Mediated assessment practices: towards a holistic approach in education
There is a need for teachers to have a deeper apprehension of learning to progress towards specific levels of skill and understanding by using mediation, formative assessment and feedback as teaching tools.

- Ability to access, interpret, analyze, and use information for making decisions
- Demonstrate the cognitive skills related to problem-solving as well as extended writing skills
- Foster the development of critical, creative and conceptually receptive minds in learners
- Construct own meaning

Conceptual age educational challenges
Mediated learning as preparation for assessment: The Feuerstein-model

- Teacher understands, with the learner, the process whereby the learner learns
- Teacher as mediator has to explicitly convey to the learner his or her intention to mediate, whereby the learner reciprocates by being “metacognitively” (consciously) aware that he/she is learning.
- “The mediated learning experience”: *learning to learn how to learn*
- Encouragement, motivation, feeling of competence to engage with the learning content or assessment task
- Learner as a unique, complex and multidimensional individual
- diversity in learner performance reflects the different needs for mediated learning
Assessment- a new paradigm

- Assess to diagnose (p8)
- Assess for guidance and motivation

Assessment for the purpose of learning (p12)
Assessment - a new paradigm

Assess to diagnose (p 8)

Assess for guidance and motivation

Assessment for the purpose of learning (p12)

flexible to respond to initial and emerging ideas and skills.
Assessment - a new paradigm

Assess to diagnose

Assess for guidance and motivation

Assessment for the purpose of learning (p 12)

focus on who the learner is and how learners learn

flexible to respond to initial and emerging ideas and skills.
Bransford, Brown, and Cocking (2000) in “How People Learn” suggested in relation to feedback a goal-directed approach to learning using scaffolding (or scaffolded feedback) that

- (a) motivates the learner’s interest related to the task,
- (b) simplifies the task to make it more manageable and achievable,
- (c) provides some direction to help the learner focus on achieving the goal,
- (d) clearly indicates the differences between the learner’s work and the standard or desired solution,
- (e) reduces frustration and risk, and
- (f) models and clearly defines the expectations (goals) of the activity to be performed.
Assessment- a new paradigm

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Assess for guidance and motivation

Assessment for the purpose of learning

should be sensitive and constructive because any assessment has an emotional impact

focus on who the learner is and how learners learn

flexible to respond to initial and emerging ideas and skills.
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Assessment - a new paradigm

**Assess to diagnose**

**Assess for guidance and motivation**

**Assessment for the purpose of learning**

- promote a shared understanding of the criteria by which learners are assessed
- should promote commitment to learning goals
- should be sensitive and constructive because any assessment has an emotional impact
- focus on who the learner is and how learners learn
- flexible to respond to initial and emerging ideas and skills.
Assessment- a new paradigm

Assessment for the purpose of learning

- Focus on who the learner is and how learners learn
- Assess to diagnose
- Assess for guidance and motivation

Develops learners' capacity for self-assessment so that they can become reflective and self-managing (p 10)

Promote a shared understanding of the criteria by which they are assessed

Should promote commitment to learning goals

Should be sensitive and constructive because any assessment has an emotional impact

Flexible to respond to initial and emerging ideas and skills.
Assessment- a new paradigm

- Assess to diagnose
- Assess for guidance and motivation

provide opportunities to improve / adjust own knowledge and understanding

Assessment for the purpose of learning

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focus on who the learner is and how learners learn

flexible to respond to initial and emerging ideas and skills.
Mediated teaching and learning
Mediated assessment

Current state of learner’s knowledge level/teachers’ teaching plan

Adjustment/Modification of knowledge level

Reflection on teaching & learning

Cognitive mechanisms activated especially by questioning

Considered teacher & learner response

Conducive teaching, learning & assessment process

Formative Assessment/Direction

Content & context interpretation baseline
Outcomes/Purpose of assessment
Constructive choice of teaching strategies
Baseline assessment
Mediated teaching
Scaffolded classroom activities

Mediated feedback
Assessment criteria application
Self/peer/tutor assessment
Practical assessment task/test
Mediated assessment preparation
Diagnostics assessment
What kind of conversation?
Attitude and feelings?
Approach?
Look, listen and respond
The discussion to include:

- Assessment and feedback as dialogue (thinking made visible)
- Assessment as learning;
- The emotional side of assessment and feedback;
- The “feed forward” process to improve learner performance; and
- Reflective thinking practices.

