

24<sup>TH</sup> JUNE 2016

# MAYNOOTH EDUCATION FORUM



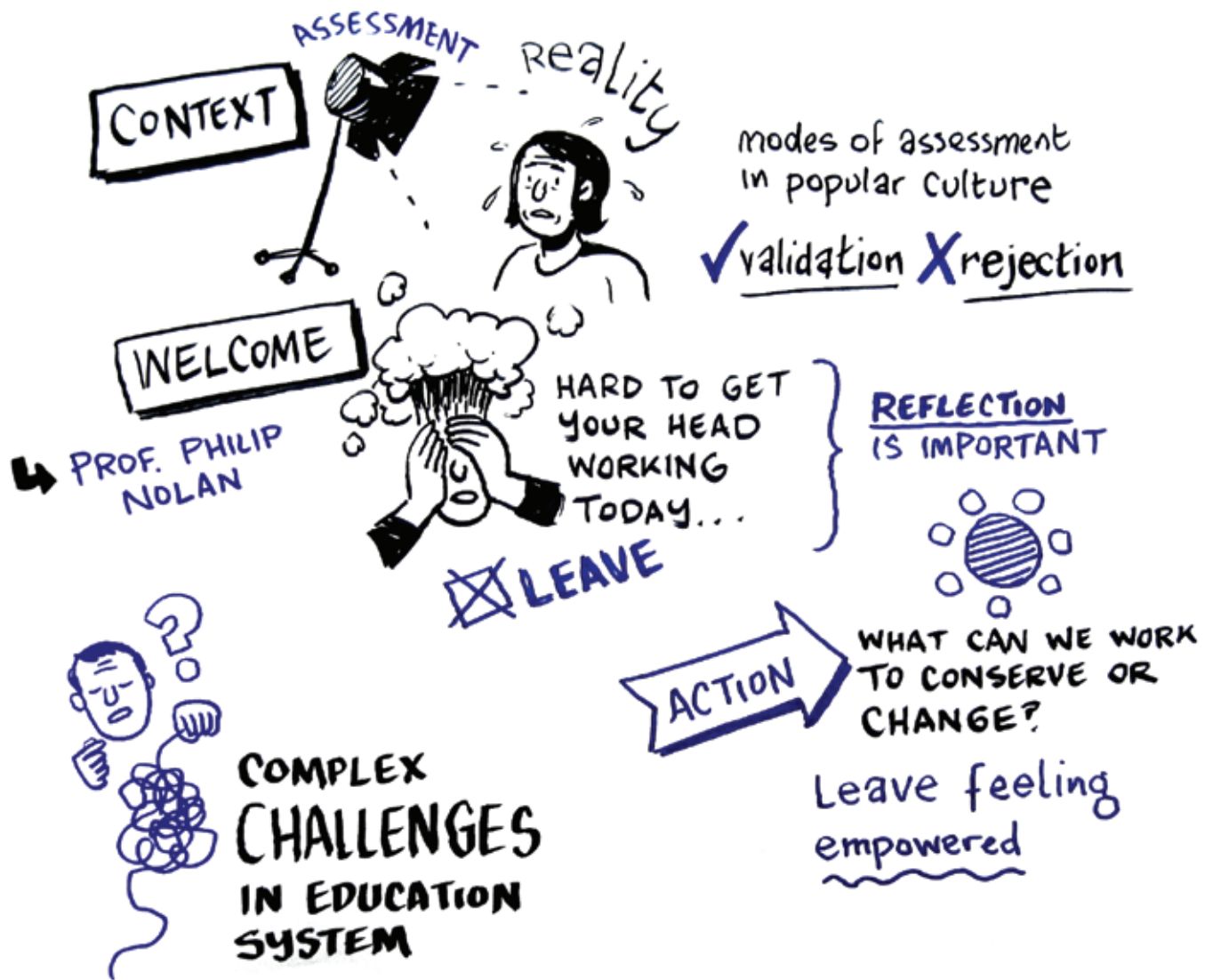
