

FS inovativni

ZRSŠ

nk 2015 -16

FS vpliva na performance

- Multidimenzionalno (po Sadler)
- Generalna teorija učenja je konstruktivizem (po Black)
- Feedback je dan v skladu s teorijami kognitivizma
- Oblike interakcij, oblike analiz v skladu s humanističnimi vedami...





Self-regulation + internal feedback

- Kaj vse zajema celoten proces samoregulacije?
 - Oblikovanje ciljev
 - Monitoring sistem
 - Regulacija in kontrola spoznanj, motivacije in vedenja v učnem okolju

Developing learner – self-regulation

- Clarify what good performance is
- Facilitate self-assessment
- Deliver high quality feedback information
- Encourage teacher and peer-assessment
- Encourage positive motivation and self-esteem
- Provide opportunities to close the gap
- Use feedback to improve teaching (po Nicol in dr.)

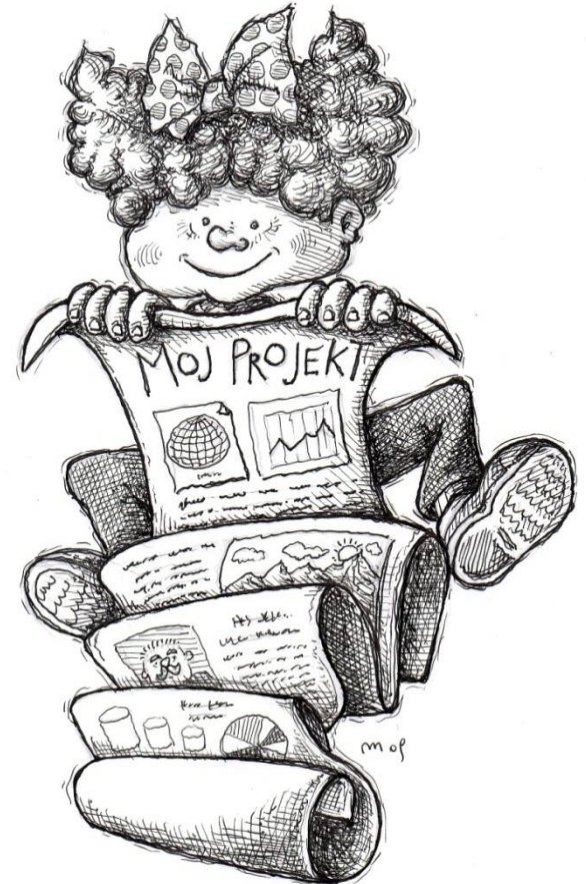
BISL Assessment statement on one page

3 KEY ELEMENTS:

- Process
- Interaction
- Personal target settings



Basic School Aim



Research question:

What can I do for better student's target settings?

My ↓

- Better: unique, creative, interesting, useful, sensible...



Three principles for transformation of classic assessment into sensible formative learning assessment

The purpose of FA / learning

Assessing strong and weak knowledge
3%, 85%, 98%

For: 1. courageous
2. self-assessment
3. self-education

Assuring contact between learning levels
0%, 42%, 76%

For: 1. imitating,
2. inventing and
3. innovating



Assuring actual feedback on the knowledge development
17%, 87%, 96%

For: 1. orientation in the learning process and
2. knowledge measuring

Three principles for transformation of classic assessment into sensible formative learning assessment

Strengths and areas for development

Assessing strong and weak knowledge 3%, 85%, 98%

Helping pupils achieve their full potential

Assuring contact between learning levels 0%, 42%, 76%

Feedback in the process of gathering the data, reflecting, and planning further learning process

Assuring actual feedback on the knowledge development 17%, 87%, 96%

The purpose of FA / learning

For: 1. courageous
2. self-assessment for personal target settings
3. self-education

For: 1. imitating,
2. inventing and
3. innovating

!! Expected outcomes
“zone of proximal level”



For: 1. orientation in the learning process and
2. knowledge measuring (not only summative assessment),
!! Challenge: learning measuring

A “secret” or a vision of schooling and also a personal learning is developing personal target settings.

For reaching aims you have to know how to activate yourself or what is a magnet for personal activation. Before reaching the aim and before self-activation you need to assess your work and product (measure the learning and achievement). For assessing you need a mentor (an expert) who will help you to assure actual feedback on the base of knowledge development.

A mentor could give you the feedback for running the learning process on the base of permanent collecting (gathering) data. Process of learning can be run by student with mentor only when the contact between learning levels is assured.

The permanent contact is assured by good interaction (feedbacks) between students and mentor (teacher).

A good feedback is a qualitative measure of and for learning and teaching process together with product or results.

For a good measurement you need to know very clearly what the actual and reference level of knowledge are.

Actual as pre-knowledge and reference as a zone of proximal level of knowledge are actually defining the full potential of each pupil in the concrete learning period.

Recommendations:

1. Exchanging information in order to adjust student's needs and abilities with the demands in curriculum 7% , 68%, 95% (dialog - interaction)
2. Counseling on how to eliminate weaknesses in prior knowledge – learning on higher level 29%, 78%, 73% (personal instruction - **feedback**)
3. Directing learning process for (co)influencing of factors
33%, 88%, 72% (sensible learning – full potential)
1. Control mechanism in the form of feedback for balanced learning and teaching
5%, 63%, 77% (combined learning – **self-assessment**)
2. Summative assessment only on the basis of complete information collection on student's prior knowledge and improvement which is compared with reference measurement (the expected outcome) 14% , 25%, 78% (learning measurements – gathering data)



The development of definitions of formative assessment in Slovene elementary schools (RAP – research-applicative project)

4. D FA is:	learning measurement of quality mechanizem of self-regulation feedback for/ + referential knowledge
3. D FA is:	feedback for better knowledge
2. D FA is:	the form of intellect development – ability to understand, judge and behave
1. D FA is:	the form of prior knowledge development on a higher level



The definitions determine the reasons (a strategy) for the implementation of formative assessment instead of classic assessment.

