

Planning & Assessment Redesigned

<http://scarfedigitalsandbox.teach.educ.ubc.ca/>



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Based on slides by Beverley Bunker, UBC FA

Revised Curriculum = Revising Assessment

- Who are my learners? Collectively & Individually
- How will my students be involved in assessment & learning?
- What tools or tech will I use to support an holistic approach?
 - Are there ways to make my job more efficient?
 - Are there ways to support students more individually?

For links and planning templates, visit: <https://blogs.ubc.ca/learningdesign/designing-learning-experiences/>

Find the Right 'system'

The right system might not be digital

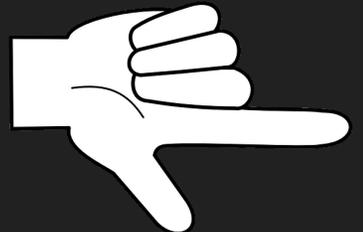
Planning for frequent assessment is not optional...

Considerations:

- Ready access to technologies
- BYOD policies
- T needs & purpose

As a TC, which of the following is your current priority?

1. Providing students with meaningful and timely feedback;
2. Making learning active and engaging;
3. Assessing prior knowledge.



Gamification and anonymous response

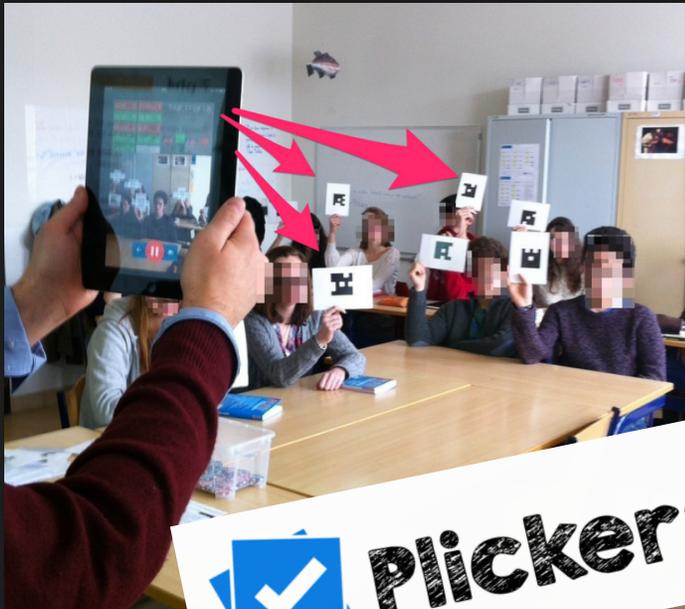
Kahoot!

Game PIN

Enter



Selection Questions, rapid response



iClickers → Ed Library Loaners!

A 'new to me' option...



Mentimeter

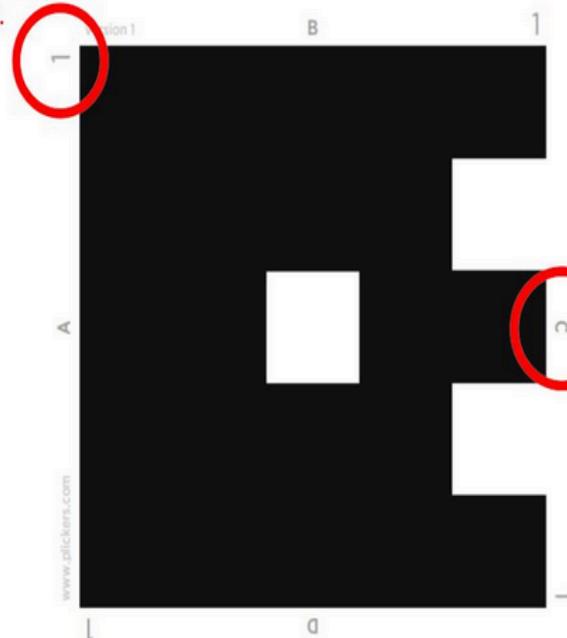
- Free unlimited participants
- Limits # of questions per presentation (7)
- Multiple question types and response views.

Discuss and Respond:

Which approach do you think might work best?

