Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Principles of Pedagogy 2

Assessment for Learning

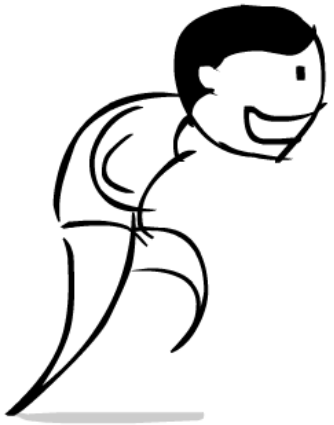
ECAD5001

In two years...



Teaching

Run through the module handbook



Contacts

Summary

Assignment

Aims

Directed tasks



Module handbook

Points of contact

If you need to discuss anything relating to the course contact:

Module coordinator

Tom Cox 01267 676635 t.cox@uwtsd.ac.uk

Module tutors

Mathew Jones 01267 676625 m.jones@uwtsd.ac.uk

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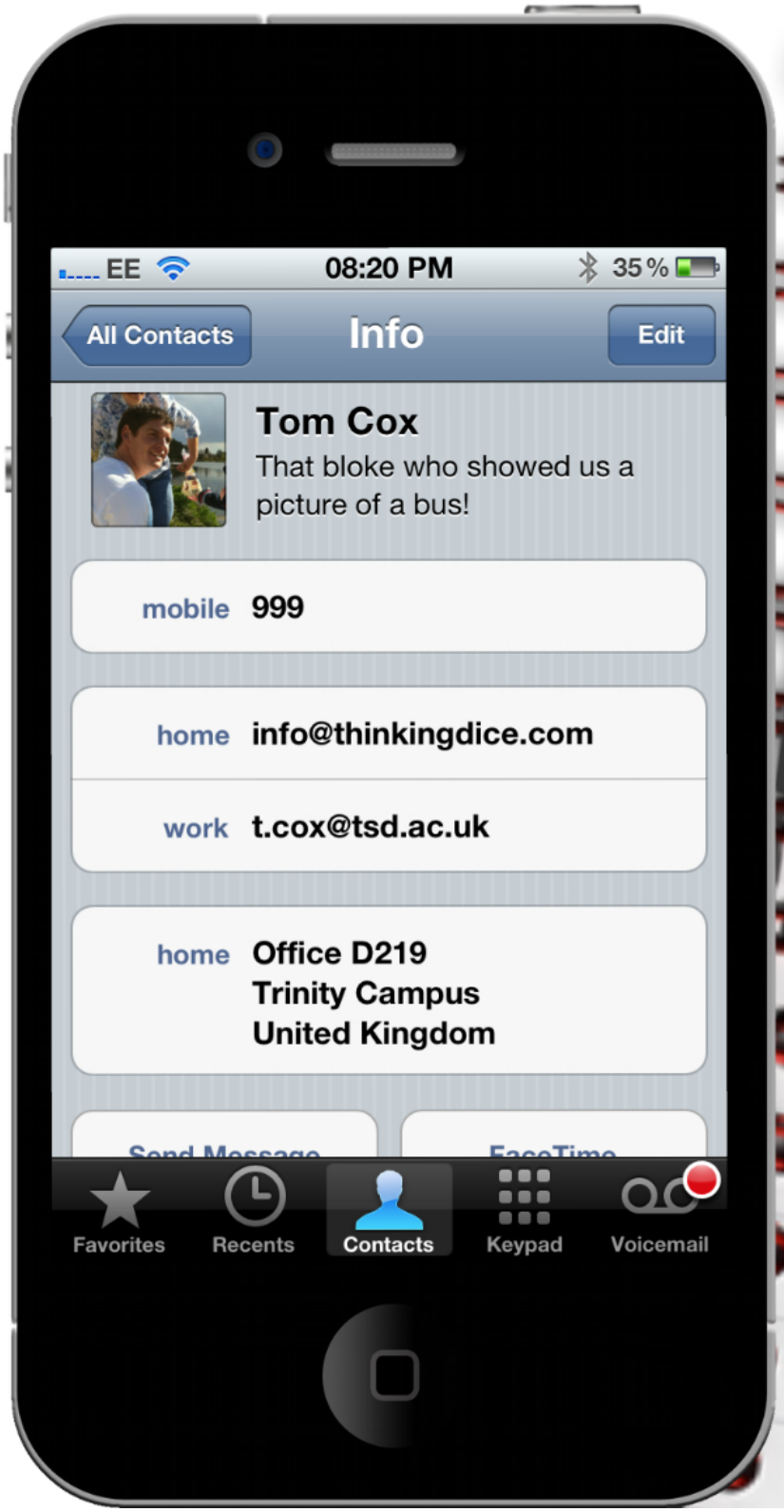
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Aims

☒ To develop trainees' knowledge and understanding of the pedagogy of assessment for learning in the primary phase.

Let's take a closer look at how we are going to achieve these LO.



Learning Outcomes

By the end of this module you should be able to:

- ☒ demonstrate a critical awareness of assessment strategies and techniques appropriate for use in the primary school;
- ☒ understand and reflect upon the significance of effective communication skills within the primary school;
- ☒ critique different approaches to the teaching of thinking in the primary school;
- ☒ demonstrate your effective contribution to working in teams within a problem based learning context and reflect critically upon your own learning;
- ☒ organise your knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

CASE-STUDY2

Aims

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and understanding
learning in the