Definition of formative assessment in BISL:


1. Formative assessment is helping pupils achieve their full potential.

Or /and

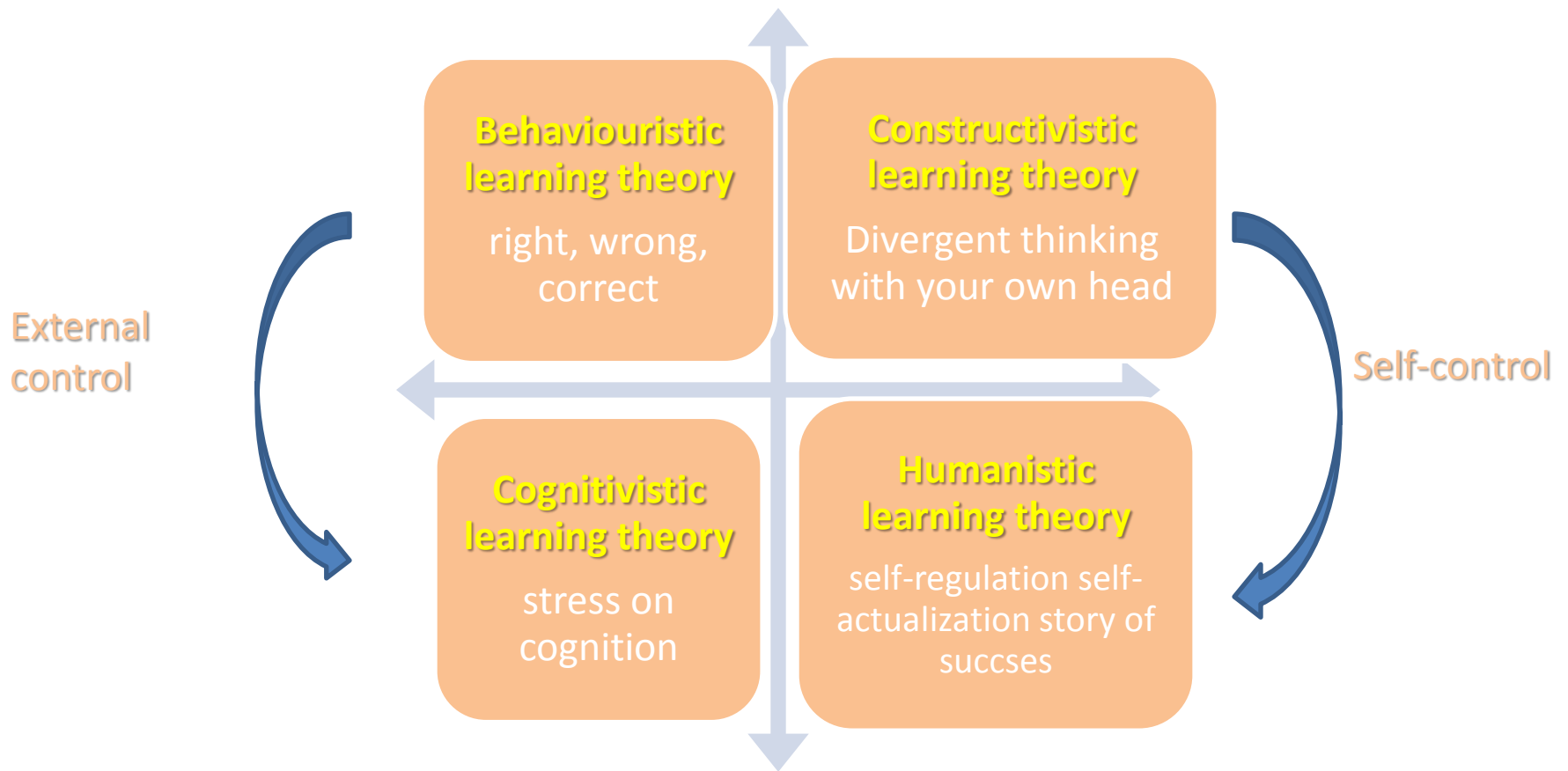
2. Formative assessment is an opportunity for developing personal target settings (aims in life).

