
Assessing authentically in the Graduate Diploma of Education

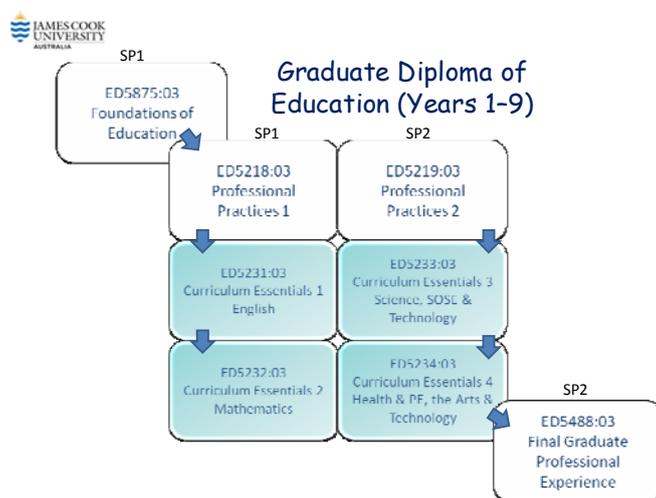
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Key ideas

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- **planning process** that embeds authentic assessment, work-integrated learning, professional standards and e-assessment in a Years 1-9 Graduate Diploma of Education course.
 - **multi-purpose** as the eportfolio prepares students for employment interviews + assessment for on campus studies + practicum reports
 - **innovative** as utilises JCU CareerHub e-portfolio to capture the evidence for assessment across 10 professional standards in core professional practice subjects + core curriculum subjects + practicum.
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Context

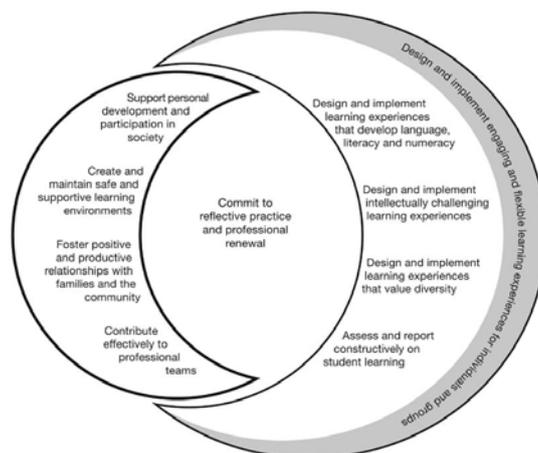


Context

- Canonical knowledge (Billett, 2009)
- The Future of Schooling in Australia Report (2007)
- Masters Report (2009)
- Queensland College of Teachers – professional standards (2006)
- Relevant literature:
- Authentic assessment and learning
- Standards
- WIL (work-integrated learning)
- e-Assessment and
- e-Portfolio

QCT – Professional Standards (2006)

Professional Standards For Queensland Teachers



Planning Process – Step 1 Assessment Types

Subject	Genre	Context
ED5218 Professional Practices 1	Lesson Plan and Critical Reflection	Study group's critical feedback to revise lesson plan
	Examination	In class invigilated, short answers
	e-Portfolio	CareerHub e-Portfolio

Planning Process – Step 2

Professional Standards



QCT Standard One	ED5875	ED5218	ED5231	ED5232
Identify and use teaching, learning and assessment strategies and resources in which ICT is embedded	✓			
Know how to gather information from a range of sources to evaluate learning activities and how to use this information to improve teaching, learning and assessment strategies and resources	✓			
The content, processes and skills of the areas they teach and links across content areas			✓	
The socially, culturally, historically constructed nature of knowledge	✓			
Ways of identifying learning goals		✓		
Lesson and course planning		✓		
Relevant curriculum frameworks and an awareness of school, authority and employer policies and procedures	✓	✓	✓	

Planning Process – Step 3

Graduate Qualities



Graduate Attribute	ED5875	ED5218	ED5231	ED5232
Literacy and numeracy				
The ability to read complex and demanding texts accurately, critically and insightfully	✓		✓	
The ability to speak and write clearly, coherently and creatively	✓	✓	✓	
The ability to generate, calculate, interpret and communicate numerical information in ways appropriate to a given discipline or discourse				✓

Planning Process – Step 4

3-fold for QCT professional standards



Subject	Standard 5 Assess and report constructively on student learning	Standard 6 Support personal development and participation in society	Standard 7 Create and maintain safe and supportive learning environments
ED5488	✓	✓	✓
ED5218			✓
ED5219	✓	✓	
ED5875			✓
ED5231			
ED5232			✓
ED5233			
ED5234	✓	✓	