**DISMANTLING  
THE MURDER  
MACHINE**

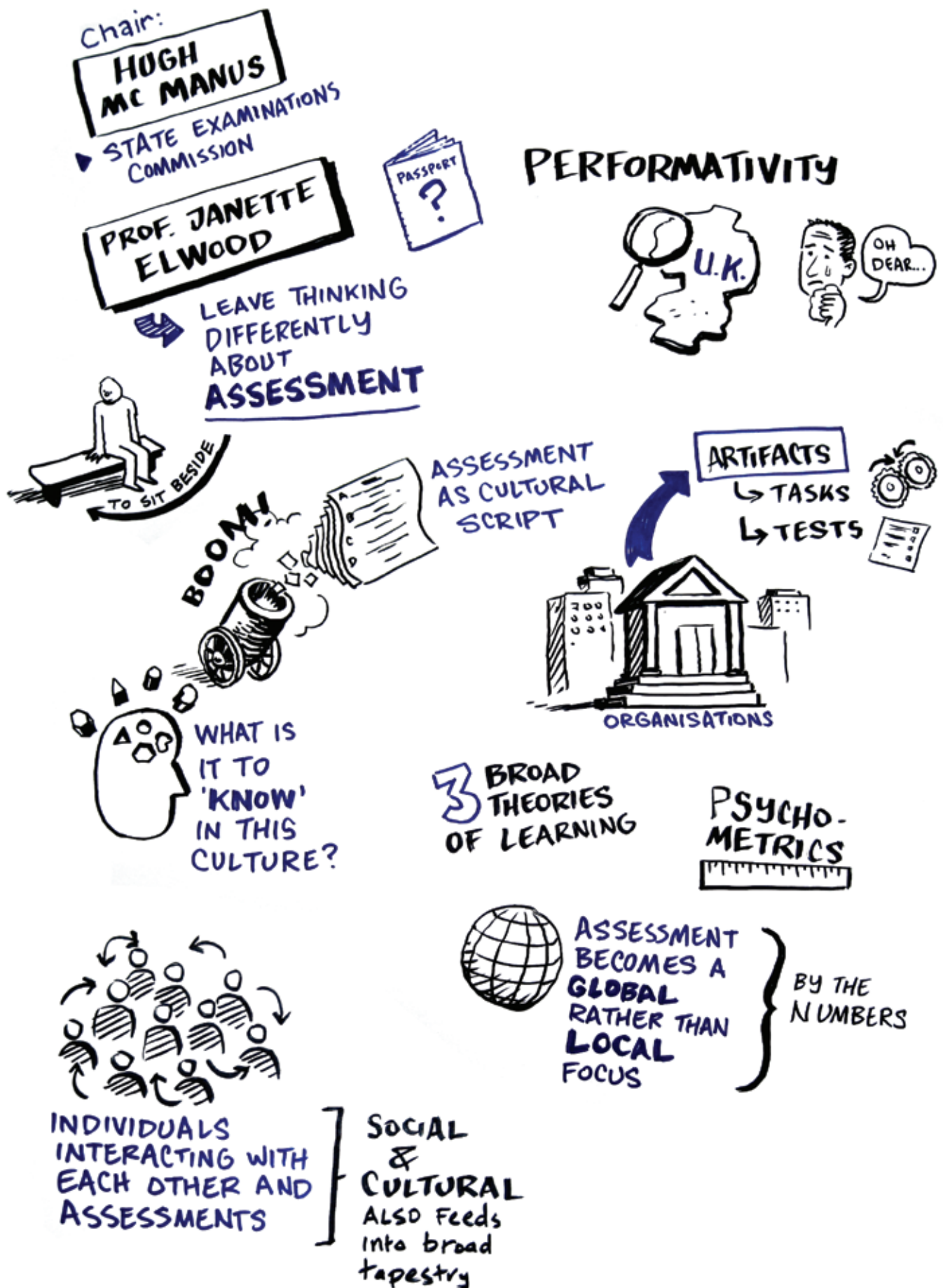
Interrogating  
Cultures of  
Assessment

