3rd International Seminar on Research on Questioning

'Critical inquiry and academic growth in Higher Education'

Reiventing Assessment And Teaching Practices In Higher Education: Reflections Built On The AVENA Project

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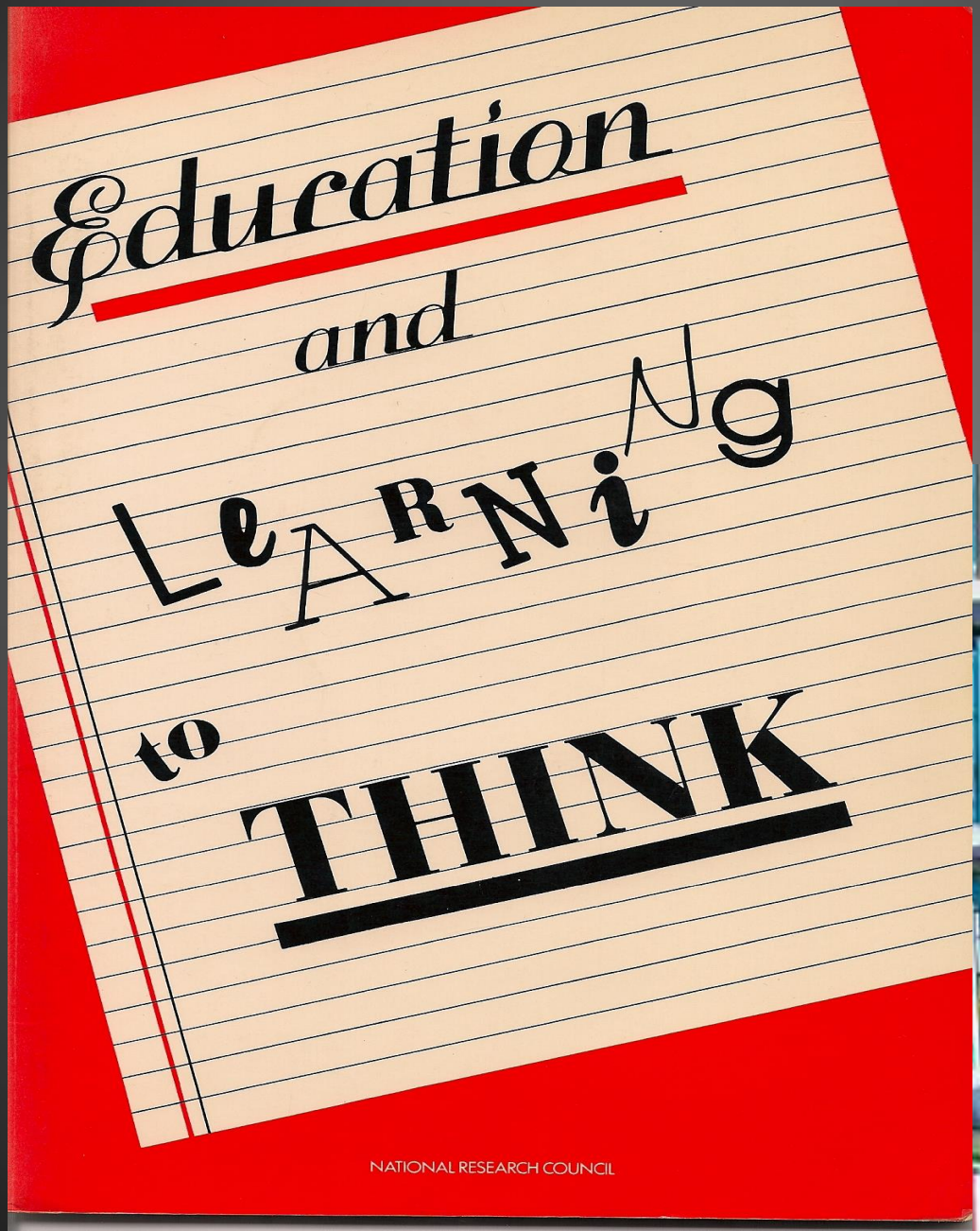
Presentation Outline

1. Some Relevant Developments in Pedagogy
2. Towards a Reinvention of Pedagogical Practice
3. Overall Context and Main Aims of the Study
4. Method
5. Observed Practices Within the AVENA Project
6. Some Main Results
7. Conclusions and Reflections

