B

Learning Objectives (focus on Learning; use accessible vocabulary): The pupils will learn to:	
- To understand how volcanic eruptions effect people and the environment. - To be able to apply your knowledge to create a PowerPoint slide on one volcanic event.	
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce - to demonstrate learning)
Learners must have an understanding of how volcanic eruptions effect people, will gain this understanding through research on chrome books. A powerpoint must be created on 1 volcanic eruption and its effects.	Learners will have a completed powerpoint that will show if the lessons 2 aims have been met. Teacher monitoring throughout main task to check learners progress.
A ven diagram as a plenary must be completed to asses knowledge learnt.	Plenary (ven diagram) to asses knowledge learnt in comparison to the starter.

This was a lesson delivered to a low ability year 9 Geography class. Its focus was on volcanoes and their effects. Learners were required to use chrome books to research one volcanic eruption case study and create a PowerPoint upon this. A success criteria was used for scaffolding/differentiation while chrome books were booked. This task was created with cross curricular responsibilities in mind as well as being a good end task to conclude their work on volcanoes through some independent learning. Learners Digital skills will also be worked on, which is a key aim of the current curriculum. I think the lesson overall went well as the majority of learners had completed/ near completed PowerPoints at the end of the lesson. I think the success criteria helped learners achieve this as there was few questions from the class on what was required from them. I undertook teacher monitoring every 15 minutes. On reflection this perhaps should have occurred at shorter intervals as some pupils evidently took the chance of independent learning to waste quite a bit of time. Despite this, these learners were in the minority and still had a decent amount of work completed.

Example 2

Picture C

Starter: Unscramble

- | | |
|--------------|------------|
| 1. AETMLIC | Climate |
| 2. REATWEH | Weather |
| 3. GRUTODH | Drought |
| 4. MEASTEJRT | Jet stream |
| 5. NEOAC | Ocean |
| 6. IULATDET | Latitude |
| 7. RRANEUHC | Hurricane |

Extension Task

Can you give any examples of times you think you have been in extreme weather situations?

This was a starter activity delivered to a high ability year 8 Geography class. The lesson focus was on Extreme Weather. I chose this activity as it enhances learners literacy skills (vital in the new curriculum) as well as acting as an engaging start to the lesson. It also introduces learners to key terms and gets them thinking about them right from the start of the lesson. I learnt this during observations as another member of staff conducted a similar task with a high ability class and immediately they were engaged through wanting to work all the answers out. Following the completion of the task I felt it had gone well, this was later confirmed through verbal feedback from my tutor. I think this was due to a combination of the competitive nature of a high ability class wanting to work through the task combined with number 6 (latitude) being hard to work out. This kept learners engaged as they all had their heads down trying to work it out. It seemed an enjoyable task to the learners because of the challenging nature of it.

Example 3

Picture D

Task

Draw a chart showing the changes of the population of Britain.

1750 - 7 million

1800 - 10 million

1850 - 18 million

1900 - 37 million

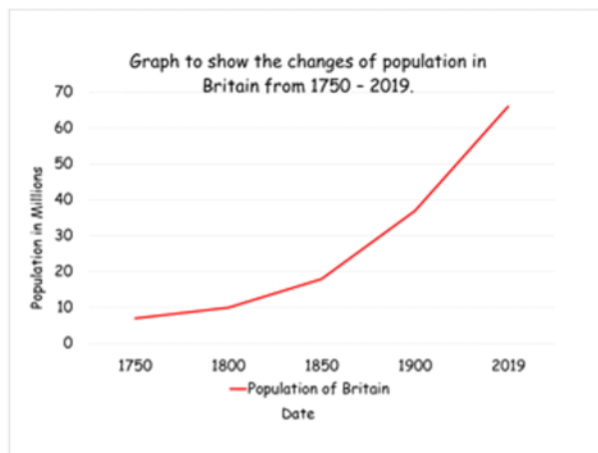
2019 - 66 million

Extension task -
Describe what
your graph
shows....any
trends etc!



Remember to put the title - Graph to show the changes of population in Britain from 1750 - 2019.

