

**שאלתה: למידה בקבוצות קטנות, למידה שיתופית**

**Active learning, assessment and evaluation, reflection,**


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**מספר פריט: 12396**  
**מיון: 10.145.4**  
**סוג: מאמר**  
**כותר: הכלה בהכשרת גננות באמצעות יישום שיטתי של קריאה חוזרת בקבוצות הטרוגניות קטנות**  
**מחבר: טל, קלודי**  
**עורך: רייטר, שונית /קופפרברג, עירית /גילת, יצחק**  
**מו"ל: מכון מופ"ת**  
**סידרה: תמה**  
**שנה: 2017**  
**בתוך: סוגיות עכשוויות בשילוב של ילדים ובוגרים עם צרכים מיוחדים בישראל**  
**עמודים: 173-196**  
**מקום: תל אביב**  
**מילות מפתח: גננות; הכשרת מורים; ילדים; קשיים; הוראה בקבוצות קטנות**

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**מספר פריט: 12131**  
**מיון: R1520**  
**סוג: מחקר**  
**כותר: למידה שיתופית והקשר בין ההרכב המגדרי בקבוצת הלימוד לבין אקלים הנעה בשיעורי חינוך גופני**  
**מחבר: כהן, רונה**  
**מו"ל: מכללת זינמן במכון וינגייט**  
**שנה: 2016**  
**עמודים: 43**  
**מקום: נתניה**  
**מילות מפתח: חינוך גופני; הוראה בקבוצות קטנות; הישגים לימודיים; כושר גופני;**  
**הערות: בתמיכת מכון מופ"ת**  
**כלי מחקר: שאלון על המתרחש בשיעורי החינוך הגופני והפעילות הספורטיבית.**

## שבוחן כיצד תופסים הלומדים את האקלים ההנעה בשיעורי חינוך גופני.

טקסט מלא: 

### תקציר:

למידה שיתופית היא מכלול תהליכי למידה-הוראה שמתקיימים בקבוצות הטרוגניות קטנות באמצעות קשרי גומלין בין הלומדים כדי להשיג מטרות לימודיות, כגון, לקדם שיתוף פעולה אקדמי בין הלומדים, לעודד יחסים חיוביים בקבוצה, לפתח תפישת ה'עצמי' של הלומדים, ולקדם הישגים בקרב הלומדים 'אקלים ההנעה' הוא האופן בו הסביבה פועלת להגדרת הישג הנדרש על מנת להצליח בה. אקלים הנעה זוהה כמשפיע על קביעת והתפתחות המוטיבציה של לומדים בחינוך גופני, ומכאן על הישגיהם בלימודים ועל כוונתם להוסיף ולעסוק בפעילות גופנית. ייעוד מחקר זה הוא לתרום להבנה האם מודל הלמידה השיתופית הינו כלי יעיל להשפעה על אקלים ההנעה בשיעורי חינוך גופני. המחקר המוצע הינו כמותי, השתתפו בו 4 כיתות ז' בבי"ס ממלכתי מעורב מגדרית במרכז הארץ, סה"כ כ- 120 תלמידים, בחלוקה שווה בין בנים לבנות. כלי המחקר היה שאלון מהימן המעוגן בספרות המקצועית - 'על המתרחש בשיעורי החינוך הגופני והפעילות הספורטיבית', שבוחן כיצד תופסים הלומדים את אקלים ההנעה בשיעורי חינוך גופני. מורה יחיד ידריך 4 קבוצות, קבוצת בנים בלבד, קבוצת בנות בלבד, ושתי קבוצות מעורבות בחלוקה שווה. השאלון ניתן ללומדים לפני ואחרי יישום תכנית הלמידה (ישירה/שיתופית). ניתוח השאלונים יציג סטטיסטיקה תיאורית לגבי השפעת הלמידה השיתופית על תפיסת אקלים ההנעה בקבוצה ובנוסף נעשו השוואות בין ההרכבים המגדריים השונים של הקבוצות ובין סדר יישום שונה של תכניות הלימוד. תוצאות המחקר הציגו

3.

**כותר:** למידה בקבוצות קטנות: לומדים לדבר ומדברים ללמוד בניה

**הערה:** ללמידה בקבוצות קטנות ישנם יתרונות רבים, אך כדי למצות אותם יש לתכנן אותה כראוי. מאמר מיוחד למורי השעות הפרטניות. (מתוך המאמר) המסמך במלואו יופיע במרכז הידע של אבני ראשה.

