Sustainable Assessments in Teacher Education

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Objectives

• Examine assessment practices in teacher education.
• Analyze how features of sustainable assessments are used to increase the effectiveness of formative assessments.
• Look into aspects where teacher educators can employ these sustainable assessments to develop lifelong learning skills in prospective teachers.
• How these findings empower the practitioner in the community of practice.
Further.....

- Share the best practices of teaching, learning, and assessment eye witnessed in Australia.
- Analyze the nature of formative assessments and summative assessments and their effect on the prospective teachers.
- Seek to identify the place of TESOL in the MLE context.
- How sustainable assessments can contribute to achieve a sustainable future (through teaching, learning, and assessing)
Formative Assessments

- are tasks assigned to students during a course of study with an intention of generating information for improving student learning (P. T. Knight, 2000; Sadler, 1989)
- enable teachers to identify the level of understanding the learners possess and design subsequent teaching
ASSESSMENTS

Big Assessment picture (Tuttle, 2009, p. 19)
Importance of Formative Assessments

- A strategy to motivate students to engage in learning better (P. Knight, 2001)

- A way of closing the “gap” (Taras, 2005, p. 468) between the learner’s present and the anticipated level of learning (Biggs, 1998; Carless, 2007a; Taras, 2005).

- As opposed to summative assessments, seek to explore ongoing learning of the learners

- Effectiveness of formative assessments mainly corresponds to the strong role of feedback and subsequent learning that is expected to generate.
Sustainable Development

Take urgent action on different issues to ensure that development was sustainable, i.e. that it would satisfy ‘the needs of the present without compromising the ability of future generations to meet their own needs’.
Sustainable Assessments

Take action to ensure that the assessments would satisfy ‘the needs of the present without compromising the ability of the students to meet their own future learning needs’ (Boud, 2000, p.151)
Teacher Educator’s task

Provide educational opportunities for prospective teachers to achieve the knowledge and skills needed to promote sustainable development.
→ in the context of sustainable assessments this can be achieved by the use of:

◆ self regulated learning
◆ self and peer assessment
◆ timely and useful feedback
◆ different types of formative assessments
◆ well organized teaching learning process
◆ assessment criteria which are based on a standard
These Sustainable assessments:

➔ Promote learners to play a generative role in learning rather than a responsive role
➔ Require continuous involvement in the t-l process
➔ Focus on learning than performance
➔ Help the learners to improve on a regular basis
➔ Incorporate deeper learning approaches
Lifelong learning skills

- Provide learners with ownership of learning
- Self-regulated learning enables the learners to guide their own future
- Peer and self-assessment skills develop social skills that enable learners to live together
In summary, sustainable assessments develop Lifelong Learning Skills which are related to ........

➔ **learning-how-to-learn**

➔ **learning-how-to-assess** (Boud, 2000)

- **generic skills**
- **Reflective thinking**
- **student autonomy**
The BEST practices

• Effective use of formative sustainable assessments to create deep learning situations

• Enabled to think beyond the traditional views on lifelong learning by providing the learners with generic skills which enhance the productive character of learning to initiate change, transform, and create.

• Learning is a core-condition of human life in the ‘knowledge based society’ (Allert et al., 2004; Shepard, 2008).
→ Empower the practitioner to contribute to the process of change
→ Help change the cultural dynamics
→ Change the status quo
→ Explore avenues to find one’s own advancement in the community of practice
Sustainable Assessments in the Sri Lankan Educational System

→ Help change the summative assessment protocols to encourage deeper learning experiences supported by sustainable assessment.

→ Use sustainable assessments to reduce the negative ‘backwash effects’ of summative assessments.

→ Enable dynamic collaboration of formative assessments and summative assessments to create effective teaching, learning, and assessing experiences.
TESOL and MLE in Sri Lanka

- **Text book based (ESL)**
  - Content of texts - related to the multicultural environment of the country
  - teachers are mostly bilingual
- **Teach English using MTB-MLE in primary grades through ABOE (Activity Based Oral English) program**
  - Create harmonious relationship between global and local contexts through text books which are culture based
- **Commonly use English as a link language**
Place of TESOL in MLE

According to UNESCO (2003), foreign language learning is considered as part of an intercultural education aiming at the promotion of understanding between communities and between nations. (Education in a Multilingual World- UNESCO- Education Position Paper -2003) In certain contexts, English is taught as a foreign language, second language or an additional language.

In Sri Lanka, English is taught as a second language.
SWOT analysis on Sustainable Assessments

**Strengths:-**

- applicable to any context
- create learning that lasts long
- obtain generative skills that enhance creativity and new thinking
- provide and use of feedback- reflective thinking (Boud, 2000)
- participatory decision making and action (Shepard, 2008) provides approaches to learning that are likely to be within their “sphere of influence in the future” (Thomas & Day, 2014 p.208).
Weaknesses

• difficulty in meeting the timeline in providing feedback as these assessments require greater commitment of the learner and the teacher.

• Require extensive amount of prior planning
Opportunities

• Build confidence in the learners in handling new learning

• Develops student autonomy

• Develop learning experiences related to research and inquiry, ethical, social, and professional understanding

• Experience and develop soft skills, core skills, key skills, and life skills (Hager, 2006, p.6) which are the essential skills that are transferable between jobs
Threats/ challenges

• Traditional Lifelong learning skills challenged in the face of knowledge based society

• Issues that could arise in changing the status quo

• Commitment and the leadership of the practitioner in initiating changes

• Resistance expected in changing the cultural dynamics
References


Thank you