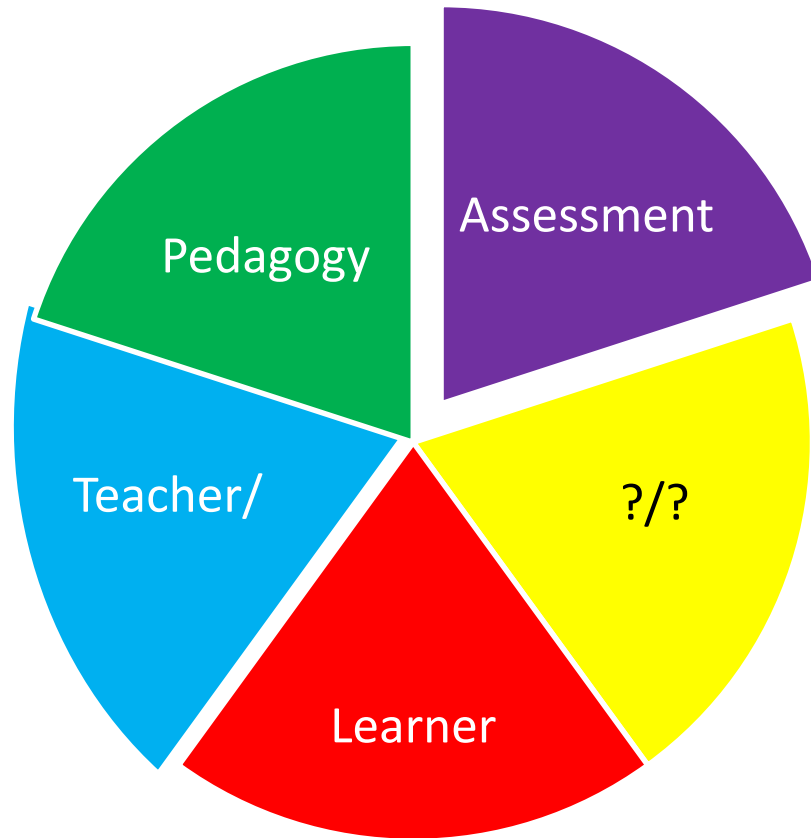


# Promoting Effective Pedagogies & Assessment Practices - Global trends

Dr. Shashikala Wanjari  
Vice Chancellor  
SNDTW's University, Mumbai



- **How will you Define quality education?**
- Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected.” (p. 102)

*Ref: Ramsden, P. (1992). Learning to Teach in Higher Education. New York: Routledge.*

Why teacher needs to know pedagogy?

# Few Questions

1. How prepared are our instructors to function in learner-centered classrooms and support personalised instructions?
2. How receptive are our instructors to engaging students not just as consumers but also as producers of content?
3. How prepared are our instructors to continuously learn new technologies?
4. Can our instructors smarten up using smart phones?
5. Can our instructors blog?
6. Can our instructors create their own website by going digital?
7. Can instructors develop skills to engage in project-based learning?
8. Learn to use Twitter Chat
9. Learn to connect
10. Learn to collaborate
11. Learn to build your positive digital footprint
12. Learn to code
13. Don't hesitate to innovate

# The three initiatives discussed here are:

- **Student observers of teaching**
- **Student mentoring**
- **Students as change agents**
- Lucy Bailey and Vanitha Ponnusamy report on a range of initiatives that have been undertaken at the University of Nottingham, Malaysia Campus in order to enhance student

- It is apt to conclude with a quote from Arnoud De Meyer who talks about what the future holds for the educators and students of institutions of higher education:
- “We are moving from a teaching paradigm towards a student-centered learning paradigm..... Our role evolves towards that of a guide and facilitator: a guide to help the students make the difference between the good, the bad and the ugly information; a facilitator to help make sense out of the overload of information available at our fingertips.
- As a consequence, the initiative for designing a curriculum may well shift a bit from the academic supplier to the student user.
- The new learning paradigm will no doubt be more experience-based. Project-based learning as a subcategory of experiences-based learning is not new.

# Assessment

- Assessment plays a powerful role in student learning and has been seen as a major driver to change the way students study and to focus them on appropriate ways to go about their study (Gibbs 2010).
- This view is reiterated in the definition of assessment by Huba and Freed (2000, 8), which also encapsulates assessment's dual roles as discussed earlier.

Assessment is:

- ... ..the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (*Huba and Freed 2000, 8*).