Or/and

FA = FB for/and R_{eference} K_{nowledge}

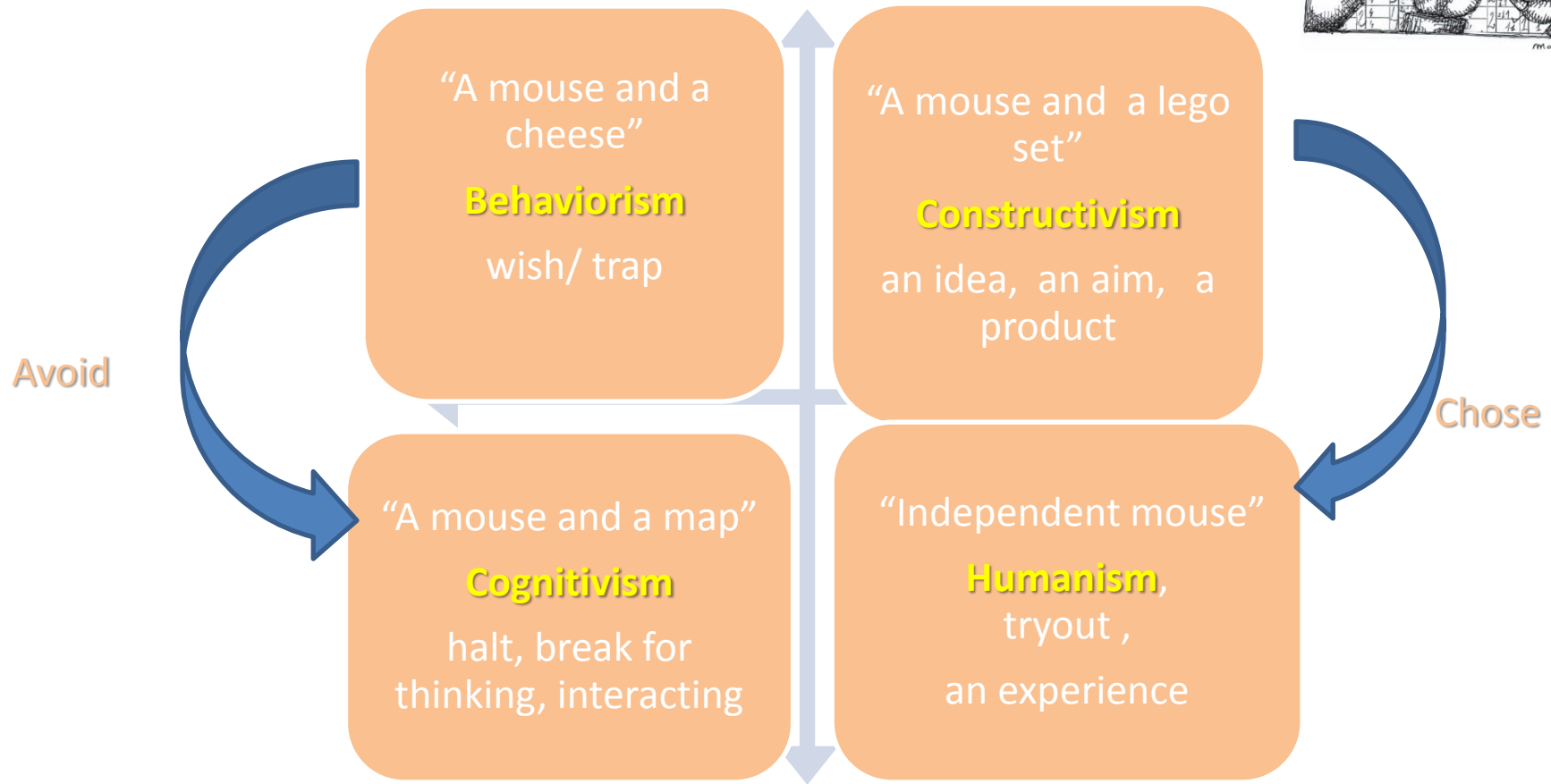
Self-assessment	Interests	Experiences
Learning as adapting	Referential knowledge RK	Feedback FB
Knowledge collection in personal development (certificates, promotion, portfolio)	Outcomes Products Ideas Discoveries Sources etc.	Achievements Competences Certificates 

“It is possible”



The National Education Institute

Which combination?