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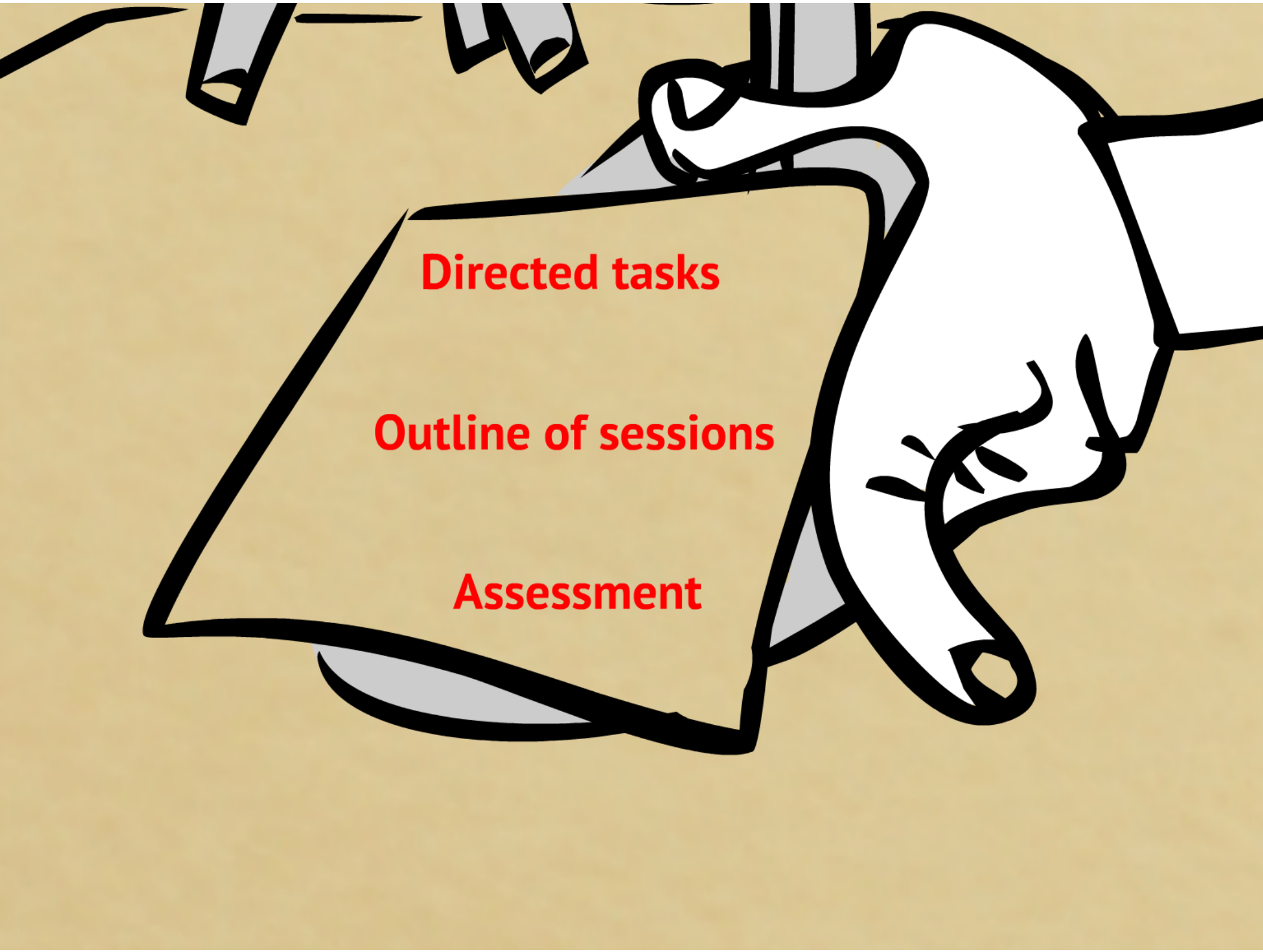
CASE-STUDY2

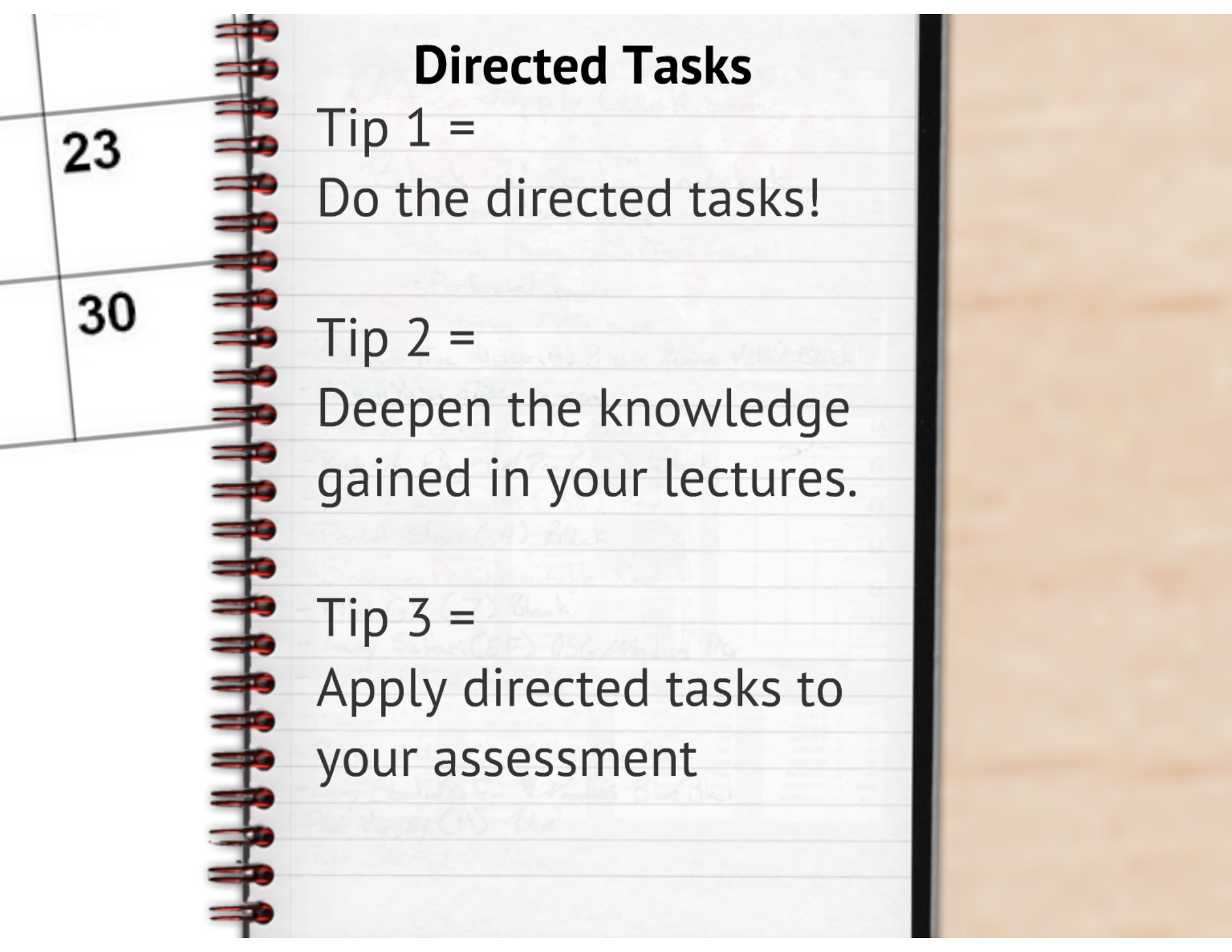
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Directed tasks
Outline of sessions
Assessment