- In line with the view from Gibbs (2010) discussed above, while assessment is concerned with

# Twenty-first Century Skills

- The assessment tasks require students to think flexibly, to self-reflect, solve problems and use creativity.
- In requiring students to utilise these skills to meet the task requirements and therefore achieve good grades, students are directed to appreciate the focus of the subject, and have the opportunity to develop and apply them

- In this way, the tasks are using assessment to assist student learning, as well as making judgments about the levels of students' learning in a summative sense.
- As mentioned earlier, it is important that there is alignment between the learning outcomes, the assessment and the educational approach.
- Thus, students need to have had the opportunity to practice the above-named skills through their class and study activities before they are assessed on them in the assessment task.
- **Formative feedback** in class and through peer interaction also helps students to gain a clearer conception of the required skills.
- The **student-centred** nature of assessment tasks such as those discussed below requires students to be active in their learning, developing students' independence in their learning, rather than teacher dependence. Independence underpins students' ability to solve problems and to think flexibly and creatively.

- Assessment of student learning is integral to higher education studies. It is important in today's world that students' achievements are certified by assessment. Assessment however, does not operate in a vacuum and to be effective, needs to be positioned in educational programmes that are of quality and prepare students for the world on graduation.
- Effective assessment tests much more than students' grasp of subject matter and takes students out of the textbook and out of the classroom.
- Skills for the twenty-first century mean that students need to be able to think flexibly and develop creative responses to new and emerging issues. This aspect needs to be built into the educational programme and hence assessment, and the assessment needs to be coherently embedded in the education programme, aligned with the key aspects of learning outcomes, and teaching and learning approaches.
- Thus, assessment should support learning and is a core part of teaching and learning. Formative

# Today's Students with Powerful Devices

- Create and share multimodal texts
- Communicate spontaneously with people anywhere in the world
- Capture language use outside the classroom
- Analyze their own language production and learning needs
- Construct artifacts and share them with others
- Provide evidence of progress gathered across a range of setting, in a variety of media”

(Ref: KukulskaHulme, Norris and Donohue: 2015)

# Skills for Survival in 21st Century

- Critical thinking and problem-solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurship
- Accessing and analyzing information
- Effective oral and written communication
- Curiosity and imagination

(Ref: Wagner, 2008)

## Characteristics of Highly Successful Pedagogies

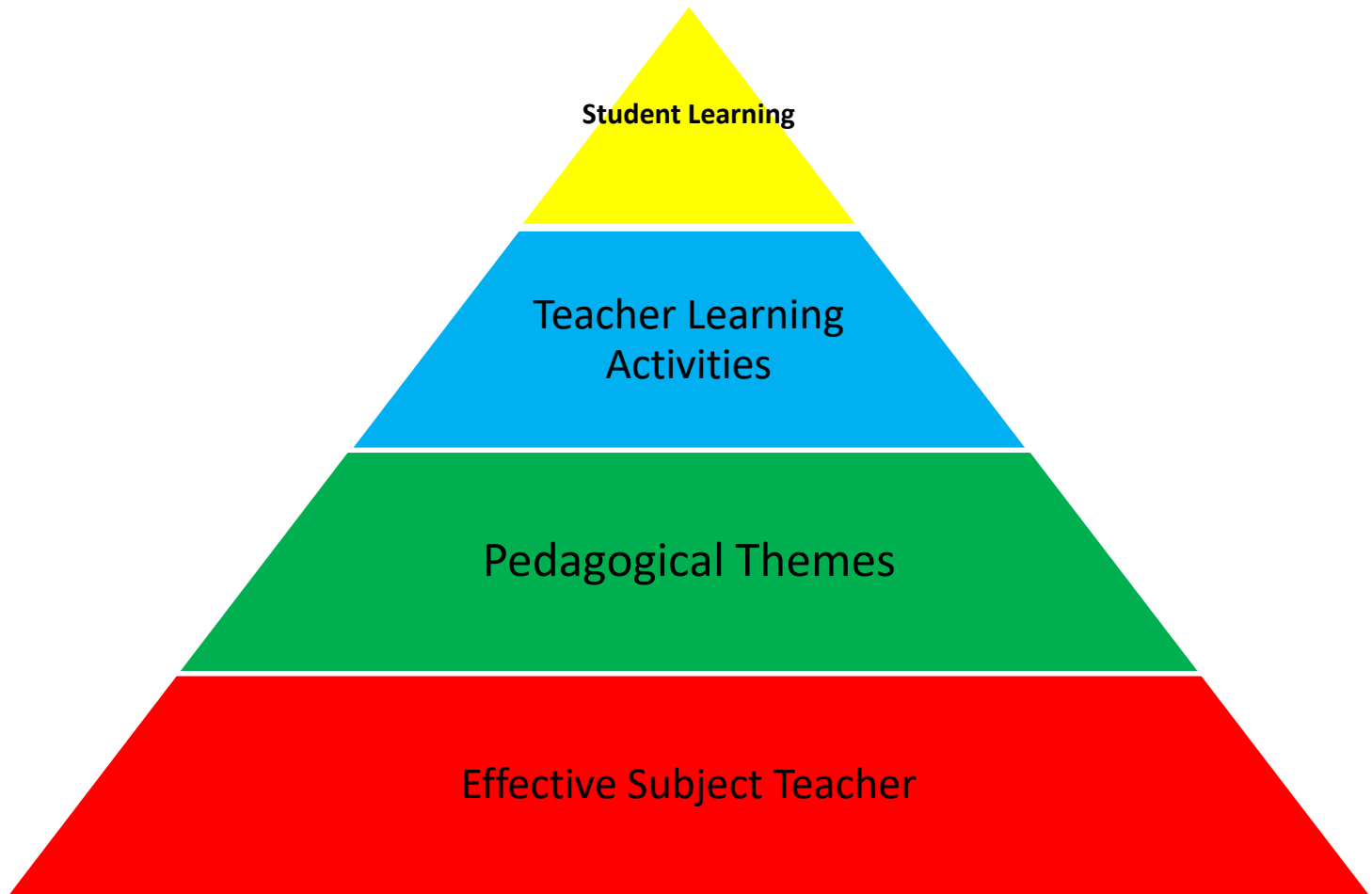
- gives serious consideration to pupil voice
- depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do)
- involve clear thinking about longer term learning outcomes as well as short-term goals
- build on pupils' prior learning and experience
- involve scaffolding pupil learning