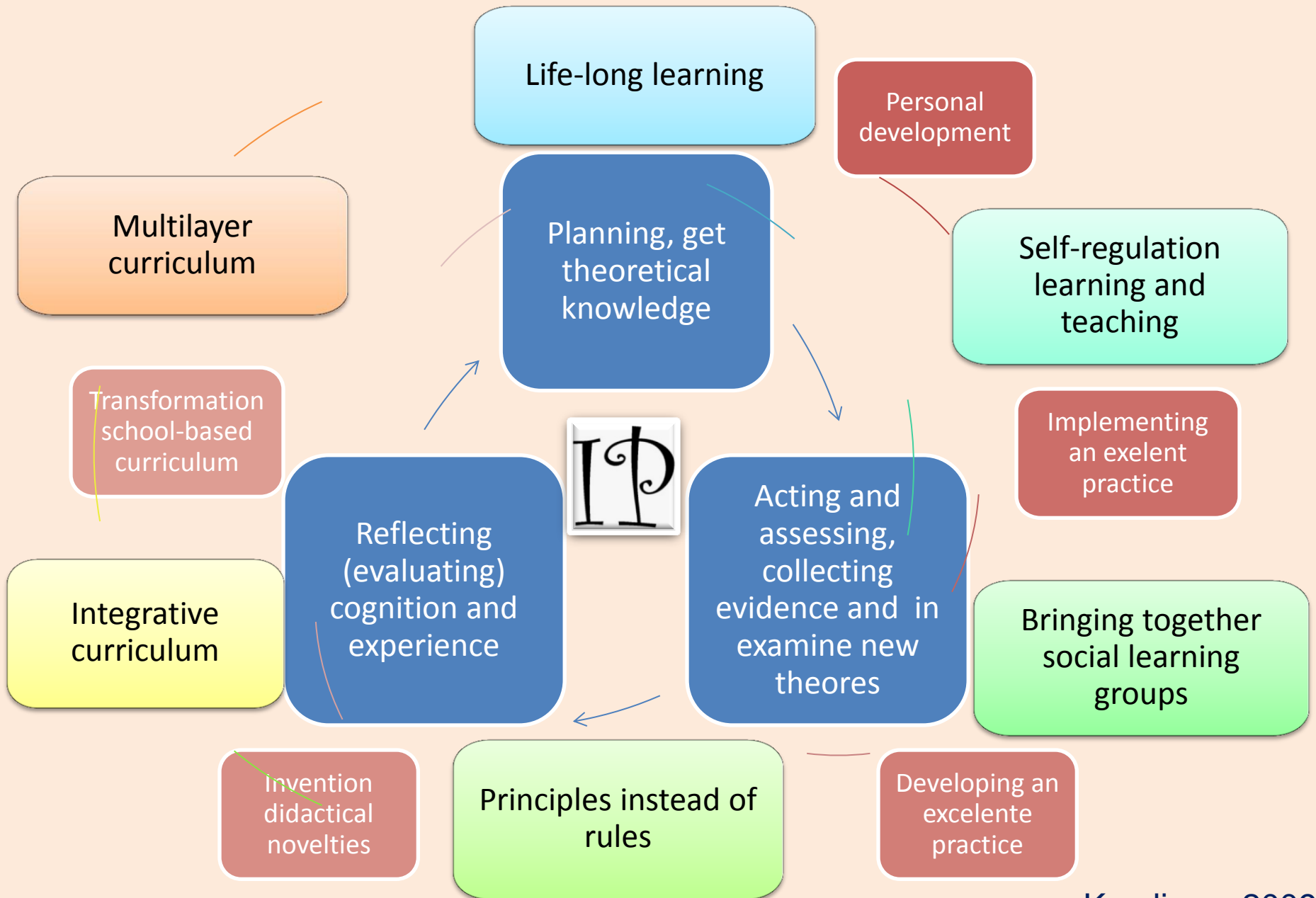


The basic purpose of assessment for encouraging students is self-education



The National Education Institute

COOPERATION FOR CURRICULUM DEVELOPMENT



Followed by the phase of implementation of FA in Slovene elementary schools

How: by transforming the corrective pedagogic ideology into more liberal, flexible and open model of knowledge measuring for encouraging in the sense “I can”, which is the basic moving force for learning and self-actualizing.

The model for encouraging replaces Skinner’s learning theory by Bruner’s and Confucius’ humane learning measurement and usage of cognitive folder for balancing 4 learning theories originating from right hemisphere

Benefits of FA:

➤for an individual: KAIZEN theory for more holistic personality in a lifelong learning and

➤for society: self-confident, open society for creative development (innovative society)

The offer for school, curriculum: 4 EU goals, “Babushka” the system of principles, holistic assessment of educational institutions, RAP with the help AR in the form of FB, from “bottom up”.

Factors which impact on the implementation of formative assessment

Teacher factors

- Teachers' understanding
- Teachers' attitudes
- Teachers' belief that it works
- Teachers' subject knowledge (po Marsh in naslednjih 7 slik)

Student factors

- Students' beliefs about teaching and learning
- Students' motivation
- Students' experiences of assessment
- Students' awareness and co- participation

School factors

- The role of the principal
- School culture and existing practices
- Assessment policies and practices
- Frequency and use of testing,
- School support
- Class size

Systemic factors

- Government policy and practice
- The role of examinations and exam boards
- Parents' support and expectations
- Professional status of teachers

Feedback

- Feedback is at the heart of formative assessment .
- Feedback not only includes information provided to students about how well they have done but also the student responses to this information.

A model based on soft & hard formative assessment (Carless, 2009)

SOFT

- more convergent
- The 'letter' of FA
- Behaviourist learning
- accepts summative

HARD

- more divergent
- the 'spirit' of FA
- Constructivist learning
- challenges role of summative

“Hard” formative assessment

- Teachers whose practice is mainly at the hard end of the continuum are likely to highlight the central role of the student in the process.
- They would belong to the broad constructivist camp.
- They try to model student autonomy and would strive for self-evaluation and ‘learning to learn’ skills