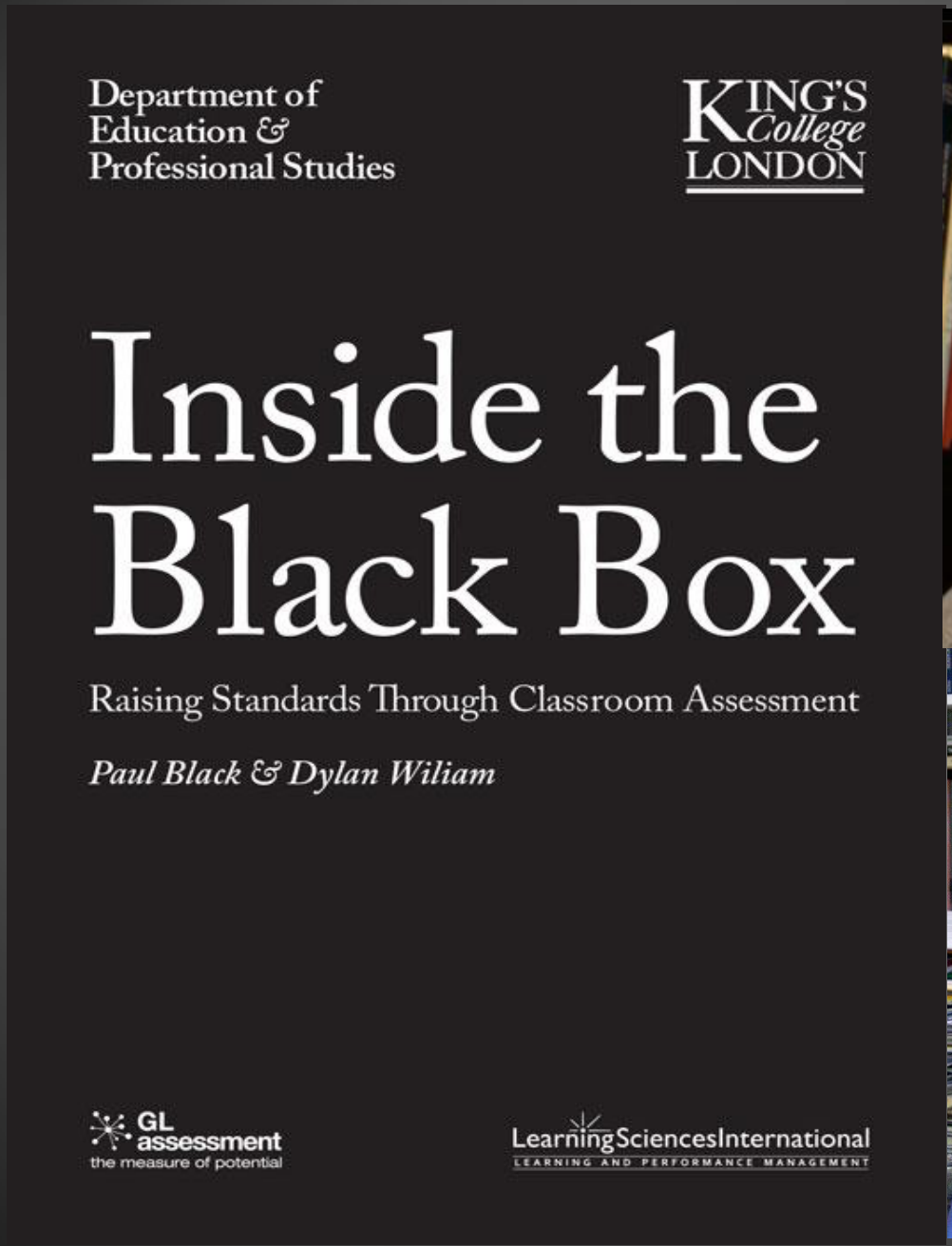
Some Relevant Developments in Pedagogy

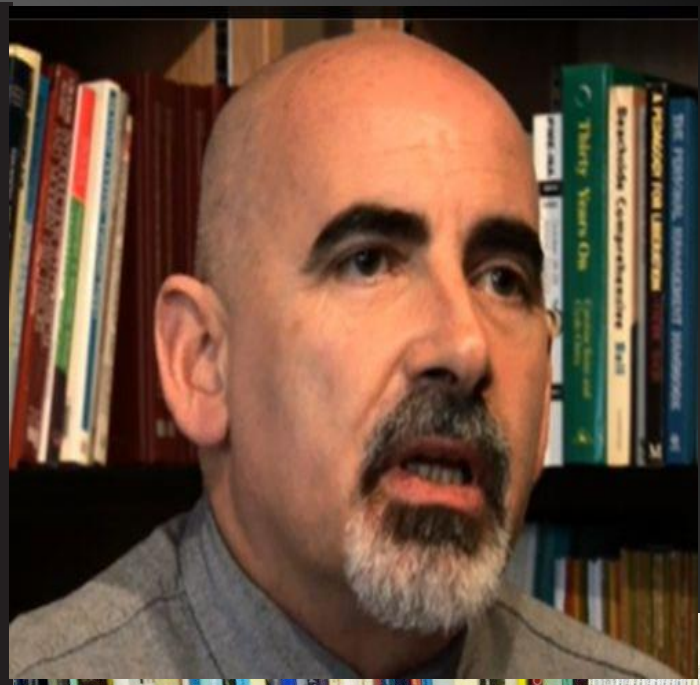
1987

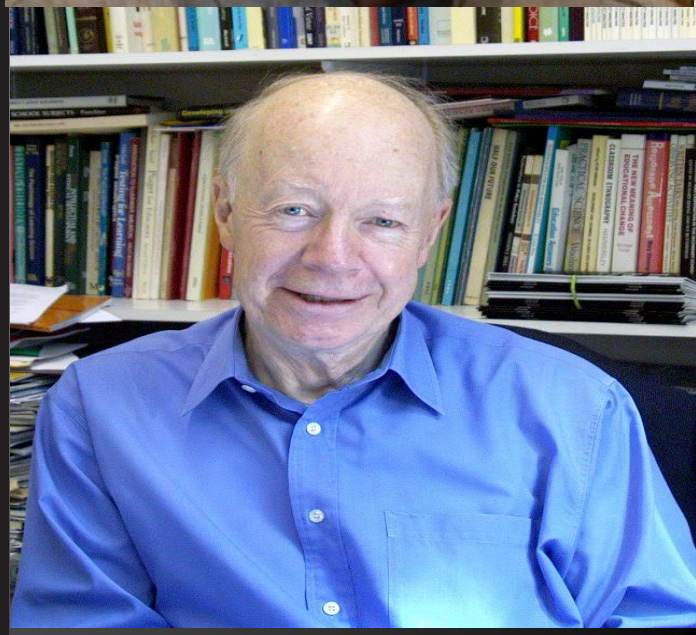


Some Relevant Developments in Pedagogy

1998







Some Relevant Developments in Pedagogy

LEARNING

Michael Young
2008

CONTENT

A Variety of Knowledge

PROCESSES

- Thought
- Communication
- Selection
- Learning
- Problem Solving
- Decision-Making
- Team work

POWER

KNOWLEDGE

Some Relevant Developments in Pedagogy

2009

Ronald Barnett

Curriculum as a Knowledge Projet.

- **Content**
- **Abilities**
- **Being**

Some Relevant Developments in Pedagogy

1. Writing, Social Interaction, Integrating and Using Knowledge, Learner's Autonomy, Transversal Capacities.

2. Developing Curricula *For* Learning.
   The Relevance of Knowledge.

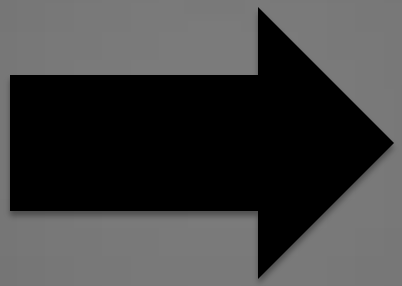
3. Integrating Learning-Assessment-Teaching

