

Assessment for Success: Reflecting on Five Inclusive Online Assessment Practices

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- Postgraduate Certificate in Education (PGCE) module offered through the Online Distance mode, with Continuous Assessment and no final summative examination
- Students are geographically dispersed, and culturally diverse and they represent a broad spectrum of experience, ranging from recent graduates to highly experienced practitioners
- Towards reimagining the curriculum for the 21st Century, we identified five inclusive online assessment practices namely conversational, practical, collaborative, reflective, and applicational assessment practices that we found to be supportive of student learning, enhancing the curriculum, promoting inclusion, access, and equity for our Online Distance students

Introduction

Rationale

- Many student teachers struggle with hands-on activities, practical work, use of resources, and assessment of learners while practicing to become teachers
- The need to ensure that Life Sciences pre-service teachers fulfill the Specific Aims of the Life Sciences FET curriculum which aligns with the 21st Century skills through assessments while training to become professional teachers
- To explore the inclusive assessment practices of the Teaching Life Sciences module in the FET phase of the South African curriculum in an online space

Research Question

WHAT ARE THE INCLUSIVE ASSESSMENT PRACTICES THAT CAN PREPARE PGCE LIFE SCIENCES STUDENTS FOR THE 21ST CENTURY WORKPLACE?



“The future of our students depends on **flexibility and resourcefulness** not teaching to the test. Education needs to make an instructional shift in order to ensure our students succeed as the innovators of the future”

(Alismail & McGuire, 2015: 150)

An inclusive curriculum design acknowledges that students come from different backgrounds, have different personal circumstances, and possess several identities; thus an **inclusive curriculum design** is essential to deliver an education that is encompassing.

(Morgan & Houghton, 2011)



Literature

"Future research is needed to ascertain the extent to which **learning-oriented assessment** facilitates students' learning by moving to a more student-centered approach to working with feedback..." (Hernández, 2012: 501)

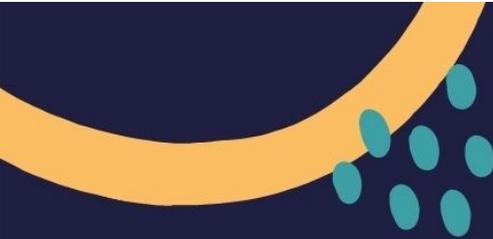


Literature

Methodology

- Collaborative Autoethnographic (CAE) approach (Chang, Ngunjiri & Hernandez, 2012)
- Exploration through autoethnographic narrative vignettes
- Dialogue between the authors
- Self-reflection of the first author
- Alternative research approach during the global pandemic (Roy & Uekusa, 2020)





Dissection of mammalian heart
Project-based assignment

Weekly live chat room sessions
Discussion forum

Wiki activity

Online tests

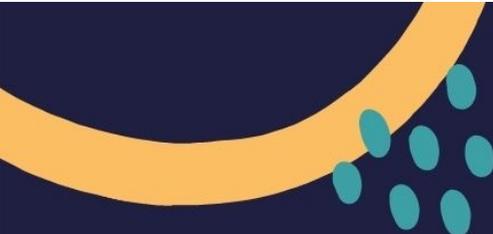
Involvement trackers

Research proposal development
Lesson planning

Reflective writing

Assessments





PRACTICAL

Dissection of mammalian heart
Project-based assignment

CONVERSATIONAL

Weekly live chat room sessions
Discussion forum

COLLABORATIVE

Wiki activity

Online tests

Involvement trackers

APPLICATIONAL

Research proposal development
Lesson planning

REFLECTIVE

Reflective writing



PRACTICAL
INCLUSIVE ASSESSMENT



CONVERSATIONAL
INCLUSIVE ASSESSMENT



COLLABORATIVE
INCLUSIVE ASSESSMENT

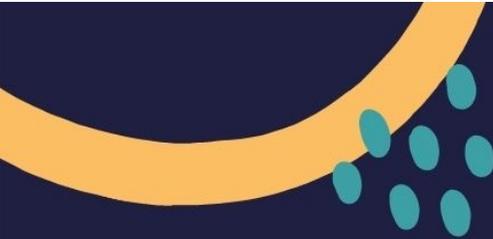


APPLICATIONAL
INCLUSIVE
ASSESSMENT



REFLECTIVE
INCLUSIVE ASSESSMENT





CONVERSATIONAL

PRACTICAL

COLLABORATIVE

REFLECTIVE

APPPLICATIONAL



“When you make it conversational it reduces the isolation of students because everybody is somewhere alone... tools that could make students engaged even when they don't see one another.”



CONVERSATIONAL INCLUSIVE ASSESSMENT

Weekly live chat room sessions | Discussion forum

“...I could carry out this practical activity, I know what to do, (even) if I don't have all the equipment - I can make a plan.”

“As I reflect on how the students made an effort to get the heart of the sheep, goat or pig, even during the covid-period... they were enthusiastic to dissect it and to prepare the video for submission. You could see the excitement when they completed the process even though some of them were doing it for the first time.”



PRACTICAL INCLUSIVE ASSESSMENT

Dissection of mammalian heart | Project-based assignment



“Some of these students have higher degrees, they bring in their knowledge...In their submissions, we saw links in their arguments, references, they substantiate their arguments...”

“It showed us the importance of participation and highlighted that we must teach more than lecturing.”

COLLABORATIVE INCLUSIVE ASSESSMENT

Wiki activity



“You could hear their own voices coming through.”

“Another thing that I picked up, while reflecting on the assessment, was that students who come from agricultural sciences background, were not used to doing qualitative research. Thus, it was an eye opener for future curriculum development.”



REFLECTIVE INCLUSIVE ASSESSMENT

Reflective writing

“Where the students go and do some work, they’re producing an output.”

APPLICATIONAL INCLUSIVE ASSESSMENT

Research proposal development | Lesson planning



Findings



Students responded positively to the diverse assessment experiences

The CPCRA types of assessments:

- cover the three Specific Aims of the Life Sciences curriculum
 - address 21st Century skills e.g., critical thinking, citizenship, growth mindset, communication, creativity, and collaboration
 - achieve authentic assessment
 - promote student agency, engagement and self-regulation, diversity and fairness
 - model practices of their future (21st Century) workplaces
 - demonstrate alignment between curriculum, pedagogy and assessment
 - improved the quality of learning
- 

CPCRA - five inclusive assessment practices to prepare Online Distance Learning Postgraduate Certificate of Education (PGCE) Life Sciences students for the 21st-century workplace, innovation, and resourcefulness.

- Assessment must:
 1. be purposeful, relevant to the world of work, current, and authentic
 2. fulfill the principles of assessment, align with pedagogical Content PCK
 3. be dynamic, continuously improved, agile, adaptable, resilient/ accommodate disruption, also accommodate changes in technology, media, mode, etc.
- Range of different inclusive assessment types to develop 21st skills e.g., critical thinking, citizenship, growth mindset, communication, creativity, and collaboration.
- Investigate the CPCRA model/ approach in other modes and contexts.

Recommendations

References

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Thank you