

24TH JUNE 2016

MAYNOOTH EDUCATION FORUM



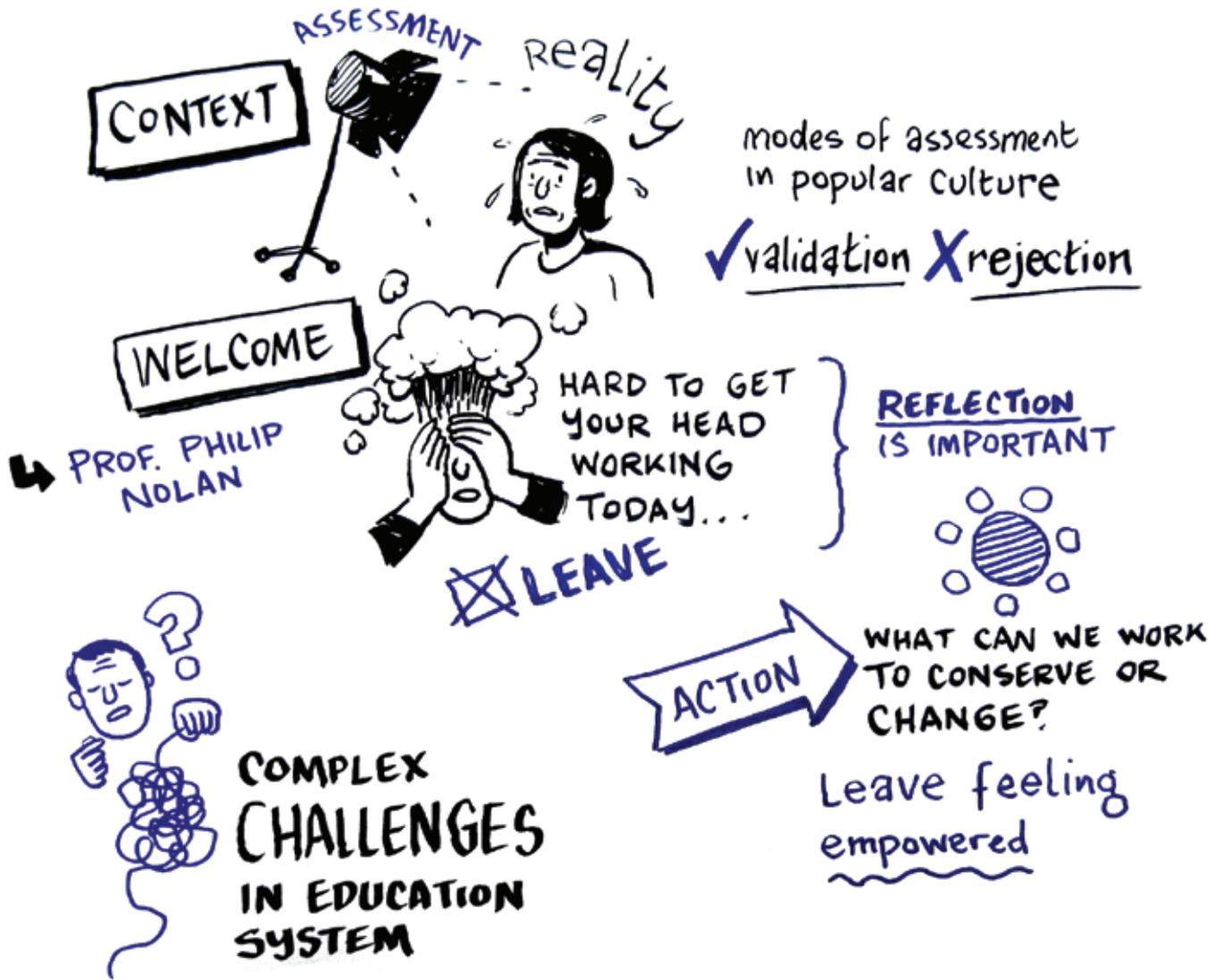
**DISMANTLING
THE MURDER
MACHINE**

Interrogating
Cultures of
Assessment

Maynooth Education Forum

Dismantling the Murder Machine: Interrogating Cultures of Assessment

24th June 2016



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Chair:

**HUGH
MC MANUS**

STATE EXAMINATIONS
COMMISSION

**PROF. JANETTE
ELWOOD**



PERFORMATIVITY



LEAVE THINKING
DIFFERENTLY
ABOUT
ASSESSMENT



ASSESSMENT
AS CULTURAL
SCRIPT

ARTIFACTS

↳ TASKS
↳ TESTS



BOOM!



