Mapping students' learning paths using a game

Monitoring long-term student progress: learing progressions and formative assessment

Judith Gulikers
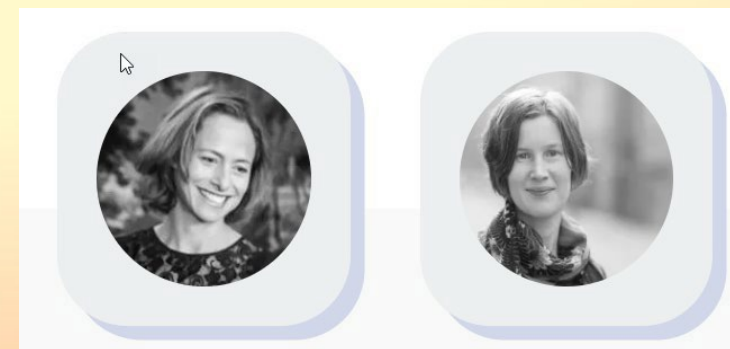
Wageningen University

Liesbeth Baartman

Utrecht University of Applied Sciences

Home   Wetenschappelijke onderbouwing   In de praktijk   Nieuws

Cyclus Formatief Evalueren

Wetenschappelijke onderbouwing

In de praktijk: PO/VO

In de praktijk: MBO

In de praktijk: HO

Learning goals: after this session.......

- Have you gained insight into what a "learning progression" is, how you can develop it, and what it can bring to you

- Have you identified how formative assessment can help to identify students' development on the learning progression

- Have you made a first set up of your learning progression, with hurdles, houses and curriculum reflection - and a FE-cycle connected to it – for your own education.

ZICHT *op*
Studentontwikkeling

Overview of this workshop

- Why this research?

- Short introduction learning progressions & lessons learned

- Activity 1: learning progressions poster

- Short introduction about formative assessment & lessons learned

- Activity 2: connecting formative assessment to the learning progression

Why this research?

Summative assessment

- VET: barriers between formative and summative
- HE: developments towards programmatic assessment
- Teachers: formative assessment within one lesson
- Sequence of assignments for uptake of feedback

  => Focus? What are the (long-term) learning goals our students work towards?
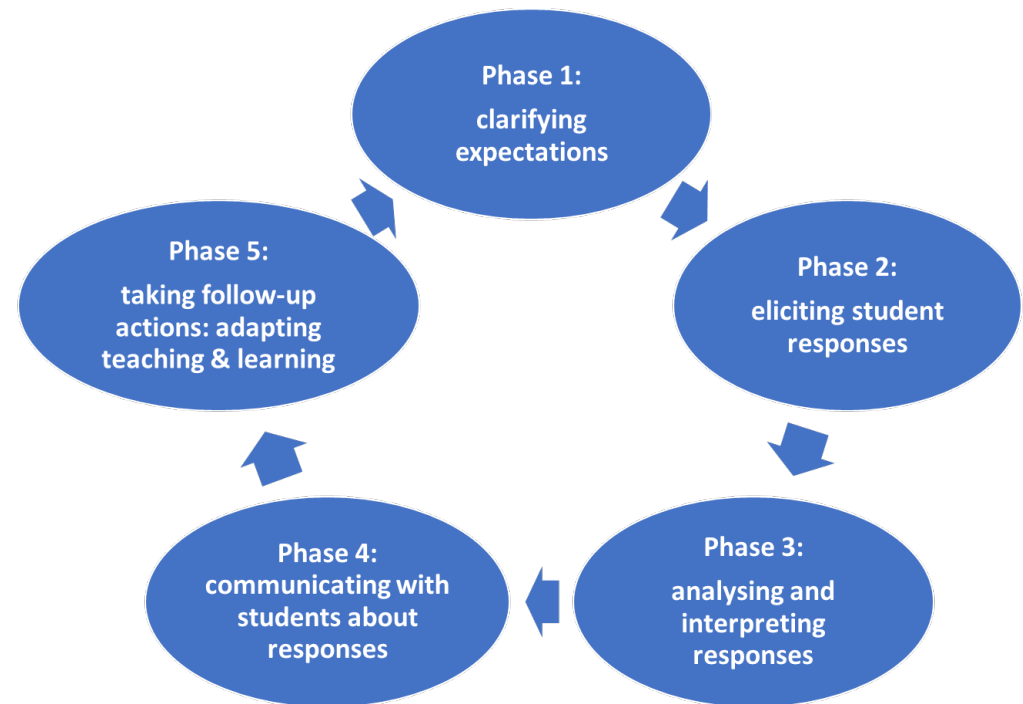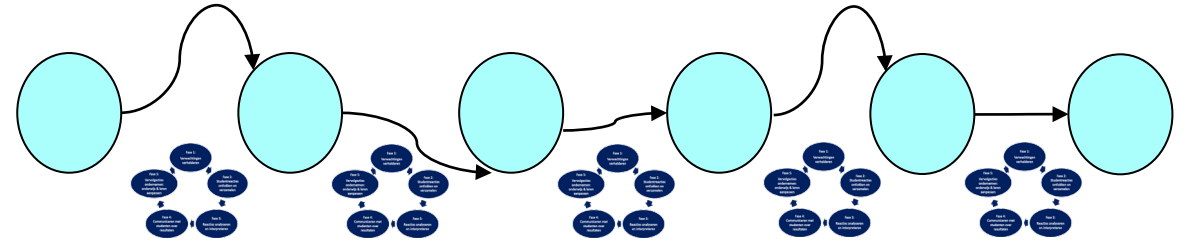
Learning progression

