

## Dylan Wiliam Embedded Formative Assessment

Dylan Wiliam Embedded Formative Assessment Understanding Dylan Wiliam's Embedded Formative Assessment Dylan Wiliam embedded formative assessment is a concept that has revolutionized the way educators approach teaching and learning. Rooted in the belief that assessment should not merely be a tool for grading students but a continuous process that informs instruction, Wiliam's approach emphasizes the importance of integrating assessment seamlessly into everyday teaching practices. By embedding formative assessment into lessons, teachers can better understand student progress, identify misconceptions early, and tailor their instruction to meet learners' needs. This comprehensive strategy fosters a more dynamic and responsive learning environment, ultimately leading to improved student outcomes.

The Foundations of Dylan Wiliam's Embedded Formative Assessment The Philosophy Behind Embedded Formative Assessment Dylan Wiliam advocates for a shift from traditional summative assessment—such as end-of-term exams—to formative assessment that occurs in real-time during lessons. The core principles include:

- Assessment for Learning (AfL): Using assessment as a tool to promote learning rather than just measure it.
- Feedback Loops: Providing timely, specific feedback that students can use to improve.
- Teacher Adaptability: Adjusting teaching strategies based on ongoing assessment data.
- Student Involvement: Encouraging learners to participate actively in their assessment process.

How Embedded Formative Assessment Differs from Traditional Methods Traditional assessments often occur after instruction, serving primarily as a measurement of student achievement. In contrast, embedded formative assessment:

- Happens during the learning process.
- Provides immediate insights into student understanding.
- Encourages a more interactive classroom dynamic.
- Supports differentiated instruction tailored to individual or group needs.

Key Strategies in Dylan Wiliam's Embedded Formative Assessment

1. Clarifying Learning Intentions and Success Criteria Before starting a lesson, teachers should clearly articulate what students are expected to learn and how they will know they have succeeded. This can be achieved through:
  - Explicitly stating learning objectives.
  - Sharing success criteria with students.
  - Using visual aids or checklists.
2. Employing Effective Questioning Techniques Questioning is a fundamental tool in embedded formative assessment. Effective questions include:
  - Open-ended questions that promote discussion.
  - Scenarios that challenge students to apply knowledge.
  - Diagnostic questions that reveal misconceptions.
3. Utilizing Think-Pair-Share and Peer Assessment Involving students in assessing each other's understanding fosters active engagement. Techniques include:
  - Think-Pair-Share: Students think individually, then discuss with a partner before sharing with the class.
  - Peer Feedback: Students review each other's work based on clear criteria.
4. Implementing Exit Tickets and Quick Checks Quick, informal assessments at the end of a lesson help gauge understanding. Examples include:
  - Short written reflections.
  - Multiple-choice quizzes.
  - One-minute papers summarizing key concepts.
5. Using Visual and Interactive Tools Visual aids can make assessment more accessible and engaging. Examples include:
  - Concept maps.
  - Response boards or clickers.
  - Interactive whiteboards.

The Pedagogical Benefits of Embedded Formative Assessment Enhancing Student Engagement and Motivation When students see their progress and understand their learning journey, they become more motivated. Embedded assessment:

- Provides immediate feedback.
- Makes learning more transparent.
- Encourages a growth mindset.

Improving Teaching Effectiveness Teachers gain real-time insights into student understanding, enabling:

- Prompt clarification of misconceptions.

