

Self-directed learning. Here students learn different things at different rates.

Students set their own goals and decide their own learning activities during negotiation with the teacher.

The teacher's aim is usually to meet each individual student's needs rather than to deliver a preconceived body of knowledge and skills.

This is the humanistic approach. An example of this might be an adult education recreational course in photography.

This approach is often used on otherwise very conventional courses for developing difficult skills such as essay writing, creative work or study skills, by negotiating individual targets with students, as we will see.

The scheme of work

Course content can be defined in terms of a syllabus of topics, unit specifications, a programme of study or a list of learning outcomes or competences; but this content is rarely set out in a suitable teaching order.

It may also ignore skills such as essay writing or evaluating.

The scheme of work is a plan which organises course content and the learning of important skills such as reasoning and assignment writing, breaking them up into teaching weeks or lessons and putting them into a logical teaching order.

The best schemes suggest active teaching and learning strategies that require the students to develop an understanding of the content, but also make them use important skills.

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သင်္ခါ: ဟူ၍ ပါဝင်သော အရာများကို သင်္ခါ: ဟူ၍ ခေါ်ဝေါ်သည်။ ပါဝင်သော အရာများကို သင်္ခါ: ဟူ၍ ခေါ်ဝေါ်သည်။ ပါဝင်သော အရာများကို သင်္ခါ: ဟူ၍ ခေါ်ဝေါ်သည်။

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Schemes of work guide lesson planning, telling you 'what comes next' and whether you are on target to finish the course in the time available.

Schemes should already have been devised for existing courses, though you may want to change them (if so, make sure this is permissible).

A scheme can take many forms, from non-existence to fat folders where elaborate detailed breakdowns of every lesson are provided, along with all teaching materials.

Usually, however, it consists of a brief outline of the course, along with references for finding worksheets, assignments, etc.

Schemes may (or may not!) include the following information:

- *General information*, e.g. the course title, awarding body, length of course, duration of sessions, venue, previous experience of students, prerequisites for the course.
- *Aims, general objectives and learning outcomes or specific objectives*, broken down into a teaching order.
- *Content* of the course, organised in sequence, usually with some indication of the time taken for each section of the course. This should allow time for revision, assessments, trips, etc.
- *Teaching/learning methods* – though these may be omitted or scant. Activities and teaching methods may be suggested; and worksheets and assignments may be included, or reference given as to where to find them.

நீதிபதி: கமிட்டி மெம்பர்கள், நீதிபதி

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သတ်ဖြား ပေမလေးသုံးလေးစင်းမှာ ငှက်တို့၏ ချစ်ခြင်းမေတ္တာကို ဖော်ပြထားသည်။

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- *The student group*, e.g. their age, previous knowledge, experience and attainment.
- *Organisational factors*, e.g. course structure and methods, work experience, course team meetings and work-based assignments may all be referred to.
- *Assessment methods*, along with tests or exams (or references for them).

A timetable of deadlines for the completion of assignments may also be included.

- *Evaluation methods*. (Assessment and evaluation are referred to in later chapters.)

Purposes of assessment

Assessment serves many different purposes. It can grade the attainment of learners, help to select candidates for jobs or future courses, contribute to evidence on the effectiveness of courses and teachers, and provide a long-term goal for learners.

But this applies mainly to the *final or summative assessment* of a course, which aims to sum up the learners' achievements.

The main use of assessment for teachers is the ongoing or *formative assessment*.

This is used throughout the course to form judgements on whether, and to what extent, learning has been successful; and to pinpoint difficulties so that remedial action can be taken. Initial and diagnostic assessment have similar 'formative' roles.

As summative and formative assessment have very different aims, they are usually carried out in radically different ways.

Before we look at assessment in more detail, the difference between norm-referenced and criterion-referenced assessment must be understood.

စိတ်စစ်ဆေးခြင်း၏ ဂုဏ်သတ္တိများမှာ

စိတ်စစ်ဆေးမှုများသည် ပျက်စီးနေသော ဂုဏ်သတ္တိများကို ပြန်လည်ထူထောင်ပေးရန် အထောက်အကူပြုသည်။ သို့သော် စိတ်စစ်ဆေးမှုများသည် အချို့သော အခြေအနေအထားများတွင် အကျိုးရှိစွာ အသုံးပြုနိုင်သည်။ အချို့သော အခြေအနေအထားများတွင် စိတ်စစ်ဆေးမှုများသည် အကျိုးရှိစွာ အသုံးပြုနိုင်သည်။

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Formative assessment: using assessment to improve learning

Formative assessment is informative feedback to learners while they are still learning the topic.

But to be truly formative, this information must be used by the learner to improve.

The teacher can provide the formative assessment, but the learners can also formatively assess themselves and each other.

Research shows that this feedback while you learn has more effect on student achievement than any other single factor, so it's worth getting right!

Formative assessment must be informative assessment

Formative Assessment

for more information please contact

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Clear goals

If learners don't know what they are trying to do, they are most unlikely to do it!

Students must understand the tasks – for example, the differences between 'evaluate', 'analyse' and 'describe'. They must also understand the criteria for a good piece of work, which includes the 'assessment criteria'. They need to know what they are aiming for.

A medal

Information about what they have done well and what is good about it. You simply can't learn if you never discover when you have succeeded. Many people think the main advantage of the medal is that it is encouraging, but this has been found to be a secondary issue.

What students need most is an informative view on what they have done well. It is better for learning if the learner discovers they have succeeded with one of their goals, than that they have your approval.

Medals can refer to the student's work – the *product* – or how they approached the work – the *process* (for example, 'You used the right method there, well done' or 'You really persisted with that'). They can also refer to progress: 'That's much quicker than last time.'

A mission

Information about what needs improving and how to improve it. This needs to be 'constructive', which means forward-looking and positive, showing how to improve, not just what is wrong.

Missions can be targets for the next piece of work, or improvements for the existing piece of work. Simple grades or marks are not missions.

Summative, or terminal, assessment takes place at the end of a module, course or academic year.

As mentioned at the beginning of the previous chapter, the aim may be to sum up what the candidate can do (criterion referencing). This might be done with the aid of a checklist of skills or competences, and/or by reports or profiles.

Alternatively, the aim may be to grade candidates, or place them in a rank order (norm referencing). This is usually done by means of an examination, designed to differentiate between candidates on the basis of the breadth and depth of their learning.

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စုခြံစစ်ဆေးမှုများ၊ အဆုံးသတ်စစ်ဆေးမှုများသည့် သင်္ချာဗေဒ ၁ အတတ်ဗေဒနှင့် နှိုင်းနှိုင်း
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