**מחבר/יוצר:** בזוז-שוורץ, מאיה, בניה, יפה

שנת פרסום: 2013

נושא: הוראה פרטנית, למידה בקבוצות, מורים, תלמידים

מתוך: הד החינוך, 87 (7): 120-121, 2013

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כותר: עיון בדיון מבוסס טיעון בקבוצה הקטנה

מחבר/יוצר: נר-גאון-כהן, איריס -- אוניברסיטה עברית -- מכללת לוינסקי לחינוך

שנת פרסום: 2016

נושא: קבוצות דיון, טיעון, מורים, תלמידים, דיאלוג

מתוך: ביטאון מכון מופת, 57 (טבת-שבט תשע"ו, ינואר 2016), עמ' 66-71

**תקציר:** כניסתן של הרפורמות "אופק חדש" ו"עוז לתמורה" לבתי הספר היסודיים והעל-יסודיים יצרה מסגרת למידה חדשה: שעה פרטנית שבה המורה נמצא עם קבוצה קטנה במשך שיעור שלם. מחקרים טוענים כי הנחיית תלמידים בקבוצות קטנות היא משימה מאתגרת המשפיעה על ההיבט הקוגניטיבי, החברתי והרגשי של התלמידים (Cazden, 2001). אחד הנושאים הקשורים להוראה בקבוצה הקטנה בשעה הפרטנית ודורשים התייחסות הוא השיח המתבוננים בשיח שמנהל מורה עם תלמידים בקבוצה קטנה נחשפים לרוב לשיח דומה לזה המתנהל בכיתה. השעה הפרטנית מעלה את השאלה כיצד המורה יכול לנצל את ההזדמנות והערך המוסף שיש בקבוצה הקטנה לניהול שיח ודיון שיתרמו לפיתוח הלמידה של הקבוצה והיחיד?  
במאמר זה אציג דיון דיאלוגי-ביקורתי שמבוסס על ארגומנטציה (פעילות טיעונית). אתייחס לשלושה צירים היכולים לסייע בהתבוננות בדיון של קבוצת תלמידים עם מורה: ציר ניהול הדיון, ציר האקלים וציר הבניית הטעונונים. (מתוך המאמר)

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כותר: על ילדים, גננות וקבוצות קטנות

הערה: חוברת שהוציא לאור האגף לחינוך קדם-יסודי (תש"ע) מציגה קווים מנחים לצוות החינוכי בגן הילדים למיקוד, להרחבה ולחיזוק תהליכים מרכזיים להתפתחותם התקינה של ילדים בגיל הרך. (מתוך המאמר)

מחבר/יוצר: גולדהירש, אורה, וינוקור, מוניקה

שנת פרסום: 2012

נושא: חינוך בגיל הרך, גן ילדים, ילדים בגיל הרך, התפתחות הילד, גננות ותלמידים  
למידה בקבוצות, יחסים בין אישיים אצל ילדים

מתוך: ביטאון מכון מופת, 47: 8-12, 2012

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**מספר פריט:** 11871  
**מיון:** P28  
**סוג:** מאמר  
**כותר:** ערכים מותנים כמעצבי ערכים מקצועיים של מורים  
**מחבר:** פישר, יעל  
**מו"ל:** אוניברסיטת חיפה  
**שנה:** 2016  
**בתוך:** עיונים במינהל ובארגון החינוך  
**כרך:** 34  
**עמודים:** 9-34  
**מילות מפתח:** הערכה; הזדהות מקצועית; אתיקה מקצועית; הערכת מורים; קידום מקצועי;

#### תקציר:


עניינו של המחקר הנוכחי הוא לבדוק את התפיסה הערכית ואת נורמות ההתנהגות האתיות-מקצועיות של מורים בישראל. המחקר מציג מודל חדש: "ערכים מותנים כמעצבי ערכים מקצועיים של מורים". נמצא כי המורים בישראל מאמינים שהערכים המקצועיים שעליהם הם מבססים את עבודתם מותנים בתפיסתם האישית את הערכים המקצועיים, בתפיסת הערכים המקצועיים על ידי החברה הסובבת אותם ובתפיסת הערכים האוניברסלית המקובלת בעולם המערבי. המאמר מדווח על מחקר, שמטרתו לבחון אמפירית את המודל. הגישה המתודולוגית העיקרית במחקר הייתה תורת השטחות (Facet Theory) אם כי נעשו כמה עיבודים בסטטיסטיקה קונבנציונלית. המשתתפים היו 213 מורים מהמגזר היהודי ומהמגזר הערבי שנתבקשו לדווח על עמדותיהם כלפי התנהגויות שונות, הקשורות למקצוע ההוראה. ממצאי המחקר סיפקו עדויות לכך שמרכיבי תפיסת הערכים המקצועיים של המורים בישראל בנויים מהרכיבים הבאים: מקצועיות, אמינות וכבוד השילוב בין ערכים מותנים ובין מרכיבי תפיסת הערכים המקצועיים של המורים יכול להיות בסיס איתן לניסוח קוד אתי למורים בישראל.

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**מספר פריט:** 12550  
**מיון:** P106  
**סוג:** מאמר  
**כותר:** הערכה המובילה לתגמול, למינוי ולקידום או לפיתוח מקצועי: איזה המודל הרצוי?  
**מחבר:** שפרלינג, דניאל  
**מו"ל:** מכון מופ"ת  
**שנה:** 2016

**בתוך:** ביטאון מכון חופ"ת  
**כרך:** 57  
**עמודים:** 91-95  
**מילות מפתח:** הערכת מורים; תפיסת תפקיד; בתי-ספר; איכות ההוראה; דרכי-הוראה;  
**טקסט מלא:** 