4. The Emergence of Formative Assessment As a Crucial Process to Improve and to Regulate Learning.

5. The Relevance of Learning to Be and of Learning to be with Others.

Towards a Reinvention of Pedagogical Practice

Telling Paradigm



Communication Paradigm

Towards a Reinvention of Pedagogical Practice

Focusing on Teaching

Focusing on Teachers

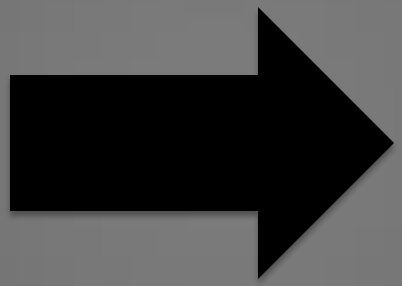
→

Focusing on Learning

Focusing on Students

Towards a Reinvention of Pedagogical Practice

Assessing
For
Grading



Assessing
For
Learning

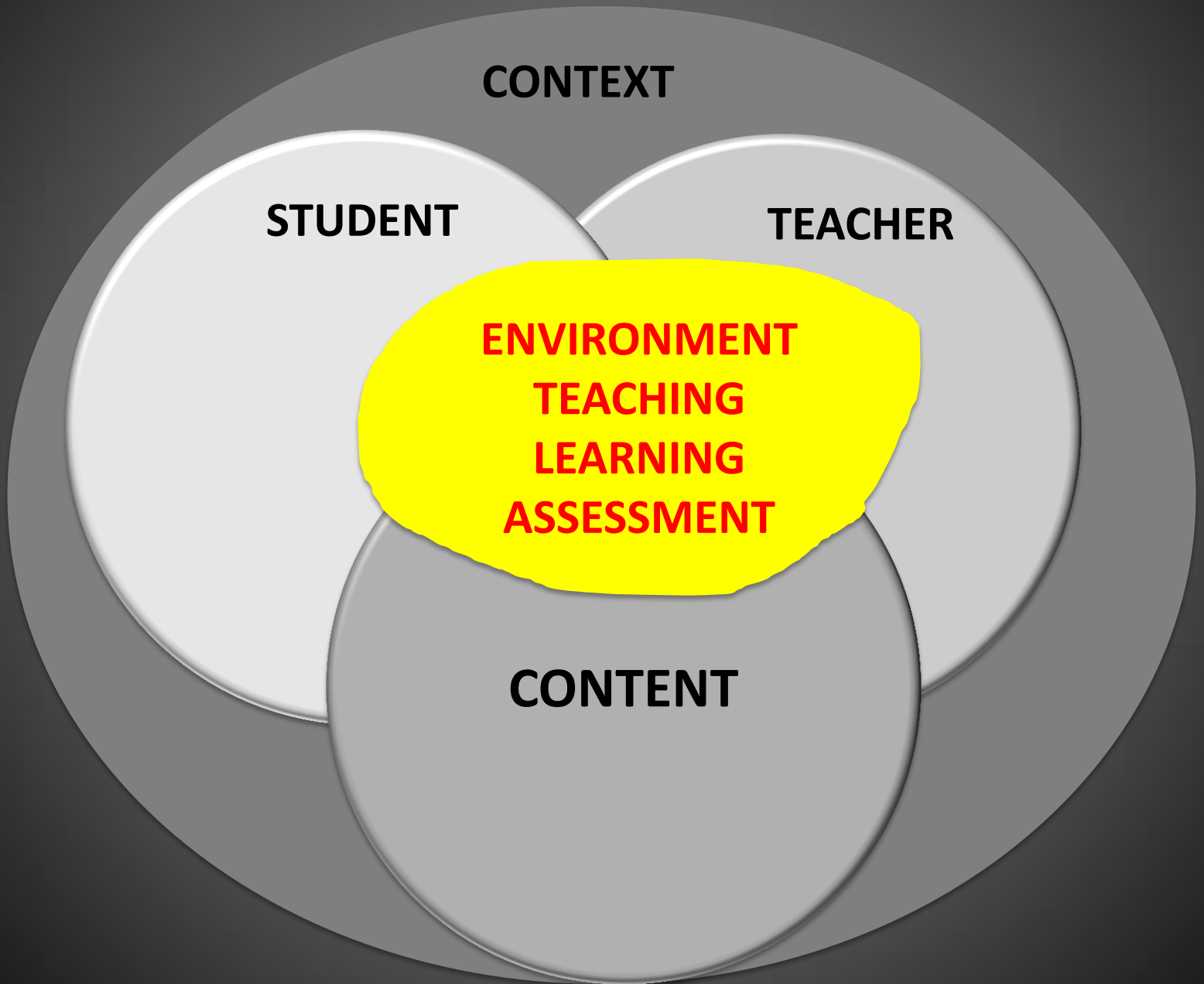
Towards a Reinvention of Pedagogical Practice