What is our "backbone"? What does student development on this backbone look like?

How can formative assessment help to monitor progress (and enable uptake of feedback)?

Formative assessment activities

Phase 1: clarifying expectations

Phase 2: eliciting student responses

Phase 3: analysing and interpreting responses

Phase 4: communicating with students about responses

Phase 5: taking follow-up actions: adapting teaching & learning
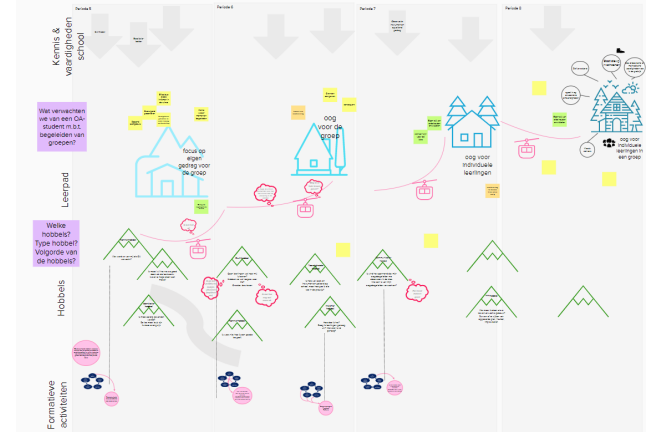
ZICHT op Studentontwikkeling

Research questions

- What (professional development) activities help teachers to develop a learning progression?

- What (professional development) activities help teachers to develop goal-directed formative assessment activities?

The learning progression

- Known from science / math ed (K12)
- Based on "the big ideas" van het profession
- Showing "regular" development in students' thinking, doing and reasoning
- Start and endpoint
- Different approaches to develop a LP
  - theory
  - from experience: persona's/input/work of students
  - mix
- Misconceptions/hurdles
- Short and long term LP

For the VET/HE domains no LP available

Baartman & Gulikers (2021). Zichtop studentontwikkeling. Profiel, 7, 20-24
Gotwals, A. W. (2018). Where are we now? Learning progressions and formative assessment.
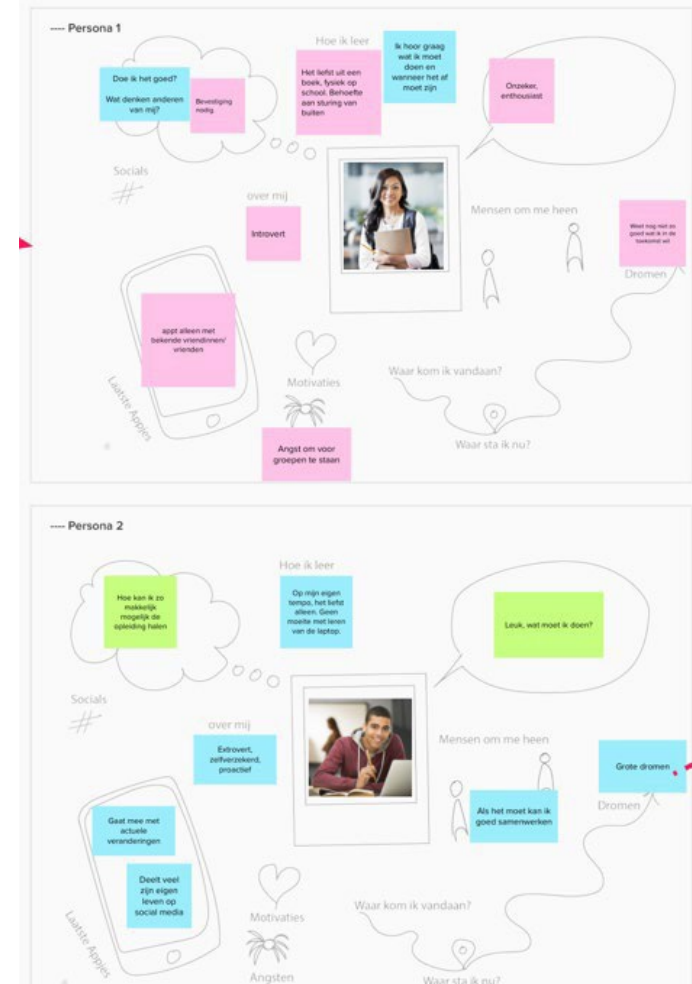*Applied measurement in Education, 31(2), 157-164.*