# Characteristics of Highly Successful Pedagogies

- involve a range of techniques, including whole-class and structured group work, guided learning and individual activity
- focus on developing higher order thinking and meta cognition, and make good use of dialogue and questioning in order to do so
- embedded assessment for learning
- are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account



# TESSA Model of Improving Student Learning



# Pedagogical Themes

- **Probing student understanding**
- **Making content practical**
- **Making content relevant and real**
- **Problem solving and creativity**
- **Dealing with challenging ideas**

*(Ref: TESSA Program, Africa: 2005)*

# SPEEL Project for Developing Effective Pedagogies

- Develop Understanding
  - Develop culture of reflective pedagogy
  - Manage peer support between novice and experienced practitioners
  - Share on-going evaluations of practice using guidance
  - Ensure senior management meeting to review practices
  - Be team members
  - Provide social events
- 
- *SPEEL Study of Pedagogical Effectiveness in Early Learning Janet Moyles, Siân Adams, Alison Musgrove School of Education Research and Development Anglia Polytechnic University*

Shift from  
Assessment *of* Learning  
to  
Assessment *for* Learning

## Assessment FOR Learning

Assess student's progress and learning needs

Students are involved in the assessment process.

Descriptive feedback is essential in creating learning strategies

Teacher and student work together to improve student's learning.

Continuous process

Increase learner's motivation

Provides clear learning targets for students.

Students learn to differentiate "good" work from "weak" work.

Both teacher and student assess student's learning

## Assessment AS Learning

Assess student's cognition about their learning

Students are actively involved in monitoring and assessing their learning

Teachers show students how to do self-assessment

Teachers provide students with opportunities to practice self-monitoring and self-reflection.

Continuous process

Teachers guide students in setting learning goals.

Students assess their own learning.

Improves student's learning and motivation

## Assessment OF Learning

Assess what students have learned

Students are not directly involved in the assessment process.

Certify student's competence

May increase or decrease learner's motivation

Promotes ranking or sorting of students

Reveal student's level of understanding

Less emphasis on improving student's learning

Emphasizes accountability to meet standards

Teacher assess student's learning

# Assessment for Learning

A process that supports students to articulate where they are in their learning, where they need to go next and how to get there.

# Alternate/ Authentic / Performance / Task-based Assessment



- Authenticity (Real life task)
- Communicative (Knowledge vs. Performance)
- Clear criteria (What to evaluate)
- Opportunities for self/peer assessment