Relevance of Teacher's Talk

→

Relevance of Student's Autonomy

Towards a Reinvention of Pedagogical Practice



Overall Context of the Study

AVENA Project

April, 2011 → **October, 2014**

- University of Lisboa
- University of Coimbra
- University of Évora
- University of Minho
- University of São Paulo
- State University of Pará
- University of Amazônia

7 Universities
36 Researchers

Main Goal:

Describing
Analysing
Interpreting

Teaching and Assessment Practices

Knowledge Domains:

- Social Sciences
- Health Sciences
- **Arts and Humanities**
- Sciences and Technologies

Data Collection:

- ✓ **Observations (>1100 h)**
- ✓ **Interviews (60 teachers)**
- ✓ **Interviews (150 students)**
- ✓ **Questionnaire (teachers and students)**

Main Research Aims

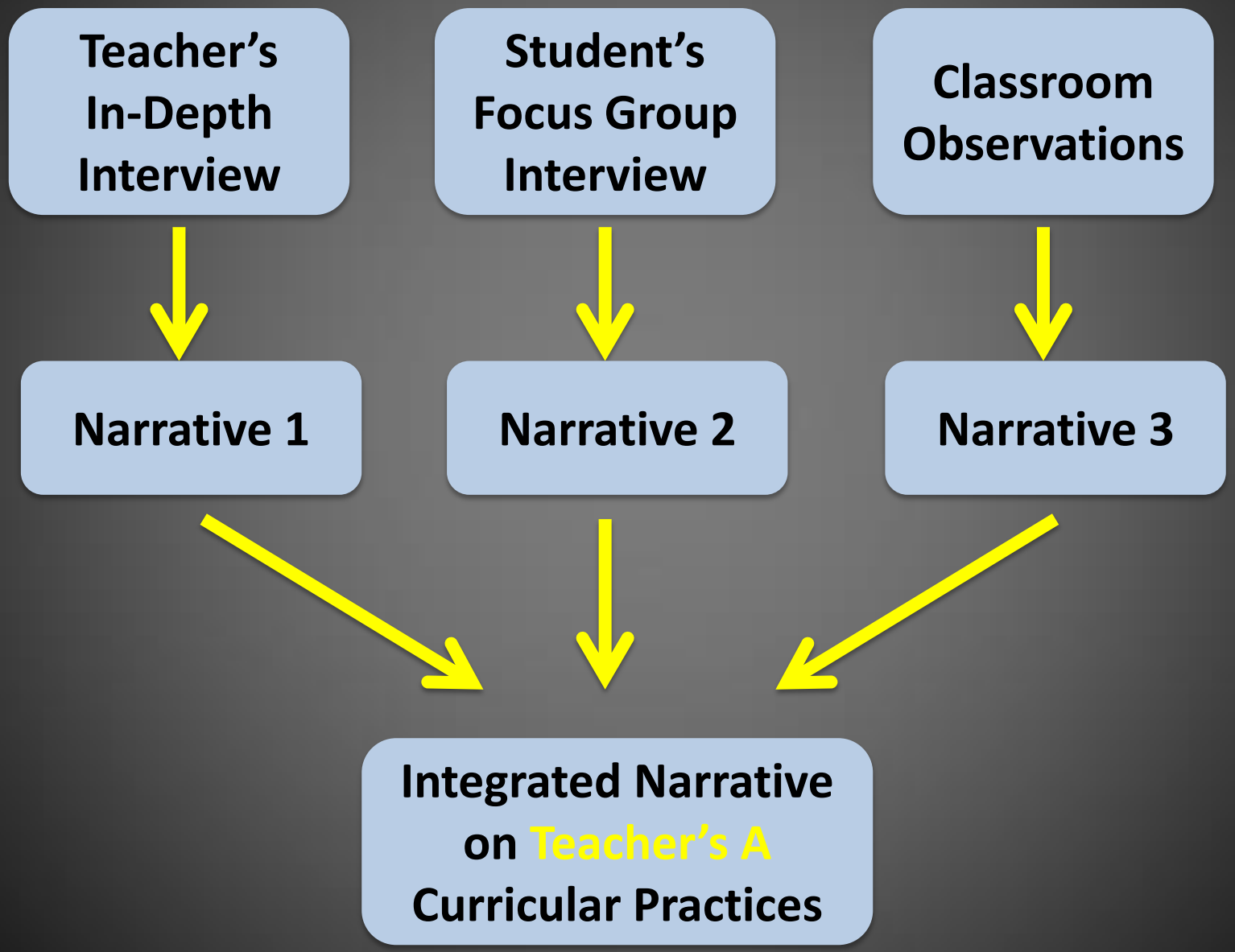
- Describing, analysing, interpreting, and reflecting on teachers curricular practices (teaching and assessment)