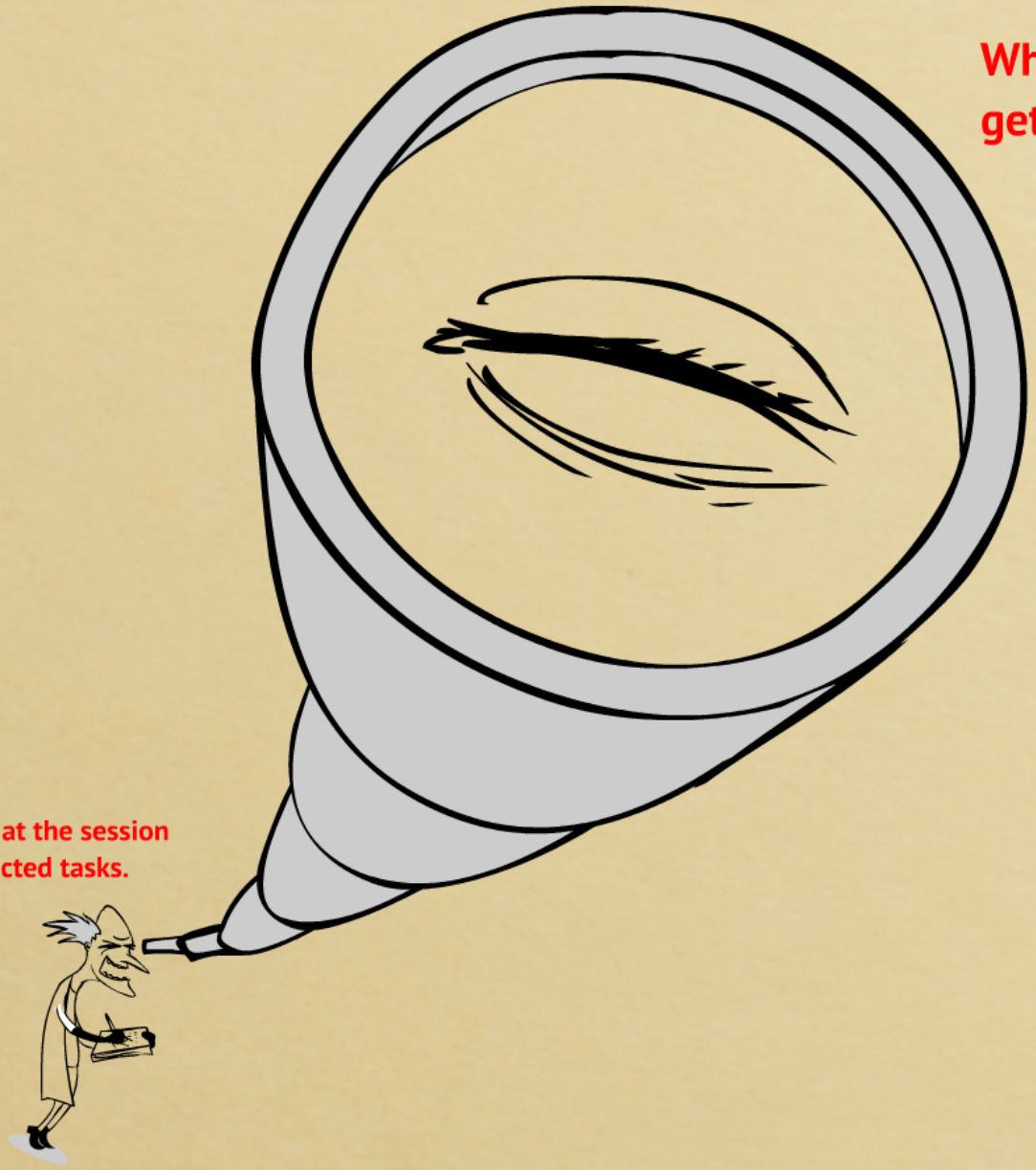

23
30
Directed Tasks
Tip 1 =
Do the directed tasks!
Tip 2 =
Deepen the knowledge gained in your lectures.
Tip 3 =
Apply directed tasks to your assessment

Session Outlines

The module has been designed to give you insight and experience of both Assessment for Learning and PTE in the Foundation Phase and Key Stage 2.

Let's take a look at the session outlines and directed tasks.





at the session
cted tasks.

What areas jump out at you and make you want to get ahead of the game?

This leads us nicely to...

This leads us nicely to...


RUN FOR
YOUR LIVES!



ATTACK OF THE 50-FOOT MOUSE

NOW IN PREVISION™

Assessment

Return date = Week 29
14.3.16

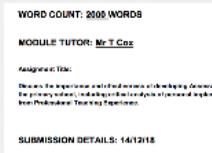
Choose two non-

Assessment outline

ECAD5001 (Written assignment 2,000 words 100% submission):

An individual essay demonstrating evidence of secure knowledge and understanding of the theories supporting AfL including critical analysis of personal implementation of ONE AfL strategy.

This assignment is closely aligned with Y2 school experience.


WORD COUNT: 2000 WORDS

MODULE TUTOR: Mr T Cox

Assignment Title:

SUBMISSION DETAILS: 14/12/18

This assignment will include:

This assignment will include:

- **Evidence of secure knowledge and understanding of the theories supporting AfL and thinking skills – reading and conceptual understanding;**

- **Piloting of chosen strategies in school – justification of choices, pedagogical application;**

- **Evaluation and reflection on chosen strategies including limitations and advantages – pedagogical application, personal reflection and critical argument;**

The assessment is directly linked to the aims and LO of module so I would encourage you to refer to module handbook and remind yourself of these when writing your essay.

WORD COUNT: 2000 WORDS

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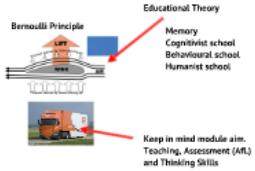
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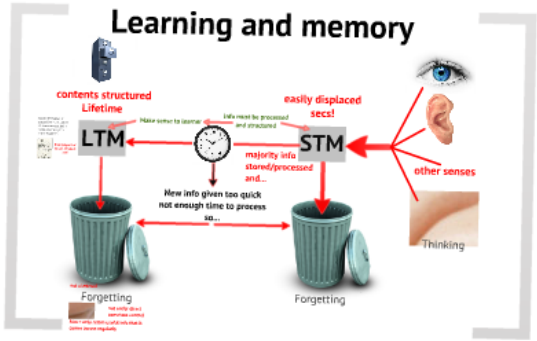
Discuss the importance and effectiveness of developing Assessment for Learning throughout the primary school, including critical analysis of personal implementation of ONE AfL strategy from Professional Teaching Experience.

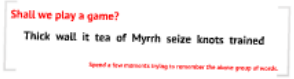
SUBMISSION DETAILS: 14/12/18

How do we learn?





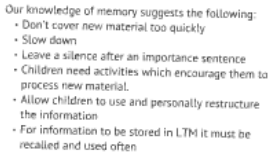














Three schools of learning in psychology



and Thinking

Shall we play a game?

Thick wall it tea of Myrrh seize knots trained

Spend a few moments trying to remember the above group of words.

Learning and memory



contents structured
Lifetime

easily displaced
secs!





Once information is passed into LTM, unless it is used or recalled in some other way, it is again forgotten.



Brain judges it of no use...throws it out!

Make sense to learner

Info must be processed and structured

LTM



STM

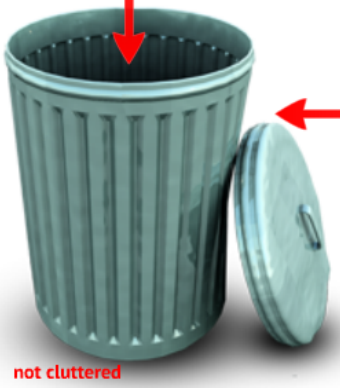
majority info stored/processed and...

other senses

New info given too quick
not enough time to process
so...