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**מספר פריט:** 11841  
**מיון:** 10.132.3  
**סוג:** ספר  
**כותר:** סקירת מידע בנושא הערכת מורים  
**מחבר:** שפרלינג, דניאל  
**עורך:** יוספסברג בן-יהושע, ליאת  
**מו"ל:** מכון חופ"ת  
**שנה:** 2015  
**עמודים:** 69  
**מקום:** תל-אביב  
**מילות מפתח:** הערכת מורים; משוב; הערכה מסכמת; הערכה מעצבת; הישגים לימודיים;  
איכות ההוראה; גננות; הערכה;  
**הערות:** ייעוץ אקדמי: פלדמן, אירית  
**טקסט מלא:** 

#### תקציר:

סקירה זו מתארת ומנתחת תהליכי הערכת מורים וגננות בעולם ודנה בהם באופן ביקורתי. לאחר הצגת רקע כללי על תהליכי ההערכה, הסקירה מביאה ממצאים עדכניים ממדינות שונות בעולם המפותח בנוגע לשימוש בכלי הערכה שונים ולתפיסות המורים ביחס אליהם. כלים אלה כוללים הערכה פורמאלית של מורים, תצפיות וביקורת עמיתים, מתן משובים מסוגים שונים, הערכה עצמית והיסקים מתוך הישגי התלמידים. בנוסף, הסקירה מעלה לדיון שאלות הנוגעות לקיומם ולטיבם של קריטריונים להערכת מורים, להכשרת מעריכים, להשפעה שיש לאוטונומיה בית-ספרית על תהליך ההערכה, ולגורמים נוספים המעצבים את סוג ההערכה והיקפה, בעיקר השלב המקצועי בו נמצא המורה וסיווג רמת בית הספר. דגש מיוחד ניתן לשאלת השימוש בתוצאות כלי ההערכה למטרות של קידום המורה, תגמול כספי, תחושת שביעות הרצון מההוראה, פיתוח מקצועי ועוד. לבסוף, הסקירה בוחנת את השאלה האם מודל הערכה הקושר בין הערכה לפיתוח מקצועי הינו עדיף על זה המחבר בין הערכה לקבלת החלטות אישיות בנוגע למורה (הספציפי) בעיקר בנושא תגמול כספי, קידום וכו'. שאלה זאת נענית בחיוב תוך התייחסות לבחינת האינטרסים של בעלי העניין בהערכה, בחינת הגורמים המתערבים בקיומו של קשר שבין הערכה לפיתוח מקצועי, ותפיסות הנוגעות לפרקטיקת ההוראה ולבית הספר כארגון

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**מספר פריט:** 11874  
**מיון:** P28  
**סוג:** מאמר

ממתמחה למורה: מה ניתן ללמוד מתהליכי ההערכה של מתמחים בתום שנת עבודתם הראשונה במקצוע ההוראה?	כותר:
משכית, דיצה / ליבמן, ציפי / אקרמן-אשר, הילה	מחבר:
אוניברסיטת חיפה	מו"ל:
2015	שנה:
עיונים במינהל ובארגון החינוך	בתוך:
34	כרך:
81-110	עמודים:
מילות מפתח: התמחות בהוראה; הערכה; הערכת מורים; מורים מתחילים;	

#### תקציר:

קבלת רישיון הוראה בישראל מותנית בעמידה בדרישות הערכה מסכמת הנערכת בתום השנה הראשונה של המורים החדשים בתפקידם, המכונה שנת ההתמחות. המחקר הנוכחי התמקד בחקר תהליכי ההערכה המסכמת של מתמחים בהוראה במסגרת הבית ספרית ובמסגרת הגן. במחקר נדגמו בדגימה שיטתית אקראית גיליונות הערכה מסכמת של 613 מתמחים במסגרות החינוך הרגיל, שסיימו את הליך ההתמחות בהצלחה בשנת תשס"ט והיו זכאים לקבלת רישיון לעיסוק במקצוע ההוראה. 422 מתמחים עבדו בבתי הספר, ו-191 בגני הילדים. ממצאי המחקר עיקריים מלמדים: (1) בבחינת העדויות שעליהן מסתמכים המעריכים השונים, שיעור התצפית במתמחים נמוך יחסית; (2) הציון הסופי שמקבל המתמחה דומה יותר לציון ההערכה של בעל התפקיד הבכיר (מנהל בבית הספר ומפקחת בגן); (3) ככל שהקרבה (מימוש קשרי עבודה מקצועיים הדוקים) למתמחה גדולה יותר, כך גבוה יותר ממוצע הציונים שהמערך מעניק למתמחה וקטנה גם השונות; (4) המעריכים נוטים להעריך את המתמחים בציון גבוה בנושאים שעניינם היכולת להשתלב בחיי בית הספר והאחריות והיחס כלפי הלומדים. ציון נמוך, לעומת זאת, ניתן למתמחים בנושאים הדורשים ניסיון והתמקצעות בהוראה. מסקנות המחקר עשויות לסייע במתן משוב למתכנני המהלך הבא בהערכת המתמחים ובשיפור הכלי החדש העומד להיות מוטמע במערכת החינוך בישראל

10.

