

TITLE

Combining formative and summative assessment

KEY CONCEPTS

Formative, personalisation, wiki, adaptive teaching, experts

NARRATIVE OVERVIEW

Mr Szucs is a science teacher who wants to combine elements of formative and summative assessment to enhance his teaching and his students' learning. He first chooses a topic and prepares a test using classroom response systems (CRS). With this information he develops a classroom wiki with headings based on the students' levels of ability and prior knowledge.

Students are allocated teams, and must complete assigned sections based on their CRS data and other observations and evaluations. In a month they build the wiki using the headings as a framework, carrying out research, using the web and traditional resources like textbooks.

Mr Szucs directly moderates the teams working on the 'misconceptions' area of the wiki, providing them with personalised support. Whilst teams addressing more complex topics have more freedom; their support comes mainly from a "people bank". Some of those in this network of teachers, experts and classrooms have agreed to act as moderators of the "advanced" section of the wiki, as well as evaluators of the quality of the knowledge produced by the students. Depending on the feedback constantly gathered by Mr Szucs, students are moved from the less to the more advanced sections of the wiki, and more sections are added to accommodate the progression of the classroom.

TREND/S

Formative assessment has come of age

Most educators nowadays agree about the effectiveness of formative assessment, that is, assessment used on a daily basis for diagnostic purposes and to dynamically adapt teaching, rather than for grading. At the same time, it is now become clear that this type of assessment requires a deep re-think of the traditional roles of teachers and students, which takes time and support.

A new professionalism

There has been lately a great emphasis on teacher professionalism. It appears that many education systems have come to the conclusion that the quality of teachers is the most important factor to improve learning. This is leading to incentives for those teachers deemed to be good, to tighter recruitment of graduates, and stricter controls on the quality of teaching.

Personalisation in times of crisis

Teachers are expected to personalise teaching and learning, and due to the economic crisis the cost-saving opportunities offered by technology have become even more relevant. In these times of crisis, using technology to personalise teaching is less about being "innovative" and more about "getting the job done", saving time and money.

VISION (ASPIRATIONS & AIMS)

- to combine elements of formative and summative assessment
- use feedback and technology to enhance teaching and learning

ENVIRONMENT

- the classroom
- home
- the network

PEOPLE & ROLES

- teacher as the main planner, facilitator and organiser of content
- key role of "experts" (and the "people bank") in supporting the teacher allowing a higher level of personalisation
- students as researchers

INTERACTIONS (INCL. PEDAGOGIES)

- formative assessment (AKA assessment for learning)
- collaborative learning
- personalised support supported by technology
- experts as moderators (these could even be teachers from other schools)

ACTIVITIES

- adaptive lecturing (supported by CRS)
- classroom dialogue based on feedback
- collaborative writing on the wiki
- formative use of tests

RESOURCES (INCL. TECHNOLOGIES)

- classroom response systems
- wiki-based platform
- "people bank": a network of teachers, experts and classrooms, always on and easily customisable and expandable