Thinking



not cluttered

Forgetting



not under direct conscious control

Aim = only retain useful info that it comes across regularly



Forgetting

Learning and Mem



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Make sense to learner

and structured

M

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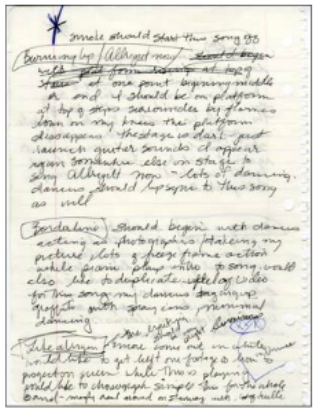
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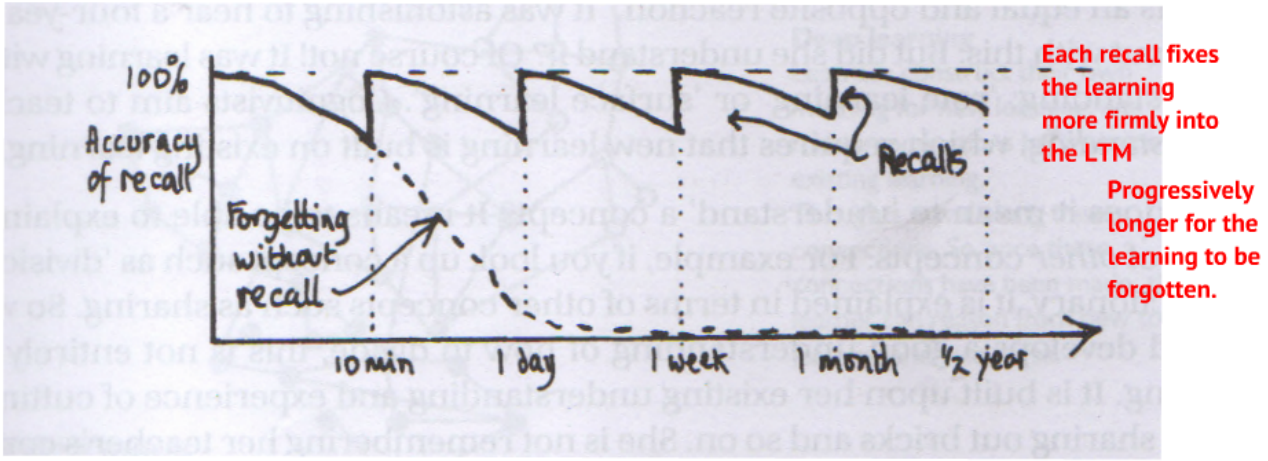
So how do we ensure our children don't forget what we teach?

Repetition

We must ensure that information is recalled and used frequently.

There are exceptions...that one off memorable experience!

(Emotional significance)

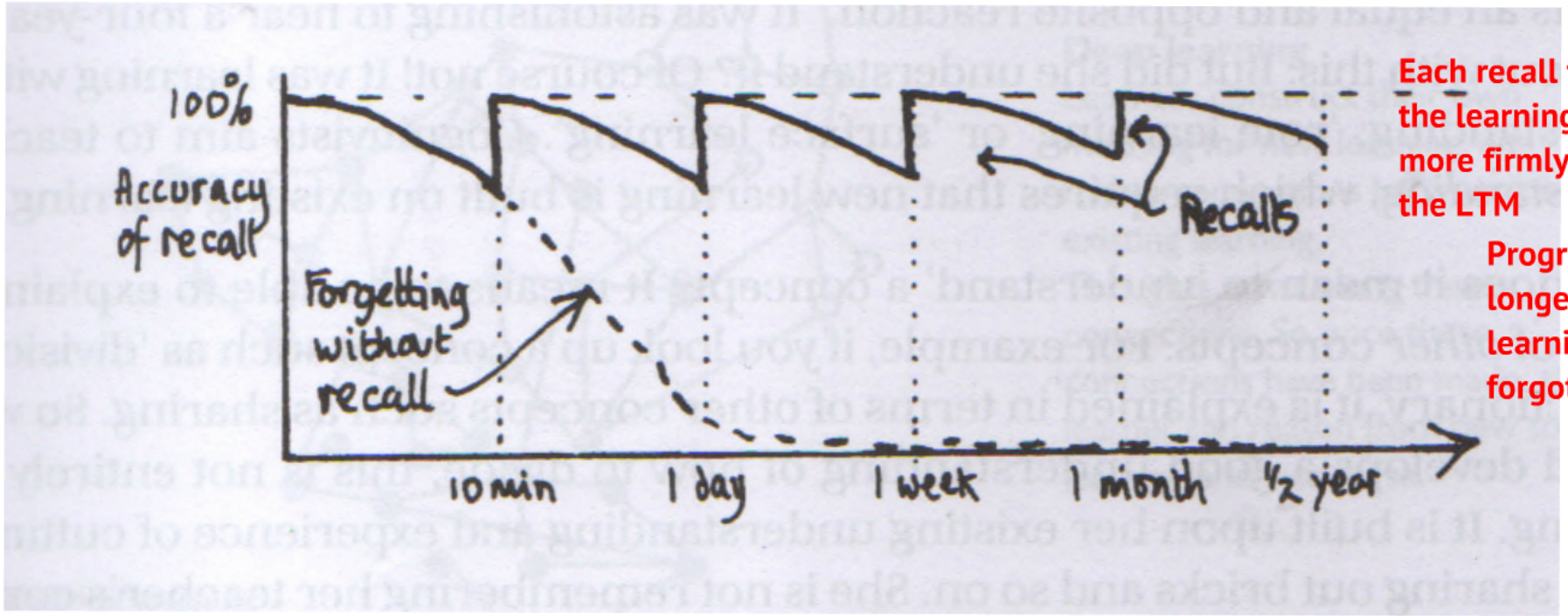


J.B Watson = Remembering depended on "frequency and recency"

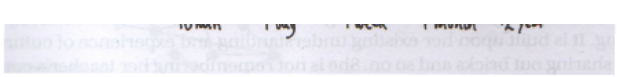
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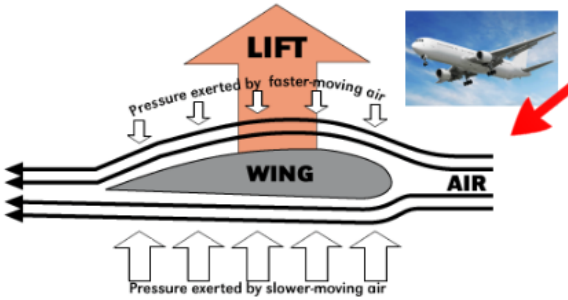
Our knowledge of memory suggests the following:

- Don't cover new material too quickly
- Slow down
- Leave a silence after an importance sentence
- Children need activities which encourage them to process new material.
- Allow children to use and personally restructure the information
- For information to be stored in LTM it must be recalled and used often

Most inspirational picture I've ever seen!