- Reflecting on policy, practical, theoretical, and methodological issues

Method

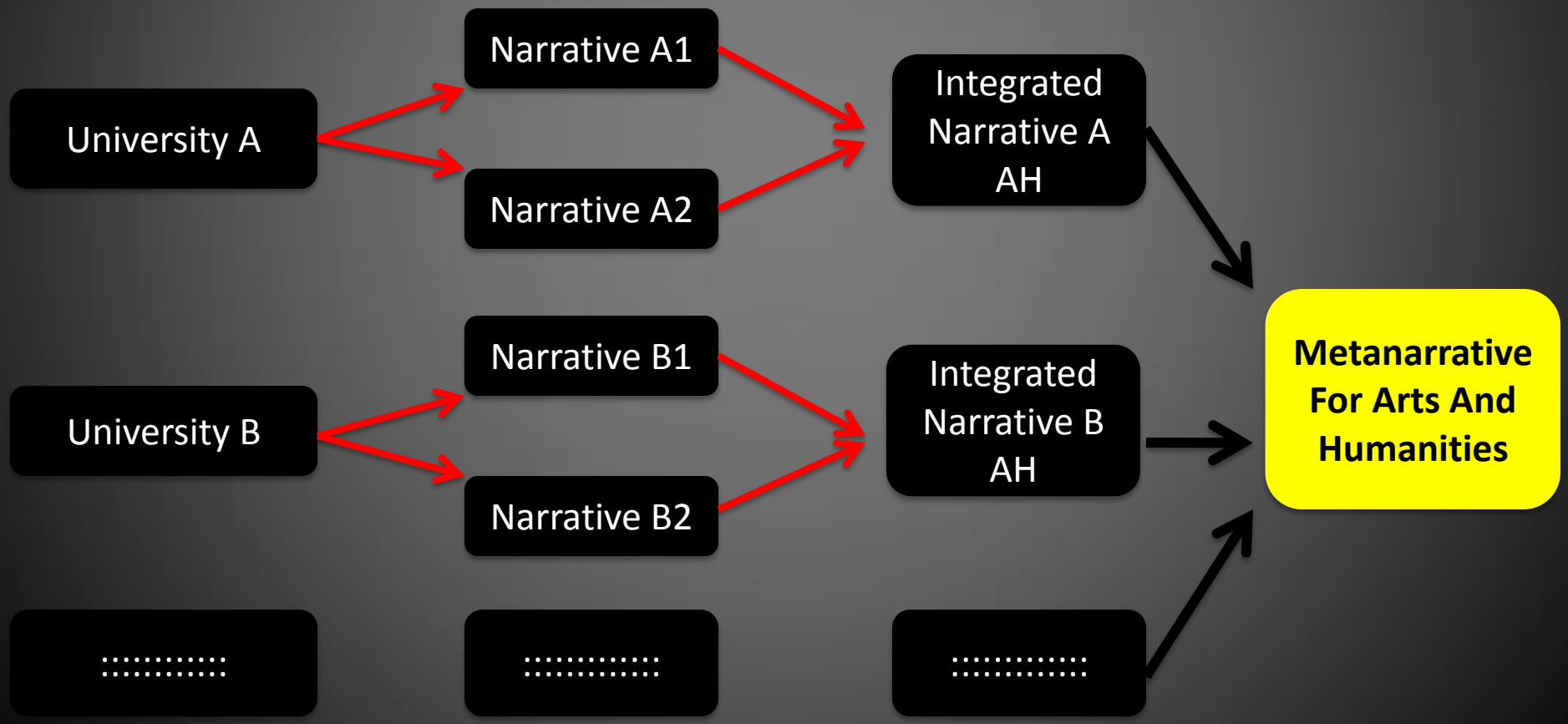
OBJECTS	DIMENSIONS
TEACHING	• Planning and teaching organization • Using resources and materials • Classroom dynamics • Teacher’s and student’s roles
ASSESSING	• Tasks utilization • Tasks nature and functions • Teacher’s and student’s roles • Teacher’s and student’s roles