Picture E

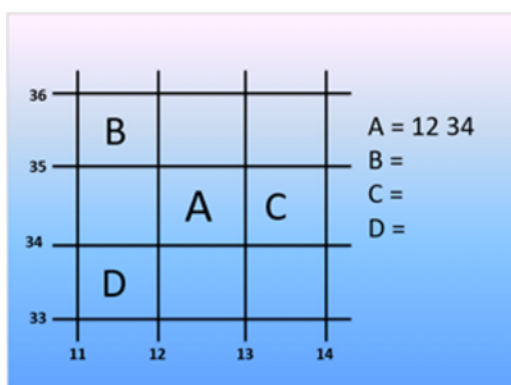


This was a lesson delivered to a low ability year 7 Humanities class. The lesson focus was on the Industrial Revolution. I decided to include the creation of a graph in order to meet the cross curricular demands of incorporating numeracy into lessons. This was a good opportunity to do that as a graph showing population changes will help learners understand one of the key aspects of change during the industrial revolution. I think overall this was successful as clear instructions were given showing what a good scale would look like using the class to answer this through questioning then going through it on the board. This allowed the most difficult part of the task (drawing the scale) to run smoothly despite the differing abilities of numeracy present in the class. If I did this again I would perhaps reiterate strongly that it was in fact a line graph, not a bar as some learners were evidently not listening to the first instruction and so did it wrong.

Good teaching and learning means employing a blend of approaches including direct teaching.

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Example 1



This was a grid referencing PowerPoint slide taught to a low ability year 7 Geography class. I used direct teaching to guide them through how to find the grid references of the letters given. I thought it best to directly teach/dictate this to them so they could see what I was doing and how I was finding the references and then copy the procedure themselves. I stood in front of the class, showed them where A was, how I got to it, where the numbers came from then revealed the answer on the board. I then repeated this for B, C and D. On reflection, I feel this worked as learners understood how grid references had been generated and then did it successfully themselves. I decided to direct teach this on the advice of my mentor who stated walking them through it first directly would be the best idea.

Example 2

Rescue Mission Report

- My name is and I am part of the rescue team located in the Gower West region along Wales' Coastal Path. Today I received a call at 9am from a distressed person, stating that a skydiver had fallen badly and needed my team to help save him/her.

So from Base Camp at, we went to

- After this, we went to
- From there, we went to
- From Broughton Bay we went to
- Finally, we located the skydiver at and escorted him back to base camp to seek medical attention.

This was a student led – pair work task taught to a high ability year 7 class. This was done in order to get learners to collaborate and enjoy the fun nature of the task and therefore the subject together whilst completing the learning activity. I think this went well as learners all left having enjoyed the lesson as

well as completing the activity to a high standard. I think the peer collaboration helped ensure all learners understood what skills were required with peer teaching taking place.

Example 3

Task: Design an advert imagining you are from the Australian government & are trying to let people know about the aid support you are giving to the people of Vanuatu.

Aid = help immediately after the disaster (so think about what they will need!).

Success criteria

- Eye catching logo.
- Persuasive & informative language.
- Explanation of why the people need certain item.
- Costs of donation/items needed to be donated.

This was an independent direct teaching activity taught to a high ability year 8 geography class. It was created with independent learning in mind, giving learners the opportunity to create something for themselves in order to enhance learning of the subject. Learners had to critically think about the task at hand in work independently to finish designing their own advert. I believe the task worked well, as following the conclusion of the lesson, while chatting with learners, many still had their thoughts upon what they thought should be done to help people in need of this aid, fresh in their mind. It clearly engaged and challenged learners to deeply think about these people and their circumstances, and so a far better activity than simply dictating it to them.

Critical Reflection

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This Critical Reflection will investigate the use of three pedagogical principles within the classroom during my first placement within a secondary school (PTE1). This piece was written with in order to reflect on the progress made towards meeting the Professional teaching experience standards required with a specific look at how Assessment For Learning (AFL), Cross curricular responsibilities (DCF, Literacy and Numeracy) and Direct teaching are implemented during my lessons with reference to relevant literature in order to draw conclusions as to the success of the implementation of these pedagogical principles and any improvements that could be made.

The first Pedagogical principle which was explored was Assessment for learning (AFL). It is known as being integral to teaching and learning and indeed a very powerful form of learning itself (Swaffield, 2011). It is a technique that is focused on classroom strategies and techniques that are linked to classroom learning (Black and William, 2010). Their significant graft recognised two actions that ensure evaluation practices are formative. Firstly, that learners need to be aware of the gap between their current capability and what their goal is. Secondly that they need to make changes in order to shorten the gap. Therefore formative assessment techniques can be seen as techniques that act as tasks to reveal gaps, open-ended teacher-learner discussions, tasks that ensure deep learning takes place, provide quality feedback and involve learners in assessment through self and peer assessment.