Bernoulli Principle



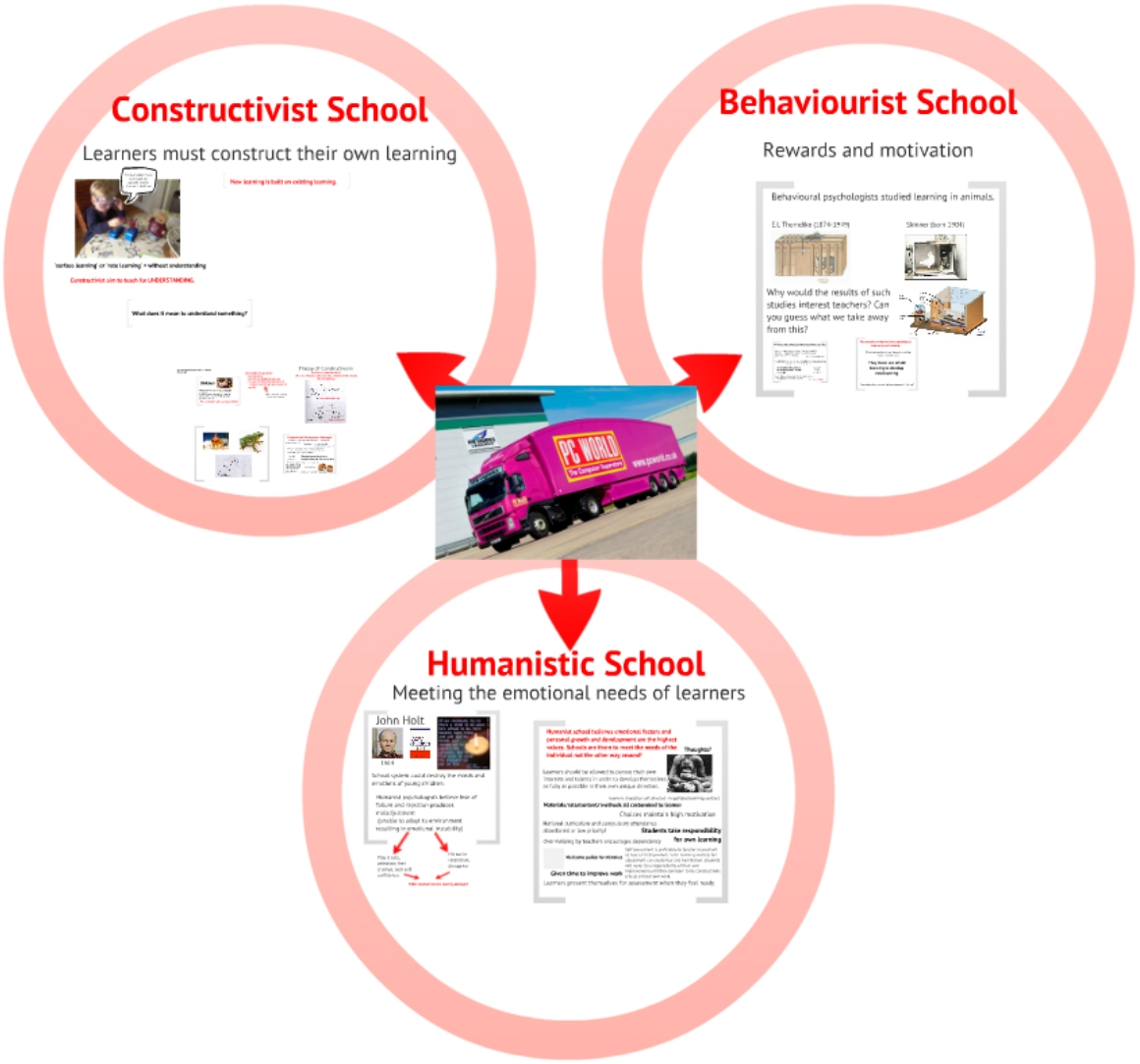


Educational Theory

Memory
Cognitivist school
Behavioural school
Humanist school

Keep in mind module aim.
Teaching, Assessment (AfL) and Thinking Skills

Shall we play a game?



Three schools of learning in psychology

Motivation, oppo

What should

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

QUIZ TIME

Constructivist School

Learners must construct their own learning

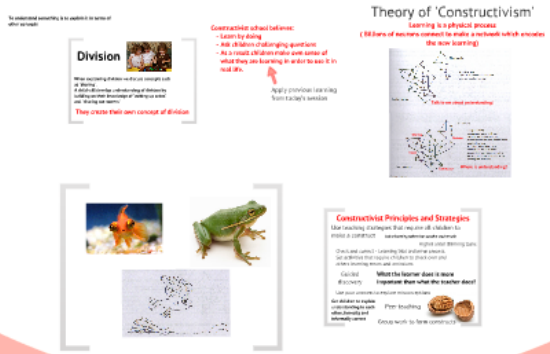


'surface learning' or 'rote learning' = without understanding

Constructivist aim to teach for UNDERSTANDING.

New learning is built on existing learning.

What does it mean to understand something?







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each for UNDERSTANDING.

What does it mean to understand something?

To understand something is to explain it in terms of other concepts

Division

onstruct their c

New learning is built on existing learning.

Division



When explaining division we discuss concepts such as 'sharing'.
A child will develop understanding of division by building on their knowledge of 'cutting up cakes' and 'sharing out sweets'

They create their own concept of division

Constructivist school believes:

- **Learn by doing**
- **Ask children challenging questions**
- **As a result children make own sense of what they are learning in order to use it in real life.**



Apply previous learning from today's session

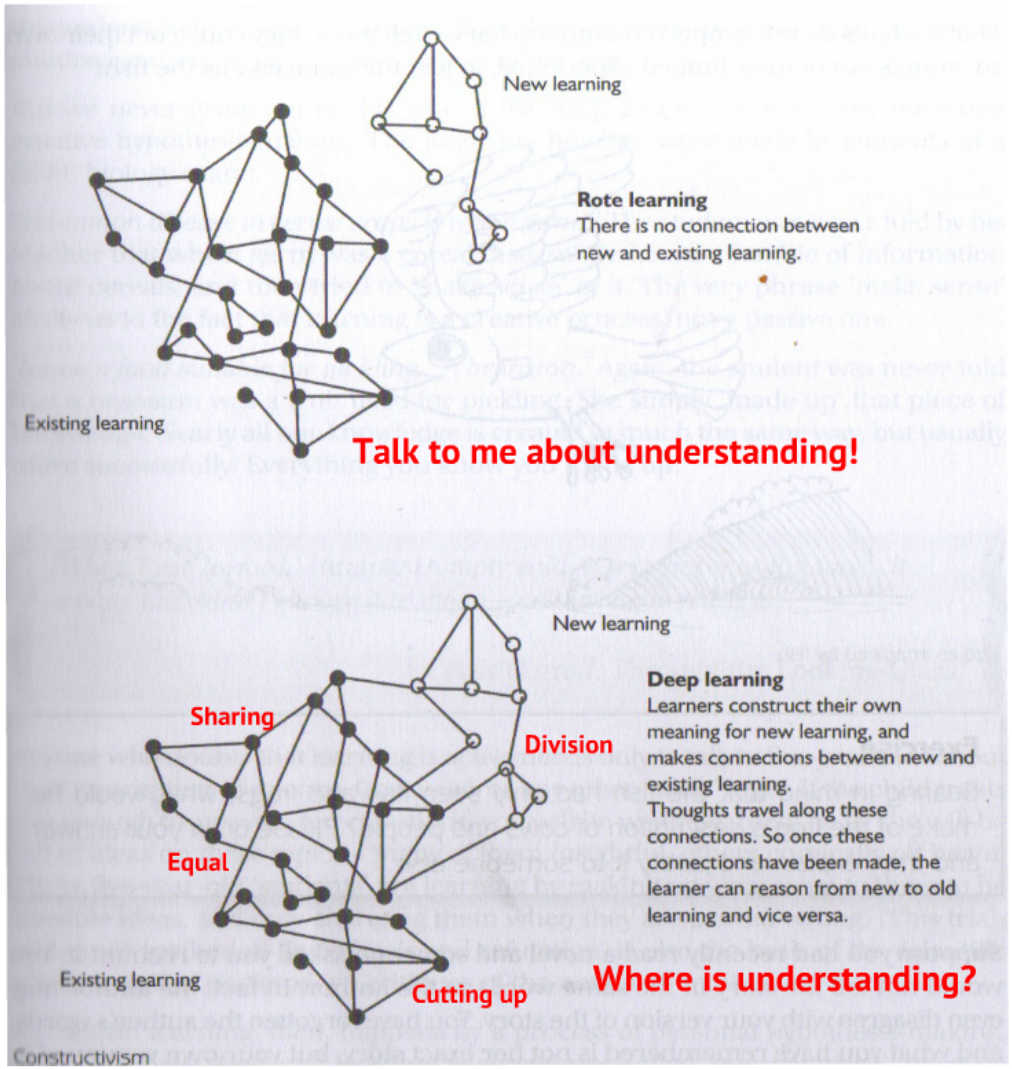
Theory of 'Constructivism'

