Summary

The purpose of this study is to explore the effect of a short expert led workshop on students' views and approaches to classroom assessment.

Context and rationale

• Many student teachers do not embrace effective formative assessment which encourages effective dialogue.
• Stuart Naylor delivered an active assessment workshop to
  • PGCE secondary mathematics,
  • PGCE secondary science and
  • BA Primary students.

• The impact the workshop had on students' professional practice was measured (Figure 1 below). It is hoped this high-profile speaker and the excellent resources (AfL strategies) would influence and inspire the stakeholders. Figure 1 demonstrates how its impact was measured:

  1. Students submit assignments or complete an enquiry test.
  2. Student questionnaires - 6 weeks after the workshop.
  3. Student interviews - 6 weeks after the workshop.

Main research tools

Quantitative and qualitative data were collected:
• student questionnaires,
• semi-structured group interviews
• individual interviews with students, colleagues and the author

Sample

• 61 students called Maths, Science and Primary groups,
• 3 colleagues

Research questions

1. How much change can be achieved by an effective training session?
2. How widespread is the use of the AfL strategies following first hand experiences of using them with their creator?
3. Which group of stakeholders are most likely to be influenced by creative assessment - KS3 science, KS3 mathematics or KS2 primary stakeholders?

Methodology

Case Study

This is a case study as it considers the problem in detail (promoting stakeholders use of AfL).

Main research tools

Quantitative and qualitative data were collected:
• student questionnaires,
• semi-structured group interviews
• individual interviews with students, colleagues and the author

Sample

• 61 students called Maths, Science and Primary groups,
• 3 colleagues

Results

1. How much change can be achieved by an effective training session?

• 30.5% said they had made reference to the author in their assignments. Just over half (55.9%) said they had not used the author in assignments. The others were considering using the author. 78% of stakeholders gave the workshop a 7 or more out of 10 and 30% gave it a score of 9 or 10.

2. How widespread is the use of the AfL strategies following first hand experiences of using them with their creator?

• 68% of students supported that trying out the activities afforded an advantage.
• The AfL strategies most commonly used by the stakeholders were the ones demonstrated in the workshop.
• A colleague interview revealed that the students were "very positive and many talked about the strategies without prompting."
• 27% of students who attended the workshop bought the books for the total value of £822, these were almost entirely the science group. Only 1 Maths and none Primary students purchased books.
• Many had incorporated the strategies into everyday practice

Science student comment: "Hearing the way he intended them to be used just clarified so much more."

Conclusions

The coaching did achieve its goal in the majority of cases and in the science group several had changed their ways after a training session. High learner involvement in the workshop had cause a great number of learners to adopt the strategies and 6 weeks later this was ongoing. It had been reported in assignments that some stakeholders had used the strategies very effectively. The science stakeholders had adopted the new teaching approaches more than the maths and primary students.

Recommendations for further study

• Explore how the effective strategies used can bring about changes in classroom behaviour.
• Include the long term effect of the workshop — how many students have maintained a change in professional practice after 6 months?
• Conduct a follow up session with the maths group — to plan their own resources using the editable electronic CD-ROM.

References


Fig. 1 Main approaches to measure impact of workshop on stakeholders