As Shavelson states “Teachers ... use their knowledge of “the gap” to provide timely feedback to students as to how they might close that gap. ... By embedding assessments that elicit students' explanations—formally within a unit, as part of a lesson plan, or as “on-the-fly” teachable moments occur—teachers would take this opportunity to close the gap in student understanding. As a consequence students' learning would be expected to improve” (Brown, 2019, p293) In this extract Shavelson argues that assessment for learning within the classroom takes place within classroom instruction. Further backing up this thought is New Zealand’s ministry of education which also argues that AFL takes place during interactions between the learner and the teacher. (Brookhart,2016) also argues that AFL focuses on learners engaging with teachers and in doing so constructing new unknown knowledge.

The essence of AFL is summarized by (Leahy, 2005) who believes AFL can be seen as a set of pedagogical practices for teaching. Leahy states that AFL overall tries to guarantee that learners learn through A) involving learners in the process of outlining goals. B) taking part in open – ended tasks. C) Assessing their peers work. D) Receiving peer and teacher feedback which is envisioned to advance their learning.

On the flip side of this it can be seen that AFL does have potential drawbacks with Scriven (1991) pointing out evaluations that take place early in a process have to be as equally robust and trustworthy as those which take place at the end. Also, Even when asked to evaluate their own work, students will deceive themselves about how good their work is and lie to others about it (Brown and Harris, 2019)

As seen in Example 1 I used a peer marking/feedback task with a low ability year 9 class. This was done in order too, as Back and William argue, make learners aware of the ‘gap’ that they refer too in their work. I ensured learners were aware of this gap by first getting them to complete the task at hand (Picture A) followed by the correct answers (Picture B) which learners had to peer mark. This ensured that learners were aware, as if their answers were incorrect, they could clearly see where they went wrong and what they had to include instead, meaning learners ‘think like a teacher’ which will aid learning. This methodology is

also outstanding, as specified by Harrison (2013) in allowing the learners to question their own learning by making their thought pattern make sense to each other. He went on to explain how this process can occasionally lead to both parties improving with their learning as, by explaining what you are thinking to a peer, you can advance upon your original ideas, and also evade any misconceptions. I think this learning technique worked well as during the peer assessment part of the task, learners were in deep discussion about whether to award their peers marks. This shows students are thinking critically about their work, which will enhance learning. This peer learning noted by Leahy as a tool in which to advance learning, backing up the use of it during this lesson. Black (1993) argues that this method is especially useful in having learners engage with their own learning, and to also help identify weaknesses in peers, and posing suggestions for them to improve. Donaldson (2015) also states that all schoolroom work needs to be reinforced with formative assessment, and peer to peer collaboration. If I taught this lesson a second time, I would perhaps repeat the key terms of Erosion, Transportation and Deposition continually until all learners could repeat them back to me. This would be done as the Welsh Assembly Government (2010) states AFL can only take place successfully if learners have a clear understanding of what is being spoken about. This was not the case for the key terms during this task, as learners had not remembered all of them. This is where the improvement of this task could be made.

The next task that I completed with AFL in mind was Example 2. In this example I used the technique of open ended tasks to evoke a discussion amongst students. I think this was an effective task as the class broke out into an enthusiastic discussion upon the topic where detailed answers were given with students often challenging each other. I thought before I taught this lesson that it may be difficult to get the learners discussing things as a class as sometimes they can be timid and shy. However the use of pictures engaged them and allowed them to speak about the topic freely. I think the engaging nature of the task, along with some good questioning (picture D) ensured the environment within the classroom was positive. Dweck (2006) argues this is vital, with students being made to feel at ease and comfortable imperative for class discussion, I believe this was achieved during this task. This being essential is backed up by Brookhart (2016) who states that learners engaging with the teacher is essential and allows new unknown knowledge to be formed. Also it allowed AFL to be conducted by myself as the teacher, as to the classes understanding of the topic, which proved to be important information for the remainder of the lesson. This type of interaction is what Vygotsky says creates an opportunity for the development of critical collaboration in the construction of meaning while creating conflict which will creatively expand the knowledge of the learner (Gredler, 2012). If I were to teach this again, as the feedback from my mentor states in Picture D, I would attempt to build a better rapport with learners by learning their names. I would ensure this learning on my behalf takes place by asking learners names before they spoke, in order to personalise the conversation with them to allow a positive relationship to be built. This building of a positive relationship between teacher and learner is something (Brookhart, 2016) states is essential in allowing learners to feel comfortable and allow maximal learning to take place. Also Rust et al (2005) backs up this point by stating that this social interaction would enhance learners meaning and understanding of the topic, and that for too long feedback has solely been the responsibility of the teacher.