Examples

- You can manage the classroom and guide the learning process (teaching assistant)
- You can conduct a customer interview with different kinds of customers (hospitality)
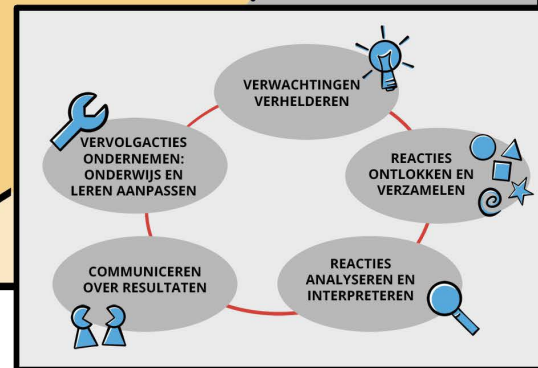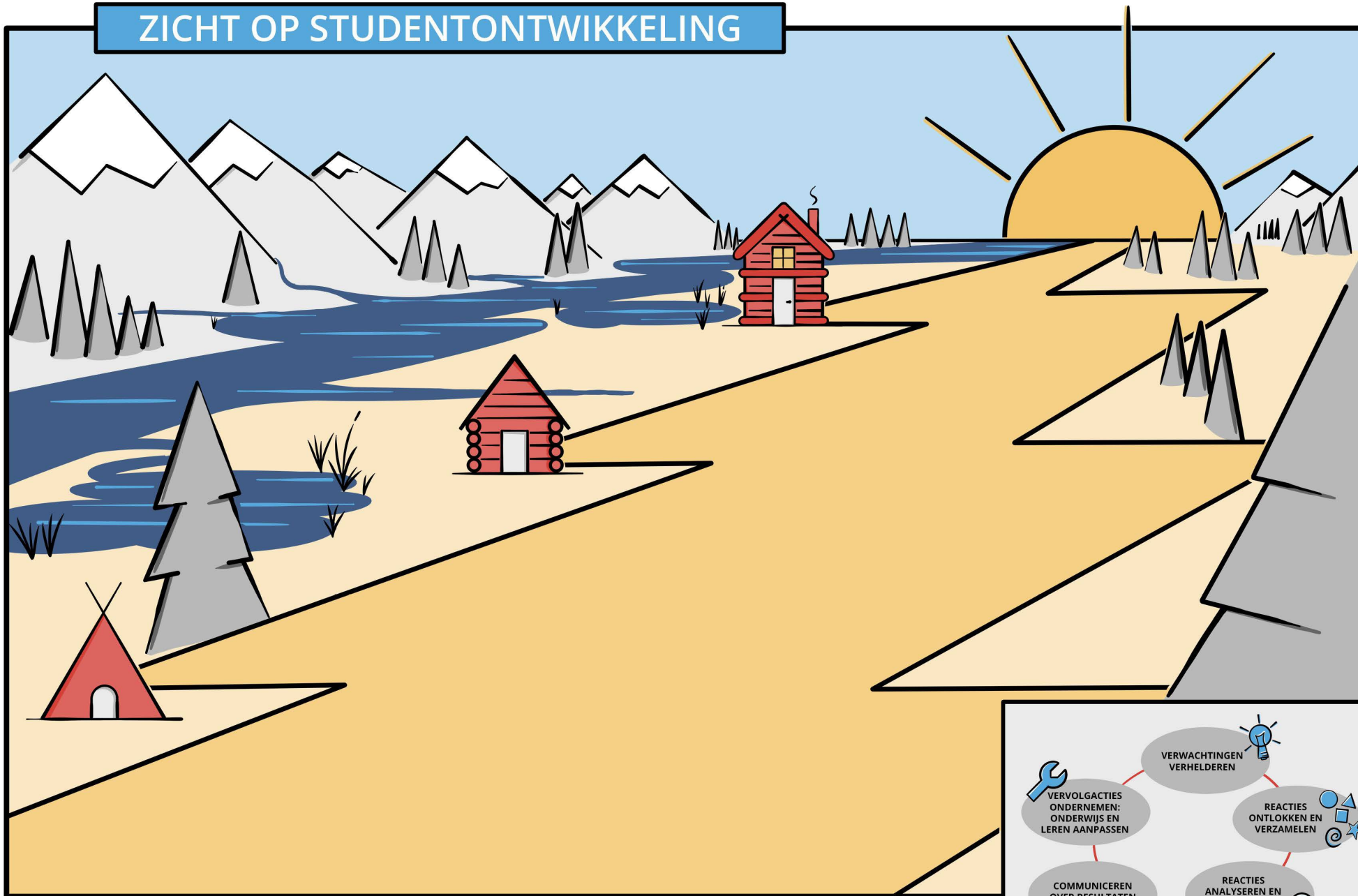- You can identify the support need of a client (nursing)