Differentiation of instruction. - Better planning for subsequent lessons. Facilitating Differentiated Learning Embedded formative assessment allows teachers to tailor their teaching to meet varied student needs by: - Identifying specific areas where students struggle. - Adjusting pace and content accordingly. - Providing targeted support or extension activities. Practical Implementation of Dylan Wiliam's Embedded Formative Assessment Step 1: Planning with Assessment in Mind Effective embedding begins with lesson planning that integrates assessment strategies. Teachers should: - Define clear learning goals. - Select appropriate formative assessment techniques. - Anticipate potential misconceptions. Step 2: Incorporating Assessment Throughout the Lesson Assessment should be woven into every stage of the lesson, including: - Opening activities to activate prior knowledge. - During instruction to check understanding. - Closing activities to consolidate learning. Step 3: Analyzing and Responding to Data Post-assessment analysis involves: - Reviewing student responses promptly. - Identifying common misconceptions. - Adjusting subsequent instruction based on findings. Step 4: Providing Effective Feedback Feedback should be: - Specific and actionable. - Timely, ideally during the lesson. - Focused on learning goals rather than just grades. Step 5: Encouraging Student Self-Assessment and Reflection Students should be involved in evaluating their own learning by: - Setting personal goals. - Reflecting on their understanding. - Using rubrics or checklists to self-assess. Challenges and Solutions in Implementing Embedded Formative Assessment Common Challenges - Time constraints within lessons. - Teachers' unfamiliarity with assessment techniques. - Student resistance or anxiety. - Lack of resources or training. Strategies to Overcome Challenges - Prioritize key assessment techniques that offer maximum impact. - Provide professional development focused on formative assessment strategies. - Foster a classroom culture that views assessment as a learning tool. - Use technology to streamline quick checks and feedback. The Impact of Dylan Wiliam's Embedded Formative Assessment on Student Outcomes Research indicates that effective embedded formative assessment can lead to: - Significant improvements in student achievement. - Greater student engagement and motivation. - Enhanced critical thinking and problem-solving skills. - Improved self-regulation and independence in learning. Evidence from Educational Studies Studies have shown that classrooms implementing Wiliam's strategies experience: - Higher test scores. - Increased retention of knowledge. - Better classroom behavior and participation. Conclusion: Embracing Embedded Formative Assessment for Educational Success Dylan Wiliam's embedded formative assessment offers a powerful framework for transforming classrooms into vibrant, responsive learning communities. By integrating assessment seamlessly into daily lessons, teachers can gain immediate insights into student understanding, provide targeted feedback, and adapt their instruction in real-time. This approach not only enhances student achievement but also fosters a love for learning and self-improvement. Schools and educators committed to implementing these strategies will find that the benefits extend beyond test scores, cultivating lifelong learners equipped with the skills to succeed in an ever-changing world. Key Takeaways - Embedded formative assessment is central to effective teaching and learning. - Clear learning intentions and success criteria guide assessment practices. - Questioning, peer assessment, and quick checks are vital tools. - Real-time data informs instructional adjustments and personalized support. - Overcoming challenges requires professional development and a supportive classroom culture. - The impact includes higher achievement, engagement, and lifelong learning skills. By embracing Dylan Wiliam's principles, educators can create classroom environments that prioritize continuous, responsive assessment—ultimately leading to more meaningful and lasting student learning experiences. Question Answer What is embedded formative assessment according to Dylan Wiliam? Embedded formative assessment is a process integrated into regular teaching activities that provides ongoing feedback to both students and teachers, helping to identify learning gaps and inform immediate instructional adjustments, as emphasized by Dylan Wiliam. How does Dylan Wiliam suggest teachers implement embedded formative assessment in the classroom? Dylan Wiliam recommends strategies such as questioning techniques, peer assessment, and quick checks for understanding that are seamlessly incorporated into lessons to monitor student learning continuously. What are the key benefits of using embedded formative

assessment as per Dylan Wiliam? The key benefits include improved student achievement, increased engagement, better identification of learning needs, and more responsive teaching practices that adapt to student progress. Can embedded formative assessment be used across different subjects according to Dylan Wiliam? Yes, Dylan Wiliam emphasizes that embedded formative assessment is versatile and can be effectively applied across all subjects to enhance learning outcomes.

4 What role does feedback play in Dylan Wiliam's concept of embedded formative assessment? Feedback is central; it must be timely, specific, and actionable to help students understand their progress and guide their next steps, fostering a growth mindset. How does Dylan Wiliam differentiate embedded formative assessment from summative assessment? Embedded formative assessment is ongoing and integrated into daily teaching to inform instruction, whereas summative assessment evaluates student learning at the end of a unit or course for final judgment.