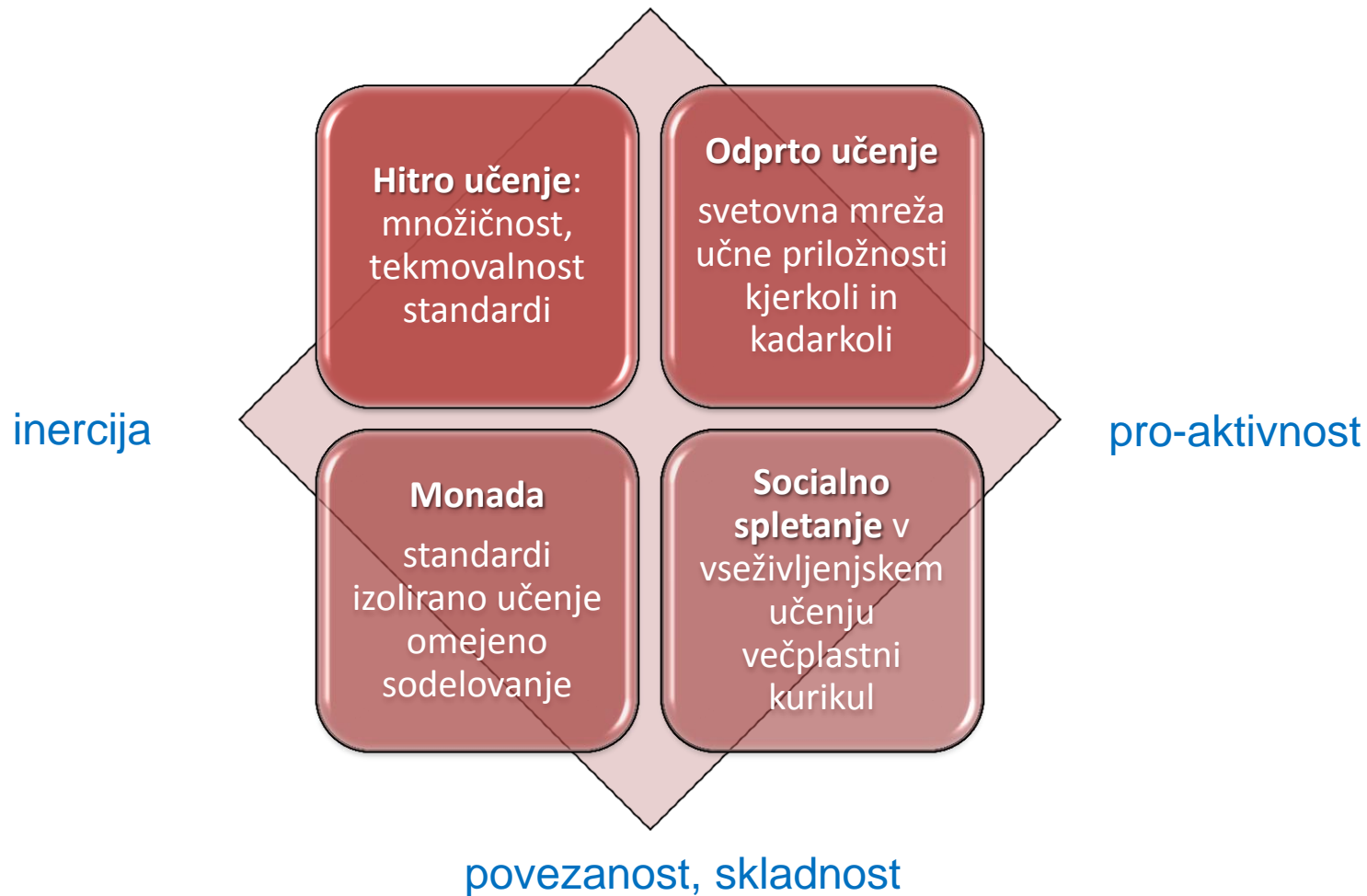
“Soft” formative assessment

- teachers at the soft end of the continuum consider it is too difficult to implement formative assessment in its entirety.
- systemic pressures to deliver content and prepare for examinations may limit formative assessment.
- under these conditions a soft form of formative assessment is a more realistic goal.

