

Active Learning THROUGH Formative Assessment



Shirley Clarke

 **HODDER**
EDUCATION

Active Learning Through Formative Assessment

Shirley Clarke



Active Learning Through Formative Assessment:

Active Learning Through Formative Assessment Shirley Clarke, 2008 Shirley Clarke's latest book following her hugely popular *Formative Assessment in Action* 2005 puts formative assessment within the context of active learning maximising pupil engagement effective dialogue and reflective thinking and is packed with practical advice and examples from early years to secondary across all subjects Central to the whole process of using assessment for and as learning is the way in which pupils become involved in all learning and assessment processes the explanations and classroom examples in this book demonstrate why and how to do it Drawn from across the age range and all subjects they exemplify effective learning objectives clear success criteria talk partner techniques effective questioning quality discussion with pupils and self and peer evaluation of work New themes include how to develop a growth mindset so that pupils enjoy challenge rather than avoid it for fear of failure how popular strategies such as thinking skills and building learning power complement formative assessment advice on current national expectations for summative assessment and planning with key skills Shirley also explains how to set up your own action research learning team in an individual school a cluster of schools or any other educational setting and how best to support classroom teachers in their journey through the culture and practice of formative assessment Down to earth practical and direct this book gives busy teachers the essential how to information they need with clear principles and theory to underpin the wealth of practical advice and examples Publisher's website [Enhancing Learning through Formative Assessment and Feedback](#) Alastair Irons, Sam Elington, 2021-08-25 Assessment is a critical aspect of higher education because it has a range of powerful impacts on what staff and students do and how universities operate Underpinned by relevant theory and practical advice this fully updated new edition takes into account the changing expectation of students in the context of an increasingly complex and shifting higher education environment to promote the role of formative assessment and formative feedback and its impact on shaping the student learning experience Presented through the lens of contemporary perspectives empirical evidence and case studies across a broad range of subject disciplines this new edition aims to encourage teaching and support staff to focus on the promotion of student learning through designing and embedding high impact formative assessment processes and activities Key content covers the theoretical and philosophical aspects of formative assessment and formative feedback the learning environment in which students undertake their learning activities helping teachers develop appropriate formative assessment and provide effective formative feedback the impact of formative assessment and formative feedback activities have on learning teaching and assessment design as well as on the academic workload of tutors the contemporary issues and challenges currently driving research into formative assessment the use of technology in formative assessment and how different tools and technologies allow for the provision of effective and efficient formative feedback the benefits of understanding how students respond to formative assessment and formative feedback as an opportunity to review the effectiveness of the teaching and learning

methods and techniques the integral role of formative assessment and formative feedback plays in postgraduate research settings and how innovations in formative assessment and feedback inform key developments in large scale assessment change Aimed at both experienced and early career practitioners in higher education this text is ideal reading for educators who wish to see a movement away from a higher education system driven by summative assessment to one where a more holistic approach to education positions learning standards rather than measurement and grades as central to effective assessment and crucially to return to a focus on student learners

Enhancing Teaching and Learning through

Assessment Steve Frankland, 2007-10-16 Assessment is the daily life of a teacher designing plans setting questions giving feedback and grading are all activities that teachers undertake on a regular basis This book provides a practical guide on the effective use of assessment It includes the use of assessment tools and pedagogical design that help students deepen their learning Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students learning

The Mobile Course Design Journey Alex Rockey, 2023-10-11 The Mobile Course Design Journey provides practical strategies to college and university educators and faculty support professionals looking to develop accessible mobile learning experiences Given the near ubiquity of mobile device ownership today creating courses that can be completed entirely on a mobile device is essential to captivating student attention and supporting equity minded pedagogy This book frames effective mobile design within a continuum in which educators can make gradual yet meaningful changes to their instruction and course content while leveraging learners existing tools and literacies Original ready to use features such as a rubric for evaluating the mobile friendliness of course content and assignments as well as a toolkit for leading workshops on mobile design will further help to demystify mobile learning in higher education