#### TI: Active Learning Activity Aimed to Develop Group Patient Education Skills.

AU: Kelley, Kristi; Liles, Anne Marie

SO: TechTrends: Linking Research & Practice to Improve Learning; May2018, Vol. 62 Issue 3, p250-258

#### Abstract:

Providing patient education for a group is an essential practice for all healthcare providers that has been recognized by the World Health Organization (WHO) and the Centers for Disease Control

and Prevention (CDC), specifically in relation to patients with chronic diseases. This practice requires skills such as adapting communication to meet the needs of a broad audience, understanding the perspective and knowledge gaps of a broad audience, and ensuring engagement of all audience members. These are experiences that pharmacy students do not traditionally encounter until the fourth professional year. This article will present the design of an active-learning, role-playing activity intended to develop group patient education skills in pharmacy students

11.

**TI: Learning with peers, active citizenship and student engagement in Enabling Education.**

AU:Zepke, Nick

SO: Student Success; Feb2018, Vol. 9 Issue 1, p61-73

Abstract:

his paper examines one specific question: What support do students in Enabling Education need to learn the behaviours, knowledge and attitudes required to succeed in tertiary education, employment and life? Success appears in many guises. It can mean achieving officially desired outcomes such as retention, completion and employment. It can also mean achieving less measurable outcomes such as deep learning, wellbeing and active citizenship. The paper first introduces an overarching success framework before exploring how the widely used student engagement pedagogy can support learners to achieve both official and personal success outcomes. It then develops two specific constructs applicable to Enabling Education as found in student engagement: facilitated peer learning and active citizenship. Peer learning is here connected to tutor supported but peer facilitated mentoring; active citizenship to educational experiences in classrooms, institutions and workplaces that support flexibility, resilience, openness to change and diversity. The paper includes examples of how facilitated peer learning and active citizenship can build success in practice

12.

**TI: Can a Diversified Instructional Approach Featuring Active Learning Improve Biology Students' Attitudes Toward General Education?**

AU: Rutledge, Michael L.; Lampley, Sandra A

SO: Journal of College Science Teaching; Jul/Aug2017, Vol. 46  
Issue 6, p20-26

Abstract:

In an effort to make our classes more engaging, we recently reorganized sections of our nonmajors biology course, using current issues in biology and society as a premise to promote coherence among course content and emphasize the relevance of biological concepts to everyday life. A key aspect of the reorganization included the development and implementation of collaborative, active-learning exercises designed to promote student engagement and foster the use of critical thinking skills--specified goals of our university's general education program. As the reorganization focused largely on fulfilling explicit objectives of the general education program, the purpose of this study was to determine if the new structure would promote student understanding and appreciation of the goals of the general education program within the context of a nonmajors biology course. Results show a positive impact on students' perceived understanding of the goals of the general education program, but little impact on student views of the significance of the program to a university education

13.

**TI: Active Learning: Engaging Students To Maximize Learning In An Online Course.**

AU: Khan, Arshia; Egbue, Ona; Palkie, Brooke; Madden, Janna

SO: Electronic Journal of e-Learning; 5/1/2017, Vol. 15 Issue 2,  
p107-115

Abstract:

Student engagement is key to successful teaching and learning, irrespective of the content and format of the content delivery mechanism. However, engaging students presents a particular challenge in online learning environments. Unlike face-to-face courses, online courses present a unique challenge as the only social presence between the faculty and the student is via the Internet. In a recent poll conducted by the authors, 100% of the respondents considered student engagement a challenge regardless



of the number of years they have been teaching online. This paper explores various strategies that can be incorporated into the design of online learning courses to foster a high level of student engagement based on multiple pedagogies. In addition, the role of collaborative student engagement tools for the design and delivery of online courses is discussed as well as the role these tools play in creating an atmosphere where students actively participate in learning activities and are contributors to lively discussions. Perspectives on various mechanisms of student engagement that are founded in classic active learning pedagogies and enhanced with new technologies are presented in this paper, including perspectives on the design of courses to facilitate student engagement as well as best practices of design and delivery of online courses. Finally, this paper emphasizes the importance of deliberate course design in the pursuit of actively engaging students in online course settings.

14.

**TI: A Roadmap to Increase Active Learning: Reading Methodology Courses with Problem-Based Learning in Professional Learning Communities.**

AU: TeKippe, Stephanie S.

Journal of Higher Education Theory & Practice; Dec2017, Vol. 17 Issue 9, p118-129

Abstract:

Active learning engages students and prompts them to think critically, work collaboratively, express ideas, explore knowledge, make connections, and reflect. Problem-based learning (PBL) is an active learning strategy commonly utilized in STEM courses. The author of this study explored the use of PBLs in a reading methodology course. The findings revealed increased student retention of knowledge when using PBLs in Professional Learning Communities, compared to traditional formats. Student recall and perceptions were examined in a collaborative environment, therefore providing a roadmap of integration, increased participation, and student success.

15.

**TI: Show Me the Way: Future Faculty Prefer Directive Feedback When Trying Active Learning Approaches.**

AU: Stephens, Jessica D; Battle, David C; Gormally, Cara L

SO: Journal of College Science Teaching; Nov/Dec2017, Vol. 47 Issue 2, p57-65

Abstract:

Early training opportunities for future faculty, namely graduate students and postdoctoral researchers, can better prepare them to use active learning approaches. We know that instructional feedback supports sustained change and motivates instructors to improve teaching practices. Here, we incorporate feedback as a key component of a pedagogical course for future faculty who had never taught or were currently novice teaching assistants. We studied (a) how future faculty's teaching beliefs changed over the course of the semester, (b) whether feedback varied between future faculty (peers) and facilitators (faculty and upper level graduate students), (c) future faculty's feedback preferences (i.e., written vs. oral, peer vs. facilitator), and (d) how to use those preferences to tailor feedback that encourages future faculty at all levels to adopt more active learning approaches. We found that future faculty made greater shifts in their teaching beliefs than more experienced facilitators, responding more favorably to direct feedback that informed them how to improve rather than simple encouragement.

