

**WORKSHOP TITLE:**

Discussing and sharing experiences of the social, political and also cultural drivers of assessment practices and policies.

**Presenters:**

Lecturer Egil Hartberg, Lillehammer University College, Norway

Project manager, Vegard Meland, Lillehammer University College, Norway

Professor Stephen Dobson, University of South Australia and Lillehammer University College, Norway.

**Presenters' Bios (500 words):**

**Lecturer Egil Hartberg is from Lillehammer University College, Norway.** He is a project leader and assistant professor focusing on skills development in the school sector.

He has worked as a teacher and headmaster for ten years at high school and middle school. Egil works assessment and feedback. He has published the book Feedback in school with Stephen Dobson and Lillian Gran and has written several articles on assessment and learning, including the self-assessment, tests and homework.

Egil teaches the college postgraduate studies in learning management and assessment, and also in various professional development programs.

Lillehammer University College was, by Egil, responsible for teaching about learning promotional consideration in the Ministry of comprehensive, national education related to transition the project New GIV

Webpage:

**[http://hil.no/om\\_hoegskolen/organisasjon/fellesadministrasjonen/senter\\_for\\_livslang\\_laering/ansatte/egil\\_weider\\_hartberg](http://hil.no/om_hoegskolen/organisasjon/fellesadministrasjonen/senter_for_livslang_laering/ansatte/egil_weider_hartberg)**

Vegard is employed as a project manager focusing on skills development in schools and kindergartens. He also works with online studies of educational using innovative ICT and assessment solutions.

Vegard has teacher training from Volda University College, Norway with a majors in arts and crafts, social studies and special education 1. In addition, he has studied human resources management at Lillehammer. He has worked 11 years in primary school, where for the last 6 years he was a deputy head in Lillehammer.

Webpage:

**[http://www.hil.no/om\\_hoegskolen/organisasjon/fellesadministrasjonen/senter\\_for\\_livslang\\_laering/ansatte/vegard\\_vaalnes\\_meland](http://www.hil.no/om_hoegskolen/organisasjon/fellesadministrasjonen/senter_for_livslang_laering/ansatte/vegard_vaalnes_meland)**

Professor Stephen Dobson, University of South Australia and Lillehammer University College. Prior to entering higher education he worked for thirteen years with refugees as a community worker. His research and teaching interests include assessment, professional development, refugee studies, bildung, inclusion and classroom studies. He is Deand and Head of School of Education in Australia and guest professor at the Centre for Life Long Learning, Lillehammer University College, Norway. Dobson is fluent in Scandinavian languages and a member of the Teacher Education Expert Standing Committee for the Australian Institute for Teaching and School Leadership (AITSL). He is a fellow of the Association for Educational Assessment. Webpage: <http://people.unisa.edu.au/Stephen.Dobson>

### **Why AEA members should attend this workshop:**

Workshop participants will have the opportunity to discuss and share their varied experiences of working with different assessment resources

### **Who this Workshop is for:**

Educational professionals working in the tertiary and schooling sectors with responsibility/experience of assessment. The workshop will also be relevant for assessment developers in the corporate and state sector who would like to discuss experiences of building educator capacity through innovative assessment resources and how this might impact upon reducing social inequality amongst stakeholder groups.

### **Overview (500 words):**

How can we in different countries facilitate school and teacher professional development programs about assessment with the goal of promoting learning? Which components of the assessment practice can be labelled as global, and in which parts are local and national contexts especially important?

In this workshop we will explore these questions as we explore the role of social, political, digital and also cultural drivers of assessment practices, and how important it is to take account of local and national contexts in professional development programs. How do the drivers interact with the professional development programs, and with different stakeholders and actors in policy?

These drivers exert an impact on the trickle down effect as assessment policy is implemented in the classroom. It is exemplified in the manner in which inter-

national programs of assessment, such as PISA, gain their national versions and are implemented at a classroom level. However, it is by no means a one-way top-down process. As Goodlad pointed out already in the 70s, an intended education policy takes on many unintended forms as is distanced from the policy makers and enters the realm of classroom practice. Feedback and evidence is collected and communicated both ways and there are many intervening activities, such as programmes devised to raise teacher professional competence and increase curriculum understanding. In this workshop, we will also explore the role played by such evidence and feedback, and if changes in assessment policy, supported by professional development, have led to improved outcomes, equal opportunities and social justice.

This workshop therefore focuses in particular upon the drivers which might influence on school and teacher professional development programs about assessment and their success, or lack of:

- Cultural drivers, such as changes in manner in which assessment practice in the classroom increasingly requires the skill to collect, use and inform practice through large sets of school and classroom generated data (i.e. Learning analytics)
- Political drivers such as nationally funded programs to raise teacher assessment competence through professional development.
- Social drivers such as the parental driven expectation that all teachers should have or acquire through professional development up-to-date numeracy/mathematics and literacy skills.
- Digital drivers, such as using MOOCs in teacher professional development, either in fully online/facilitator independent mode or in blended mode.

In the workshop we will explore a number of cases including MOOCs and teacher professional development in mathematics. Participants are invited to bring their own cases for discussion. They will have the opportunity throughout the day to make reference to and present their cases in a supportive and responsive setting, such that they obtain feedback from all present. They are encouraged to bring one-two page written summaries of their cases for distribution to other participants and conveners on the day.

### **Preparation for the workshop:**

Develop a short 5-10 minute verbal/visual presentation of your experiences in this topic for use during the workshop

As background reading the facilitators of the workshop suggest the following two articles as pre-reading. They will both be distributed directly to the names participants by the conveners of this session. The first reading is on assessment

developments in Norway, the second on a country further afield, namely Singapore with a policy the designed to introduce alternatives to the exam based culture:

- Therese N. Hopfenbeck, María Teresa Flórez Petour & Astrid Tolo (2015) Balancing tensions in educational policy reforms: large-scale implementation of Assessment for Learning in Norway, *Assessment in Education: Principles, Policy & Practice*, 22:1, 44-60

- Christina Tong Li Ratnam-Lim & Kelvin Heng Kiat Tan (2015) Large-scale implementation of formative assessment practices in an examination-oriented culture, *Assessment in Education: Principles, Policy & Practice*, 22:1, 61-78

### Schedule

Time	Session	Presenter
09.00	Coffee and registration	
09.30	Welcome & introductions Outline of the Workshop	Dobson
09.45	How can we facilitate school and teacher professional development programs about assessment with the goal of promoting learning?	Hartberg and Meland
11.00	Break	
11.30	Presentations of cases for discussion.	Participants
13.00	Lunch	
14.00	Cultural, political, social and digital drivers that influence on school and teacher professional development programs about assessment.	Introduction by Dobson. Discussion
15.30	Break	
15.45	Which components of the assessment practice can be labelled as global? In which parts are local and national contexts especially important?	Discussion
16.30	Workshop close	-