Thinking situated mainly within social-constructivism i.e. how people construct meaning and understanding, problem/project-based learning, open-ended learning environments, flexible learning, and structured, authentic tasks (Rossingh & Chambers, 2011:62; Pilling-Cormick & Garrison, 2007:18; De Villiers, 2006:4).
Continuous, dynamic assessment pivotal

The interactive nature of teaching and learning to be extended to assessment (without the expectation of the production of the ‘correct answers’)

Monitor the quality of the learning process through involving learners in a dialogue (conversational/mediating approach of Feierstein (1990)); assessment became an organic part of teaching and learning (holistic approach to the analysis of assessment and its impact on the teaching-learning process).

Structure content and involve learners in thinking
Feedback as learning

Classroom practice, assessment and feedback
Feedback as learning (p 17)

- Develop effective reviewing strategies
- Involve learners
- Asking questions – apply “wait time”, listen
- Learners to set questions – think about questions
- Plan a reviewing, self-reflecting and mediating process
- Criterion-referenced mediation
Feedback as “feed forward” (p 13-)

- Feedback – think- learn
- To improve performance p 20
- Keep a purpose in mind p 21
- Useful feedback – start from where the learner is, indicate how the learner perform and where to next (what next to be done) p 22
- Illuminate thinking p 23

1 81 Feedback on learning Dylan Wiliam Learning and teaching.mp4

- Make feedback into detective work (let learners look more closely; thinking analytically) p 24
“Your X-ray showed a broken rib, but we fixed it with Photoshop.”
An understanding of “I know how I learn is important

“I know what I’ve learned and why” as reflection on thinking about thinking

To develop the ability to engage in self-reflection, learners become able to identify the next step in their learning,

The ability to seek out and gain new skills, new knowledge and new understanding needs to be strengthened.

A good comprehension of set criteria, the knowledge of how to apply a particular set of outcomes in answering questions and being able to value one’s own work, develop learners' capacity for self-assessment so that they can become reflective and self-managing.
Building the capacity towards self-assessment

- P 26 - Plus, minus, interesting- approach: something easy, something challenging (difficult), something interesting (think, think and think again)

- Use criteria to enter into a dialogue with the learner as active maker of meanings (p 27)

- Guide learners to question own understanding and compare own work with expected criteria. Evidence of present position and guiding learners’ understanding of what is actually required

- Constructive feedback could guide learners to do effective peer-assessment and self-assessment; towards understanding the main purposes of their learning and to grasp what they need to do to achieve.
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Building Excellence in Student Work-
SD_29.mp4
Effective feedback enhances the teachers’ ability to reflect on and review assessment

- Clear link between a lack of reflection on the teaching, learning and assessment process and the inability to compile a good assessment task or give formative feedback.

- The level of reflection has a direct link to the kind of feedback given to the learner and whether the feedback can be considered as “feeding forward” in new teaching, learning and assessment practices. An ability to reflect positively impacts on assessment practices and the identification of strengths or weaknesses in the teaching-learning-assessment process.

- Using feedback to guide planning for new assessment processes, teachers will become able to analyse the teaching, learning, and assessment process. This is based on the level and nature of the constructive feedback.
My feedback to the teacher about the task:

The task was not difficult because the teacher prepared us for the task. He told us that we are going to write a task and what to expect. I got one solid wrong. I counted the front faces, forgetting about the other one, and I said it is a pentagonal prism. I am able to identify all the solid because my teacher explained to me when he gave me my task.
Learner's Feedback

Sambonzwe

I really enjoy this activity working with money. Everything was clear and I can be able to answer what is needed through my understanding.

Happiness

The questions were clear and easy and easy to answer. I can solve more activity now for money problem. I have learnt how to save money or make money. One day I can have my own shop.