Check
- Core of the profession
- Cross curricular
- Something in which a students grows considerably → revisited in the curriculum
- Multiple aspects making this difficult (hurdles, misconceptions)

Lessons learned on LP development

- Finding a focus!
- **Professional** development
- Visualising is key
- Not course driven
- **Taking the student perspective** is key
  - Using personas ('typical kind of students')
  - Interviewing students
  - Developing succescriteria with students
- Identifying hurdles and categorising them

ZICHT OP STUDENTONTWIKKELING

VERWACHTINGEN VERHELDEREN

REACTIES ONTLOKKEN EN VERZAMELEN

REACTIES ANALYSEREN EN INTERPRETEREN

COMMUNICEREN OVER RESULTATEN

VERVOLGACTIES ONDERNEMEN: ONDERWIJS EN LEREN AANPASSEN

HOGESCHOOL UTRECHT

WAGENINGEN UNIVERSITY & RESEARCH
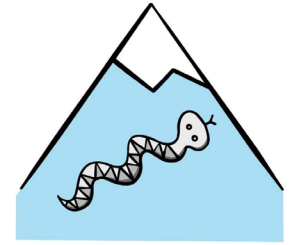
ZICHT op Studentontwikkeling
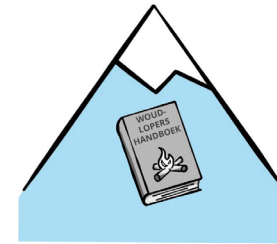
Different hurdles

- Skills
- Knowledge
- Identity
- (not) daring something
- Theory-practice
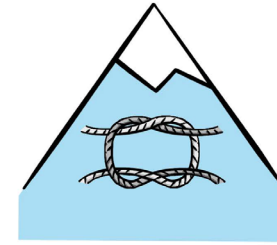
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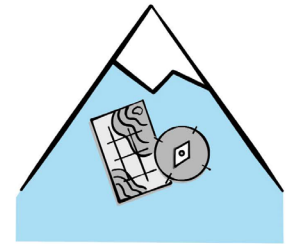
DURFHOBBEL

KENNISHOBBEL

THEORIE-PRAKTIJK HOBBEL
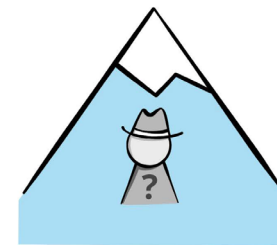
IDENTITEITHOBBEL