In Example 3 of AFL, I used formative assessment to check pupils understanding by asking a year 9 class a GCSE question upon tropical cyclones. I think this meets the pedagogical principle of AFL well, with success criteria used as scaffolding/differentiation. This was done in order to get learners to dynamically participate in the method of distinguishing features of work and how they link to criteria and standards. This is a chief learning objective in itself (Tai et al., 2018). As I believe AFL is perhaps missing aspects based around the reliability and validity of interpretations that teachers make of the learners performance or the product

the learner creates within the classroom. I think it is vital that a solid formative assessment is used as feedback from time to time in order to give learners a sound judgement of their work. As teachers may communicate with learners there and then verbally, as seen in example 2, the accuracy of this feedback may not always be strong. Learners may also struggle to grasp this feedback correctly. Therefore, as Scriven (1991) has pointed out, evaluations that take place early in a process have to be as equally robust and trustworthy as those which take place at the end. Furthermore, Being involved in educational happenings that mimic assessment, without the penalties typically connected with evaluation, is a valued curricular action (Brown and Harris, 2014) This GCSE question ensures this is the case. If I were to teach this again, I would not ask pupils to read their marks aloud, a mistake I made during this lesson which was pointed out by my mentor (Picture F). This goes against many authors work, who believe learners may be put off a subject/topic if they are seen to be poor at it in front of their peers (Black 1993, Brown and Harris 2013).

Cross curricular responsibilities are vitally important in the new curriculum for Wales. Donaldson's (2015) review upon Welsh Education outlined the following area for development: "identification of ways in which key elements in the three Cross-curriculum Responsibilities of literacy, numeracy and digital competence, and the wider skills, can be promoted and taken forward". Also, cabinet Secretary for education in Wales, Kirsty Williams (2016), at the unveiling of the DCF in 2016, argued that in the modern world today, digital competence is a vital skill. The new DCF framework born from Donaldson's successful futures (2015) report will guarantee that the generations of the future will have the vital digital skills that are required to take part in the new digital world ensuring nobody is left out of the current societal trends (Longardner, 2015). The Welsh Government back this up by stating the DCF will improve all learners digital skills across all subjects (Welsh Government, 2016). The Literacy and numeracy framework (LNF) is of specific importance, with the framework making clear that irrespective of a teachers topic, content has to be delivered that aids learners development of their literacy and numeracy skills (Welsh Government, 2013). With this at the forefront of my mind, I guaranteed that both literacy and numeracy components were incorporated into my lessons in order to support learning. Despite this, literature specifies that due to the structure of secondary schools meaning learners are always moving between classrooms several times a day and their tendency to compartmentalise learning area instruction means that difficulties in implementing this are apparent (Damico et al 2010: Moje, 2008). It is hard to coordinate numeracy and literacy across the curriculum when each learning area is taught and planned separate from each other.

As seen in Example 1 of Cross curricular responsibilities, I undertook a Chrome book lesson with a low ability year 9 class. I think the pedagogical principle of cross curricular responsibilities worked overall, with much of the class completing the task and demonstrating good digital skills in researching and creating a PowerPoint. This is in line with the Welsh Governments description of digital competence as digital skills that can be achieved in a widespread variety of both professional and educational locations (Welsh Government, 2017). On reflection I perhaps found it difficult to create a task whereby learners couldn't simple copy and paste chunks of information onto a document, and so I created a success criteria explaining clearly what was required so learners couldn't get away with blocks of information. If I were to teach this a second time, I would undertake teacher monitoring at shorter intervals so as to avoid certain learners from going off task.

Example 2 of Cross curricular responsibilities focuses on implementing literacy through an unscramble starter. I think I implemented this well, as all learners were fully engaged during the duration of the activity due to the challenging nature of the task – As stated in the example, many learners got stuck on unscrambling 'Latitude'. Both Burkell et al (2015) and

Donaldson (2015) argue that challenging learners through activities is essential in order to get the most out of contact time with learners. In order to improve this task if taught again, I would perhaps ensure a silent classroom, as many learners were helping each other. Whilst many authors consider this peer collaboration as a positive (Horning 2007, Hattie, 2008 Donaldson 2015) it meant that a minority of learners were waiting for their higher ability friends to complete the task before asking for the answer and copying.

