

# Leiðsagnarnám (formative assessment)

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Hvað er það? Kostir og gallar

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Erindi á sumarnámskeiði félagsfræðikennara

# Í dag ...

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- Reynsla
- Tilgangur námsmats
- Hvað er leiðsagnarnám?
- Endurgjöfin + verkefni
- Kostir og gallar við leiðsagnarnám
- Lokamat vs leiðsagnarnám
- Umræður

# Mín reynsla

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- Reynsla af ólíkri námsmatsmenningu
  - Hefðbundið námsmat (hvað sem það þýðir) - áhersla lokamat (summative assessment)
  - Yfirlýst stefna um leiðsagnarnám (formative assessment)
- Hver er reynslan ykkar?

# verkefni

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1. Hver er tilgangur námsmats?
2. Í þágu hvers er námsmat?
3. Hver á að framkvæma námsmatið?

Hvað er leiðsagnarnám?

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# Leiðsagnarnám / námsmat í þágu náms (formative assessment / assessment for learning)

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- “Er *samofð* kennslunni og framkvæmt í þeim tilgangi að bæta *nám og kennslu*. Námsmat er leiðsagnarnám ef upplýsingar úr matinu eru *notaðar* til að *stuðla að námi* og aðlaga kennsluna að *þörfum* nemandans” (Black og Wiliam, 1998).
- Mótandi - formative .... bæði nemandinn og kennarinn fá þær upplýsingar sem þarf til að *móta* kennsluna og námið til að geta brúað betur bilið á milli þess hvar nemandinn stendur og hvert hann stefnir í náminu.

# Endurgjöf (feedback) ...

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# DÄMI U M E N D U G J Ö F

PLAN:

GROUND:

First, positive thinking will change people's life to the better. Because people who have positive thinking have excellent social skills. ~~positive thinking~~ they make friends well. the same

Friend is one of the factors which encourage people's bliss. Having many good friends is a very important factor in one's life. In my experience, people whose thinking is positive are very kind-hearted and friendly. Therefore, they get along with other people well. In addition, having positive thinking means having high self-esteem. High self-esteem encourages people's bliss. Let's turn to the next paragraph. People who have high self-esteem respect themselves. They don't blame themselves for mistakes. They don't admit their mistakes and make an effort to remedy them. Moreover, people can satisfy with their work, even though they failed in it. Then they are delighted because of satisfaction.

When I was 19 years old, I applied for many universities. Without a success, I failed 3-4 times.

Whenever I failed I thought, "There will be better school I can enter, so I failed this time," and I was satisfied with my experience. Finally, I entered the best university. In conclusion, positive thinking is not troublesome. It is a shortcut to be pleased.

First, the mental state of mind makes people change. First, the mental state of mind is dependent on? feelings are changed by psychological state of mind. When people are angry, for instance, they feel annoyed. Also, when people are sad, they are afraid of other people easily. Moreover, the state changes a relationship with people. For example, when people think that they hate one of people, they do not have a good relationship with (one of people) in my experience. I was hurt strongly from one of my friends before. As a result, I do not trust (those) people around me. Then, I did not repair the relationship with other people. Other people's personality of people also is changed by the thought of mind. Why?

every satisfied and a ticket every week in the other hand, checked the winning winning numbers little ticket. He thought of though it had a idea. These These are all ground.

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THIS IS

SUMMARY

Who?

Summary

SP

(?)

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for!

On

This is people fighting fighting, there was no anger, no hate. But Here is another quote. And he he now, but with hatred. She glanced at

Ank

SS

Ank

This story is about a couple who are not too rich but yet not too poor. Ivan earned twelve hundred dollars a year and was very satisfied. His family was cheerful. His wife, Anna, would buy a ticket for him, but she never actually expected to win. From on the other hand, he never believed in lottery luck, but his wife had not checked the numbers this week. Ivan was then forced to check the winning numbers and to his surprise he saw the numbers on his little ticket. He didn't believe it at first but then it sank in, the money! He thought of everything he could buy and places he could go. Even though it had a positive effect on Ivan, it also had a negative effect on Ivan. The negative effects included hate, greed, and corruption. These things that came along with money: hidden in the back rooms

# Að veita endurgjöf

Þrjú lykilatriði sem nemandinn/kennarinn þarf að hafa í huga:

