

OEP and Student Engagement



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Experiences

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OER Project: Context



ECS401: Critical Perspectives of Assessment
COURSE OUTLINE: SPRING 2023

PROFESSOR: Dr. Cristyne Hébert

OFFICE: (Virtual)

SYNCHRONOUS CLASS DATES AND TIMES: 5:00-6:30pm

CLASS LOCATION: Virtual/Online

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*prefer contact through email on UR Courses

Week	Tuesday	Thursday
Week of May 1		
Week of May 8	Synchronous Session (Class #3)	Synchronous Session (Class #2)
Week of May 15	Synchronous Session (Class #3)	Synchronous Session (Class #4)
Week of May 22		Synchronous Session (Class #5)
Week of May 29		Synchronous Session (Class #6)
Week of June 5		Synchronous Session (Class #7)
Week of June 12	Synchronous Session (Class #8)	Synchronous Session (Class #9)

VIRTUAL OFFICE HOURS:

Office hours provide an opportunity for students to “pop-in” and ask questions or talk about the course material. Have something you are a bit confused about regarding the readings, weekly sessions or assignments? Make an appointment to come to virtual office hours.

Virtual office hour appointments can be scheduled through Calendly.

To book an appointment, click on this link: <https://calendly.com/cristyne-hebert/officehours>. You will be asked to enter your name and email address.

COURSE DESCRIPTION:

Assessment and evaluation are complex, highly politicized and often divisive issues within and beyond the educational sphere. This course will enable pre- service teachers to explore and critically examine assessment methods/practices and the philosophies and

Course: Critical Perspectives of Assessment

- Pre-service teachers, typically in their pre-internship semester (Winter semester of their third year)
- Three-week block March: leave the university classroom and spend three weeks practice teaching in schools
- Historically:
 - One assignment Rick Rant: research on a topic in assessment, produce a three minute video.
 - I have also conducted interviews with teachers based on a particular part of assessment (e.g. differentiation) and students watch two of these “topic-based videos” and reflect on their learning as part of an assessment autobiography
 - New assignment with this project - blend of these two



OER Project: Context



Assignment #2 (ECS401): Spring 2023
Research into Theory and Classroom Praxis
Due: May 30, 2023

Details **Why?**

This assignment is intended to provide students with the opportunity to:

- both engage in an in-depth analysis of a topic of their choice related to assessment, and to provide a concise synthesis of this work;
- ask questions of and critique their understandings of assessment;
- explore assessment techniques with a focus on questioning their implications for classroom practice.
- connect the purpose of assessment with instruction and classroom environments.

Teachers are, fundamentally, researchers. When they encounter a problem, challenge, or dilemma in their classrooms, they often turn to research, reading about current research that already exists in the field, or engaging in research themselves. Often, more questions and directions for inquiry emerge through this process. There is always more to learn! This also represents the, at times, messy relationship between theory and praxis. This assignment is inviting you into the role of (future) teacher as researcher.

What?

You will conduct an inquiry into assessment, grounded in some initial questions, before turning to the field, and back to research. You will work with a group of peers in your subject-specific areas to develop questions you would like answers to about classroom-based assessment. These will serve as the basis or foundation for some additional research that you will do, examining peer-reviewed research on a specific topic, and conducting an interview with a practicing teacher.

The steps for this work are as follows:

1. Brainstorming and Questions:

- Part One: In the first synchronous class, plan to meet with folks in the same grade/subject area to brainstorm some questions you have about assessment in your subject specific/grade specific areas. Be sure to fill out [this document](#) so that I can group you accordingly in the first class. Come up with ten or so questions, and then narrow these questions down to five. (This conversation is an important one. It consists of some of the process-based work in the course of accessing your prior knowledge around assessment; it also provides a space for

- New assignment: Students work in groups to:
 - Brainstorm and develop some questions about assessment
 - Engage in academic research about the topic
 - Devise a set of interview questions
 - Interview a teacher (20-30 minutes), asking them your questions about assessment (on video)
 - Produce a research summary - an overview of the topic and an explanation of the current research on the topic
 - Produce an interview summary - biggest takeaways, alignment with/divergence from research, and new questions that emerged.
- Learning outcomes (on syllabus)

OER Project: Why (Practical)



- The goal of this project was to work with students to collaboratively produce an open-access website centered on K-12 assessment in Saskatchewan, populated, initially, with a series of videos of teachers talking about their approaches to assessment. Students conducted the interviews and an RA edited the videos and produced the site.

Why?

- intended to create an OER that can be used in future ECS401 classes.
 - ECS401 is a highly sessionalized course; a resource such as this one has the potential to lessen the burden on sessionalized instructors to locate and curate supplementary course material.
 - Typically aligns with pre-internship experience, but also offered in off-semesters; site will provide pre-interns with a wider range of exposure to in-service teacher perspectives in the classroom

OER Project: Why? (Theoretical)

Why?