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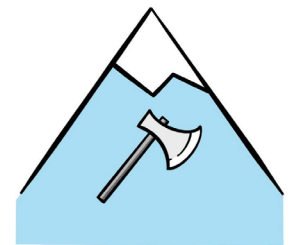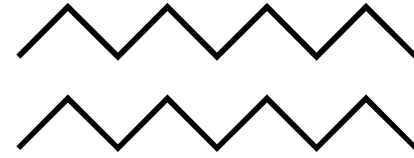
Try this out! Activity 1
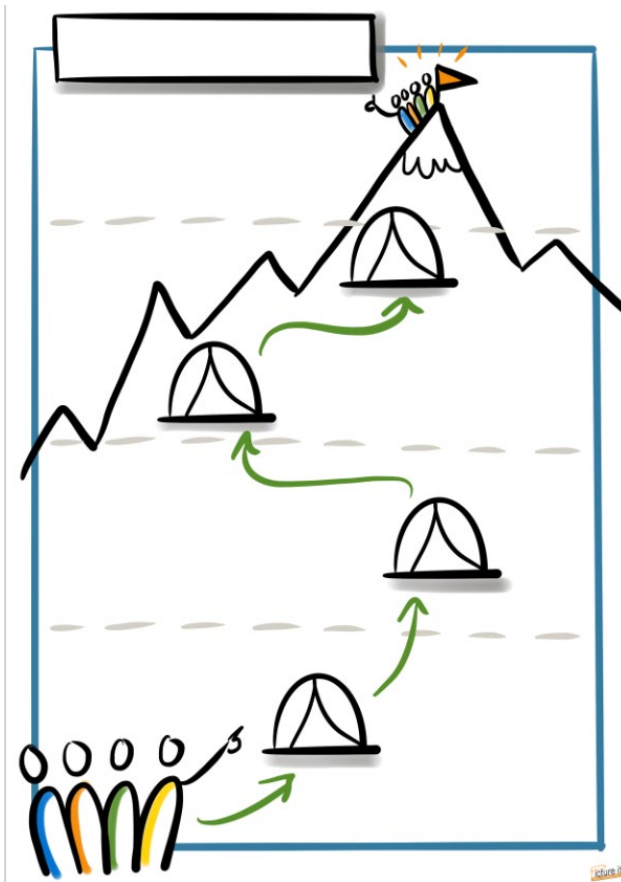
1. Core idea profession. What is the end goal? How do students enter?

2. Take in mind two (different) students. How do they develop? Can you identify milestones ("houses")? Can you discover some hurdles many students encounter?