Sandile Nkosil

The exercise was nice because it taught me to work with numbers. The questions were challenging and the questions made us be able to solve problems. I really enjoyed the exercise. I learnt how to use money wisely especially number 9. The skills I learnt were maths and money skills. I believe that in the future I can be a business man because of what I learnt.
Learners who lack the ability to assess themselves or to attach value to completed activities, appears to be not the problem of reliability and trustworthiness, but rather a lack of understanding of the worth (value) of work in relation to set criteria. The task-learner-teacher interaction is a process of knowledge-building and encompasses foundational learning and socio-cognitive dynamics.
Build a trusting relationship (p 30)

- A reciprocal relationship of trust and knowledge:
  - learner to trust the expertise of the teacher
  - teacher to know the leaners

✓ Feedback on first task will impact on learner attitude towards the next

✓ Clear and practical feedback is important

✓ Dialogue is key

Question is: How user friendly and actionable is the feedback?
The emotional side of feedback (p 31)

- The semantic connection between emotion about assessment and motivation (Myers (2004: 500,”Theories of Emotion”). English word “emotion” derives from the French word émouvoir, which in turn is based on the Latin emovere, where e-(variant of ex-) means “out” and movere means “move”. The most interesting aspect of the explanation is that "motivation" is also derived from the word movere.

- Structure content – involve learners in thinking

- The more learners are engaged in dialogue about expected outcomes of an assessment task, the more encouraged the learners will be to participate in a learning experience involving assessment tasks and solving problems.

- meanings.
Encouraged learners participate and feel safe enough to risk making educated guesses and venture to find new

A more motivated learner shows more persistence in the effort to complete an assessment task successfully, which of course leads to enhanced cognitive processing of subject content and concepts.

From research it's clear that learners become “more energetic” and “willing” to get involved in the classroom activities and in the preparation for assessment tasks when not emotionally overburdened.

When learners understand expectancies, they become more motivated to engage with the assessment task and which in turn, strengthen the mediation process of assessment.
Affective Domain (p 63)

.. Domain Attributes: interpersonal relations, emotions, attitudes, appreciations, and values

accepts
attempts
challenges
defends
disputes
joins
judges
contributes
praises
questions
shares
supports
volunteers

**Affective Objectives**
Relates to: attitudes, appreciations, relationships.
Example: "Given the opportunity to work in a team with several people of different races, the student will demonstrate a positive increase in attitude towards non-discrimination of race, as measured by a checklist utilized/completed by non-team members."
This domain is characterized by progressive levels of behaviours from observation to mastery of a physical skill.

Key verbs associated with this domain.
- bend
- grasp
- handle
- operate
- reach
- relax
- shorten
- stretch
- differentiate (by touch)
- perform (skillfully)

**Psychomotor Objectives**
These are Physical skills
- Examples: "The learner will be able to ride a two-wheel bicycle without assistance and without pause as demonstrated in gym class."
- Actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance.

*Also see Simpson, Harrow & Dave*
Feedback based on outcomes and criteria (p 33)

- Using assessment criteria provides equal opportunities to all learners
- Understanding why and how of assessment – what to achieve; understand expectations
- Dialogue: discuss assessment criteria also has effect on motivation
- Establish what the learners know, what they need to know and how to get there (ZPD – Vygotsky)
- Grasping assessment criteria enables more effective peer- and self-assessment
- Use assessment criteria to structure feedback
Concluding remarks

Assessment for and as learning is about:

- Integrated thinking about teaching, learning and assessment as interrelated parts of the educational process

- New thinking about planning for mediated teaching, learning and assessment for “deep learning”, critical, innovative and creative thinking

- Motivation, opportunity for self-direction and sharpening the ability to reflect and self-assess

- Observing learning, to analyse and interpret whether and how learning took place, to provide formative feedback to learners
Concluding remarks

Formative feedback should be seen as a developmental “feed forward process”

Formative feedback needs to

- be specific, immediate and personally addressed to the learner as an individual

- be corrective by design (what is completed successfully and correctly, but also be able to note what is still lacking in order to be able to complete the task successfully)

- pinpoint the learner's strengths, be clear and constructive about any weaknesses and about how these might be addressed in order to provide opportunities for learners to improve upon their work.
Considering an educational model which facilitates deeper, more holistic conceptual thinking, an extended writing component and its deliberate fostering of awareness of the community and environment at its core.

A value-driven, learner-centred model, based on the value of developing emotional intelligence, confident, self-directed learners and active contributors, and use information for making decisions.

Demonstrate the cognitive skills related to problem-solving as well as extended communication and writing skills.

Foster the development of critical, creative and conceptually receptive minds in learners.

Fostering socio-emotional skills such as self-confidence, leadership, motivation, resilience, self-management & efficacy, teamwork, empathy.

Holistic approach; Eco-systemic

Socio-emotional skills

21st Century skills (conceptual age)

Dynamic content for life-relevant learning