Method


Teacher's In-Depth Interview
Student's Focus Group Interview
Classroom Observations
Narrative 1
Narrative 2
Narrative 3
Integrated Narrative on Teacher's A Curricular Practices

Method

An example of the organization and transformation of data (Narratives production for Arts and Humanities (AH))



Observed Practices Within The AVENA Project

Teachers A and C

- Frequent interaction between teacher and students
- Frequent feedback distribution oriented to improve learning
- A variety of tasks aiming at teaching, learning and assessing
- Teachers were supportive and motivating
- Students participated quite naturally in class development

Teachers B and D

- Interaction was almost non-existent
- Teachers talked for the most part of the time
- No tasks were used in the classroom. Feedback was mostly absent
- In general students did not participate or they participate very seldom in classrooom activities.

Observed Practices Within The AVENA Project

Teacher A	Teacher B
Previous class synthesis	
Teacher talk	
Students' individual work assisted by the teacher	
	Previous class synthesis
	Teacher talk
Analysis of the work done so far (middle of the class)	
Students' individual work assisted by the teacher	
Analysis/Synthesis/Evaluation	

Observed Practices Within The AVENA Project

Teacher C

- Previous class synthesis
- Task presentation
- Students working in small groups assisted by the teacher
- Presentation of the work done by the different groups
- Analysis/Synthesis/Evaluation

Teacher D

- Previous class synthesis
- Teacher talk
- Students' working individually by themseleves

Observed Practices Within The AVENA Project

Teachers A e C

Essentially formative

Organized for supporting teaching and learning

Assessment was articulated with teaching and learning

Teachers B e D

Essentially summative

Organized for grading students

Assessment was not articulated with teaching and learning

Assessment

Observed Practices Within The AVENA Project

- Environment seemed to favour studets' dispositions to learn
- Focus on assesment for learning and of learning. Frequent feedback and interaction
- Students engaged, reflecting on their work. Showing autonomy

- Teacher at the center of all pedagogical processess
- Focus on summative assessment to grade students. Formative assessment was not used on a systematic basis
- Students were seldomly engaged

It is possible to organize and to develop teaching and assessment in order to enhance students' will to engage in the assessment and learning processes...

Main Results

Teaching overall issues

Pedagogical “things” that seem to enhance learning

Assessment issues

Nature, form, and content of tasks together with certain classroom dynamics seemed to be strong related to the development of enhanced teaching, assessment, and learning environments.

Conclusions and Reflections

- Intuition vs. Pedagogical grounded knowledge
- Staff professional development
- Institutions role in curriculum policy
- Students' engagement and social and cultural perspectives on curriculum development
- Task selection and the articulation among teaching, learning, and assessment.
- The issue of the unit analysis

THANK YOU

Research Framework

Pedagogical Issues

Black & Wiliam' s work (1998)
Menges & Austin' s framework (2001)
Fernandes & Fialho' s research synthesis (2012)