4 SCENARIJI UČENJA

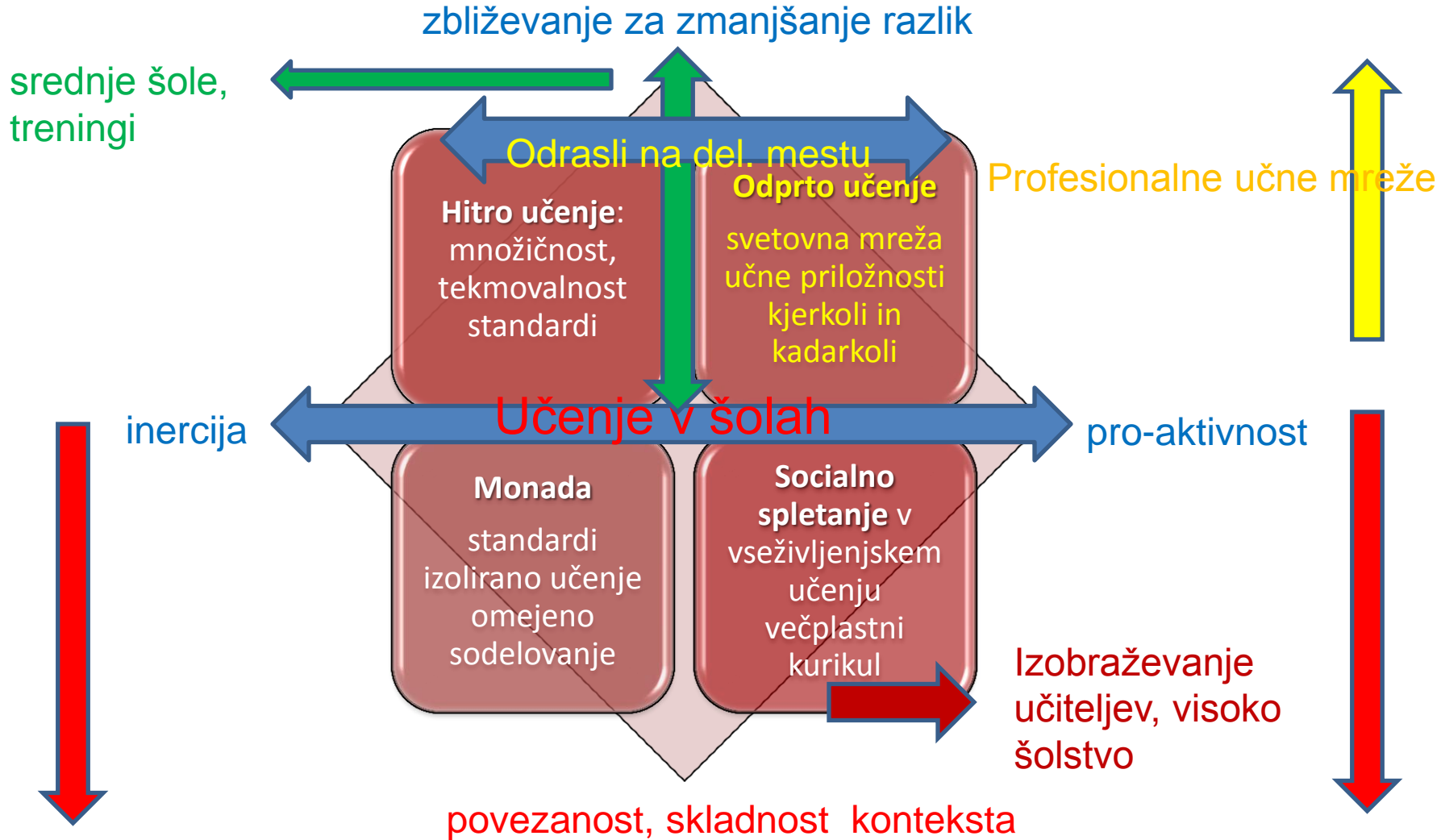
Learnnovation, 2007

zblíževanje za zmanjšanje razlik



4 SCENARIJI UČENJA

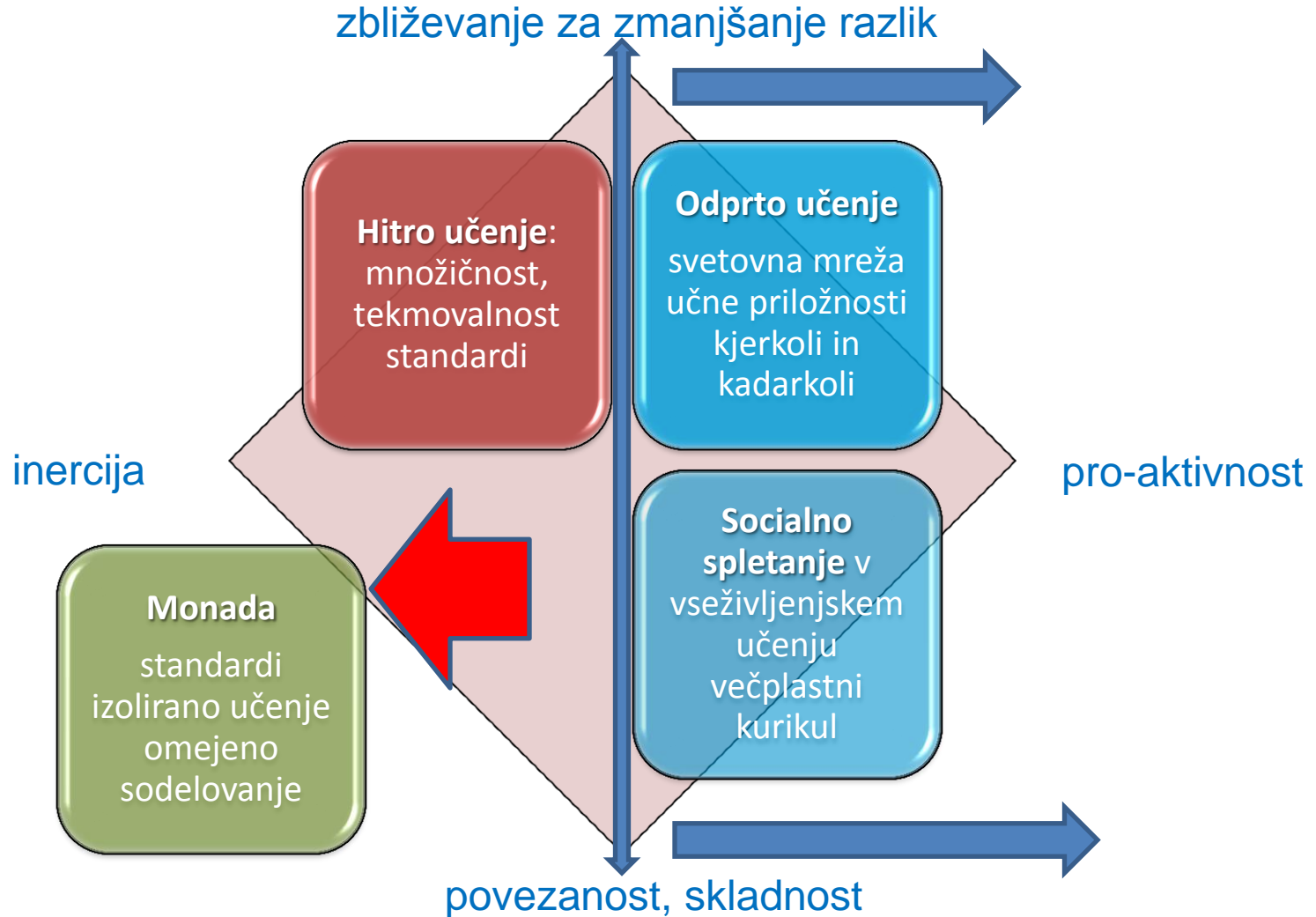
Learnnovation, 2007



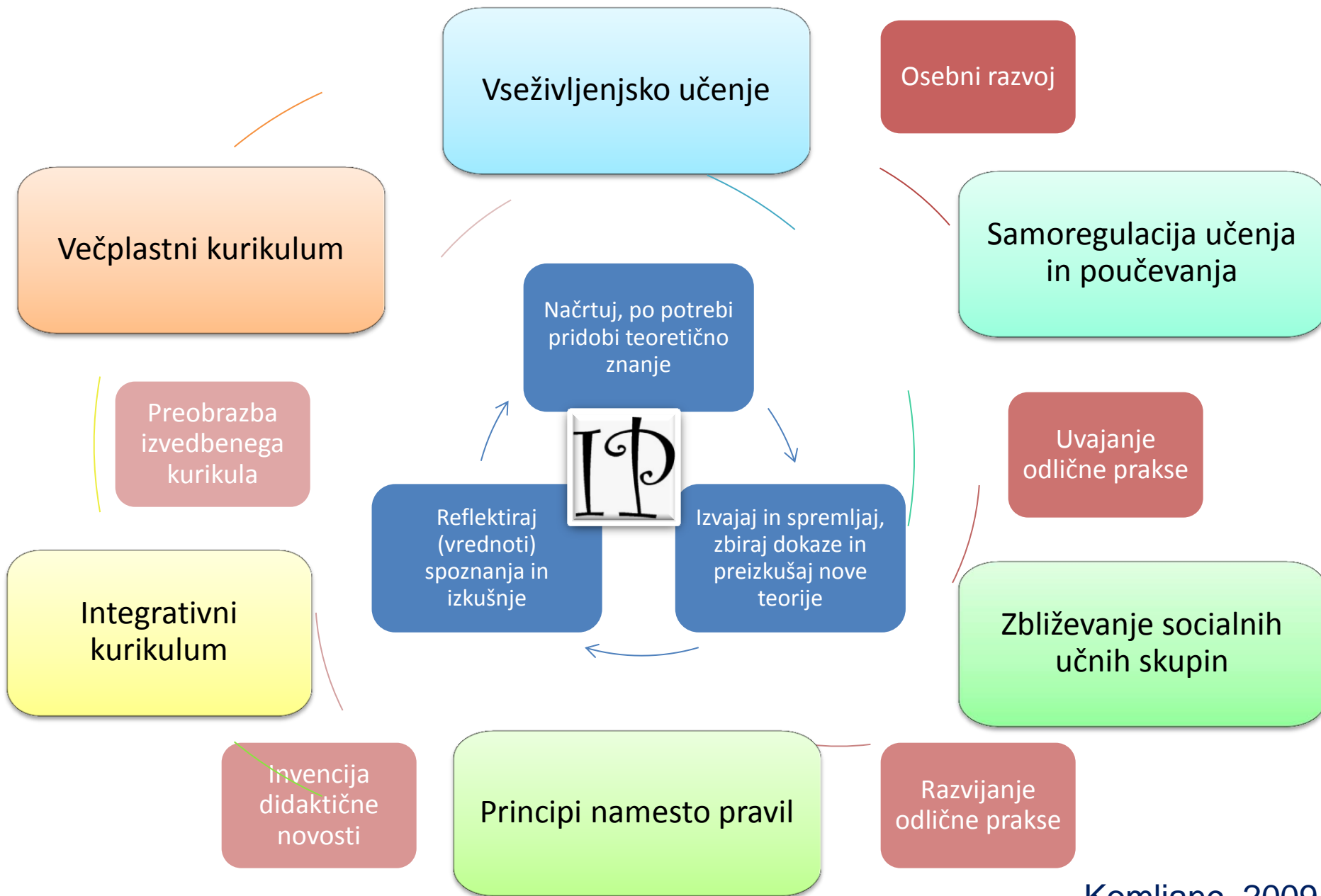
4 SCENARIJI UČENJA

Learnnovation, 2007

Samoizobraževanje: vse 3 razen "monada", VIZ družbe pa desno polje



SODELOVANJE ZA RAZVOJ KURIKULA



Začetek in konec zgodbe o učenju je

MERJENJE UČENJA

Izhodišča FS v nekaterih državah:

1. Hong Kong: redukcija testov
2. Makednija: standardi ocenjevanja
3. Slovenija: načela za ocenjevanje
4. Norveška: vodila za samoocenjevanje
5. Švedska: merila ocenjevanja
6. Francija: sledenje samorazvoja
7. Španija: diagnostika
8. Češka: ustvarjano učenje
9. Australija: diagnostika in predstavitev znanja
10. UK: feedforward