Dylan Wiliam Embedded Formative Assessment: Unlocking the Power of Continuous Learning In the realm of educational improvement, few concepts have had as profound an impact as Dylan Wiliam embedded formative assessment. This approach, rooted in the principles of formative assessment but specifically embedded into daily teaching practices, aims to foster an environment where students are actively involved in their learning process, and teachers can adapt their instruction in real-time. Wiliam's work emphasizes that assessment should be more than just a tool for grading; it should be an integral part of teaching and learning, supporting ongoing growth and understanding. This article delves into the core ideas behind Dylan Wiliam embedded formative assessment, its theoretical foundations, practical strategies, and how educators can implement it effectively in diverse classroom contexts. --- Understanding Embedded Formative Assessment: The Concept and Its Origins What is Embedded Formative Assessment? Embedded formative assessment refers to the deliberate incorporation of assessment practices into everyday teaching activities with the purpose of providing immediate feedback, guiding instruction, and supporting student learning. Unlike traditional summative assessments, which occur after a learning cycle and often evaluate student achievement at a point in time, embedded formative assessment is continuous and seamlessly integrated into lessons. Dylan Wiliam, a renowned educational researcher and practitioner, advocates that embedded formative assessment is not a standalone activity but a mindset—a way of teaching that consistently seeks to understand where students are in their learning and how to help them progress.

Origins in Wiliam's Educational Philosophy Wiliam's approach draws heavily from the work of Black and Wiliam (1998), who first articulated the importance of formative assessment in improving student achievement. Wiliam emphasizes that effective assessment practices are embedded into the normal flow of instruction, rather than being viewed as separate or additional tasks. His focus is on making assessment an integral part of teaching—hence the term "embedded." --- Theoretical Foundations of Dylan Wiliam Embedded Formative Assessment Key Principles

1. Assessment for Learning (AfL): Wiliam's embedded formative assessment is rooted in the AfL framework, which asserts that assessment should be used to inform and improve learning rather than merely evaluate it.
2. Feedback Loops: Continuous feedback, both from teacher to student and vice versa, is Dylan Wiliam Embedded Formative Assessment 5 central. These feedback loops help identify misconceptions and guide next steps.
3. Student Engagement: Active student participation in assessing their own understanding fosters metacognition and ownership of learning.
4. Teacher Adaptability: Teachers must be responsive and flexible, adjusting instruction based on assessment insights gathered during lessons.

The Five Key Strategies (The Wiliam Model) Wiliam identifies five core strategies that underpin embedded formative assessment:

- Clarifying, sharing, and understanding learning intentions and success criteria.
- Engineering effective classroom discussions, questions, and tasks.
- Providing feedback that moves learners forward.
- Activating students as instructional resources for one another.
- Activating students as owners of their own learning.

These strategies are designed to be embedded into daily practice, making formative assessment a natural part of teaching. --- Practical Strategies for Implementing Embedded Formative Assessment

1. Clarify and Share Learning Goals Why it matters: Students need to understand what they are supposed to learn and how they will know they've succeeded. How to do it: - Use clear, concise learning intentions. - Develop