16.

**TI: Student Perceptions of Active-Learning Strategies Utilized in a Drugs in Pregnancy Elective Delivered Synchronously Across Multiple Campuses.**

AU: Eiland, Lea S

SO: TechTrends: Linking Research & Practice to Improve Learning; May2018, Vol. 62 Issue 3, p259-265

Abstract:

Active-learning activities can be successfully implemented into a course even when instructors are not in the same physical classroom as students. Technology can assist with synchronous distance education as well as facilitate active learning. This

manuscript describes student perceptions of active learning activities in a re-designed drugs in pregnancy course that was delivered synchronously to two student campuses with the instructor at an off-campus site. Small and large group discussions, team-based learning activities, case scenario exercises, and a debate were conducted within the course. Padlet™ was the primary software technology incorporated into learning activities. Students reported positive perceptions of the various active learning activities and the technology used in the course. Students also stated they were beneficial for learning. In the post-course survey, students indicated that the course met their expectations overall. Students' confidence levels for completing tasks related to the course materials significantly increased after completion of the course

17.

**TI: Policy Incentives in Canadian Large-Scale Assessment: How Policy Levers Influence Teacher Decisions about Instructional Change.**

AU: Copp, Derek T

SO: Education Policy Analysis Archives; 11/20/2017, Vol. 25 Issue 115/116, p1-36

Abstract:

Large-scale assessment (LSA) is a tool used by education authorities for several purposes, including the promotion of teacher-based instructional change. In Canada, all 10 provinces engage in large-scale testing across several grade levels and subjects, and also have the common expectation that the results data will be used to improve instruction in classrooms. Yet despite agreement between ministries that instructional change based on LSA results is a positive development and employs data-based decision making at its heart, there remain significant differences in the kinds of incentives written into assessment policies in Canada. It is also true that implementation of the policies is less than uniform between schools and school divisions. Using mixed methods (survey data and follow-up interviews), this study examines which policy factors have the most significant impact on teacher decisions regarding the use of data. The findings indicate that highly incentivized policies correlate well to instructional change, including aspects of both teaching (to) the curriculum as well as teaching to the test. Since the latter will be examined as a neither an educationally defensible

practice nor a stated policy goal, the statement that 'incentives work' does not fully capture the nature of these impacts

18.

**TI: Standardization, Assessment, and Globalization.**

AU: Kelly, Amy L

SO: Thresholds in Education; Spring2018, Vol. 41 Issue 1, p43-50

Abstract:

This paper explores the role of globalization in standardized education, specifically assessment and curriculum. Additionally, it discusses the ways that domestic educational policy fits into a global context. This information is organized into three sections: International Organizations, Outcomes-Driven Policy, and Privatization. The United States does not exist in isolation; the influence of foreign affairs permeates every facet of our lives, which is precisely why it is necessary for American educators to become aware of their role in a globalized world

19.

**TI: Higher Education Evaluation, Assessment, and Faculty Engagement.**

AU: Rickards, William H.; Stitt-Bergh, Monica

SO: New Directions for Evaluation; Fall2016, Vol. 2016 Issue 151, p11-20

Abstract:

Evaluative practice has a long and deep history in higher education. It has been a persistent part of instructional practice and curriculum, intricately entwined with scholarly efforts to address teaching and learning. From public policy and oversight perspectives, the questions of value and worth have often focused on inputs-faculty credentials, facilities, etc.-as well as fiscal responsibility. But in the last 30 years, attention has turned to student learning as a critical outcome and the assessment of learning as a principal endeavor. The developments in higher education assessment have involved increasingly sophisticated psychometric approaches to

measurement as well as more teacherly orientations to the implementation of educational assessments within the individual contexts-and intentions-of colleges and universities. In this chapter, we introduce some of the issues in the field and argue that evaluation has a unique history that is committed to systematically bringing evidence of program outcomes and processes into the discourse of educators-administrators, faculty, and staff-as they examine and build on their own operations. We briefly review the current context and challenges and support increased evaluator-faculty collaboration. We make a case for how the analysis of evaluation practices in higher education is both a means to increasing expertise in those applications and to thinking about evaluation practices across developing and complex institutions

20.

**TI: Academics' perceptions of the benefits and challenges of self and peer assessment in higher education.**

AU: Adachi, Chie; Tai, Joanna Hong-Meng; Dawson, Phillip

SO: Assessment & Evaluation in Higher Education; Mar2018, Vol. 43 Issue 2, p294-306

Abstract:

Despite compelling evidence of its potential effectiveness, uptake of self and peer assessment in higher education has been slower than expected. As with other assessment practices, self and peer assessment is ultimately enabled, or inhibited, by the actions of individual academics. This paper explores what academics see as the benefits and challenges of implementing self and peer assessment, through the analysis of interviews with 13 Australian academics. Thematic analysis of our qualitative data identified seven themes of benefits and five challenges. Our academics showed strong belief in the power of self and peer assessment as formative assessment, contrary to past literature which has focussed on the accuracy of students' marking. This paper therefore brings insights as to not only what academics value about self and peer assessment but also identifies potential inhibitors in practice. Recommendations are made about improving the design and implementation of self and peer assessment in higher education.