# Ref

- [https://books.google.co.in/books?hl=en&lr=&id=7Z7PAAtZhzb4C&oi=fnd&pg=PA306&dq=%22Promoting+Effective+Pedagogy%22&ots=8qr\\_q8n6B9&sig=14wv39MMdoC0jfG\\_pJhWxRaP0Hw#v=onepage&q=%22Promoting%20Effective%20Pedagogy%22&f=false](https://books.google.co.in/books?hl=en&lr=&id=7Z7PAAtZhzb4C&oi=fnd&pg=PA306&dq=%22Promoting+Effective+Pedagogy%22&ots=8qr_q8n6B9&sig=14wv39MMdoC0jfG_pJhWxRaP0Hw#v=onepage&q=%22Promoting%20Effective%20Pedagogy%22&f=false)
- [http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2026%20\(3\)%20Sep.%202018/16%20JSSH-1897-2016.pdf](http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2026%20(3)%20Sep.%202018/16%20JSSH-1897-2016.pdf)
- [http://oro.open.ac.uk/39084/2/Final%20version%20of%20DETA%20paper\\_2013.pdf](http://oro.open.ac.uk/39084/2/Final%20version%20of%20DETA%20paper_2013.pdf)
- [https://espace.curtin.edu.au/bitstream/handle/20.500.11937/679/204894\\_McCarroll%202014.pdf?sequence=2&isAllowed=y](https://espace.curtin.edu.au/bitstream/handle/20.500.11937/679/204894_McCarroll%202014.pdf?sequence=2&isAllowed=y)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf)
- [https://curriculum.gov.mt/en/Assessment/Assessment-of-Learning/Documents/assessment\\_of\\_for\\_as\\_learning.pdf](https://curriculum.gov.mt/en/Assessment/Assessment-of-Learning/Documents/assessment_of_for_as_learning.pdf)
- <https://annemichellemlee88.wordpress.com/2013/02/14/%E2%80%A2assessment-of-as-for-learning/>



# Few Strategies

# Expression of Own Thinking and Opinions

- Presentations in seminars
- Panel discussion
- Group Activity







**Portfolio**  
design  
inspiration  
Reading  
Images  
Landscape  
Photography  
Architecture  
resume  
Writing  
Grading  
Land8  
Process  
Design  
Inspiration



# Concept maps - Visual Presentations

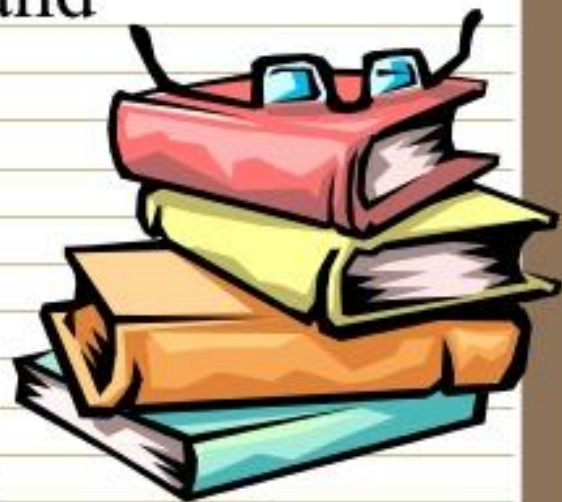


# Questions Addressed through Portfolio

- What am I doing?
- To what extent am I able to do it?
- What am I required to do in order to improve?

# Open Book Tests

- De-emphasize memorization and encourages critical thinking
- Ideas for success
  - Use table of contents and index.
  - Don't copy from the book.
  - Use as many sources as allowed.
  - Use you note summary sheet, put as much info as possible on it.
  - Check your answers.





# Ref

- [https://books.google.co.in/books?hl=en&lr=&id=7Z7PAAtZhzb4C&oi=fnd&pg=PA306&dq=%22Promoting+Effective+Pedagogy%22&ots=8qr\\_q8n6B9&sig=14wv39MMdoC0jfG\\_pJhWxRaP0Hw#v=onepage&q=%22Promoting%20Effective%20Pedagogy%22&f=false](https://books.google.co.in/books?hl=en&lr=&id=7Z7PAAtZhzb4C&oi=fnd&pg=PA306&dq=%22Promoting+Effective+Pedagogy%22&ots=8qr_q8n6B9&sig=14wv39MMdoC0jfG_pJhWxRaP0Hw#v=onepage&q=%22Promoting%20Effective%20Pedagogy%22&f=false)
- [http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2026%20\(3\)%20Sep.%202018/16%20JSSH-1897-2016.pdf](http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2026%20(3)%20Sep.%202018/16%20JSSH-1897-2016.pdf)
- [http://oro.open.ac.uk/39084/2/Final%20version%20of%20DETA%20paper\\_2013.pdf](http://oro.open.ac.uk/39084/2/Final%20version%20of%20DETA%20paper_2013.pdf)
- [https://espace.curtin.edu.au/bitstream/handle/20.500.11937/679/204894\\_McCarroll%202014.pdf?sequence=2&isAllowed=y](https://espace.curtin.edu.au/bitstream/handle/20.500.11937/679/204894_McCarroll%202014.pdf?sequence=2&isAllowed=y)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/329746/what-makes-great-pedagogy-nine-claims-from-research.pdf)
- [https://curriculum.gov.mt/en/Assessment/Assessment-of-Learning/Documents/assessment\\_of\\_for\\_as\\_learning.pdf](https://curriculum.gov.mt/en/Assessment/Assessment-of-Learning/Documents/assessment_of_for_as_learning.pdf)
- <https://annemichellemlee88.wordpress.com/2013/02/14/%E2%80%A2assessment-of-as-for-learning/>

**Thanks**