Sk

Ré

Ge

1. Hvert stefnir nemandinn? (feed up)
2. Hvar er nemandinn staddur núna? (feed-back)
3. Hvernig kemst hann áfram? (feed forward)

| <i><u>Influence</u></i>                | <i><u>Effect Size</u></i> | <i><u>Source of Influence</u></i> |
|----------------------------------------|---------------------------|-----------------------------------|
| Feedback                               | 1.13                      | Teacher                           |
| Students prior cognitive ability       | 1.04                      | Student                           |
| Instructional quality                  | 1.00                      | Teacher                           |
| Direct instruction                     | .82                       | Teacher                           |
| Remediation/feedback                   | .65                       | Teacher                           |
| Students disposition to learn          | .61                       | Student                           |
| Class environment                      | .56                       | Teacher                           |
| Challenge of Goals                     | .52                       | Teacher                           |
| Peer tutoring                          | .50                       | Teacher                           |
| Mastery learning                       | .50                       | Teacher                           |
| Parent involvement                     | .46                       | Home                              |
| Homework                               | .43                       | Teacher                           |
| Teacher Style                          | .42                       | Teacher                           |
| Questioning                            | .41                       | Teacher                           |
| Peer effects                           | .38                       | Peers                             |
| Advance organisers                     | .37                       | Teacher                           |
| Simulation & games                     | .34                       | Teacher                           |
| Computer-assisted instruction          | .31                       | Teacher                           |
| Testing                                | .30                       | Teacher                           |
| Instructional media                    | .30                       | Teacher                           |
| Aims & policy of the school            | .24                       | School                            |
| Affective attributes of students       | .24                       | Student                           |
| Physical attributes of students        | .21                       | Student                           |
| Programmed instruction                 | .18                       | Teacher                           |
| Ability grouping                       | .18                       | School                            |
| Audio-visual aids                      | .16                       | Teacher                           |
| Individualisation                      | .14                       | Teacher                           |
| Finances/money                         | .12                       | School                            |
| Behavioural objectives                 | .12                       | Teacher                           |
| Team teaching                          | .06                       | Teacher                           |
| Physical attributes (e.g., class size) | -.05                      | School                            |
| Television                             | -.12                      | Home                              |
| Retention                              | -.15                      | School                            |

lurgjöf

(meta-

# Endurgjöfin

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Spurningin: Hver sé besta leiðin til að gefa endurgjöf er merkingarlaus (Wiliam, 2013)

Viðbrögð nemandans við endurgjöf eiga vera í forgrunni

Í umfangsmikilli rannsókn kom í ljós að 38 % tilvika hafði endurgjöfin neikvæð áhrif?  
*Hvernig gat það verið?*  
(Kluger and Denisi, 1996)

„The question “What kind of feedback is best?” is meaningless, because while a particular kind of feedback might make one student work harder, it might cause another student to give up. First, knowing the students allows the teacher to make better judgments about when to push each student and when to back off. Second, when students trust the teacher, they are more likely to accept the feedback and act on it. (Wiliam, 2013).

# Endurgjöf sem virkar

- Er g... Too often, the feedback given is unrelated to achieving success on critical dimensions of the goal. For example, students are given feedback on presentation, spelling, and quantity in writing when the **criteria for success require, say, “creating mood in a story.”** Such
- Bein... feedback is not effective in reducing the gap relating to the intention of creating mood (Hattie og Timperley, 2007). 1990
- Þegar markmið eru vel skýr og vel skilgreind – ekki of almenn
  - Stýra athyglinni og auðveldara er að tengja endurgjöfina við markmiðið (Hattie og Timperley, 2007)
- Styður við ‘self-regulation learning’ (Zimmerman og Schunk)
  - Ábyrgðin færð yfir til nemandans (á sama hátt dregur endurgjöf úr frammistöðu ef hún á einhvern hátt dregur úr ábyrgð) ... sbr. dæmi að framan

# „Gallar“ við leiðsagnarnám

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- Kennarinn þarf að breyta (sýn sinni) kennslunni
- Ytri kröfur um gagnsæi og áreiðanleika togast á við kennslufræðilega nálgun (Bailey og Garner., 2010)
  - Endurgjöf fyrir nemandann eða ... ?
  - Tilhneiging í þá átt að endurgjöf verði stöðluð
  - Frasakennd endurgjöf („vel gert“ ... „Flott hjá þér“)
- Skortur á tíma og aðstöðu til að þróa leiðsagnarnám áfram
  - Stórir hópar
- Nemendur hafa tilhneigingu til að leggja meiri áherslu á einkunnina en endurgjöfina (t.d. umsögn)
- Leiðsagnarnám ruglað við ´símat´