success criteria collaboratively with students. - Use visual aids, rubrics, or checklists to make success criteria explicit. - Regularly revisit and revise goals as necessary. 2. Use Effective Questioning Techniques Why it matters: Questions are powerful tools to probe understanding, reveal misconceptions, and stimulate thinking. Strategies: - Ask open-ended questions that require explanation. - Use wait time to allow students to think. - Incorporate questioning as a routine part of lessons. - Use formative assessment questions to check understanding continuously. 3. Implement Think-Pair- Share and Peer Feedback Why it matters: Engaging students in discussing concepts encourages deeper understanding and reflection. How to do it: - Pose a question or problem. - Have students think individually. - Pair students to discuss their ideas. - Share insights with the class or larger groups. - Encourage constructive peer feedback aligned with success criteria. 4. Use Exit Tickets and Quick Checks Why it matters: These quick formative assessments provide immediate insight into student understanding. Examples: - Short written reflections. - Multiple-choice quizzes. - One-sentence summaries. - Thumbs- up/down or traffic light systems. 5. Offer Timely and Actionable Feedback Principles: - Focus on specific aspects aligned with learning goals. - Be constructive and encouraging. - Provide next steps or questions to guide further thinking. - Encourage self-assessment and reflection. 6. Adjust Teaching Based on Assessment Data Implementation: - Use the information gathered to reteach, enrich, or extend concepts. - Differentiate tasks based on student needs. - Engage students in setting new goals based on their progress. --- The Role of the Teacher and Students in Embedded Formative Assessment Teachers as Facilitators and Responders In embedded formative assessment, teachers are active facilitators who: - Continuously monitor student understanding. - Adapt instruction dynamically. - Foster a classroom environment where mistakes are viewed as learning opportunities. - Use assessment data to inform future planning. Students as Active Dylan Wiliam Embedded Formative Assessment 6 Participants Students are empowered to: - Take ownership of their learning. - Engage in self-assessment and reflection. - Collaborate with peers to deepen understanding. - Develop metacognitive skills that enable them to judge their own progress. --- Challenges and Solutions in Embedding Formative Assessment Common Challenges - Time constraints limiting assessment opportunities. - Resistance from students or colleagues unfamiliar with the approach. - Difficulty in interpreting assessment data effectively. - Balancing assessment with curriculum demands. Strategies to Overcome Challenges - Integrate assessment seamlessly into activities to save time. - Provide professional development focused on formative assessment strategies. - Use simple, consistent assessment tools. - Foster a classroom culture that values learning over grades. --- Evidence of Effectiveness and Impact Research consistently shows that embedded formative assessment, particularly when aligned with Wiliam's strategies, leads to: - Increased student achievement. - Greater student motivation and engagement. - Improved classroom climate. - Enhanced teacher confidence in assessment practices. The key is consistency and fidelity to core principles, ensuring that assessment remains a tool for learning rather than a hurdle. --- Conclusion: Embedding Formative Assessment for Sustainable Improvement Dylan Wiliam embedded formative assessment represents a paradigm shift from traditional assessment models toward a more dynamic, responsive, and student-centered approach. By embedding assessment practices into everyday teaching, educators can create a continuous feedback loop that promotes deep learning, critical thinking, and self-regulation among students. While challenges exist, the strategies outlined—grounded in Wiliam's core principles—offer practical pathways to transform classrooms into vibrant learning communities where assessment is truly a tool for learning, not just measurement. Embracing this approach requires commitment, reflection, and a willingness to adapt, but the potential benefits for student achievement and classroom culture make it a worthwhile pursuit for educators dedicated to excellence. formative assessment, student achievement, instructional strategies, assessment for learning, professional development, learning progressions, feedback techniques, classroom assessment, instructional design, educational research

Embedded Formative AssessmentEmbedding Formative AssessmentEmbedding Formative AssessmentEmbedded Formative AssessmentWiliam & Leahy's Five

Formative Assessment Strategies in Action Embedded Formative Assessment The Handbook for Embedded Formative Assessment Making Room for Impact Embedding Formative Assessment Embedding Formative Assessment Student Assessment Reflective Teaching in Schools Formative Assessment Illinois Reading Council Journal Formative Classroom Assessment Teachers Learning from Professional Development in Elementary Science Teaching Science Visualisation and Languaging for English Language Teaching and Learning in an Online Primary School Classroom in China Instructionally Embedded Assessment Practices of Two Middle Grade Mathematics Teachers Evidence and Decision Making Dylan Wiliam Dylan Wiliam Dylan Wiliam Dylan William Kate Jones Dylan Wiliam Solution Tree Authors Arran Hamilton Dylan Wiliam Dylan Wiliam Dylan Wiliam Andrew Pollard Centre for Educational Research and Innovation James H. McMillan Andrew Hopkins Falk Dandan Chen David C. Webb (Associate professor of mathematics education) National Society for the Study of Education Embedded Formative Assessment Embedding Formative Assessment Embedding Formative Assessment Embedded Formative Assessment Wiliam & Leahy's Five Formative Assessment Strategies in Action Embedded Formative Assessment The Handbook for Embedded Formative Assessment Making Room for Impact Embedding Formative Assessment Embedding Formative Assessment Student Assessment Reflective Teaching in Schools Formative Assessment Illinois Reading Council Journal Formative Classroom Assessment Teachers Learning from Professional Development in Elementary Science Teaching Science Visualisation and Languaging for English Language Teaching and Learning in an Online Primary School Classroom in China Instructionally Embedded Assessment Practices of Two Middle Grade Mathematics Teachers Evidence and Decision Making Dylan Wiliam Dylan Wiliam Dylan Wiliam Dylan William Kate Jones Dylan Wiliam Solution Tree Authors Arran Hamilton Dylan Wiliam Dylan Wiliam Dylan Wiliam Andrew Pollard Centre for Educational Research and Innovation James H. McMillan Andrew Hopkins Falk Dandan Chen David C. Webb (Associate professor of mathematics education) National Society for the Study of Education

