

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

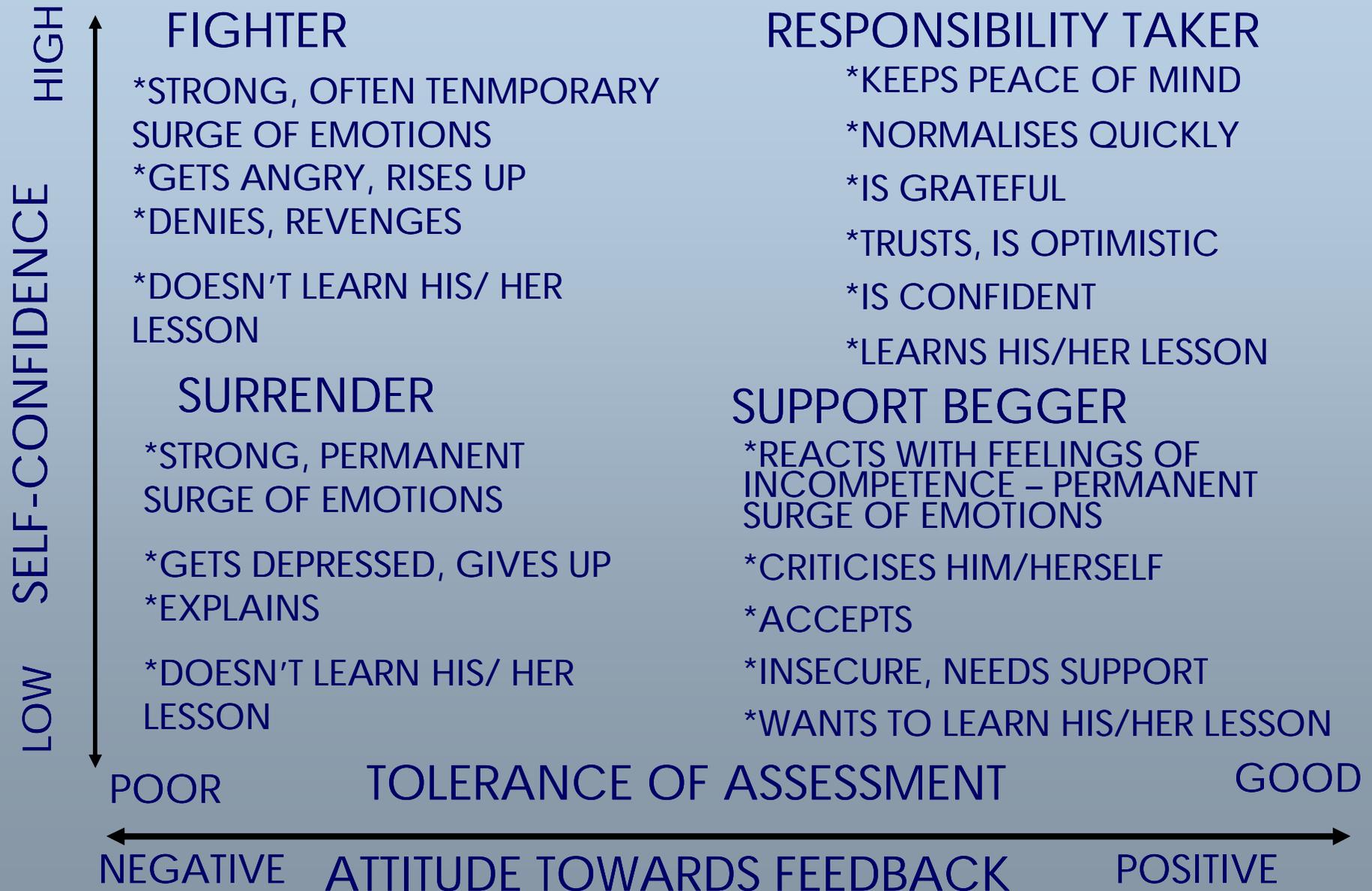
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# LEARNING FROM FEEDBACK (PIRNES 1995)



# 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

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# MEANING OF FEEDBACK

KLUGER & DE NISI 1996:

CONCLUSION OF RESEARCH FINDINGS (n=131):

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

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FEEDBACK WAS DIRECTED AT THE PERSON RATHER THAN THE WORK

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

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

LEARNING

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# 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 STATE....

