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Learning through assessment

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Enhancing Learning Through Self Assessment

Kathleen Taylor,Catherine Marienau,Morris Fiddler

Enhancing Learning Through Self Assessment:

Enhancing Learning Through Self-assessment David Boud,2013-10-18 Self assessment is increasingly used in higher education as a strategy for both student learning and assessment This book examines the full range of concerns about self assessment placing it in the wider context of innovative teaching and learning practices   **Enhancing Learning Through Self Assessment** David Boud,2013-10-18 Self assessment is increasingly used in higher education as a strategy for both student learning and assessment This book examines the full range of concerns about self assessment placing it in the wider context of innovative teaching and learning practices   Enhancing Learning Through Self-assessment David Boud,2013-10-18 Self assessment is increasingly used in higher education as a strategy for both student learning and assessment This book examines the full range of concerns about self assessment placing it in the wider context of innovative teaching and learning practices   Enhancing Learning Through Formative Assessment and Feedback Alastair Irons,2007-10-10 This book is based on the argument that detailed and developmental formative feedback is the single most useful thing teachers can do for students It helps to clarify the expectations of higher education and assist all students to achieve their potential This book promotes student learning through formative assessment and feedback which enables self assessment and reflection in learning encourages teacher student dialogue helps clarify what is good performance provides students with quality information to help improve their learning encourages motivation and self confidence in students aids the teacher in shaping teaching Underpinned by the relevant theory the practical advice and examples in this book directly address the issues of how to motivate students to engage in formative assessment effectively and shows teachers how they can provide further useful formative feedback   *Enhancing Learning Theory Through Self Assessment* David Boud,1995   *Enhancing Curricula* Allan Davies,2002   **Flawed Self-assessment** David A. Dunning,2004   **Formative Classroom Assessment** James H. McMillan,2007-07-26 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   *Developing Learning in Professional Education* Imogen Taylor,1997 This book is about professional education and developing the required knowledge and skills to equip students for the pressing needs of professional practice Student professionals from health care teaching business law and social work must learn how to practice both independently to respond to a constantly changing environment and collaboratively to respond to the

complexity of today s society Also they must learn how to work in partnership with the consumers of professional services The author explores how professional education can develop approaches to teaching and learning which both help learners to be reflexive self monitoring practitioners and meet the requirements of professional accrediting bodies She draws upon her own research into students experiencing professional education based on small group problem based learning on an extensive range of relevant international theory and research and on her own long experience in professional education training and practice   *Developing Adult Learners* Kathleen Taylor,Catherine Marienau,Morris Fiddler,2000-07-12 2001 Winner of the Phillip E Frandson Award for Literature in Continuing Education An absolutely indispensable trove of practical concrete ideas for teaching and training adults Enough theorizing and mythologizing This is the real stuff Laurent A Parks Daloz associate director the Whidbey Institute and author of Mentor Guiding the Journey of Adult Learners This book gives us educators and trainers of adults a solid framework for intentionally incorporating into our practice what we believe to be a central tenet of what we do help learners develop and change Rosemary S Caffarella professor Division of Educational Leadership and Policy Studies University of Northern Colorado and coauthor of Learning in Adulthood A Comprehensive Guide Today s adult educators recognize that it is no longer sufficient for teachers to teach and trainers to train This practical guide shows how to encourage learning and development while helping adult learners to become more aware of their personal growth and change It not only offers a rationale for focusing on the experience and development of adult learners but also presents a theoretical and conceptual framework of the intentions that guide educators The authors provide nearly seventy instructional activities some of which can be done in a single session and others that can be done in a series of sessions or an entire course These flexible activities are organized according to their focus on a particular learning strategy No matter the content or setting readers can select any activity and customize it to suit their developmental and instructional objectives Most important Developing Adult Learners highlights the compelling voices of teachers and students who have discovered the excitement of growing and changing through learning It is full of pragmatic advice for faculty members part time instructors workplace educators leadership trainers and anyone dedicated to helping adult learners achieve rich and rewarding experiences   *E-Learning Groups and Communities* David McConnell,2006-03 Outlines approaches to networked e learning course design that are underpinned by a belief that students learn best in these contexts when they are organised in groups and communities This book provides a detailed analysis of what goes on in e learning groups and communities **Improving Teaching and Learning in Higher Education** Sinfree Makoni,2000   **Rethinking Assessment in Higher Education** David Boud,Nancy Falchikov,2007 This book critically examines assessment what it achieves and argues that assessment should be seen as an act of informing judgement and proposes a way of integrating teaching learning and assessment to prepare students for a lifetime of learning   *Staff Guide to Self and Peer Assessment* Karen Hinett,1999 Members of Southampton Institute s Law Faculty Barbara Lee Matt Elsmore Paul Mason and Simon Parsons are amongst the