formative assessment plays an important role in increasing teacher quality and student learning when it is viewed as a process rather than a tool emphasizing the instructional side of formative assessment this book explores in depth the use of classroom questioning learning intentions and success criteria feedback collaborative and cooperative learning and self regulated learning to engineer effective learning environments for students

effective classroom formative assessment helps educators make minute by minute day by day instructional decisions this clear practical guide for teachers centers on five key instructional strategies along with an overview of each strategy and practical formative assessment techniques for implementation in k 12 classrooms the authors provide guidance on when and how to use the techniques tips cautions and enhancements to sustain formative assessment educators will learn how to clarify share and understand learning intentions and success criteria engineer productive discussions and activities that elicit evidence of learning provide feedback that moves learners forward activate students as learning resources for each other activate students as agents of their own learning contents techniques tips cautions and enhancements acknowledgments about the authors introduction chapter 1 why formative assessment should be a priority for every teacher chapter 2 your professional learning chapter 3 strategy 1 clarifying sharing and understanding learning intentions and success criteria chapter 4 strategy 2 engineering effective discussion tasks and activities that elicit evidence of learning chapter 5 strategy 3 providing feedback that moves learning forward chapter 6 strategy 4 activating students as learning resources for one another chapter 7 strategy 5 activating students as owners of their own learning conclusion resources appendix references index

effective classroom formative assessment helps educators make minute by minute day by day instructional decisions but putting it into practice requires both a robust collection of techniques and an understanding of how to use them in embedding formative assessment authors dylan wiliam and siobhan leahy deliver a clear practical guide for teachers centred on the five key strategies for improving teacher practice and student achievement 1 clarifying sharing and understanding learning intentions and success criteria 2 engineering productive discussion and activities that elicit evidence of learning 3 providing feedback that moves learners forward 4 activating students as learning resources for each other and 5 activating students as owners of their own learning then for each strategy the authors provide an overview of the strategy and a number of very practical formative assessment techniques for implementing it in f 12 classrooms along with guidance on when and how to use the specific techniques they provide tips cautions and enhancements to sustain formative assessment a student reflection form peer observation form and self reflection checklist accompany each strategy no known practice is more effective than classroom formative assessment for producing a significant positive impact on student achievement wiliam and leahy provide the necessary tips and techniques to put it into practice immediately

written under the guidance and with the support of dylan wiliam kate jones writes about five formative assessment strategies in action in the classroom with a foreword from professor john hattie building on the highly successful work of wiliam and siobhan leahy ideas are shared and misconceptions with formative assessment are addressed with lots of practical advice formative assessment in action focuses on five evidence informed strategies that the teacher can use to support their learners to make progress formative assessment can help both the teacher and student understand what needs to be learned and how this can be achieved during the learning process formative assessment can identify students progress as well as highlighting gaps in their knowledge and understanding therefore giving the teacher useful insight as to what feedback and instruction can be provided to continue to move learners forward formative assessment takes place during the learning process it continually informs the teacher and student as to how learning can move forward as it is happening this is different to summative assessment which focuses on the evaluation of student learning at the end of the process there s a range of case studies from different subjects and key stages to show how formative assessment can be embedded across a curriculum successfully