**Maynooth Education Forum**

Dismantling the Murder Machine: Interrogating Cultures of Assessment

24th June 2016





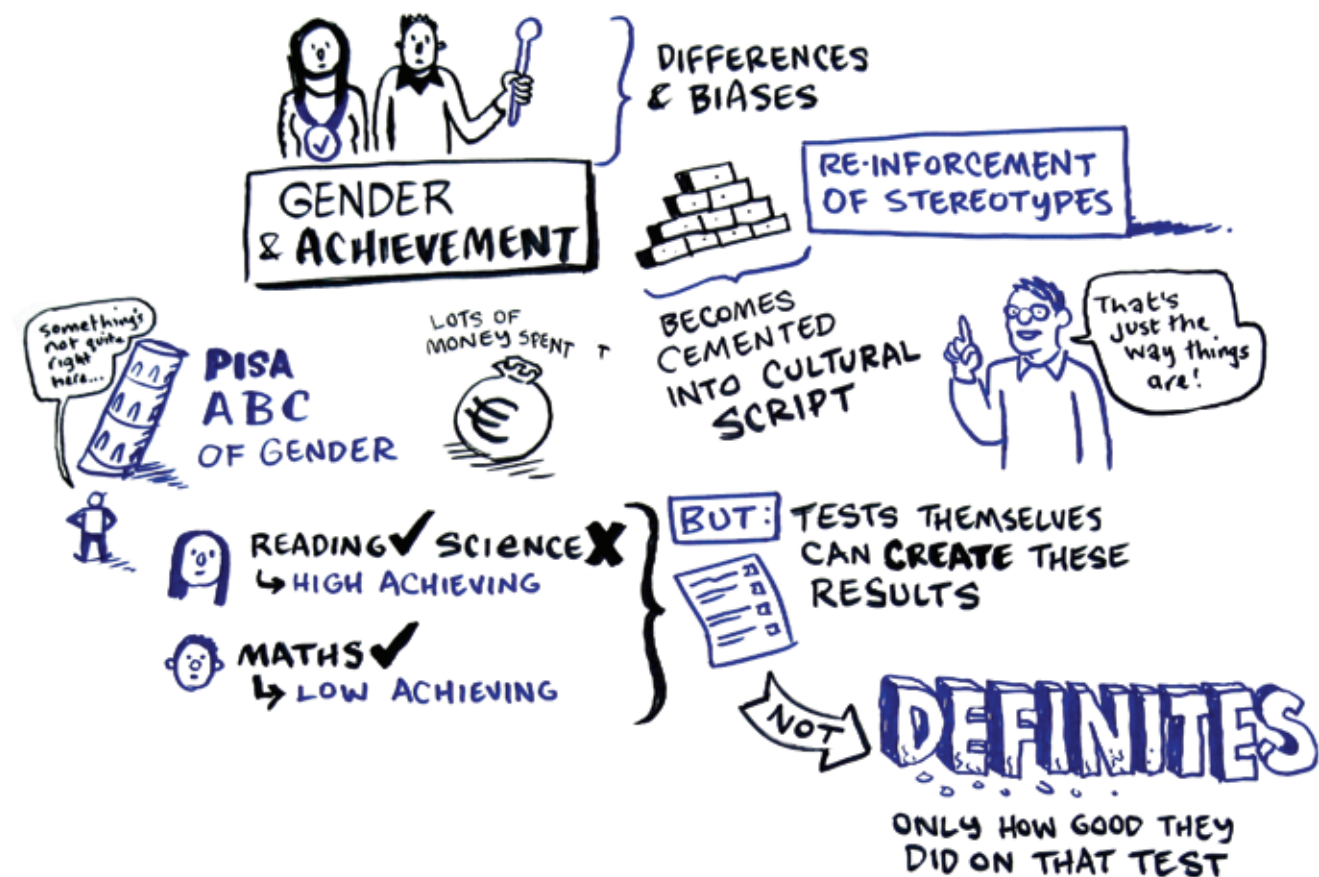
### *Session One: Assessment systems as cultural scripts*

**Maynooth Education Forum**

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## Session One: Assessment systems as cultural scripts

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FAILING IS OK

SUMMATIVE  
VS  
CONSTRUCTIVE



SOCIAL SKILLS } where do these fit in?