Planning Process – Step 5

Authentic and relevant assessment



- e-Portfolio (Helen's extract)
- Standard 7: Creating a safe and supportive environment
 - Definition
 - Description
 - Analysis
 - Transformation

My beliefs have been altered in regard to what it takes to form positive relationships, and how difficult it is to get disengaged students to take part in learning. I observed that the "culture of learning amongst a group of students is contagious", be it good or bad. For example, once one student is encouraged to "have a go" and feels safe and succeeds in the attempt, others are then more inclined to participate as well. But on the other hand, if the atmosphere is one of total disinterest and misbehaviour, this too is highly contagious. I made attempts to engage students through non-threatening encouragement to do so; e.g., I let them know that their opinion was important, that it didn't matter if it was right or wrong, and by modelling the required participation first for them (see Evidence Document 12 - Practicum Report).

Step 5 – Assessment rubrics – aligning QCT standards



Grade descriptor	High Distinction	Credit	Fail
Standard 7 Create supportive learning environments <i>(Preventative management plan, lesson plan, communication skills feedback)</i> (10 marks)	Demonstrates outstanding engagement with the principles and explicit strategies of effective classroom behaviour, including personal communication skills, techniques for planning, using appropriate sources of advice on student learning and well being, school and employer policies related to behaviour management	Demonstrates good engagement with the principles and explicit strategies of effective classroom behaviour, including personal communication skills, techniques for planning, sources of advice on student learning and well being, school and employer policies related to behaviour management.	Demonstrates limited engagement with the principles and explicit strategies of effective classroom behaviour, including personal communication skills, or limited understanding of sources of advice on student learning and well being, or poor knowledge of school and employer policies related to behaviour management.

Step 5 – Subject Outline



Date	Lecture/ Workshop/ Tutorial	Focus QCT Professional Standard	Readings/preparation (links on LearnJCU)	Relationship to assessment
Week 5 Friday March 27	Classroom Management and effective communication Policies and school practices for management Conflict resolution	Standard 7 Knowledge of School employing authority policies and relevant legislation relating to behaviour management and the provision of safe and supportive learning environments. Establish clear expectations for student learning and behaviour and provide explicit feedback on appropriate behaviour. Communication, time management, conflict resolution and negotiation strategies.	DeJong, T. (2005). <i>Managing Behaviour</i> . Education Queensland (2006). <i>Core Learning Essential Skills for Classroom management</i> . MACER (2005) <i>Smart Schools, Smart Behaviour. Advice to the Minister on behaviour management in Queensland schools</i>	Task 2 Exam. Your exam will include questions on classroom management. Task 3 ePortfolio. You will design a personal preventative management plan, use it in class, and use it as evidence for a statement in your ePortfolio. Prof. Exp. During prac you will develop and use your communication audit and preventative management plan, which we develop during class time.

Stakeholder Feedback



- CPEAC members conveyed limited familiarity with the Graduate Teachers Professional Standards (QCT, 2009)
 - perceived that WIL = increased capacity for preservice teachers to **critically reflect** upon practice, and that given its focus on “practice and how it evolves” over time, the e-Portfolio positions Graduate Diploma students at “the coal face”. = accentuates the very purpose of WIL.
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Stakeholder Feedback



- CPEAC members also perceived the e-Portfolio to have an authentic application in **employer interviews**
 - One stated that the interview process would be enhanced by “those sort of substantial conversations around the artefacts and the processes” bringing to the fore the “reflective process that we don’t normally get to see in an interview situation.”
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Stakeholder Feedback



- The **relevance of the e-Portfolio** is also evidenced in the following observation from a **Graduate Diploma student**:

I could reflect on the prac and see how many of the things that were happening every day in the classroom, in the environment of the school, working collectively with colleagues...were actually linked.

- Students preferentially **select and value** practicum experiences for collection of evidence in the e-Portfolio rather than those from university based learning activities or assessment. Nevertheless, explicit links to readings and texts are mandated, to ensure on-campus learning is embedded into the e-Portfolio's reflection processes.

Preliminary conclusions



- Elements of authentic learning and assessment, WIL, professional standards and e-Assessment via the selection of the e-Portfolio, have **mutual roles** in creating quality learning and assessment experiences for Graduate Diploma students.
- Preliminary data has suggested **WIL strengthens students' abilities** to retain, reconstruct, engage and build on learnt concepts and content (Biggs, 2002, Crisp, 2008).
- However, it has also highlighted the need for **clarity** and **transparency** of purpose, and an **explicitness** of bringing together learning, assessment and continued development portfolios over the Graduate Diploma course