3. What kind of hurdles? Categorize

Connecting FA to the learning progression

Using goal-directed FA activities to identify progress on the LP
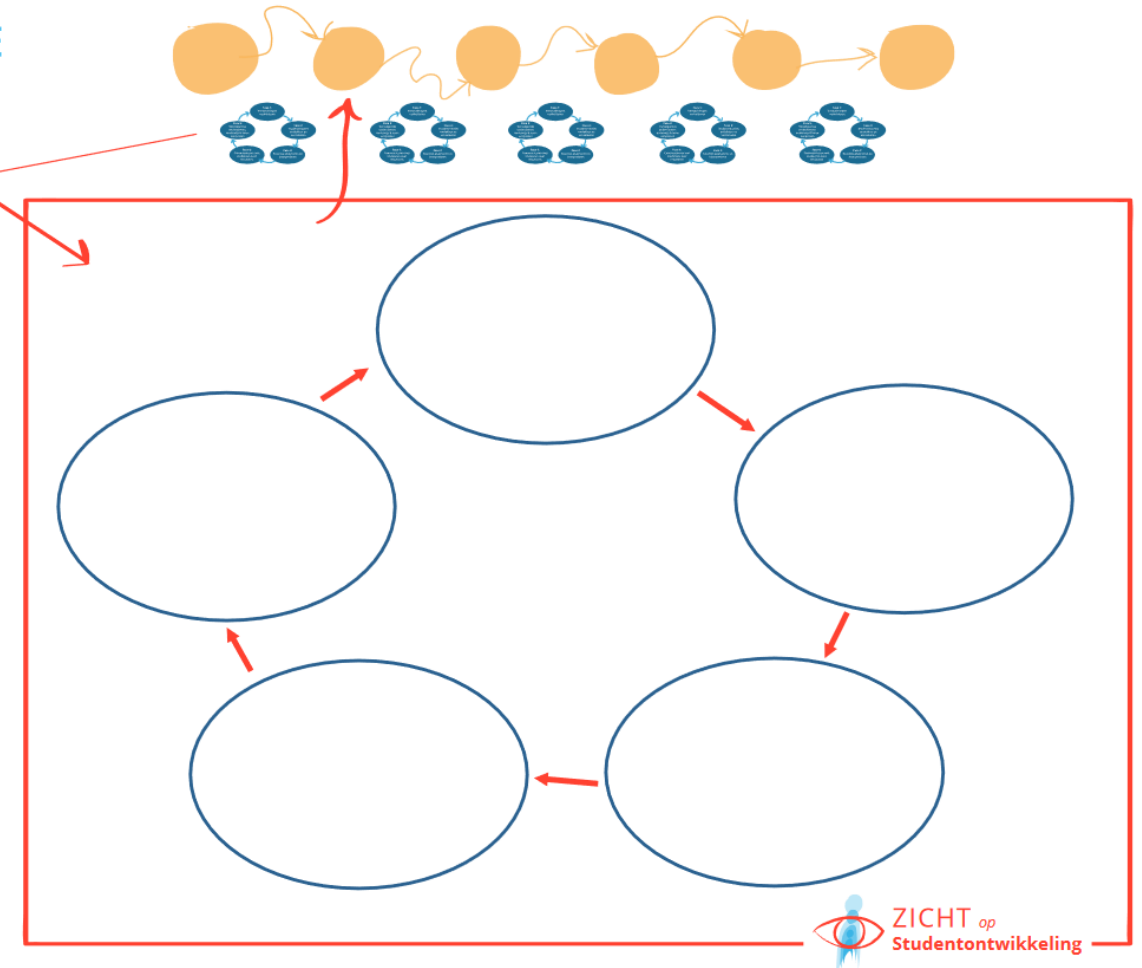
Formative Assessment
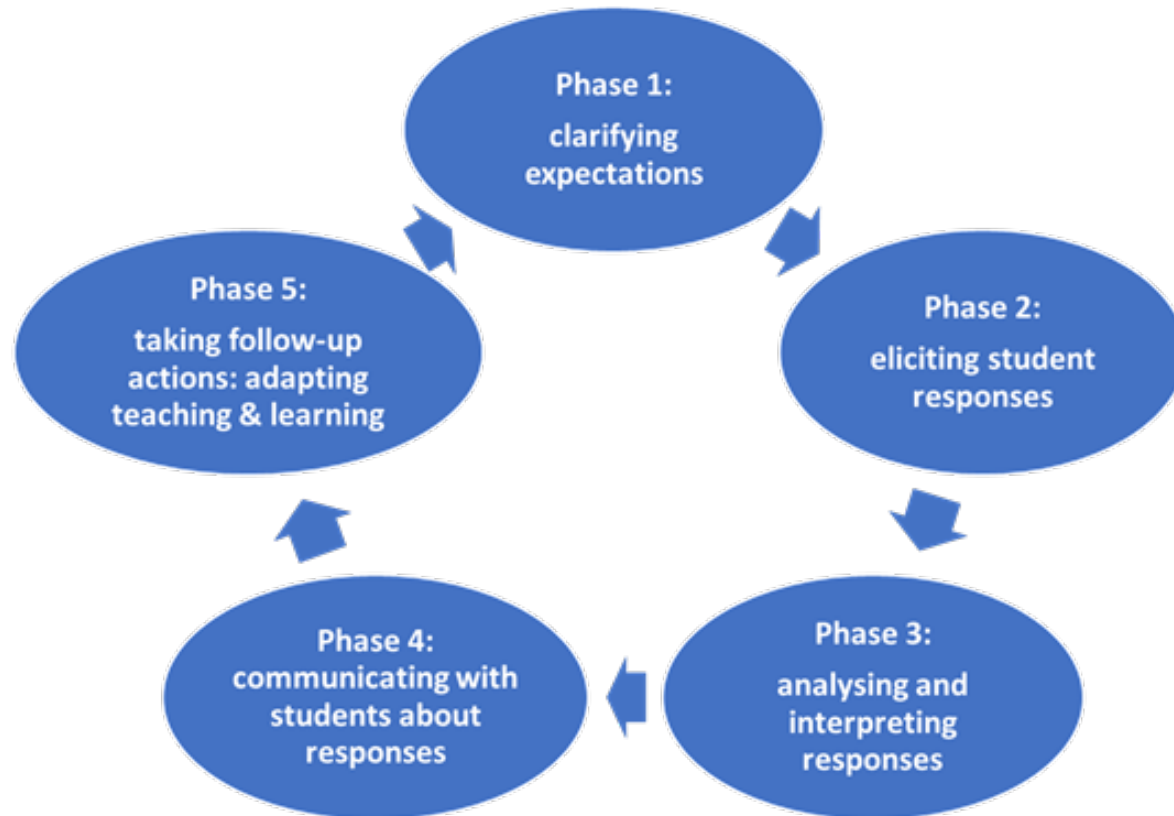
FA-cycle

Process, not an instrument

Planned and on-the-fly

Identifying students' development on the Learning progessions learning goal (and/or hurdles)

(pre) thinking about next steps

Lessons learned in our project

- Importance of learning goals ("what are we aiming for?")
  - Direct connection to LP or hurdles

- Going further then FA-phase 2 (eliciting). What is the follow-up?