**3 BROAD
THEORIES
OF LEARNING**

**PSYCHO-
METRICS**



INDIVIDUALS
INTERACTING WITH
EACH OTHER AND
ASSESSMENTS



ASSESSMENT
BECOMES A
GLOBAL
RATHER THAN
LOCAL
FOCUS

BY THE
NUMBERS

**SOCIAL
&
CULTURAL**
ALSO Feeds
into broad
tapestry

Session One: Assessment systems as cultural scripts

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DIFFERENCES & BIASES

RE-INFORCEMENT OF STEREOTYPES



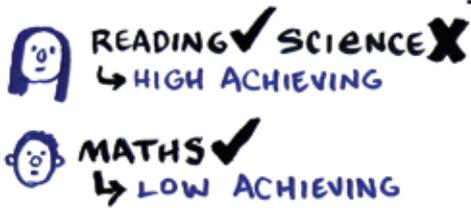
BECOMES CEMENTED INTO CULTURAL SCRIPT



That's just the way things are!



PISA ABC OF GENDER



BUT: TESTS THEMSELVES CAN CREATE THESE RESULTS



NOT DEFINITES

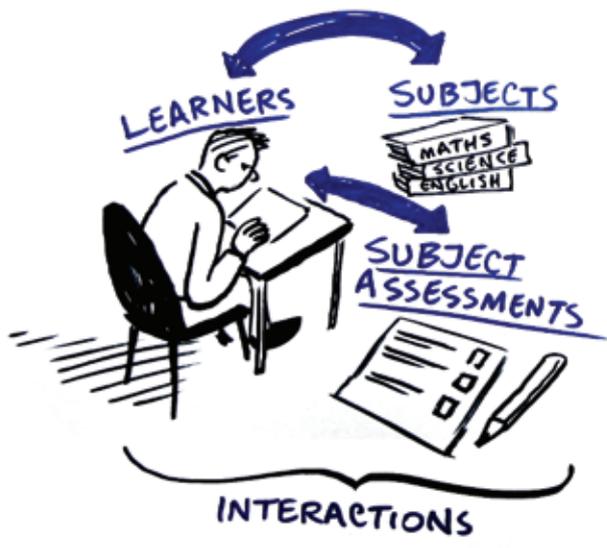
ONLY HOW GOOD THEY DID ON THAT TEST

WE NEED TO BE CAREFUL ABOUT CONTRIBUTING CAUSE TO GENDER DIFFERENCE

ASSESSMENT AS A SOCIAL CONSTRUCTION



NOT neutral or Objective



WE NEED TO LOOK AT ASSESSMENT DIFFERENTLY



YOU ARE NOT ON YOUR OWN DURING ASSESSMENT

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OBSERVATIONS

STIMULATED



IRELAND:
one of the
best cultural
scripts?

is there
enough
debate?



I'LL NEVER
MANAGE
THIS...

CHANGE

IS
DIFFICULT



HOW DO WE GET
THE PUBLIC INVOLVED?

we are the public

**FAILING
IS OK**

SUMMATIVE
VS
CONSTRUCTIVE



**SOCIAL
SKILLS**

where
do these
fit in?



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Chair:

Dr. Pádraig Kirk

VOX POP

"easier to give an exam than 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"



"I've done a lot of tests"

PROF. VAL KLENOWSKI

RESTORING TEACHER JUDGEMENT

IN CLASSROOM ASSESSMENT



RESEARCH AROUND EQUITY AND ACCESS

MILLENNIALS

16-30 y olds



Social media

- authenticity
- passion
- make a difference

Shift in Values & Expectations

RISK TAKERS



ATTRIBUTES more important than **SKILLS**

Singaporean Start up



Because Why not?

NURTURE

THE RIGHT SKILL SETS



I am not a number!