The last Example of Cross Curricular Responsibility (3) focused on the implementation of numeracy. I think I met the responsibility by including data and the creation of a graph into a Humanities lesson on population change during the industrial revolution. I believe this enhanced learners ability to understand the lesson as well as improving their numeracy skills. I think this because some learners at the start of the lesson were unsure of exactly how to plot a line graph, whilst following the conclusion, many learners now had one completed and demonstrated understanding upon the creation of it. I, at first found it difficult to work out which was the best way to teach the creation of the graph to learners, due to my inexperience in this field. If I taught it again, I would over emphasize that it had to be a line graph, as some learners who thought they knew how to do it and so didn't listen, ended up drawing a bar chart.

Direct teaching was the third pedagogical principle explored and as a mixture of approaches is part the pedagogical principles present in Donaldson's (2015) work, as well as there being a large quantity of literature on teaching practices to accomplish this (a summary can be found in Ko and Sammons 2013). Direct teaching (teaching practices) were split up for the purpose of this paper into teacher led (questioning and dictation) and student led (group, pair and independent work) as this was usual amid the literature (Adler et al. 2005, Ameilana 2017, Serin 2019). A lot of praise is given for the use of both group and peer work to create a learning culture, as well as the philosophy of "More Knowledgeable Other" founded from Vygotsky's work in the 1930's. Through the use of selective clusters, exploiting pupil capability and seating strategies teachers can better house the fluctuating abilities of the classroom and provoke peer instruction (Butte et al. 2017). One method is to consent to autonomous learning, clarifying an activity and letting learners to research self-sufficiently. This method, combined with the fresh digital framework spoken about previously means learning online and research might perhaps reform teaching that takes place within the classroom. Regardless of this, though, there still remains a lot of support for direct teaching, with (Price and Nelson, 1999) re-counting the 'I do, We do, You do' practice, including direct teaching in conjunction with live modelling before learners attempt a task individually.

As seen in Example 1 of the Direct teaching pedagogical principle, I used a teacher led dictation exercise to teach a year 7 class how to grid reference. I think it worked well as the majority of learners were able to repeat the method I had dictated to them and complete grid referencing tasks for themselves. I did this as (Rosenshine, B. 2008) argues students who participated in teacher-led classes outperformed those who studied independently. This I think would of held true for this particular topic. Also, The process of modelling, which is a form of direct teaching, can achieve more for the learner than that of unassisted learning (Wood. 1976)

Despite this, Donaldson (2015) claims that effective learning comes from the pupils experiencing independence in the classroom. With this counter argument in mind I created Example 3 of the Direct Teaching principle. It was an independent activity that allowed learners to think deeply about the topic at hand as they had to work on their own to create a piece of work. I think this worked as learners were engaged in the topic and completed the task with a higher level of commitment than had been present in previous lessons. If I were to teach this activity again, I would remove the success criteria in order to make it even more independent, and only give it out as a form of differentiation if particular

learners were struggling. Example 2 of Direct teaching was a group task that allowed learners to work in pairs in order to complete a rescue mission task. This was created in order to meet the blend of approaches that Donaldson (2015) talks about. After teaching this lesson, I could see how important it was to include a blend of approaches as learners responded very positively to the fun nature of the task. It gave a refreshing feeling to the topic and the lesson as well as still teaching learners the relevant information. Overall, clear direct teaching was effective during my practice however successful learning also came from the students being independent. From this the conclusion has occurred that there needs to be a clear balance between direct teaching and pupil independence as both appear to be effective in the classroom.