contributors to this publication   **Marginality and Difference in Education and Beyond** Michael Jonathan Reiss,Renée DePalma,Elizabeth Atkinson,2007 This collection brings together analyses from a range of educational contexts around the world of the ways in which notions of identity and difference belonging and exclusion are constructed within and beyond the context of education Three key themes link the chapters within the book current policy and practice in education and educational research educational imperialism and its legacy cultures and sub cultures within and beyond educational contexts Part One Educational Policy and Practice Internal Colonisations explores what might be described as the internal colonization of education by a certain set of hegemonic ideas and practices practices which the authors in this book set out collectively to resist In Part Two Educational Imperialism and its Legacy the focus turns to external imperialism within education In Part Three Culture and Subculture Within and Beyond Education notions of space place and identity are interwoven with linguistic symbolic and material cultural markers The contributors are Elizabeth Atkinson Stephen Ball Ren e DePalma Stephen Dobson David Gough Ruby Greene Jennifer Lavia Ahmad Nazari Carrie Paechter Michael Reiss John Storey Takako Takano Maddalena Taras Carol Vincent and Deborah Youdell The book is intended for academics for students working at Masters level and above and for education professionals and policy makers and will also appeal to scholars working in education and those involved in interdisciplinary work or working in the fields of sociology cultural studies and sociolinguistics   *Group and Interactive Learning* Hugh C. Foot,1994 This is a collection of mainly psychological contributions from those with research and professional interests in co operative learning peer tutoring computer supported collaborative learning computer assisted learning and a variety of other interactive learning situations Whilst coverage is mainly of learning in educational settings there are also contributions from organizational settings including team training in a military context work business and employment settings and scientific problem solving secondary and higher education into the domain of work There is also a focus on learners with special needs   **The Art of Evaluation** Tara J. Fenwick,James B. Parsons,Jim Parsons,2000 The Art of Evaluation is essential reading for educators and prospective educators who are concerned about the critical role of evaluation in the learning process and want to know how to improve their own assessment approaches and enable learners to assume active meaningful roles in evaluating their own learning An instructor can know all there is to know about evaluation and still have a difficult time evaluating students well This book offers practical ways to plan evaluation and develop tools to record and report learner growth The underlying theme is that good evaluation involves the learner throughout the whole learning experience and is not simply a judgment by an instructor at the end of a course The book systematically reviews many aspects of learner evaluation from different perspectives and provides practical suggestions about how to conduct evaluation in different contexts to benefit all concerned This book is intended as an introduction to learner evaluation in various contexts of adult education We have attempted to address issues and provide examples that would fit the interests of students of adult education new college and university teachers trainers in business

and government and consultants whose work involves learner evaluation Every educator works within a unique context of learners purposes structures and cultures Every reader therefore needs to be critical and selective when choosing among the materials offered in this book Some of it will suit you some may not fit your philosophy or your situation and some will need adaptation to be useful in your work   Learning as Transformation Jack Mezirow,2000-10-05 Provocative and illuminating this book is a must read for adult educators seeking to understand and facilitate transformational learning It showcases a stellar group of authors who not only engage each other and the reader in constructive discourse but who also model the heart of the transformational learning process Sharan B Merriam Department of Adult Education University of Georgia This volume continues the landmark work begun by Jack Mezirow over twenty years ago revealing the impact of transformative learning on the theory and practice of adult education Top scholars and practitioners review the core principles of transformation theory analyze the process of transformative learning describe different types of learning and learners suggest key conditions for socially responsible learning explore group and organizational learning and present revelations from the latest research They also share real world examples drawn from their own experiences and assess the evolution of transformative learning in practice and philosophy Learning as Transformation presents an intimate portrait of a powerful learning concept and invites educators researchers and scholars to consider the implications of transformative learning in their own professional work   *Assessing Student Learning* Linda Suskie,2004-06-04 What is assessment How can student learning be assessed What is good assessment Why are you assessing student learning The keys to a culture of assessment tangible value and respect Supporting assessment efforts with time infrastructure and resources Organizing an assessment process Developing learning goals Using a scoring guide or rubric to plan and evaluate an assignment Creating an effective assignment Writing a traditional test Assessing values attitudes dispositions and habits of mind Assembling assessment information into portfolios Selecting a published test or survey Setting benchmarks or standards Summarizing and analyzing assessment results Sharing assessment results with internal and external audiences Using assessment results effectively and appropriately Keeping the momentum going   **Online Assessment, Measurement, and Evaluation** David D. Williams,Mary Hricko,Scott L. Howell,2006 Online Assessment Measurement and Evaluation Emerging Practices provides a view of the possibilities and challenges facing online educators and evaluators in the 21st Century As technology evolves and online measurement and assessment follow Online Assessment Measurement and Evaluation Emerging Practices uses established evaluation principles to employ new tools in evaluation systems that support stakeholders clarify values and definitions of the evaluation methods encourage thought about important questions and refresh the readers memories of contexts and backgrounds This book also adheres to evaluation standards of feasibility propriety utility and accuracy in order to help participants realize that technical issues and methods are only worthwhile when they are in the service of helping people make thoughtful choices

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