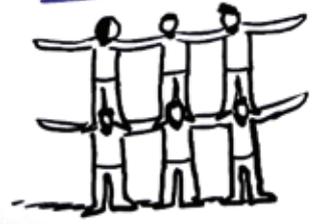


A FOCUS ON RESULTS reduces student to statistics

TRUST ISSUES DISSIPATED

When relationships emphasised

COLLABORATION

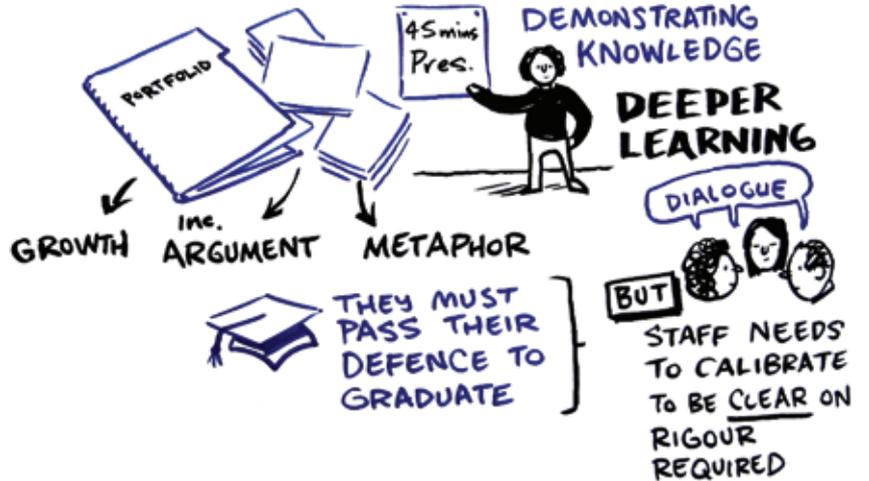
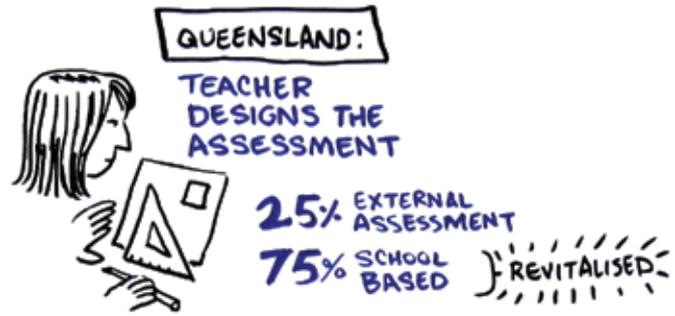


Session Two: Restoring Teacher Judgment

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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?

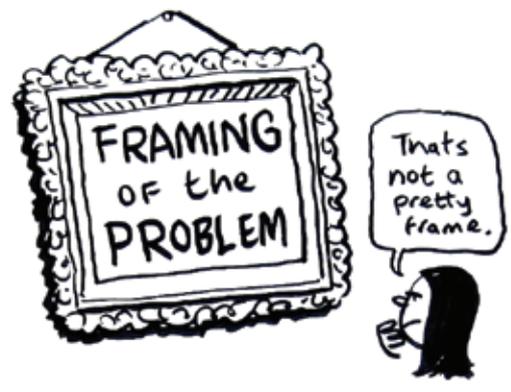
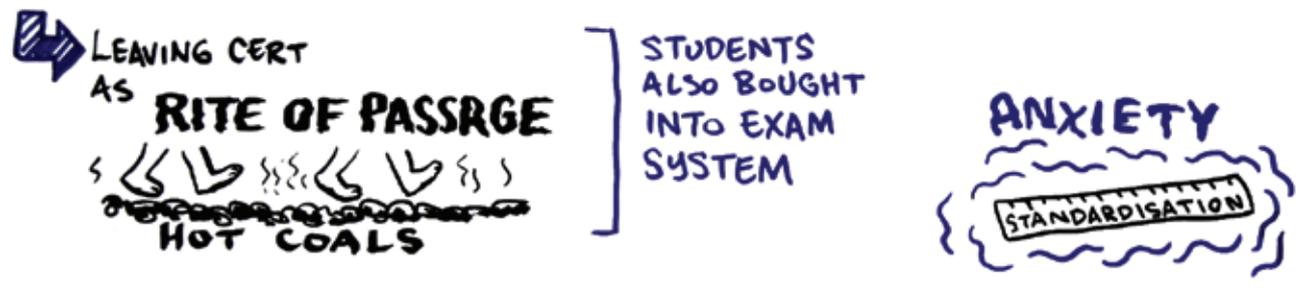
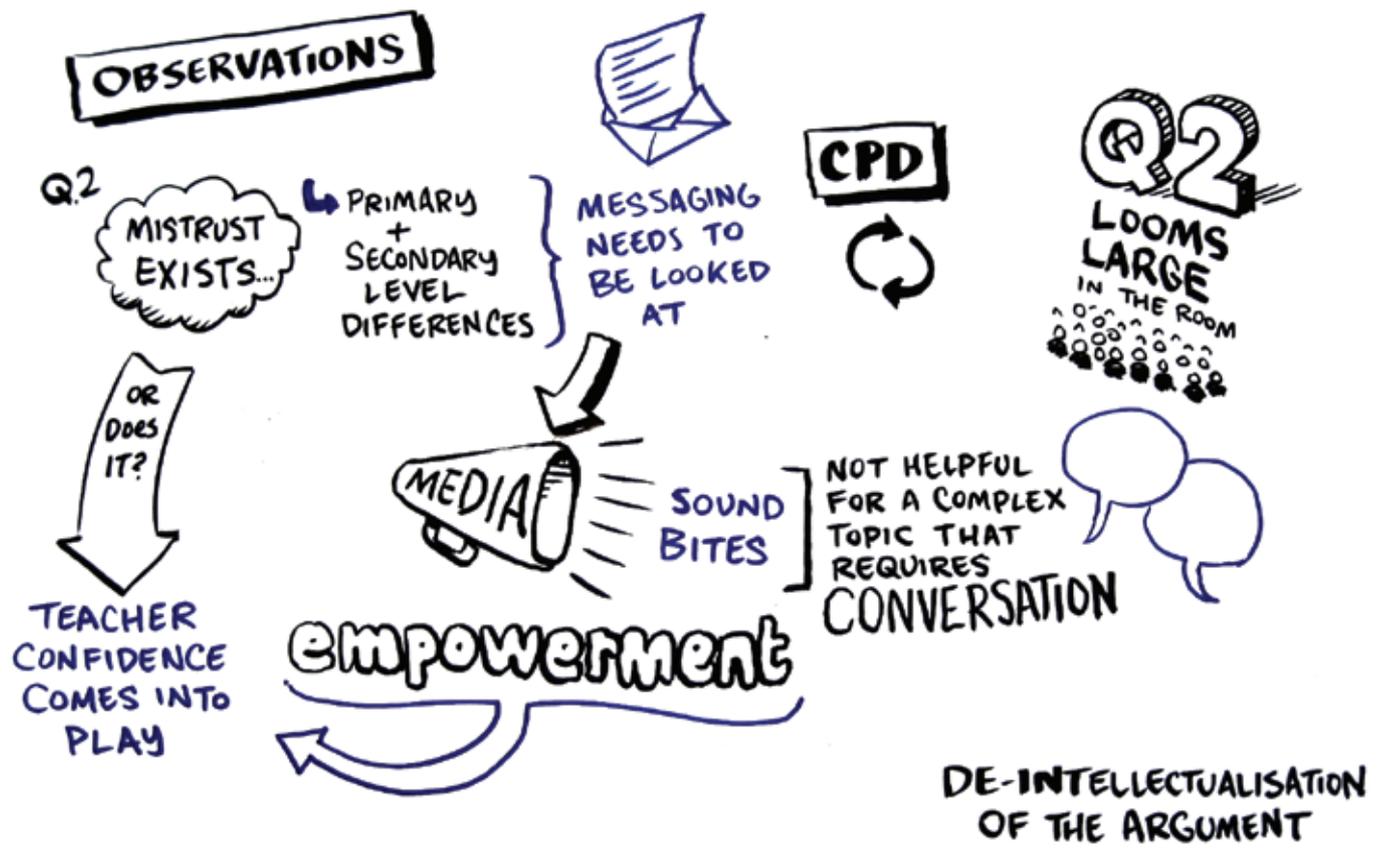