Learning is a physical process

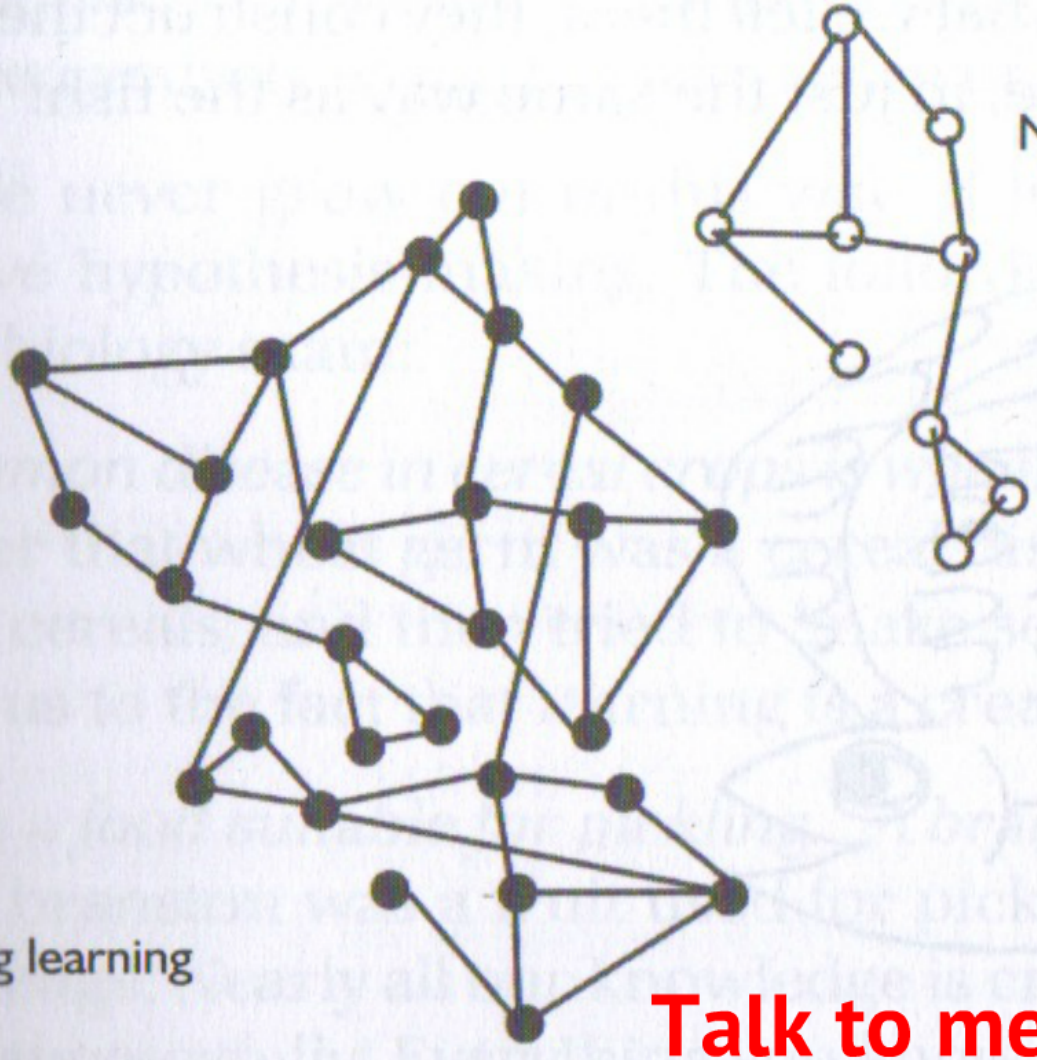
(Billions of neurons connect to make a network which encodes the new learning)

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it in

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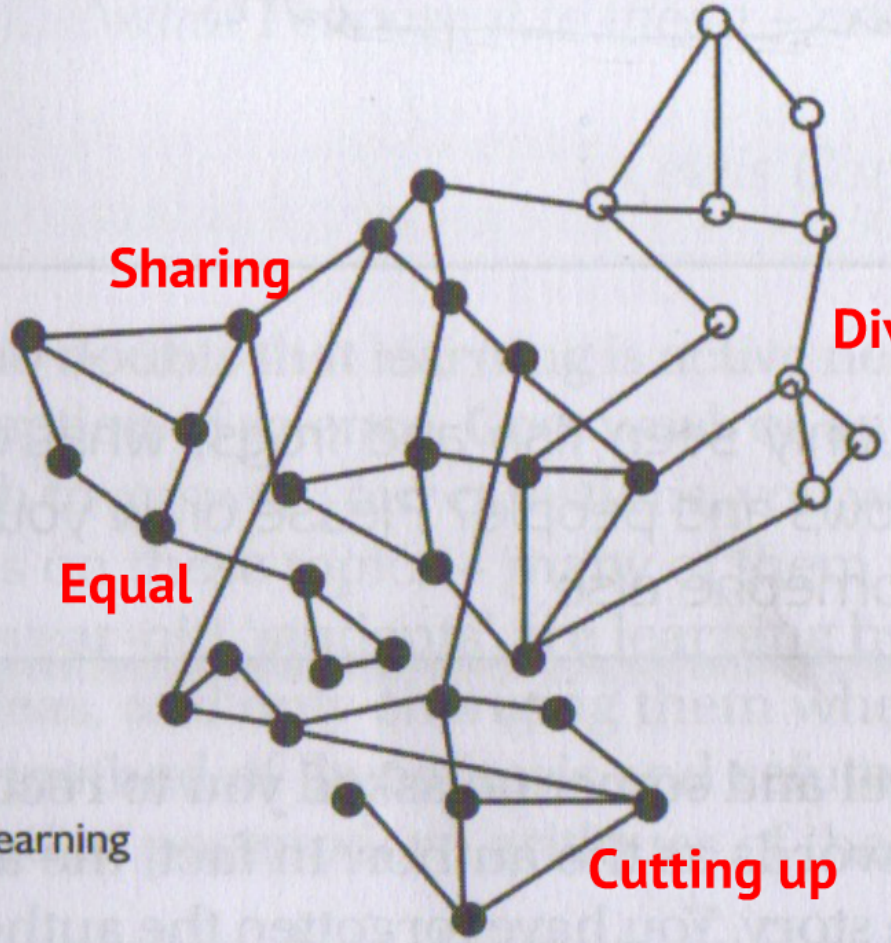
the new learning)



Rote learning
There is no connection between new and existing learning.