- A. study study study study – test
- B. study study study test – test
- C. study study test test – test
- D. study test test test – test

Numbers at the corners of the answer card will correspond with assigned student numbers.



Letters around the perimeter of the card indicate the direction that students should hold them up to record answers.

You see... I see...

Plickers Library Reports Classes Live View Cards Help Ms. FRIZZLE

Show Panel Full screen

Science 7-1

Which layer of Earth's atmosphere contains the ozone layer which is responsible for the absorption of the Sun's UV radiation?



A: Troposphere
B: Stratosphere
C: Mesosphere
D: Thermosphere

Nolan Amy	Ariana Crisa... B	Total: 5 (of 10)			
Nic Hansen	Jenn Kim C				
Satoko Lom	Allie Morse B				
Armando Pe... B	David Xue B	0	4	1	0
Rob Atkins	Anisa Fdalati	A	B	C	D



✓



Filter by class:

Social Studies

Math

Music

PE

Archived Reports

Jul 16, 2015 ● Social Studies

Correct: 15%

How many quarters are in a dollar?

A 4

B 1

C 3

D



Jul 14, 2015 ● PE

Correct: 0%

What is the capitol of New York?

A New York City

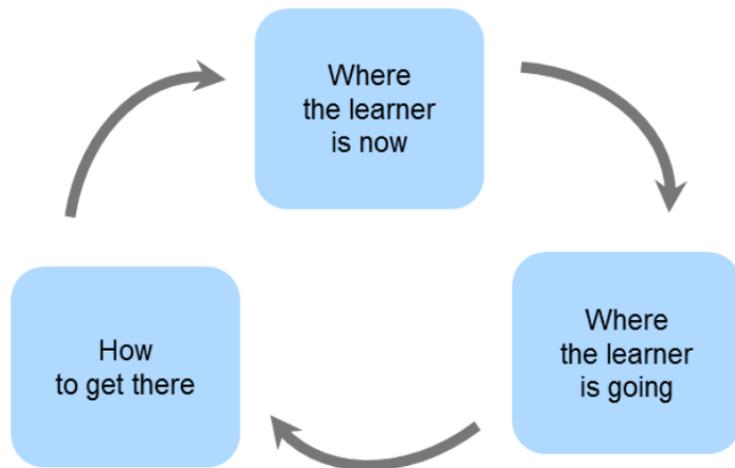
B Albany

C Brooklyn

D Syracuse



Assessment for Learning



Study, test, test, test ✓

As formative assessment, frequent low to no stakes questioning and feedback (while they are engaged) can help shape students' thinking

Make Thinking Visible

- Anonymous response
- Graphical display provides immediate feedback
- Provide opportunities to review and revise response
- Rapid response to activate and assess prior knowledge

The Value of Testing

1. We often think we know things which we have in fact forgotten. This is the *Illusion of Knowledge*.
2. Testing provides excellent feedback on what we have forgotten.
3. Testing provides *retrieval practice* which improves our ability to bring information to mind when we need it.
4. Ideally, testing should be low, or zero stakes. High stakes testing can cause anxiety which sometimes reduced the benefits of testing.