“Only radical change will ensure the opportunities by the knowledge economy.”

T. Bentley

We are moving (1)

*from classical curriculum to innovative open
and flexible curriculum*

We are moving (2)

from classical differentiation (separating) of teaching and learning to innovative forms of bringing a student and a teacher closer with the social learning groups

We are moving (3)

from classical individualization of teaching to learning and teaching (lessons) where school (teacher) develops student's prior knowledge with the help of the so-called personal curriculum (the programme of an individual student and teacher in the social learning group)

Formative assessment (FA) =

a moving force of the learning process

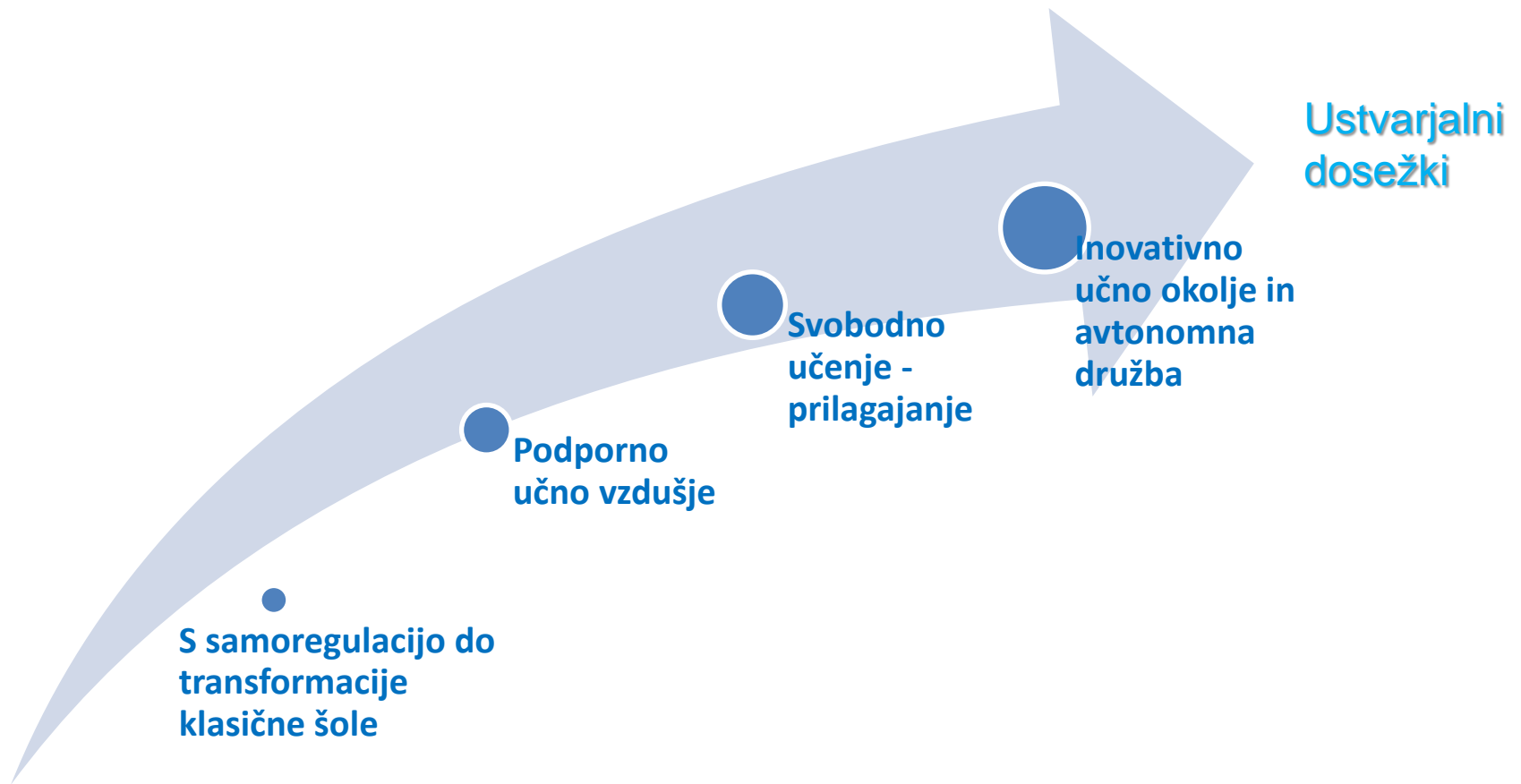
DIALOGUE

Vygotsky's theory of proximal development
and cooperative learning is confirmed.