- Zooming in and zooming out:
  - FA makes LP more concrete
  - LP fosters a follow up step in FA

- Identify hurdles and analyse these hurdles
  - Do we address hurdles in our education??
  - If we know these hurdles, how can we prepare for them/differentiation?

Example

Taking the student perspective (interview): A lot of our TA students tend to identify themselves with the teacher at their place of internship

Categorise: Identity hurdle

Critical question:
- Do we identify these hurdles in our education?
- Do we address them in our education?

Identity hurdle is not addressed in our education

→ We built in a peer consultation meeting to explicitly address this

SOORT HOBBEL:

☐ ☐ ☐ ☐ ☐ ☐

KERNWOORDEN:

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ZICHT op Studentontwikkeling

Activity 2

- Choose one your identified hurdles
- How can you discover this hurdle (phase 2/3)?
- How is feedback arranged (phase 4)?
- How can feedback be used? And what do you do (as a teacher) to help students overcome this hurdle (phase 5)?

FE-cyclus

- Studenten formuleren nieuwe leerdoelen voor rollenspellen van klantgesprekken

- In groepjes laten opschrijven wat zij vinden waar een goed check-in/check- out/klachtengesprek aan moet voldoen.
- Wat vinden de studenten belangrijk. Denk aan eigen ervaringen.
- Klassengesprek over "wat is een goede dialog"
- Docent deelt eigen **succescriteria** + benoemt mogelijke hobbels

