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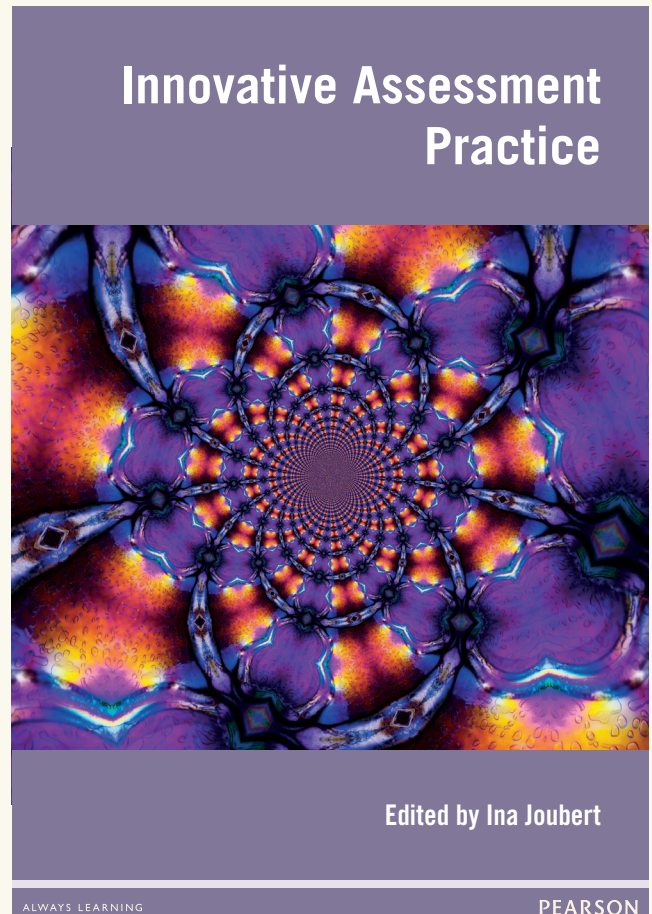
Innovative Assessment Practice

Editor: Ina Joubert

Innovative Assessment Practice is a research-based scholarly book written for higher education researchers and lecturers. It is also a useful resource for all those interested in the diverse nature of assessment. Through the scholarship of teaching and learning, assessment researchers from South Africa and across the globe investigate their own assessment practice with student teachers learning about how to teach in the early years of formal schooling (Foundation Phase).

The way in which student teachers experience being assessed influences their own assessment practice with learners. By challenging the traditional approaches to assessment, the authors of this book argue it is important for student teachers to experience innovative assessment practices to develop the skills and attitudes needed to become responsible assessors.

The editor of the book is Professor Ina Joubert. She is based in the Department of Early Childhood Education in the Faculty of Education, University of Pretoria, South Africa.



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Chapter 1

Towards the scholarship of assessment: a poster presentation assessment project by final year student teachers.

Ina Joubert, Marié Botha, Nkidi Phatudi, Judy Van Heerden, and Annalie Botha (University of Pretoria, South Africa).

Describes an innovative assessment practice with fourth-year Foundation Phase teacher-education students. These students were tasked with designing a poster and a flyer to communicate the findings of their research as well as their constructed practice theory during their teaching practice internship.

Chapter 2

Portfolios as a developmental assessment tool for prospective Foundation Phase teachers – A reflective analysis.

Rinelle Evans (University of Pretoria, South Africa)

Describes the introduction of portfolios not only as a form of formative assessment but as an exercise in organisation, time management, decision making, evaluation and reflective practice – all skills required to successfully administer classroom and curriculum content. Second year undergraduates also peer-mark the final product as part of the compilation of a portfolio a multi-dimensional assessment strategy.

Chapter 3

Opportunities for formative assessment in teacher education for the early years.

Hasina Banu Ebrahim (University of South Africa, South Africa)

Describes a project with teacher-education students doing teaching practice in a disadvantaged context in a school and a Children's Village in order to help prospective teachers understand the diversity of practice. The assessment practice uses formative assessment of service learning during the Early Childhood and Foundation Phase.

Chapter 4

The case of the case study.

Teresa Harris (James Madison University, Virginia, USA)

Describes the use of negotiated assessments to promote student learning and increase risk-taking behaviours among teacher-education students. Using a social constructivist framework and grounded theory approach, the research explores the challenge of dealing with teacher-education students who perform to please lecturers and to get high marks rather than focusing on their own personal meta-learning.

Chapter 5

Authentic assessment in early childhood teacher education: a case of generating intercultural understandings of displaced children and families.

Ann Farrell (Queensland University of Technology, Australia)

Describes an inter-cultural case study of authentic assessment conducted during a four-year early childhood teacher-education programme at an Australian university. It explores the experience of teacher-education students teaching young children of refugee or asylum seekers displaced by transnational migration.

Chapter 6

Assessment practices and student learning: a case study of student teachers in South African universities.

Ndileleni Mudzielwana (University of Venda, South Africa)

Explores the assessment practice of a number of Higher Education institutions in South Africa. Using social constructivist theory, it looks at the assessment problems faced by lecturers and teacher-education students and suggests strategies for how to improve them.

Chapter 7

21st Century learner-centred assessments in teacher preparation.

Rhonda Bondie (Fordham University, New York, USA)

Explores the use of learner-centred assessment to measure the development of instructional competences in a teacher-preparation programme. Using technology to create assessments through the Project REACH digital teaching platform, the aim is to both measure and further the learning of teacher-education students through learner-centred assessment practice.

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