Talk to me about understanding!

Talk to me about understanding!

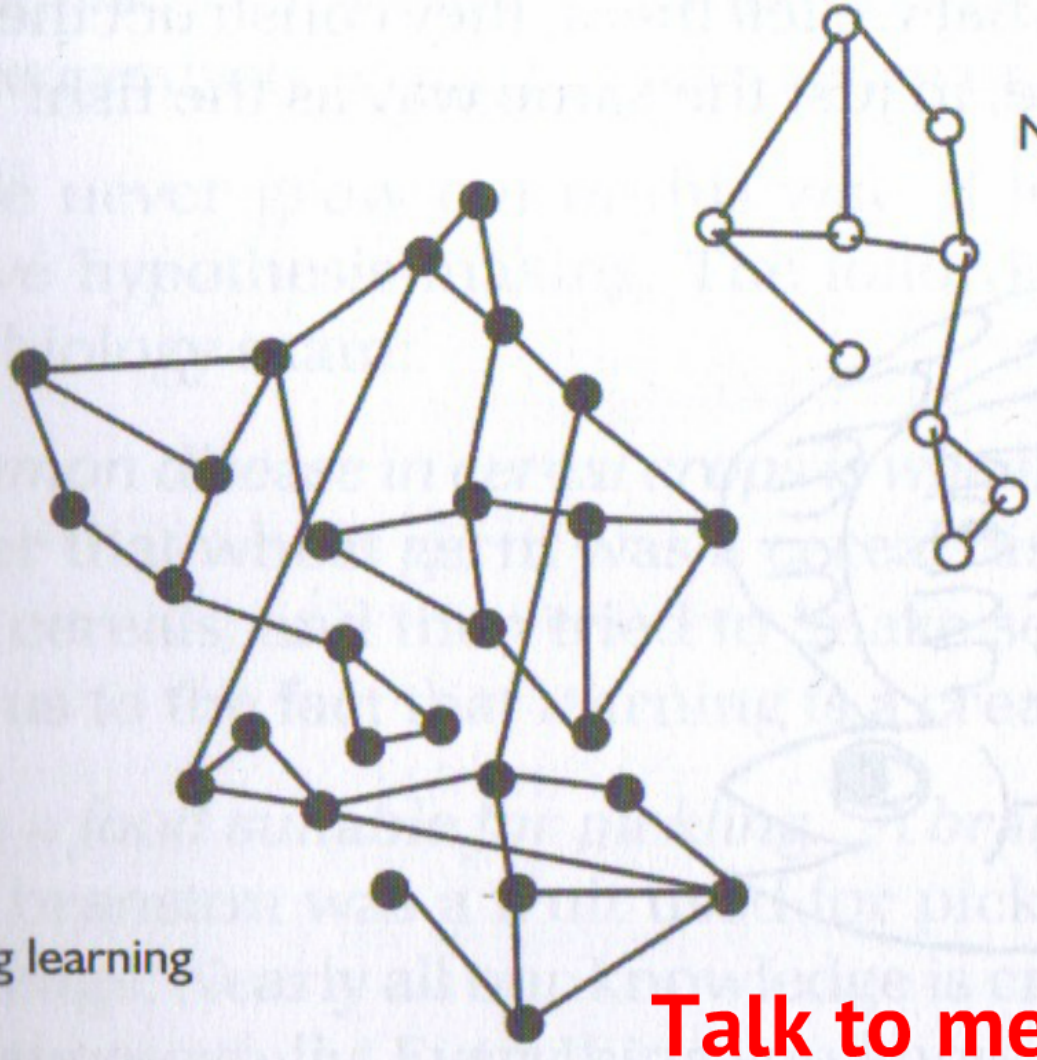


Deep learning
Learners construct their own meaning for new learning, and makes connections between new and existing learning.
Thoughts travel along these connections. So once these connections have been made, the learner can reason from new to old learning and vice versa.

Where is understanding?

onstructivism

the new learning)



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Constructivist Principles and Strategies

Use teaching strategies that require all children to make a construct

Active learning rather than passive teacher talk

Higher order thinking tasks

Check and correct - Learning trial and error process.
Set activities that require children to check own and others learning errors and omissions

Guided discovery

What the learner does is more important than what the teacher does!

Use poor answers to explore misconceptions

Get children to explain understanding to each other..formally and informally correct

Peer teaching



Group work to form constructs

Behaviourist School

Rewards and motivation

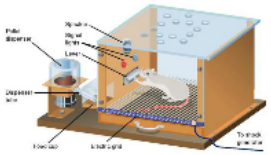
Behavioural psychologists studied learning in animals.

E.L Thorndike (1874-1949)



Skinner (born 1904)





Why would the results of such studies interest teachers? Can you guess what we take away from this?







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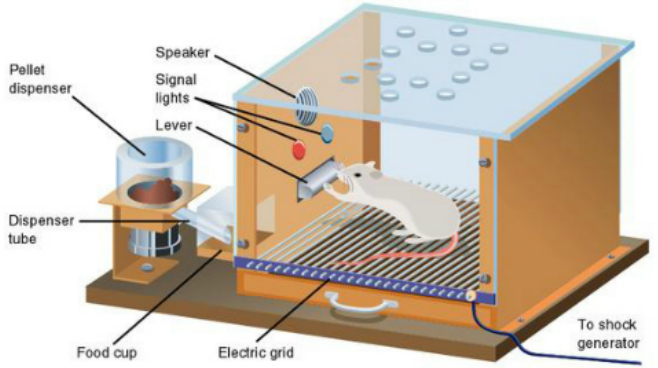
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Principles of learning according to behaviourist school

Learners require some reward or 'reinforcement' for learning (Learners motivated by expected reward - praise or satisfied curiosity)

Set achievable tasks for learners

Divide long tasks into a number of smaller ones

Make sure learners are successful regularly

Reinforcement should follow the desired behaviour as soon as possible.

feedback while working!

Learning is step by step not all at once and is strengthened by repeated success

No success = soon give up!

We remember what we have experienced frequently and recently

Effective teachers stress key points at the start/ end of lessons

They make use of old learning to develop new learning

Does education violate the behavioursts' findings?

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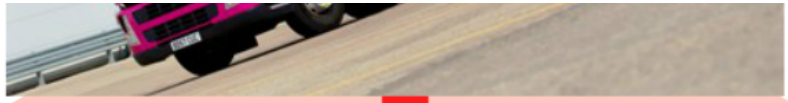
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Humanistic School

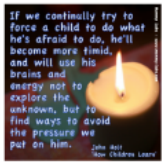
Meeting the emotional needs of learners

John Holt



1964





School system could destroy the minds and emotions of young children.

Humanist psychologists believe fear of failure and rejection produces maladjustment
(unable to adapt to environment resulting in emotional instability)

Play it safe, withdraw, feel crushed, lack self confidence.

