DEVELOPING TEACHERS' EVALUATION AND ASSESSMENT SKILLS

IDENTIFICATION AND ASSESSMENT OF PRIOR LEARNING AS A PART OF ASSESSMENT OF VOCATIONAL SKILLS DEMONSTRATIONS

SEMINAR 2:

HOW DO WE ASSESS:

FEEDBACK AND the PERSON WHO IS ASSESSED

18. - 19.9.2007





LEARNING FROM FEEDBACK (PIRNES 1995)

HOH

SELF-CONFIDENCE

FIGHTER

*STRONG, OFTEN TENMPORARY SURGE OF EMOTIONS

- *GETS ANGRY, RISES UP
- *DENIES, REVENGES

*DOESN'T LEARN HIS/ HER LESSON

SURRENDER

*STRONG, PERMANENT SURGE OF EMOTIONS

*GETS DEPRESSED, GIVES UP

*FXPI AINS

*DOESN'T LEARN HIS/ HER LESSON

RESPONSIBILITY TAKER

*KEEPS PEACE OF MIND

*NORMALISES QUICKLY

*IS GRATEFUL

*TRUSTS, IS OPTIMISTIC

*IS CONFIDENT

*LEARNS HIS/HER LESSON

SUPPORT BEGGER

*REACTS WITH FEELINGS OF INCOMPETENCE – PERMANENT SURGE OF EMOTIONS

*CRITICISES HIM/HERSELF

*ACCEPTS

*INSECURE, NEEDS SUPPORT

*WANTS TO LEARN HIS/HER LESSON

POOR

TOLERANCE OF ASSESSMENT

GOOD

NEGATIVE ATTITUDE TOWARDS FEEDBACK

POSITIVE

MEANING OF FEEDBACK

JAMES ET AL. 2006; SUMMARY OF RESEARCH FINDINGS:

- •THE FORM (WRITTEN/ ORAL) OF FEEDBACK DOESN'T HAVE RESONANCE; STUDENTS CONSIDER THAT ORAL FEEDBACK IS MORE EFFECTIVE
- FEEDBACK IS EFFECTIVE PROMOTER OF LEARNING IF IT IS DIRECTED AT COMPETENCES (NOT THE LEARNER)
- PUBLIC FEEDBACK THAT IS DIRECTED AT AN INDIVIDUAL IS RISKY; PUBLIC GROUP FEEDBACK DISCUSSION IS GENERALLY USEFUL
- MISTAKES ARE OFTEN FRUITFUL SOURCES OF LEARNING
- VERBAL COMMENTS HELP A LEARNER TO UNDERSTAND HOW COMPETENCES THAT ARE ASSESSED CAN BE DEVELOPED
- GRADES, NUMBERS ETC DO NOT HAVE SIGNIFICANT CONNECTION WITH DEVELOPMENT OF COMPETENCES

HARRI KEURULAINEN

TEACHER EDUCATION, JYVÄSKYLÄ University of Applied Sciences

MEANING OF FEEDBACK

KLUGER & DE NISI 1996:

CONCLUSION OF RESEARCH FINDINGS (n=131):

40 % OF THE SURVEYS FOUND THAT POOR FEEDBACK WEAKENED STUDENTS' PERFORMANCE

>

FEEDBACK WAS DIRECTED AT THE PERSON RATHER THAN THE WORK

>

POOR FEEDBACK IMPACTED UPON STUDENTS' CONCEPTION OF HIM/HERSELF AND SHAPED THEIR SELF-IMAGE

>

GOOD FEEDBACK DOESN'T PROMOTE LEARNING IF IT DOESN'T FOCUS ON COMPETENCES; NEGATIVE FEEDBACK WEAKENS

LEARNING

HARRI KEURULAINEN

SOURCES OF ERROR IN ASSESSMENT

- TRANSFERENCE ("HALO-EFFECT")
- COMPARING HIM/HERSELF WITH ASSESSOR
- IGNORING THE CONTEXT
- POOR EXTERNAL VALIDATION OF CRITERIA
- CRITERIA ARE MISSING

GUESS YOUR OWN