21.

**TI: Students' perceptions of the role of assessments at higher education.**

AU: Lynam, Siobhan; Lynam, Siobhan

SO: Assessment & Evaluation in Higher Education; Mar2018, Vol. 43 Issue 2, p223-234

**Abstract:**

The quality assessment agency higher education review noted that assessment and feedback in higher education still remains an area of concern for students. Despite this, very little research has been carried out to assess students' experience of assessments. The evidence for what factors within assessments actually contribute to student engagement is not fully understood and more research is required. This research was a qualitative study comprising of three focus groups. The student participants were 4 male and 19 female undergraduate psychology students. The data was analysed using experiential inductive thematic analysis. Two themes were identified as effecting student learning. The first was teaching factors which included two subthemes: timeliness and type of assessment. The second theme was student factors which included two subthemes: academic maturity and emotions. These themes were found to be mediated by the relationship between tutors and students. The outcome relates to previous research while also providing a better understanding into the role personal qualities and emotional factors have on learner engagement. Strategies to promote academic maturity and reduce stress and fear in students could foster a more constructive approach to learning

22.

**TI: Critical Pedagogy and assessment in higher education: The ideal of 'authenticity' in learning.**

AU: Serrano, Maria Martinez; O'Brien, Mark; Roberts, Krystal

SO: Active Learning in Higher Education; Mar2018, Vol. 19 Issue 1, p9-21

**Abstract:**

Current forms of marketisation in university systems create pressures towards purely ends-focused expectations among

students and have implications for learning and assessment processes. The potential harm that these trends have on 'learning' should be resisted by educators and students alike. Critical Pedagogy approaches offer one way of conceptualising and implementing such resistance in the interests of 'authenticity' in learning. However, the issue becomes sharpest at the point of assessment. Here, the ideals of Critical Pedagogy can collide with student expectations of final degree success. By addressing the question of 'authenticity' for assessment in relation to Critical Pedagogy, this article explores the challenges posed by this conundrum and draws upon interviews conducted with module leaders who apply recognisably (although not explicitly) Critical Pedagogy principles in their teaching and in the types of assessment they use. The themes that emerged present a picture of the kinds of potential that Critical Pedagogy influenced forms of assessment have for supporting authenticity in learning, as well as the difficulties involved in its application. It also helps to trace out the possible boundaries for further inquiry.

23.

**TI: Assessment terms half a century in the making and unmaking: from conceptual ingenuity to definitional anarchy.**

AU: Cookson, Chris J

SO: Assessment & Evaluation in Higher Education; Jun2018, Vol. 43 Issue 4, p1-13

Abstract:

As the parameters of the field of educational assessment have extended past testing into learning, assessment concepts have evolved and become ever more nuanced. It is frequently lamented in the English language literature that there is insufficient conformity and clarity in the way they are defined and used. This paper offers a survey of the problem over the past five decades and scrutinises conceptualisations of a number of key assessment terms. Additionally, it argues that some of these may not, or may no longer, be necessary, and recommends the phrase 'evaluation for learning' as the most suitable term for embodying the spirit of using testing for improving learning and teaching. It closes by offering suggestions for tackling the problem

24.

**TI: Assessment beliefs of higher education staff developers.**

AU: Taras, Maddalena; Davies, Mark S.

SO: London Review of Education; Mar2017, Vol. 15 Issue 1, p126-140

Abstract:

This research focuses on the assessment literacy, that is, the understandings of assessment terminologies and how they relate to each other, in academic staff developers in the UK, collected via questionnaires and semi-structured interviews. Academic staff developers have been trained and certified to support new higher education lecturers in learning, teaching, and assessment practices, and provide continuing professional development for more experienced staff. Results showed inconsistent and differing understandings between and within individuals. These inconsistencies may reflect the lack of consistency of terminology in the literature. This lack of common understanding has far-reaching implications and needs reconciling to enhance personal and collective assessment literacies, particularly since our respondents have responsibility for training the next generation of academics.

25.

**TI: Group peer assessment for summative evaluation in a graduate-level statistics course for ecologists.**

AU: ArchMiller, Althea; Fieberg, John; Walker, J. D.

SO: Assessment & Evaluation in Higher Education; 2017, Vol. 42 Issue 8, p1208-1220

Abstract:

Peer assessment is often used for formative learning, but few studies have examined the validity of group-based peer assessment for the summative evaluation of course assignments. The present study contributes to the literature by using online technology (the course management system Moodle™) to implement structured, summative peer review based on an anchored rubric in an ecological statistics course taught to graduate students. We found that grade discrepancies between students and the instructor were fairly common (60% of assignments), relatively low in value (mean =



3.3 ± 2.5% on assignments that had discrepancies) and proportionally higher for criteria related to interpretation of statistical results and code quality and organisation than for criteria related to the successful completion of analysis or instructional tasks (e.g. fitting particular statistical methods, de-identification of one's submission). Students reported that the peer assessment process increased their exposure to alternative ways of approaching statistical and computational problem-solving, but there were concerns raised about the fairness of the process and the effectiveness of the group component. We conclude with some recommendations for implementing peer assessment to maximise student learning and satisfaction

26.