- Studenten verbeteren hun dialoog op basis van zelf-beoordeling, peer bespreking en klassenfeedback
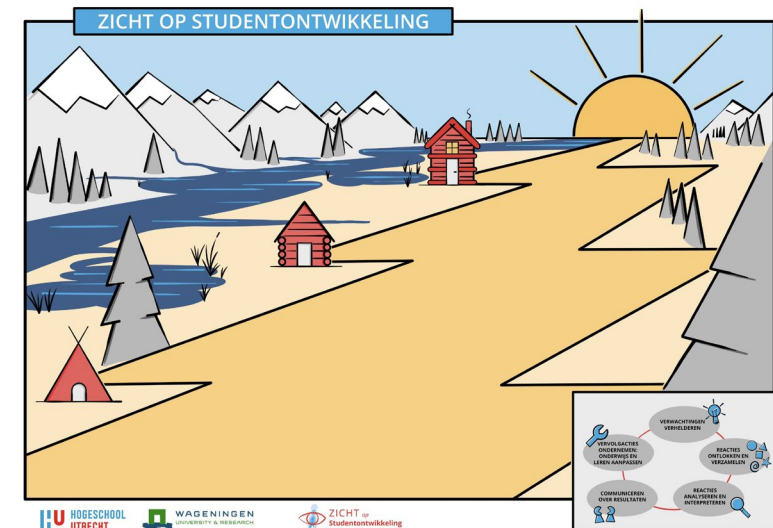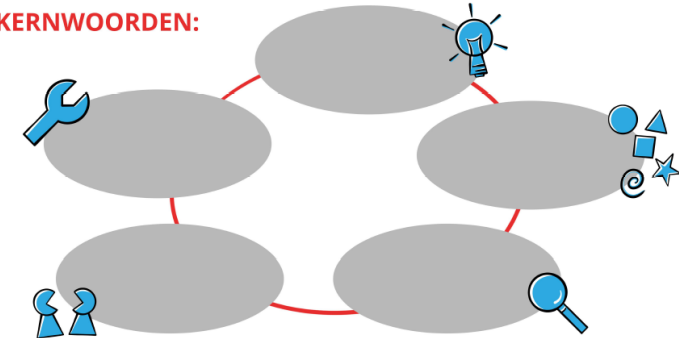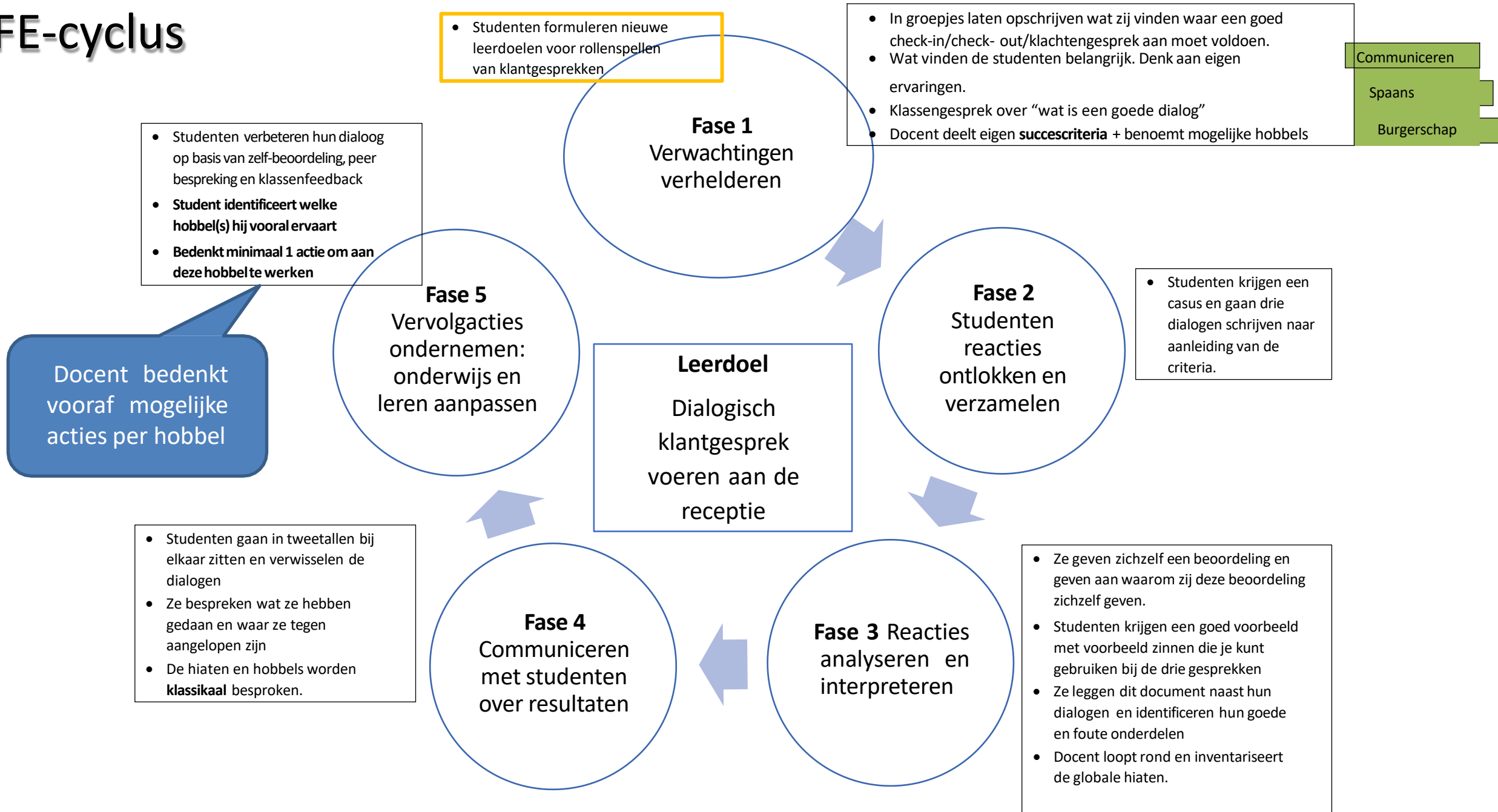- **Student identificeert welke hobbel(s) hij vooral ervaart**
- **Bedenkt minimaal 1 actie om aan deze hobbel te werken**

Fase 1
Verwachtingen verhelderen

Docent bedenkt vooraf mogelijke acties per hobbel

Fase 5
Vervolgacties ondernemen: onderwijs en leren aanpassen

Leerdoel

Dialogisch klantgesprek voeren aan de receptie

Fase 2
Studenten reacties ontlokken en verzamelen

- Studenten krijgen een casus en gaan drie dialogen schrijven naar aanleiding van de criteria.

- Studenten gaan in tweetallen bij elkaar zitten en verwisselen de dialogen
- Ze bespreken wat ze hebben gedaan en waar ze tegen aangelopen zijn
- De hiaten en hobbels worden **klassikaal** besproken.

Fase 4
Communiceren met studenten over resultaten

Fase 3 Reacties analyseren en interpreteren

- Ze geven zichzelf een beoordeling en geven aan waarom zij deze beoordeling zichzelf geven.
- Studenten krijgen een goed voorbeeld met voorbeeld zinnen die je kunt gebruiken bij de drie gesprekken
- Ze leggen dit document naast hun dialogen en identificeren hun goede en foute onderdelen
- Docent loopt rond en inventariseert de globale hiaten.

Thank you!!

Judith.Gulikers@ wur.nl
Liesbeth.Baartman@hu.nl

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