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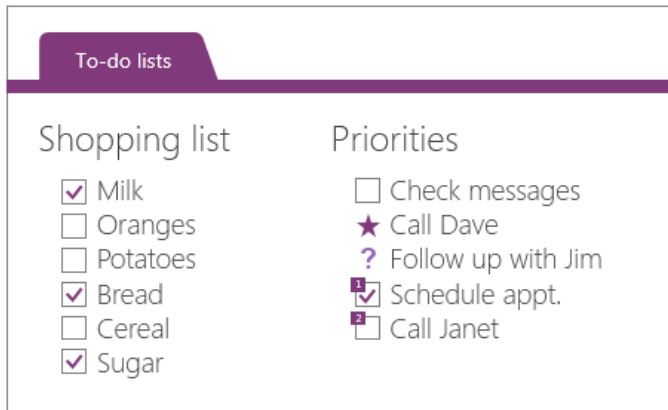
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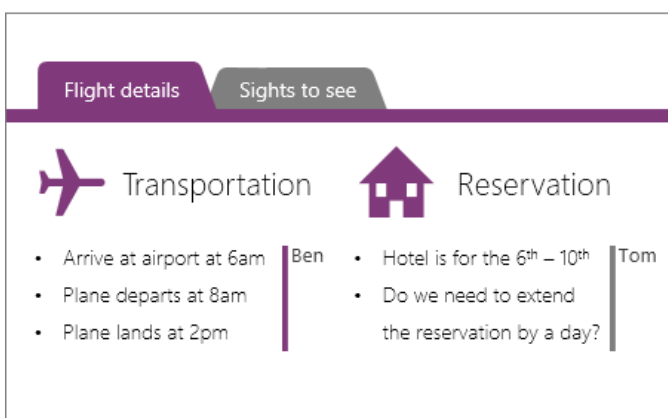
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OneNote Basics



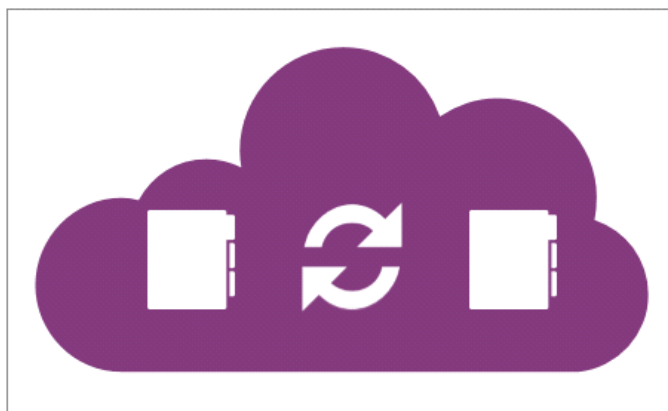
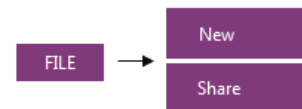
Remember everything

- Add Tags to any notes
- Make checklists and to-do lists
- Create your own custom tags



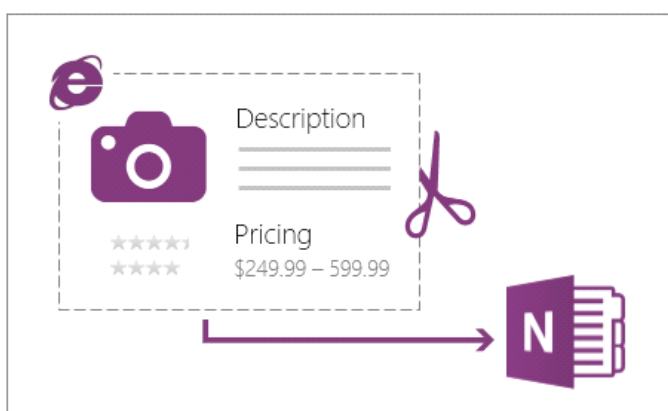
Collaborate with others

- Keep your notebooks on OneDrive
- Share with friends and family
- Anyone can edit in a browser



Keep everything in sync

- People can edit pages at the same time
- Real-Time Sync on the same page
- Everything stored in the cloud
- Accessible from any device



Clip from the web

- Quickly clip anything on your screen
- Take screenshots of products online
- Save important news articles



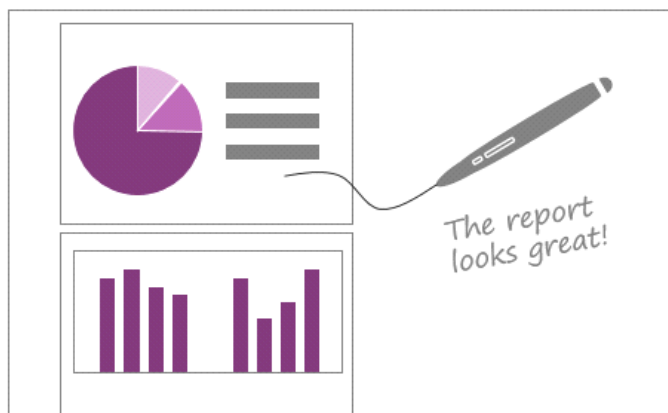
Sunday retreat

	Attending?	Overnight?	Vegetarian?
Chris	Yes	Yes	No
Molly	No	No	No
Peter	Yes	No	Yes
Samuel	Yes	Yes	Yes
Stacy	Yes	No	No