### **TI: Making Sense of Core Qualities to Sustain Professional Development through Core Reflection Practice.**

AU: Khazaenezhad, Bahareh; Tavakoli, Mansoor; Amirian, Zahra

SO: Journal of Teacher Education for Sustainability; Jun2018, Vol. 20 Issue 1, p93-105

Abstract:

Professional development in sustainable teacher education has recently shifted to focusing on pedagogical practice rather than theoretical knowledge. Given that, reflection practice can have an effective role in identifying undiscovered potentials of prospective language teachers. Hence, the current study was an attempt to examine the potential core qualities of Iranian prospective language teachers in a way to sustain professional development through merging theoretical knowledge and pedagogical practice. To that end, core reflection model, which is a concept in the context of sustainability, was practiced by ten prospective language teachers through drawing on their reflective journals, focus group discussions, and field notes collected over a four month period. Analysis of the obtained data revealed several core qualities on the three scales of feeling, thinking, and wanting. These qualities appeared to have been developed through interaction of both theoretical knowledge and pedagogical practice. This demonstrates the value of reflection practice as a way toward more development in making sense of teachers' core qualities. Thus it can lead to positive changes in shaping teachers sustainable professional identity

27.

**TI: Field experiences in teacher education: the perceptions and qualities of written reflections**

AU: Ulusoy, Mustafa

SO: Teaching in Higher Education; Jul2016, Vol. 21 Issue 5, p532-544

Abstract:

This study aimed to evaluate the Pre-service Teachers' (PSTs') field experience-related perceptions and the qualities of their written reflections. Two thousand four hundred journal entries written by 75 teacher candidates were analyzed to classify their qualities. In addition, semi-structured interviews were conducted with all of the subjects. The results showed that the largest proportion of the written entries was classified as technical. Only a small percentage of the subjects reached the highest level of reflection called as transformative. During the field experiences, the PSTs had mainly self, cooperating teachers, and student-related issues and perceptions. At the end of the field experiences, they recommended to start the practicum courses from the first year of the faculty and to increase the weekly hours of these courses. It is important to note that the PSTs need additional knowledge and practices about the reflection, reflective writing, and the qualities of reflection

28.

**TI: Reflection and the Theory-Practice Conundrum in Initial Teacher Education in the UK.**

AU: Khan, Muhammad Ilyas

SO: FWU Journal of Social Sciences. Summer2017, Vol. 11 Issue 1, p64-71

Abstract:

The role of theory and practice has been conceptualised in multiple ways vis-à-vis the development of teachers as reflective practitioners. Reflection has been associated with theory and practice both as a stimulus and as a response. This qualitative case study is based on part of a larger study regarding the nature and

use of reflection/reflective practice in the teacher education context. The paper explores the perceptions of teacher educators and student teachers regarding the comparative influence of theory and practice on the development of student teachers as reflective practitioners in a teacher education programme in the UK. Although there is some level of variation in the perceptions of the two groups of participants, the overarching conclusion seems to be an integration of theory and practice for imparting and developing student teachers' reflectivity. The emphasis is on the inclusivity and interdependence of theoretical knowledge of the teaching learning process and exposure to practical teaching during the training programmes for a useful preparation of the student teachers as beginning classroom practitioners. The study has important implications for the incorporation of reflection in education programmes

29.

**TI: Practical Knowledge and Teacher Reflection From a Practice-Based Literacy Teacher Education Program in the First Years A Longitudinal Study.**

AU: Wetzels, Melissa Mosley; Hoffman, James V; Roach, Audra K

SO: Teacher Education Quarterly; Winter2018, Vol. 45 Issue 1, p87-111

Abstract:

This longitudinal study explores how one university's practice-based teacher preparation program prepared literacy teachers to develop practical knowledge for teaching and how that knowledge was tested and adapted in the first years of teaching. To understand change, we identified and analyzed points of tension, challenge, or dissonance in the first years, within and across activity systems. We draw on a cross-case analysis and examples from two single cases to explain our assertions that trying on models of practice and developing reflective routines allowed teachers to make strategic choices to accommodate and resist particular practices in their school contexts. Implications include designing practicum experiences to include opportunities to reflect on tensions between activity systems from University practical experiences through the first years

30.

**TI: Reflections on Neuroscience in Teacher Education.**

AU: Coch, Donna

SO: Peabody Journal of Education, Jul/Aug2018, Vol. 93 Issue 3, p309-319

**Abstract:**

The majority of teacher preparation programs do not address neuroscience in their curricula. This is curious, as learning occurs in the brain in context and teachers fundamentally foster and facilitate learning. On the one hand, merging neuroscience knowledge into teacher training programs is fraught with challenges, such as reconciling how scientific evidence is viewed and used in education, overcoming neuromyths, acknowledging the lack of direct connection between laboratory findings and classroom practices, and coordinating across different levels of analysis in neuroscience and educational practice. On the other hand, there are marked benefits to such a merger, such as deepening pedagogical content knowledge from multiple perspectives; understanding neuroplasticity and its educational implications; recognizing the power of the environment to affect neurobiology, learning, and development; and contributing to engaged, reflective practice and informed inquiry in teaching. Particularly in terms of learning equity for students and the development of a learning education culture in teacher education programs, the benefits of including neuroscience knowledge in teacher training would seem to outweigh the challenges

31.