## The garden analogy

If we think of our children as plants

Summative

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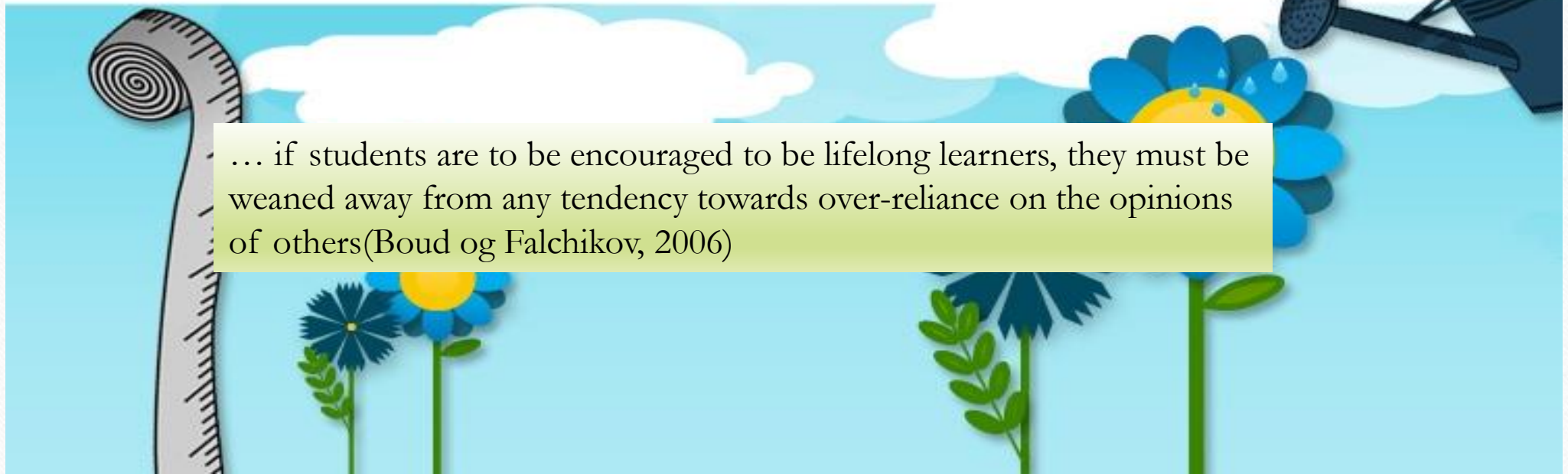
Graduates in the workforce will not in general be taking examinations or writing academic essays. They will be puzzling over what counts as good work and how they will be able to discern whether they are producing it (Boud og Falchikov, 2006)

er hand, is the

plants

ecting their

... if students are to be encouraged to be lifelong learners, they must be weaned away from any tendency towards over-reliance on the opinions of others(Boud og Falchikov, 2006)



# Samanborið við lokamat (summative assessment)

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## Leiðsagnarnám

- Samofið kennslunni
- Áhersla á ferlið
- Upplýsingar notaðar til að aðlaga kennsluna að þörfum nemenda

## Lokamat

- Kemur í lok kennslunnar
- Áhersla á afurðina
- Upplýsingar notaðar til að staðfesta að nám hafi átt sér stað

# Umhugsunarverðir punktar úr rannsóknum

the teacher does not give the students time to work with the feedback received, nor to follow up the feedback given (Gamlem og Smith, 2013).

Students talk about the received feedback as something that is completed (Gamlen and Smith, 2013)

Perrenoud (1998) notes, "...feedback given to pupils in class is like so many bottles thrown out to the sea. No one can be sure that the message they contain will one day find a receiver" (p87).

Of mikið reitt sig á 'tæknina' við námsmat frekar en skilninginn .. (Hayward, 2015)

teachers seem to embellish the quality, and the usefulness of feedback in when compared to students experience (Havnes et al. 2012).

Það er meining í þá átt að námsfræði taki yfir nám og kennslu (Hayward, 2015)

Það er á að setja þróunarverkefni af stað ... eftirfylgnin lítill

# Wiliam (2016)

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- Moreover, in education, “What works?” is rarely the right question, because
  - everything works somewhere, and
  - nothing works everywhere, which is why
  - in education, the right question is, “Under what conditions does this work?”(Wiliam, 2016)
- The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly” (Ausubel, 1968, p. vi)

# Leseefni

- Bloggsíðan sem ég talaði um <http://www.teachandlearn.ca/blog/2012/02/07/assessment-for-learning/>
- Boud and Falchikov (2006) - Aligning assessment with long-term learning (Mjög áhugaverð grein)

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  - <http://www.jhsph.edu/departments/population-family-and-reproductive-health/docs/teaching-resources/cla-01-aligning-assessment-with-long-term-learning.pdf>
- Wiliam (2013) - Assessment: The Bridge between Teaching and Learning (Frábær grein) - <http://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0212-dec2013/VM0212Assessment.pdf>
- Hayward (2015) – Assessment is learning - <http://eprints.gla.ac.uk/102457/>
- Hattie and Timperley (2007) – Power of feedback
  - <http://rer.sagepub.com/content/77/1/81.full>
- Black and Wiliam (1998) – Inside the Black Box
  - <https://weaeducation.typepad.co.uk/files/blackbox-1.pdf>
- Um Vörðuvikur á Netlu - <http://netla.hi.is/greinar/2015/alm/002.pdf>
- Bailey, Richard and Garner, Mark(2010) 'Is the feedback in higher education assessment worth the paper it is written on? Teachers' reflections on their practices', Teaching in Higher Education, 15: 2, 187 — 198
  - <http://www.tandfonline.com/doi/abs/10.1080/13562511003620019?journalCode=cthe20>

# Hvað er til ráða?

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Rannsóknir .. Skrif ... eftirfylgni ... stuðningur

Þróa samtalið /learning dialogue

Self-regulated learner

Efla 'námsmatslæsi'  
assessment literacy

True dialogue can take place only among equals  
(Freire, 1973).

Assessment literates  
know the difference  
between sound and  
unsound assessments.