E.Q. TEAM WORK

## Session One: Assessment systems as cultural scripts

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chair:

Dr. Pádraig Kirk

VOX POP

"easier to give an exam then to constantly monitor."

"Didn't suit me as a person - all the exams"

"Everything I studied came up!"



"you have to do tests to drive a car"



PROF. VAL KLENOWSKI  
RESTORING TEACHER JUDGEMENT

IN CLASSROOM ASSESSMENT



RESEARCH AROUND EQUITY AND ACCESS

MILLENNIALS

16-30 y olds



- authenticity
- passion
- make a difference

Shift in Values & Expectations

RISK TAKERS

Social media



ATTRIBUTES more important than SKILLS

Singaporean Start up



Because why not?

NURTURE



THE RIGHT SKILL SETS

I am not a number!



A FOCUS ON RESULTS reduces student to statistics

TRUST ISSUES DISSIPATED

when relationships emphasised

COLLABORATION



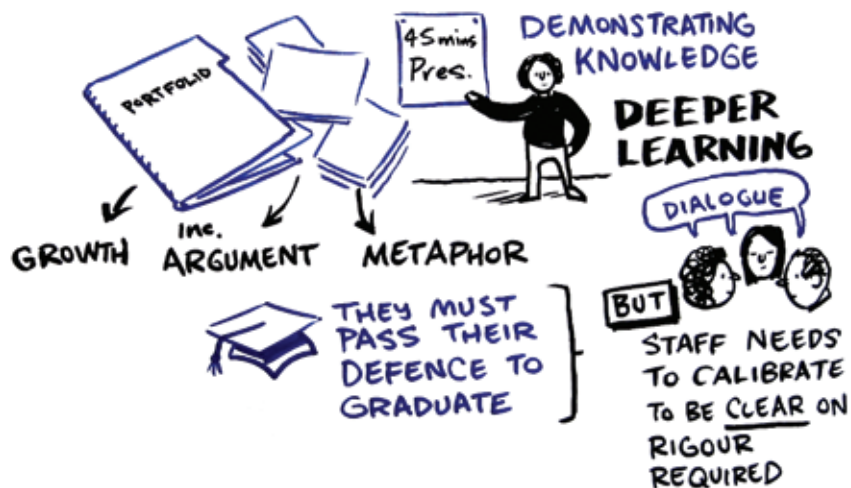
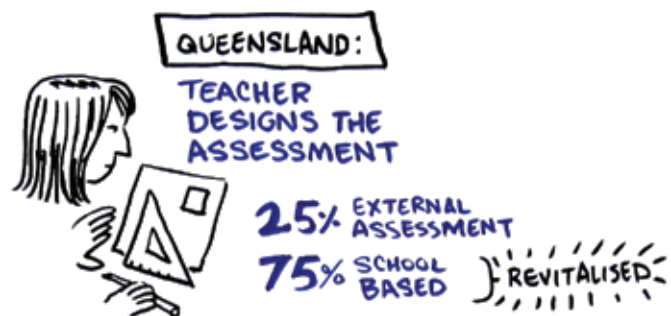
Session Two: Restoring Teacher Judgment

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## PLENARY

DISCUSS:

- ① REFLECT ON TEACHER/PUPIL RELATIONSHIP IN CONTEXT OF ASSESSMENT

- ② WHAT NEEDS TO SHIFT IN TERMS OF PUBLIC PERCEPTION OF TEACHERS ROLE IN FINAL ASSESSMENT?