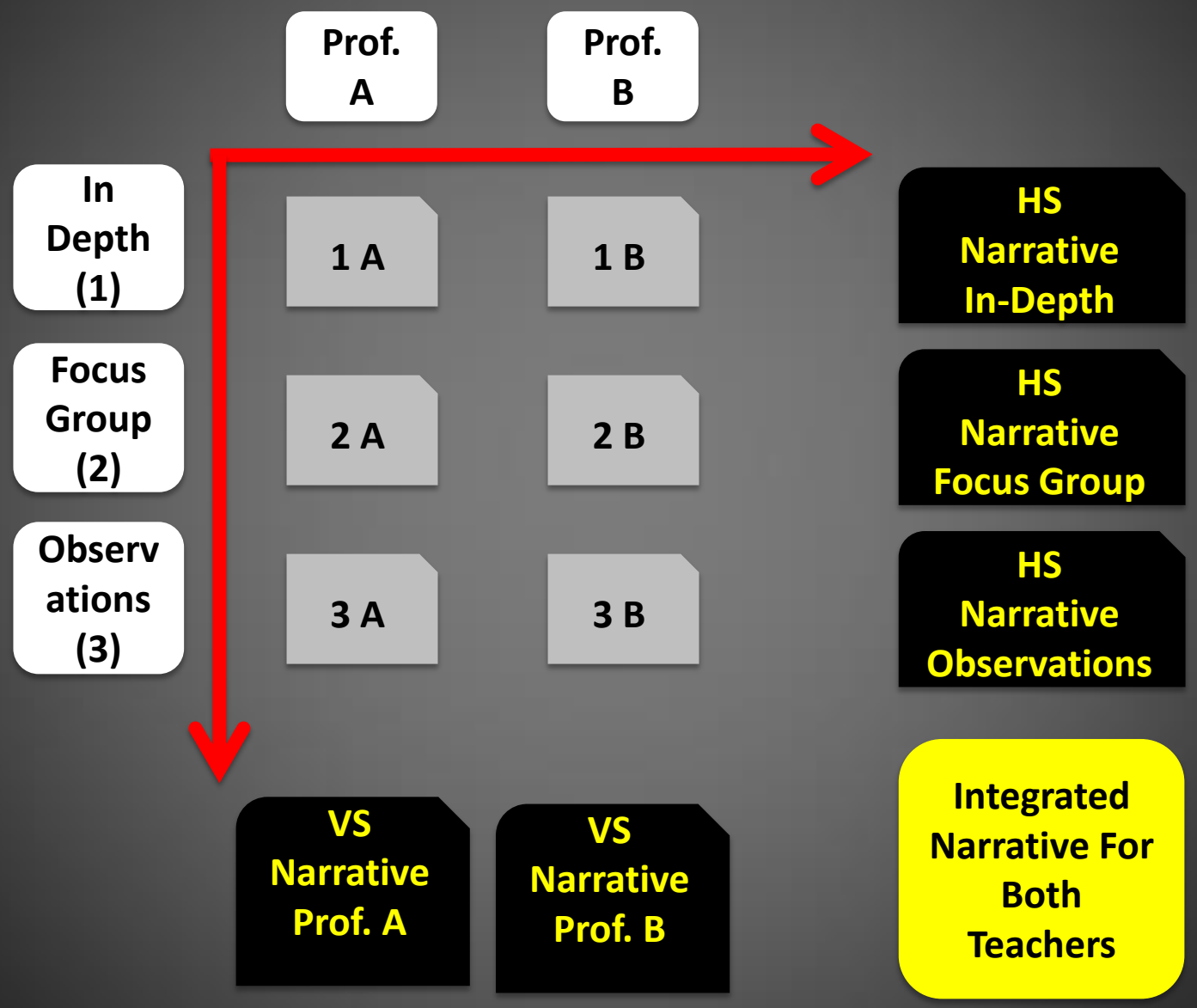
Curricular Issues

Barnnet' s work (2009)
Young' s work (2008)
Goodson's work (1997)

Political And Social Issues

Student access and mobility
Quality education for all
The impact of the Bologna memorandum of agreement

Method


Prof. A
Prof. B
In Depth (1)
Focus Group (2)
Observations (3)
1 A
1 B
2 A
2 B
3 A
3 B
HS Narrative In-Depth
HS Narrative Focus Group
HS Narrative Observations
VS Narrative Prof. A
VS Narrative Prof. B
Integrated Narrative For Both Teachers

Main Results

Teaching overall issues

- planning and materials availability
- teaching organization/classses structure
- classroom environment
- opportunities to learn
- students' satisfation
- teachers/students rapport
- teachers' availability

Main Results

Classroom dynamics

- students seldom involved in class discussions (Art History course; Law course; Numerical Modelling course; Chemistry course)

- students actively involved and engaged in overall classroom actvities and task development (Drawing course; Human Geography course; Removable Prosthodontics course; Pharmacology course)

Main Results

Assessment practices

- consistency with teaching approaches
- assessemnt for grading vs. assessment to improve learning
- feedback: nature, distribution, and frequency
- integration among teaching, learning, and assessment

The nature of tasks together with certain classroom dynamics rather than the nature of subject matter itself, seemed to make a difference...