**TI: Conversation Analysis in Language Teacher Education: An Approach for Reflection Through Action Research.**

AU: HALE, Chris Carl; NANNI, Alexander; HOOPER, Daniel

SO: Hacettepe University Journal of Education; 2018 Special Issue, Vol. 33, p54-71

**Abstract:**

This paper outlines a practical approach for professional language teachers in secondary and adult learning contexts to enhance their reflective teaching practices through conversation analysis-based action research. Conversation analysis (CA) can provide English as

a foreign or second language (EFL/ESL) teachers with insights into not only classroom-discourse dynamics but also the language-learning processes of their learners. As exposure to CA becomes increasingly common in language teacher education programs, there is an opportunity to integrate CA with the broader curricular trends in teacher development and reflection. Action research is widely taught in such programs as its goal is to enhance teacher-awareness and lead to improved classroom practices. The paper will provide a framework for teachers to follow that is coherent, achievable, and above all, practical. Practicing ESL/EFL teachers present examples of their own classroom-based, CA action research from Japan, Thailand and the U.S. conducted with the aim of improving their own pedagogical awareness and situated classroom practices

32.

**TI: STUDENT TEACHER LEARNING THROUGH REFLECTION.**

AU: Johnson, Jeffrey

SO: Journal of Teacher Action Research; Spring2018, Vol. 4 Issue 2, p62-73

Abstract:

Student teaching has been viewed as an important part of developing into a skilled practitioner for over one hundred years. While most people acknowledge that important changes occur during that time, research on the details of those changes has been limited. This paper will present a model of research using reflections by the student teacher along with discussions with and observations by their mentor teacher as sources of evidence of learning. Examples from three former student teachers/interns will be given to illustrate the types of changes that may occur

33.

**TI: Using Blogs to Support Reflection in Teacher Education.**

AU: Hall, Leigh A

SO: Literacy Research & Instruction; Jan-Mar2018, Vol. 57 Issue 1, p26-43

Abstract:

The use of blogging as an instructional practice has the potential to reshape teacher education. The purpose of this year-long project was to examine how blogging worked to support inservice K through 12 literacy teachers' professional development. I found that the blogging that occurred in this study demonstrated that, without support, teachers are unlikely to engage in critical reflection either in their writing of blog posts or in the comments they leave. However, providing structures that support critical reflection can reshape how teachers approach blogging and shift how they view literacy learning and instruction. How teacher educators engage with blogging as a tool is critical to supporting deep reflection

34.

**TI: Reflection for meaning and action as an engine for professional development across multiple early childhood teacher education contexts.**

AU: Isik-Ercan, Zeynep; Perkins, Kelley

SO: Journal of Early Childhood Teacher Education; 2017, Vol. 38 Issue 4, p338-350

Abstract:

Drawing from sociocultural theories of learning and literature on reflection in educational contexts, this article describes reflective practices as a meaning-making and action engine to support early childhood education practitioners' professional knowledge, skills, and dispositions. We argue that the process of reflection requires a differential approach to account for various contexts of professional learning for early childhood practitioners: preservice, in-service, and technical assistance providers/leadership. In order to conceptualize these ideals, we present a new conceptual framework of reflective practices in early childhood professional learning and provide practice examples where we as teacher educators implemented reflective practices with practitioners at different levels in the continuum of early childhood education: preservice teacher candidates, in-service teachers and technical assistance providers supporting child care directors and staff in state quality improvement initiatives.

35.

**TI: High Performance Education Fails in Sustainability?--A Reflection on Finnish Primary Teacher Education.**

AU: Lili-Ann Wolff; Sjöblom, Pia; Hofman-Bergholm, Maria; Palmberg, Irmeli

SO: Education Sciences; 2017, Vol. 7 Issue 1, p1-22

**Abstract:**

Sustainability is internationally often emphasized as an essential aim of higher education, but more as a principle than on the practical level. This is also obvious in the academic education of primary teachers in Finland. Therefore, it is a great challenge for Finnish teachers to include sustainability in their teaching and everyday life in schools. The aim of this article is to critically analyze why the implementation of sustainability in teacher education is so intricate and to discuss possible solutions with Finland--a country highly valued for its education--as an example. The article reports outcomes from educational policy documents and research on educational, philosophical, scientific and social aspects of sustainability, including evaluation of how sustainability has been implemented in schools and at universities, especially among teacher educators. In addition, the article builds on analyses of comprehensive university strategies and primary school teacher education programs. We found these reasons for the ignoring of sustainability in the Finnish teacher education: sustainability is in conflict with overall trends in society and politics, teacher education takes place at universities and is based on separate academic disciplines. Sustainability is also intricate because it is strongly connected to ecological literacy and it is value dependent. Universities need to overcome these obstacles and become forerunners in the sustainability process.