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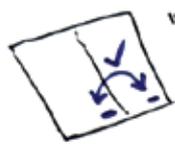
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Chair:
DR. ALISON HOOD

"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



OVERTURNING CULTURAL SCRIPTS TAKES A LONG TIME



A
DIALOGIC
APPROACH

I got a B!
That's all I need to know.
MARKING AS A **PR** EXERCISE

This is useful.
FEEDBACK
NAH. Not for me it isn't.
TEACHER STUDENT

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



ASSESSMENT TASK DESIGN
SEQUENCE OF TASKS ALLOWS FOR MORE DIALOGUE & FEEDBACK

Session Three: Developing course climates for sustainable feedback

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↳ **ACCOUNTABILITY**
DELIVERING ON WHAT YOU SAID YOU WERE GOING TO.

TRUST
↳ ESSENTIAL FOR GOOD FEEDBACK

ASSESSMENT
CONSERVATISM...



STUDENTS can hone in on **SUPERFICIALITIES** IN **SMAPLES** **TYPO!**

TECH:
USING facebook for **DIALOGUE**

bing! bing! bing!

scroll scroll scroll

WIN-WIN
STUDENTS NEED TO UNDERSTAND THE **BENEFITS** OF **PEER FEEDBACK**



OBSERVATIONS

Concerns around **SPOONFEEDING SAMPLES**

POWER

EXEMPLARS HELPING TO UNPACK CONTENT

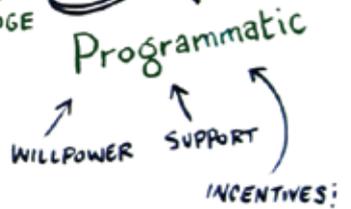
450 STUDENTS
HOW TO **MANAGE FEEDBACK** IN THIS SORT OF VOLUME

IN Students view:

EXEMPLARS → CONCRETE

CRITERIA → ABSTRACT

Teacher: You must meet this to get the grades



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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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