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developed as a companion to dylan wiliam s embedded formative assessment 2nd ed this handbook guides k 12 teachers through the process of developing effective formative assessments inside its pages you ll find tried and tested classroom techniques practical how tos and exercises designed to guide implementation the book also includes discussion questions that can be answered as teams or used for individual reflection

dial back and make room for impact with teacher and leader workloads and burnout at an all time high it s time for de implementation de prioritizing and deleting the less effective higher cost initiatives we implement in schools de implementation allows us to focus on practices that have more supporting evidence and a higher probability of positive impact on students and at the same time gain much needed work life balance in making room for impact the internationally respected education experts and

authors provide a clear four stage process for winnowing down teaching and learning to high effect practices informed by the latest research in learning education healthcare and psychology each step and tool is designed to move educators through the hard parts of letting go inside you'll find research that tells us the process of schooling is often over engineered and that gives us permission to dial back carefully a step by step process for deciding which initiatives are most effective and how to let go of the ones that are not useful tools templates and charts that educators can immediately use in their de implementation work at school in teaching teams or at the system level it's time to get our lives back without harming student learning if we can collectively learn to let go and understand how to identify which initiatives are worthwhile we'll have more time for what truly matters

effective classroom formative assessment helps educators make minute by minute day by day instructional decisions this clear practical guide for teachers centers on five key instructional strategies along with an overview of each strategy and practical formative assessment techniques for implementation in k 12 classrooms the authors provide guidance on when and how to use the techniques tips cautions and enhancements to sustain formative assessment

fuel student driven success and enhance learning with better assessment what if there was a better way to collect and interpret assessment data that could strengthen the link between teaching and learning student assessment better evidence better decisions better learning is the innovative guide to show you how it's done and done right this unique book offers a new assessment model focused on decision driven data collection and provides an arsenal of tools for collecting better evidence to increase student learning you will learn the importance of assessment in the teaching and learning process what a decision driven data collection assessment model looks like and how it differs from a more traditional data driven decision making model how to effectively establish learning intentions and success criteria within assessments to actively engage students in their own learning how to implement an array of assessment tools that yield better evidence and improve decision making how to address the challenge of ensuring authenticity in students responses when ai generated content is becoming more common with this guide in hand you'll be ready for a better approach to assessment armed with practical tools and strategies to ensure students can analyze synthesize adapt critique and most importantly take charge of their own learning

the book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in both primary and secondary settings for this new edition andrew pollard has worked with the same core author team to bring you expert guidance from top practitioners in the form of a text that is both cohesive and that continues to evolve to meet the needs of today's teachers it is designed for trainees whether in universities or schools such as school direct scitt reflective teaching in schools uniquely provides two levels of support practical evidence based guidance on key classroom issues including relationships behaviour curriculum planning teaching strategies and assessment evidence informed principles and concepts to help you continue developing your skills new to this edition 10 lesson study cases illustrate the impact this approach can have on classroom teaching whether in a city primary school or rural secondary academy 10 toolkit evidence summaries based on the sutton trust eef teaching and learning toolkit cover topics like collaborative learning new reflective activities and guidance on key readings at the end of each chapter updates to reflect recent changes in curriculum and assessment across the uk reflectiveteaching.co.uk provides a treasure trove of additional support it now includes a new chapter on mentoring a glossary to help decipher the difference between iep and lap and much more

the term formative assessment refers to the use of frequent assessments of student progress in order to identify learning needs and help shape teaching in schools this publication contains case studies of good practice in the use of formative assessment from secondary schools in canada denmark england finland italy new zealand australia and scotland as well as international literature reviews issues discussed include the benefits in achievement gains barriers to systematic use policy frameworks and implications and formative assessment in practice

this authoritative volume presents a state of the art review of formative assessment in the classroom world renowned experts examine what is currently known about formative assessment and its application to teaching the book balances theory and research with practical applications that will work with today s high stakes accountability testing use this single resource to keep abreast of a topic that is critical to raising student achievement in the k 12 classroom implement formative assessment in the science mathematics english and social studies classroom to motivate student effort and achievement understand how large scale testing policies and procedures militate against the effective use of formative assessment conduct future research on formative assessment to enhance its positive influence on meaningful student learning

