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inquiry has been an important part of educational theory and practice for the last decades as in other competence oriented approaches to teaching and learning the appropriate support and assessment of the students competences has been much debated in the context of inquiry based science education one way to support and assess students in their learning is formative assessment the concept is also known as assessment for learning which means that the information on the students levels of achievement is not used for grading but for planning the next steps in teaching and learning the use of formative assessment methods as a means of support for students learning is promoted in national and international position papers and reports however in the swiss teaching practice formative assessment particularly formal formative assessment methods which involve a certain degree of pre definition planning and formality are not widely used nor researched therefore the focus of this study is on exploring possibilities and challenges for the implementation of formal formative assessment methods in the context of inquiry based science education in switzerland the emphasis of the study will be on the teacher perspective

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in analyses of the role of national educational assessment insufficient attention has been paid to the central place of the classroom rather than encouraging a two way flow of information today s standards based frameworks tend to direct the flow of accountability from the outside into the classroom the authors of this volume emphasize that assessment as it exists in schools today consists mainly of the measurements that teachers themselves design evaluate and act upon every day improving the usefulness of assessment in schools primarily requires assisting and harnessing this flood of assessment information both as a means of learning within the classroom and as the source of crucial information flowing out of classrooms this volume aims to encourage debate and reflection among educational researchers professionals and policymakers five source chapters describe successful classroom assessment models developed in partnership with teachers while additional commentaries give a range of perspectives on the issues of classroom assessment standardized testing and accountability

these proceedings represent the work of contributors to the 22nd european conference on e learning ecel 2023 hosted by university of south africa pretoria south africa on 26 27 october 2023 the conference co chairs associate professor sarah jane johnston and associate professor shawren singh both from university of south africa pretoria south africa ecel is now a well established event on the academic research calendar and now in its 22nd year the key aim remains the opportunity for participants to share ideas and meet the people who hold them the scope of papers will ensure an interesting two days the subjects covered illustrate the wide range of topics that fall into this important and ever growing area of research it is especially relevant that the conference is being hosted by unisa this year as the university celebrates its 150th anniversary unisa has been a pioneer in first distance and now e learning the conference will also host the final round of the 9th e learning excellence awards where innovate case histories will be presented the opening keynote presentation is given by professor thenjiwe meyiwa vice principal for the research postgraduate studies innovation and commercialisation at university of south africa who will speak on the role of african feminisms in shaping a sustainable future of being and learning an afternoon keynote on thursday will be made by dr zolile martin mguda university of south africa on the topic of chatgpt the first year the second day of the conference will open with an address by dr isabel tarling md limina south africa with the title developing digital standards for learning and teaching in south africa s schools with an initial submission of 100 abstracts after the double blind peer review process there are 45 academic research papers 3 phd research papers and 1 masters research paper published in these conference proceedings these papers represent research from belgium canada chile czech republic france germany ghana greece hong kong ireland japan malaysia mozambique norway oman peru poland portugal romania singapore south africa sri lanka sweden switzerland turkey and the united kingdom

essay from the year 2016 in the subject didactics computer science language english abstract assessing students in classrooms is important self assessment is also another important part in teaching and learning it helps both teachers and the students to understand where to improve in the school curriculum therefore in this paper we have talked on the different self assessment screens which are available to teach computer programming we proposed a new way of self assessing novice learners to evaluate novice object oriented programming oop learners theoretical and java coding skills a previous work was published hosanee 2015 where the requirements of a novice oop tool were identified an oop novice learning tool was built the software consisted of many features e assessment was among one of the software therefore in this paper the assessments screens are being evaluated feedbacks received from novice oop learners confirmed that the screens were simple and students enjoyed answering the questions

interviews are stressful and can overwhelm even the most experienced candidates whether this is your first coding interview or your tenth you are still likely to be a bag of nerves but given that this is an important step in getting the job you dream of it s important that you don t fluff it at the first step programmers a

how can i improve the quality of my hires what s the best way to structure interviews and how can i ensure that the questions i ask provide the information i need how can i make sure that hiring decisions are based on data and not judgements the hiring handbook is a must have guide for hr professionals managers and small business owners looking to hire with confidence this practical toolkit walks you through every stage of the hiring process from defining job requirements to designing structured interviews so you can consistently identify and select the best candidates it covers how to conduct job analyses to pinpoint the skills and attributes that truly matter write compelling job

descriptions that attract top talent and design structured interviews that lead to fair and accurate hiring decisions the book also explains how to craft strong predictive interview questions evaluate candidates objectively and minimize bias by adopting a data driven approach to hiring written by hiring experts with deep assessment and selection expertise from global firms like korn ferry airbnb and meta the hiring handbook equips you with the tools to build high performing teams and make hiring decisions that drive long term success

this book is divided into three main sections the first section foundations of direct observation is intended to provide readers with the basic conceptual foundations of direct observation we review the basic considerations involved in conducting school based observations chapter 2 describe the most important indicators of high quality observation methods chapter 3 and suggest guidelines for maximizing the reliability and validity of decisions based on observation data chapter 4 the second section specific observational codes then moves from a general discussion of the overall assessment method to a more specific discussion of extant codes that are available for specific purposes a number of evidence based observation codes that were designed to assess student behavior in classroom settings chapter 5 the classroom environment chapter 6 student behavior in non classroom settings chapter 7 and both student behavior the environmental context within functional assessment chapter 8 are introduced we provide general guidelines for developing a unique code in chapter 9 as well as a library of operational definitions and a range of sample coding forms within the appendices the third and final section using assessment data to inform decision making and intervention consists of one chapter focused on what to do once observational data have been collected

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