- Assessment is one of the most important activities conducted in the classroom, inextricably linked to student learning and achievement (Deluca et al., 2018; Stiggins, 2008).
- Yet research has demonstrated that pre-and in-service teachers alike struggle with assessment literacy (Popham, 2009; Stiggins, 1995), specifically with adopting and integrating contemporary assessment principles into their pedagogical practices (Deluca et al., 2016; Volante & Fazio, 2007).
- The reasons for this are varied, and include limited opportunities both to learn about assessment in pre- and in-service contexts and to systematically evaluate classroom-based assessment practices (Hill, 2017; Mertler, 2004).
- Experiences with assessment modeling are fundamental in the development of pre-service teachers' assessment literacy (Macken, MacPhail & Calderon, 2020; Mertler & Campbell, 2005).



OER Project Why (Website vision)



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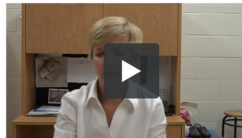
[Dimension #4](#), [Dimension #5](#), [Dimension #6](#), [Dimension #7](#)

This video collection, funded by Alberta Education, features Alberta teachers and students engaged in classroom assessment experiences. The videos are organized around the three sections of the AAC Key Visual.

Français

NEW 88 PAGE BOOKLET
'Supporting Conversations About Assessment'
Companion Guide for Assessment in Action Video Series
[FREE Download](#)

Dimension #4: Engaging Students in the Assessment Process



AAC Member Only Video

AAC Member Only Video

AAC Member Only Video

Student Engagement: A Shared Responsibility

Engaging Students in their Learning

Providing a Risk Free Environment for Diverse Learners

Student Engagement: A Shared Responsibility

Engaging Students in their Learning
Teachers at Holy Spirit School in

Providing a Risk Free Environment for Diverse Learners

Ontario

Français

Curriculum and Resources

Curriculum Assessment and Evaluation Resources Parents

This content is part of official issued curriculum applicable to all curriculum documents, Grades 1 to 12. Educators must also review the curriculum context information specific to their curriculum.

1

Introduction

Fundamental Principles

Culturally Responsive and Relevant Assessment and...

Learning Skills and Work Habits

Content Standards and Performance Standards

Assessment "for Learning" and "as Learning"

Evaluation

Reporting Student Achievement

Categories of Knowledge and Skills

Criteria and Descriptors

Levels of Achievement

Sample Achievement Charts

Assessment and Evaluation



Assessment "for Learning" and "as Learning"



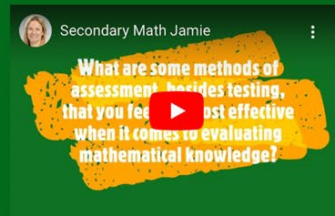
Show transcript

The Site

Elementary



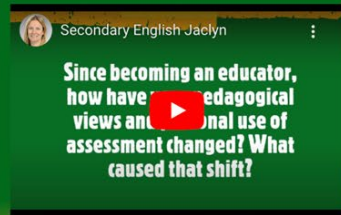
Secondary Math



Elementary



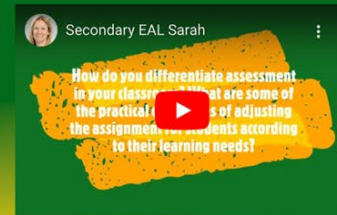
Secondary English



Secondary Social Studies



Secondary EAL



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Sample Questions and Responses




**SECONDARY
SOCIAL
STUDIES**



Challenges

University of Regina
ASSESSMENT IN BARRACLOUGH

HOME TEACHER INTERVIEWS MINISTRY DOCUMENTS MORE...



Elementary Erin
Secondary Math Jamie
Elementary Liana
Secondary English Jacob
Secondary Social Studies Kent
Secondary EAL Sarah

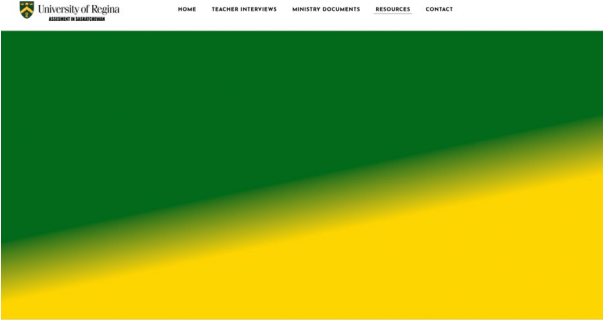
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BY: credit must be given to the creator.

- Lots of set up that was outside of the outcomes of the course- arranging the interview time, going through the consent process, etc.
- Small (summer) class - would be more challenging with larger class
- Technical challenges with getting students to think about the site - need to interview using full-screen mode, cannot audibly respond to interviewee, needed to have camera on (!), delays in recording
- Professional/field element: difficulty recruiting teachers; when groups are not as “strong” risk relationships with the field

Next Steps: Large OER Grant



- Build other sections of the site
 - The website will provide clear examples of best assessment practices, aligned with the curriculum and Ministry-produced assessment guide, in action.
 - Videos with teachers engaged in assessment practices in the classroom
 - Materials produced by teachers

Recommendations

- OER can be useful for any course
- Great opportunity to engage students in their learning process, in a meaningful way - authentic assessment
- Lots of supports offered to get the project completed
- Sit down and go through your learning outcomes, and identify areas where there might be a natural “fit”
- Beforehand, carefully consider the logistics re. Involving students.

Just do it.