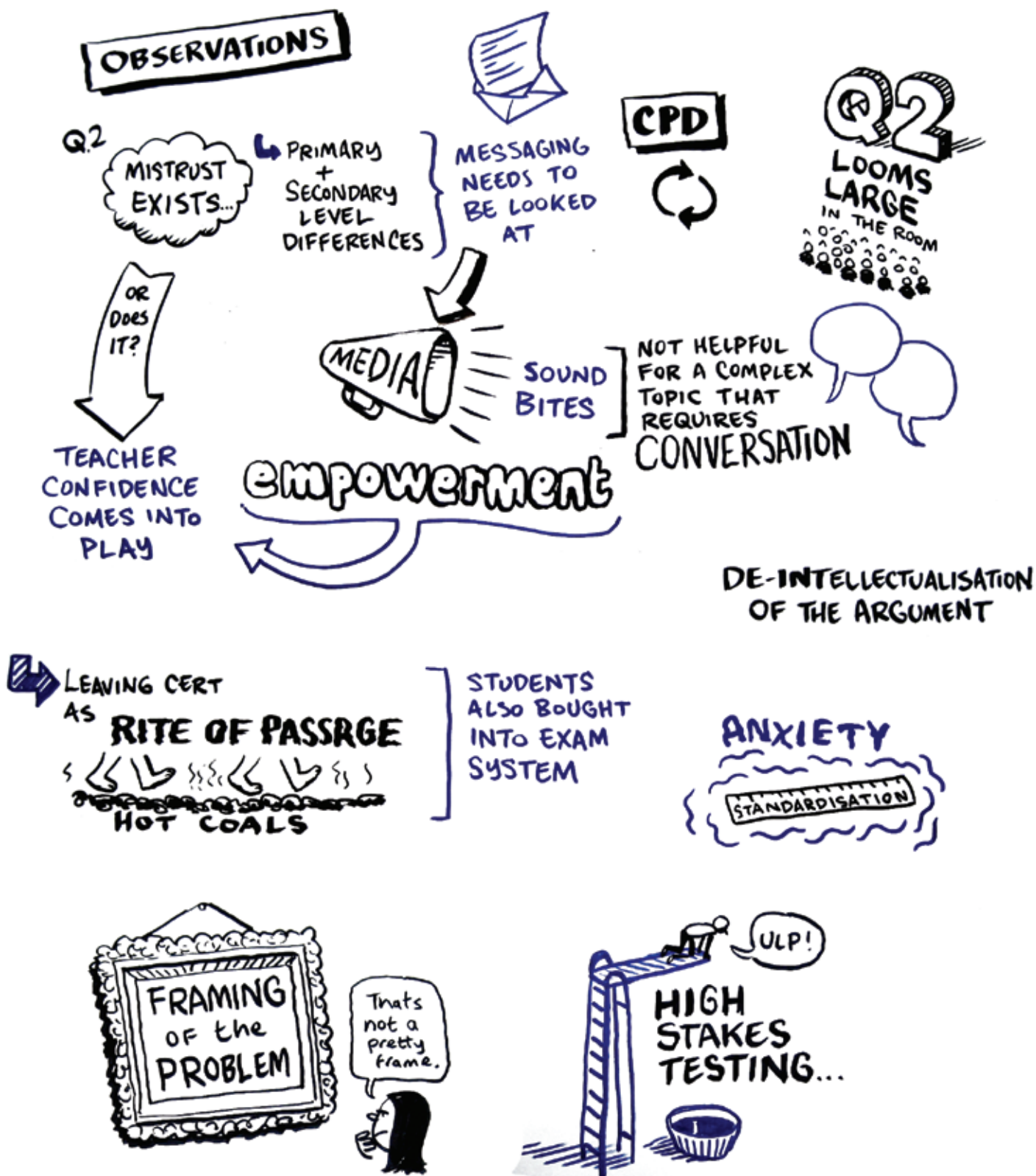


## Session Two: Restoring Teacher Judgment

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## Session Two: Restoring Teacher Judgment

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Chair:

**DR. ALISON HOOD**

"I WOULD HAVE struggled with tests"

"I hated Spelling tests - the pressure to get 10 out of 10..."

"3rd Level questions were a lot more relaxed and fluid"



"Balance sheet - you know you've got it right in the exam"



"The exam environment isn't a familiar one."

"I panicked when the question I'd studied didn't come up."

"Less likely → more likely: I don't like those kind of tests."