Hit out in retaliation, disruptive

Either way learners and learning damaged!

Humanist school believes emotional factors and personal growth and development are the highest values. Schools are there to meet the needs of the individual not the other way around!

Thoughts?



Learners should be allowed to pursue their own interests and talents in order to develop themselves as fully as possible in their own unique direction.

Learners should be self directed - negotiated learning contract

Materials/rate/content/ methods all customised to learner

Choices maintain high motivation

National curriculum and compulsory attendance abandoned or low priority!

Students take responsibility for own learning

Over-helping by teachers encourages dependency

No blame policy for mistakes

Self assessment is preferable to teacher assessment as teacher tests promote 'rote' learning and teacher assessment can create fear and humiliation. Students will never take responsibility of their own improvement until they can learn to be constructively critical of their own work.

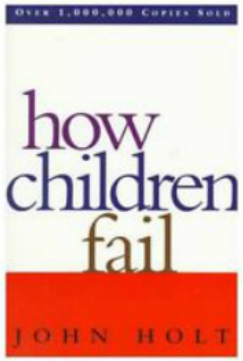
Given time to improve work

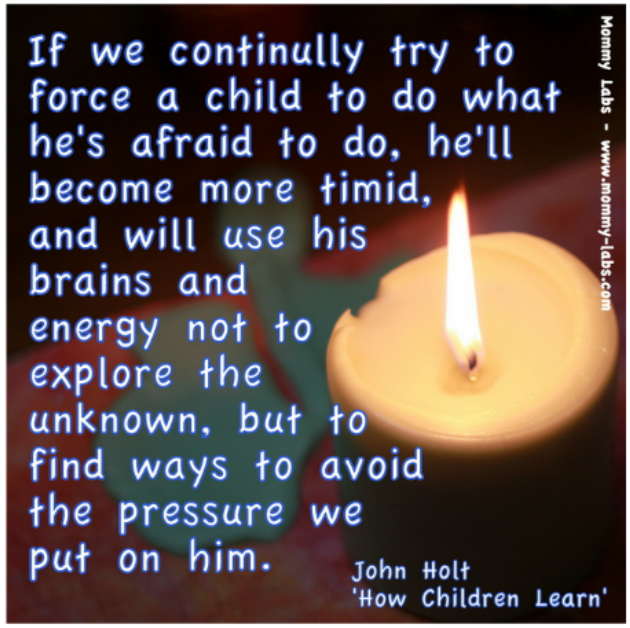
Learners present themselves for assessment when they feel ready

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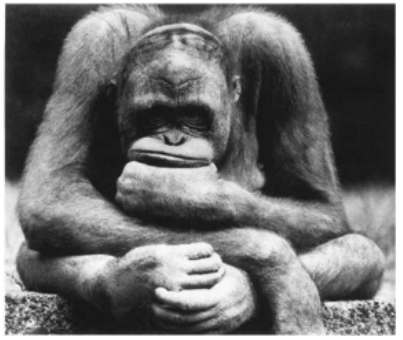
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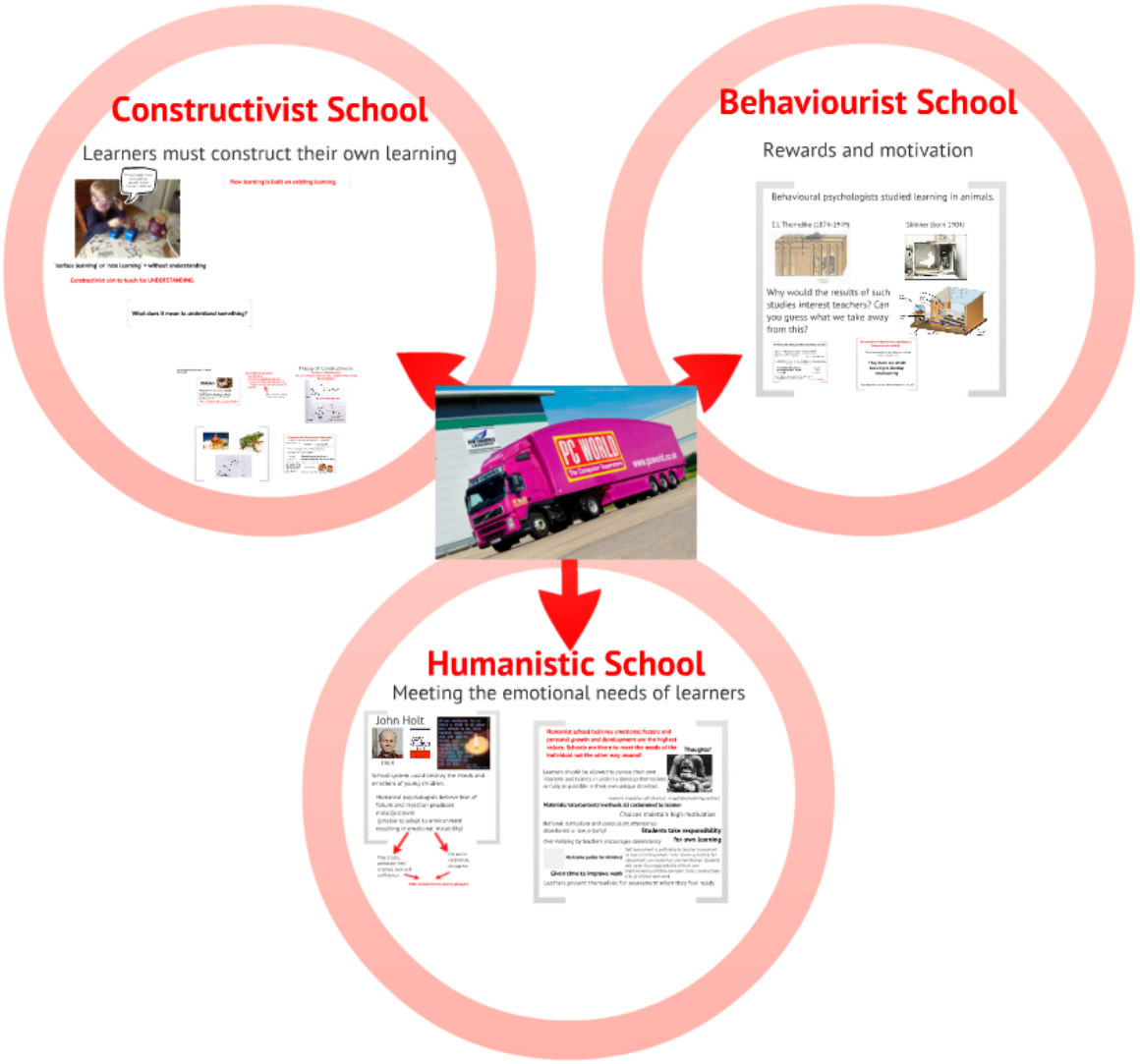


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QUIZ TIME

Can you remember the list of words?

Thick wall it tea of myrrh seize knots trained

Nearly phonetically identical to...

The quality of mercy is not strained

Makes sense?

On the whole we don't remember words, we remember meanings and these meanings we must make ourselves!