formative assessment the assessment of student understanding to inform learning has been shown to be a teaching practice that has powerful positive effects on student learning pedagogical content knowledge pck teachers knowledge specific to teaching particular subject matter has been posited as an important resource for teachers engaging in formative assessment however no research has been conducted into the role of pck in teachers formative assessment practice this study examined relationships between teachers formative assessment and pedagogical content knowledge in the context of a professional development program that engaged eleven elementary science teachers in analysis of samples of their students work related to electric circuits it investigated both the ways that teachers pck contributed to their formative assessment practice as well as the opportunities created through formative assessment for teachers to build pck analyses showed that teachers both used and built pedagogical content knowledge through their engagement in formative assessment teachers built knowledge of student understanding through interpretation of the student work and used that knowledge in subsequent interpretation the assessment tasks supplied by the pd and the corresponding student work provided evidence of a range of and patterns in student thinking in general teachers made productive use of the evidence available in the work and used multiple approaches to interpretation that created opportunities to build different kinds of pck however when teachers were engaged in the task of interpreting larger sets of work in focused ways and constructing a rubric their approach to interpretation obscured the patterns available in the work and constrained their opportunities to build pck teachers used knowledge of the local curriculum and instructional strategies as they engaged in formative assessment knowledge derived from their own science learning experiences in the pd and their concurrent teaching practice through their talk and collective analysis teachers co constructed an orientation toward the nature of classroom science in which students were responsible for applying concepts provided by the teacher to appropriate situations patterns in teachers talk about assessment were consistent with this orientation there was also evidence that teachers expressed pck was consistent with this orientation more often however teachers did not describe classroom practice to a level of detail that supported connections to a specific orientation the findings provide support for proposals that pck is an important resource for teachers formative assessment practice as well as providing evidence that formative assessment represents an important opportunity for teachers to build pck future research and professional development in this area needs to consider the role of material resources such as curriculum and assessment tools as well as the role of teachers



orientations to the nature of classroom science

doctoral thesis dissertation from the year 2023 in the subject pedagogy intercultural pedagogy grade pass without corrections university of edinburgh moray house school of education and sport course phd education language english abstract this study investigates the role of visualisation in language education to explore a visual strategy for learning that is driven by the goal of deeper learning for all learners built on theoretical principles of pluriliteracies development learner agency and multimodality the integration of these concepts has significantly impacted the rationale of the research foci and therefore lies at the heart of this pioneering study that connects pluriliteracies with english language teaching and learning in a primary school in china in order to investigate the potential role of visuals in english language learning classrooms this study was conducted by designing and teaching visual related thematic content to three small groups of english younger learners in china and interviewing them using their own preferred online platform participants were encouraged to create visuals for example drawings to demonstrate their thinking of abstract conceptual knowledge and scaffold their communication with peers and the teacher researcher such integration of visual creation with language learning is facilitated by learner teacher learning conversations constructing a shared learning space owned and led by learners which may offer a clear steer in the direction of promoting learner agency and achieving the quality of learning thereby complementing traditional ways of teaching in china and beyond emphasised by research and studies regarding pedagogies for quality and successful learning coyle meyer 2017 the long established means of measuring learning using tests and examinations may not be sufficient for building learners sense of achievement and agentic mindset to direct their own learning given the importance attached to pisa league tables on a global basis the quality of education is at the core of socio political concerns offering alternative pedagogic thinking to education systems that define passing examinations as the main criterion of academic success note from the editor the powerpoint presentation in the appendix had to be edited due to copyright concerns

evidence and decision making illuminates the crucial roles that teachers administrators and other education professionals play in constructing and using evidence to make decisions that support learning authors analyze different practices of constructing and using evidence in classrooms teacher communities schools and school districts consider the roles that district state and federal education agencies can play in supporting sound practice and provide historical contexts theoretical resources for studying evidence use and epistemological resources for warranting different types of decisions the volume provides a realistic and complex vision of what counts as evidence and how evidence is or might be used to inform professional learning and decision making across levels of the educational system

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