A
Z ↓

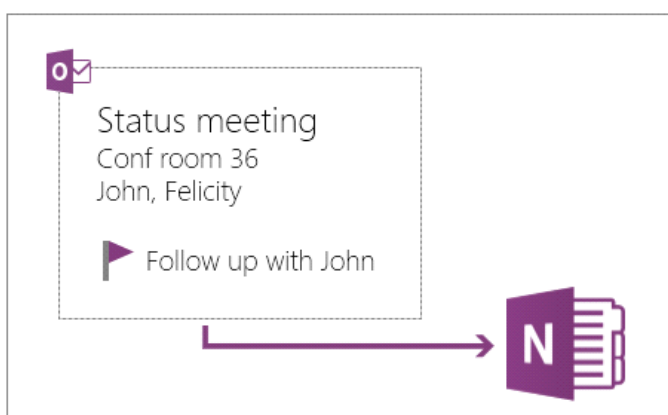
Organize with tables

- Type, then press TAB to create a table
- Quickly sort and shade tables
- Convert tables to Excel spreadsheets



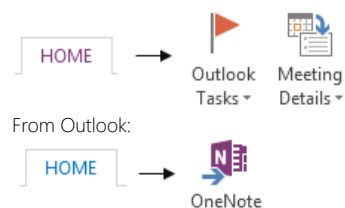
Write notes on slides

- Send PowerPoint or Word docs to OneNote
- Annotate with a stylus on your tablet
- Highlight and finger-paint



Integrate with Outlook

- Take notes on Outlook or Lync meetings
- Insert meeting details
- Add Outlook tasks from OneNote



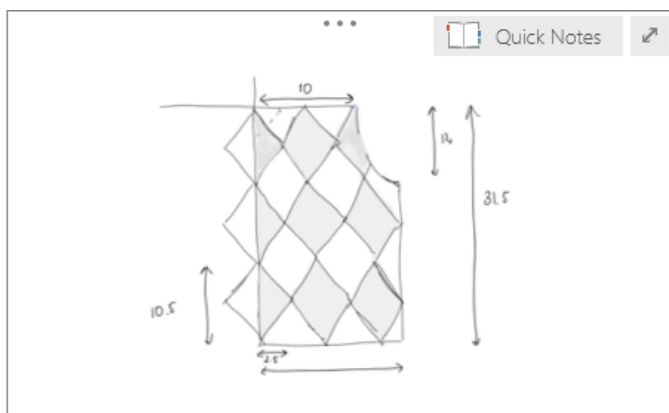
Quarter 1 revenue

	Sales	Revenue	Expenses
Scott	4	5	3
James	2	1	4

Add Excel spreadsheets

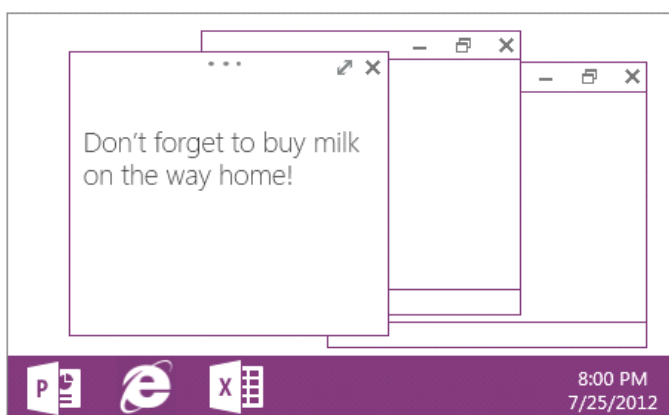
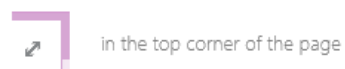
- Track finances, budgets, & more
- Preview updates on the page





Brainstorm without clutter

- Hide everything but the essentials
- Extra space to focus on your notes



Take quick notes

- Quickly jot down thoughts and ideas
- They go into your Quick Notes section