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graph TD; FA[Formative assessment (FA) = a moving force of the learning process] --> Dialogue[DIALOGUE]; Dialogue --> Vygotsky[Vygotsky's theory of proximal development and cooperative learning is confirmed.];
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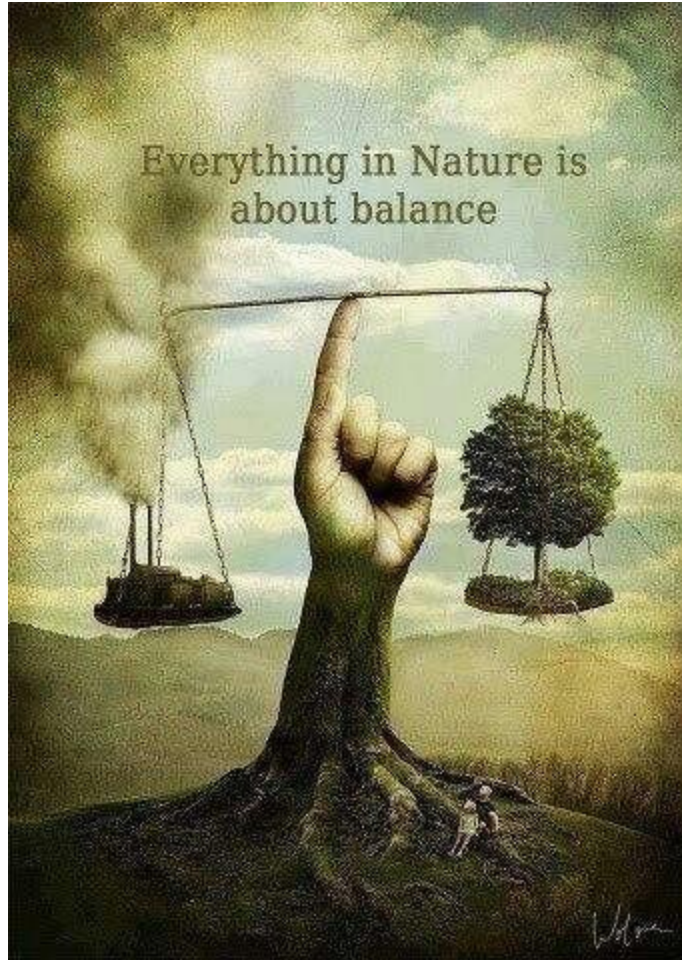
Prilagojenost v bližnji prihodnosti

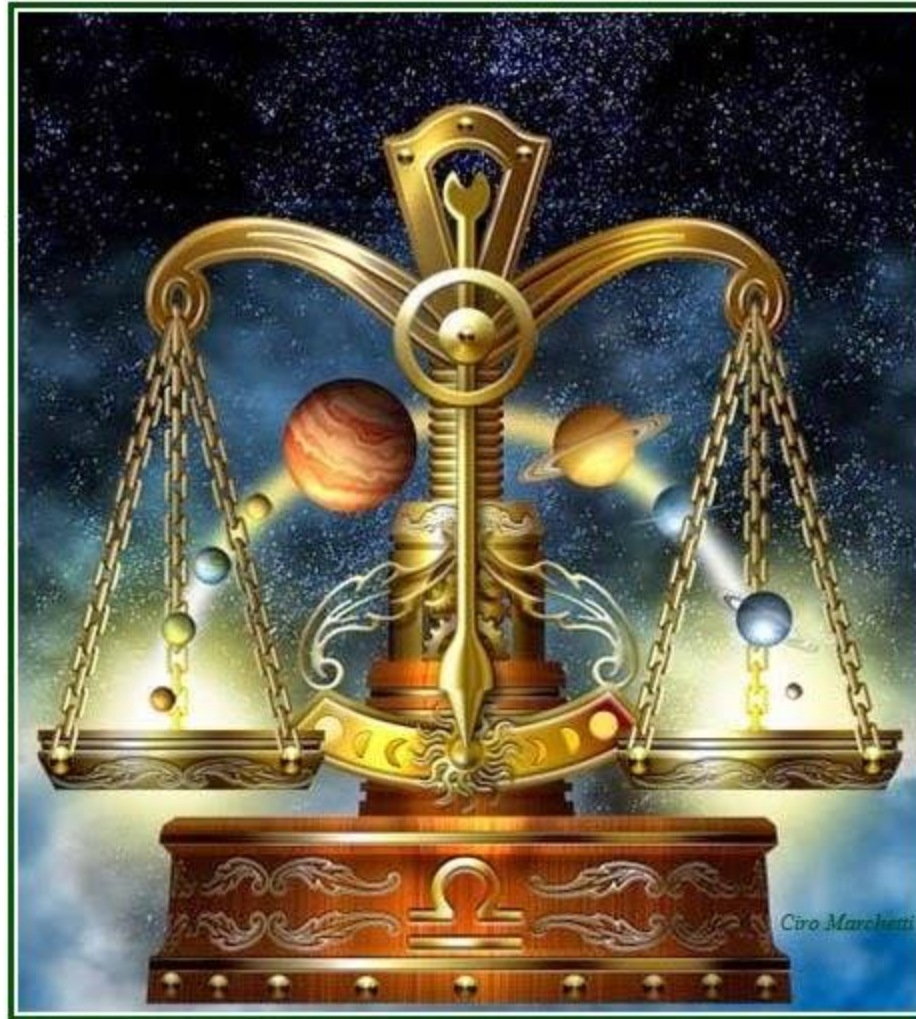
(GLOBALNI TREND)





Everything in Nature is
about balance





Ciro Marchetti



Simonič