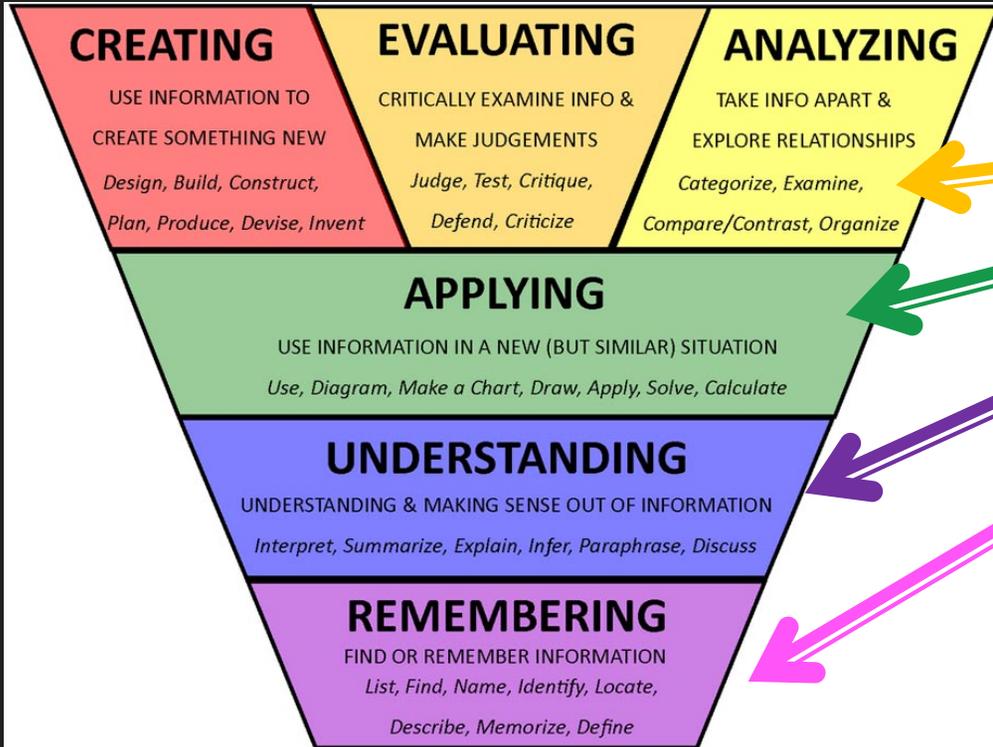
@LearningSpy 2016

Ask effective questions

- To cause thinking and provide information to the teacher (and learner) about what to do next
- To collect information to inform teaching



What types of questions?



- Discussion starting
- Misconception catching
- Concept checking
- Information Recall
- Information Gathering

Use an Effective Teaching Strategy

"question-driven instruction, dialogical discourse, formative assessment and meta-level communication"

Beatty, I.D. & Gerace, W.J (2009)

Discussion based strategies

- Randomized responses followed by volunteers
- Turn & talk, then respond
- Poll, Display graphic, turn & talk/small group discussion or debate, 'retake' poll
- Voting
- Video or image as a prompt

Effective Formative Assessment

- Randomized response vs. volunteer
- Craft SELECTION questions in advance
- Include short answer SUPPLY questions when possible

Questioning for Formative Assessment

Table 4.1: Common Errors in Questioning (from G. Brown & Wragg, 1993)

Asking	Failing to
<ul style="list-style-type: none">• too many questions at once• a question and answering it yourself• questions only of the brightest or most likeable• a difficult question too early• questions in a threatening way• irrelevant questions• the same kind of questions all the time	<ul style="list-style-type: none">• correct wrong answers• indicate a change in the type of question• give students the time to think• pay attention to answers• see the implications of answers• build on answers

Scarfe Digital Sandbox Presents:

This month in SCARFE 155, Education Library:

- Gearing up for practicum: Incorporating Assessment Strategies (Jan 23 & 25) RSVP <https://tinyurl.com/epse310>
- De-Stress activities Wed. Jan 24th

answergarden.ch/624735

What strategies or response system might you use in your planning/teaching?

NB: site set to moderate... I'll check and approve responses!

Show and Scan!



answergarden.ch/624735

References

- Beatty, I.D. & Gerace, W.J. *J Sci Educ Technol* (2009) 18: 146. <https://doi.org/10.1007/s10956-008-9140-4>
- William, D., & Leahy, S. (2015). *Embedding Formative Assessment: Practical Techniques for K-12 Classrooms*. Learning Sciences International. Retrieved from <https://books.google.ca/books?id=1ifZrQEACAAJ>

Additional Resources:

Frey, N., & Fisher, D. (2011). *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning*. ASCD. Retrieved from <https://books.google.ca/books?id=BR3xJ4LZCqoC>

Goldstein, D. S., Wallis, P. D., & Rhem, J. (2015). *Clickers in the Classroom: Using Classroom Response Systems to Increase Student Learning*. Stylus Publishing. Retrieved from <https://books.google.ca/books?id=nbCpCwAAQBAJ>