**PROF. DAVID CARLESS**

DEVELOPING COURSE CLIMATES FOR SUSTAINABLE FEEDBACK

- YOU DO A BIT LESS
- STUDENTS DO A BIT MORE



HIGH ACADEMIC STANDARDS

~~FUN~~  
HIGHLY SUMMATIVE



HIGH PRESSURE FROM THE START

OVERTURNING CULTURAL SCRIPTS TAKES A LONG TIME



Q WHAT DID YOU LEARN LAST WEEK?

MAKING IT MORE PEER FOCUSED

Interested in grade, not so much in feedback

LABOUR-INTENSIVE NATURE OF FEEDBACK



When only TEACHER → STUDENT



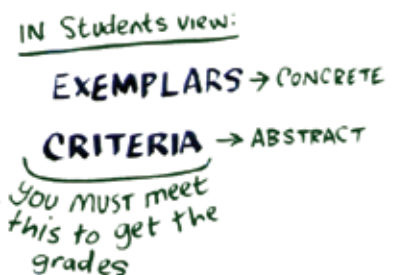
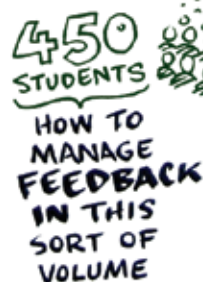
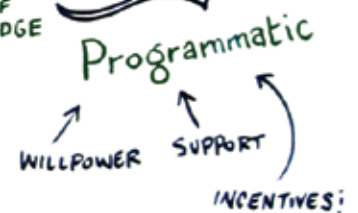
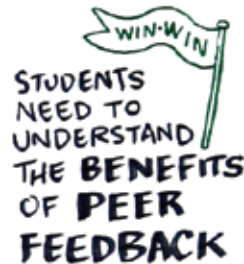
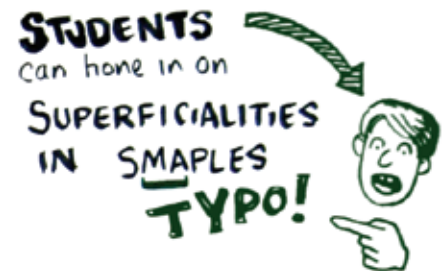
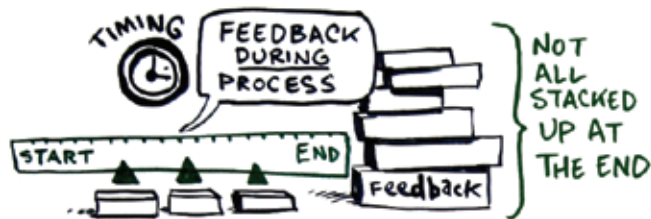
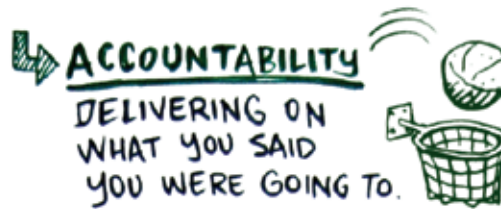
SEQUENCE OF TASKS ALLOWS FOR MORE DIALOGUE & FEEDBACK

**Session Three:** Developing course climates for sustainable feedback

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### Session Three: Developing course climates for sustainable feedback

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→ **COLLABORATE**  
 (to)  
**CALIBRATE**

THE QUEENSLAND/IRELAND  
 TEACHER EXCHANGE



→ **HUMANISING  
 ASSESSMENT**

IT'S ABOUT  
 PEOPLE



KISSINGER  
 I'LL READ  
 IT SO!

→ **TRUST**

The Human Face

→ **LEARNING  
 NOT JUDGING**

TEACHERS

→ **FEEDBACK**  
 as a process

moving away from specifics  
 + workload focus

→ **sustainability**

→ **NATIONAL DEBATE**  
 about Learning

→ **EMPOWERMENT**

→ **"What did you learn last week?"** THANK YOU

→ **Trust in Teachers**

*Session Four: Cultures of Assessment – where to next?*

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Graphic Reportage by Philip Barrett

[Philip.barrett@gmail.com](mailto:Philip.barrett@gmail.com)

[www.blackshapes.com](http://www.blackshapes.com)

+353 87 744 9967