Assessment for learning: insights & challenges based on joint reading and viewing

By the English district inspectors

Innovative Mobile Technology allows:

adaptivity, authenticity, collaboration, mobility and students' choice.

- **Technology should ensure effective access to expertise and an ongoing support to teachers.**
- **The government should ensure equitable access to technology.**
- **Teachers should know how to best use technology to promote teaching and learning.**
- **Technology offers opportunities for immediate feedback, it encourages active participation of the learners that leads to autonomy, self assessment that leads learners to be able to control their learning.**
- **Evaluation should be part of the learning process.**

Designing and Evaluating Innovative Mobile Pedagogies

There is a need for new and innovative mobile activities to create new opportunities for pupils in new learning spaces.

Teachers can be aware and learn how to design appropriate apps by collaborating with the Pisga and companies creating these apps. There they will learn how to design a successful mobile activity.

There are many features that teachers need to be taken into consideration when developing a new app, for example:

4 distinct features for an innovative mobile app to work: Distinction / Personalization /Authenticity / Collaboration

Educators need to work collaboratively in designing these innovative mobile activities.

When mobile technology is used differently and compellingly, there is more student involvement, motivation, social inclusion and involvement transcending boundaries.

Learning will become responsive to the benefits which mobile technologies can give.

Principles of effective formative feedback

- The focus is on the learning process and not the success in grades where pupils and teachers work cooperatively. It is ongoing process eg. making mistakes and correction.
- The pupils are aware of their progress and report how feedback given by the teacher helps them
- Being assessed pupils value their work and understand the importance of assessment

Principles of feedback on written work-(feedback-feedforward)

- feedback is the heart of assessment
- effective written feedback will bring about improvement
- written feedback should include what they have achieved (strong points) what they still need to learn (need to improve)and how to improve
- feedback is a process- recommendations, guidance, instructions
- feedback should be used as intervention and relate to individual pupils

Self- regulated Learning (SRL) in Online Learning Environments

Strategies for Remote Learning in times of the pandemic

Make online educational opportunities easy to access; many learners might find it more difficult than usual to be self-directed.

Most models of SRL have three components:

- Forethought: Learners set goals, anticipate obstacles and make plans
- Performance: Learners use diverse strategies to help themselves learn and stay on task
- Self reflection :Learners reflect on their performance and evaluate the learning process and outcome

Strategies for supporting content learning and SRL (Teacher's Role):

- Ask students to consider how they learn in online spaces; help students understand what it means to learn online.
    - Providing pacing support
    - Monitoring student engagement with learning materials
    - Providing social and emotional support for families

Assessment for improving and learning and how to further all the students in the class.

Using assessment for improving studying helps students to know how to learn, improves grades and the effectiveness of teaching. By looking at the Practices of assessment we can see what learning process it encourages and what message and values the students receive from this

We need to ask three questions Where am I? Where do I want to get to? And How am I going to get there? It does not matter where we start.

We need to plan: What is the knowledge and the skills that we want to assess?

Which tools are we going to use for assessment?

We need to use a variety of tools in order to express different skills and to suit them to different students.

- ● Ideas for different tools
- ● 1. Choice of questions
- ● 2. Choice of topic/text
- ● 3. Reflection in a few sentences at the end of the lesson
- ● 4. Differential mediation
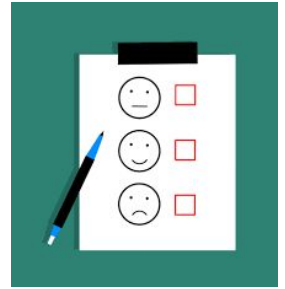
We should constantly search for evidence of how successful teaching has been and based on the evidence make decisions and then act upon them. You should always be evaluating your thinking and be aware of your biases. (Hattie & Smith, *10 Mindframes for Leaders*)

The OECD stresses the need for defining appropriate mechanisms of student assessment during the pandemic. Ensuring the continuity and integrity of the assessment of student learning is critical and challenging.

Schools need to provide extra support to overcome inequities. We need to assess what our students actually know (and what they may have missed) and "meet them where they are" without lowering expectations.

Adolescents need a peer group, therefore, it is important to assign pair work and group work and to emphasize formative assessment.

Adolescents need a chance to feel confident, to feel that they can succeed. We need to use assessment to motivate learning and we need to assess differentially.

Tasks used for assessment should take into account the students' emotional well-being and should relate to them on a personal level, allowing them to voice their feelings and express themselves using productive skills.

THANK YOU FOR PARTICIPATING