Promoting Active Learning through the Flipped Classroom Model Keengwe, Jared, 2014-01-31 This book focuses on an in depth assessment on strategies and instructional design practices appropriate for the flipped classroom model highlighting the benefits shortcoming perceptions and academic results of the flipped classroom model Provided by publisher

Active Learning in Higher Education Wendy Garnham, Isobel Gowers, 2023-02-09 This insightful new book explores perspectives on active learning as creative discovery conceptualisations of active learning spaces and transitions from theoretical approaches to active learning practice It draws on the experiences of academics learning technologists and clinical practitioners and invites the reader to think about our conceptualisations of active learning and to move beyond mere demonstrations of its effectiveness With contributions from academics and NHS practitioners this publication will make a unique contribution to the literature that increasingly points to the value impact and reach of active learning pedagogy It importantly addresses the need for active learning highlighting some of the many theoretical issues that active learning raises through three broad lenses The idea of active learning as creative play The use of theoretical models in designing active learning The transition from active learning theory to practice Aimed at anyone with an interest in active learning as a

pedagogical approach Active Learning in Higher Education provides a starting point for further discussion and development of pedagogical theory becoming an essential read for educators school leaders as well as researchers in the field of education

Learning Through Practice Mason Ross, AI, 2025-02-22 Learning Through Practice argues that actively engaging with material through hands on practice and experiential learning is crucial for effective knowledge acquisition and long term memory retention The book explores the cognitive and educational psychology behind why doing solidifies understanding more effectively than passive methods Did you know that kinesthetic learning which involves physical activity can significantly enhance memory encoding Or that immediate application of knowledge boosts motivation and strengthens neural pathways The book uniquely integrates theoretical insights from psychology and education providing educators with a framework for incorporating experiential learning into classrooms with practical strategies and examples Beginning with foundational concepts like active recall and embodied cognition it progresses through the psychological basis of learning by doing evaluations of various experiential learning models and practical applications across educational settings This approach emphasizes active participation over traditional rote memorization a vital shift considering the need for adaptability in today's world The book's exploration of active learning highlights its impact on cognitive development memory retention and curriculum development By examining empirical studies and case studies Learning Through Practice offers a guide for educators and learners alike to implement active learning strategies and educational techniques Ultimately it advocates for a move towards educational models that prioritize engagement and hands on practice

The Primary English Encyclopedia Margaret Mallett, 2012-05-23 Do you know your diphthongs from your digraphs Are you au fait with all the main reading programmes published in the UK And can you really tell the difference between a legend a myth and a fable If you have any doubt about saying yes to any of these questions fear not the answers are all in The Primary English Encyclopedia This fantastic resource contains such a comprehensive coverage of literacy topics that it will undoubtedly become one of the most regularly consulted titles on your bookshelf Literacy Time Plus This user friendly encyclopedia explains concepts aims and current requirements in all aspects of the primary English curriculum and is an invaluable reference for all training and practising teachers Now in its fourth edition entries have been updated to take account of new research and thinking and now reflect the requirements of the new Primary National Curriculum and particularly The Communication Language and Literacy Development element The approach is critical but constructive and supportive of the reflective practitioner in developing sound subject knowledge and good classroom practice The encyclopedia includes over 600 entries including new entries on English in the Early Years bilingualism SEN the use of the internet synthetic phonics and many more short definitions of key concepts succinct explanations of current UK requirements extended entries on major topics such as speaking and listening reading writing drama poetry bilingualism and children's literature input on new literacies and new kinds of texts for children discussion of current issues and some input on the history of English teaching in

the primary years gender and literacy important references for each topic advice on further reading and accounts of recent research findings a Who's Who of Primary English and lists of essential texts updated for this new edition This encyclopedia will be ideal for student teachers on BA and PGCE courses preparing for work in primary schools and primary school teachers

Visible Learning for Teachers John Hattie, 2012-03-15 In November 2008 John Hattie's ground breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence based research into what actually works in schools to improve learning *Visible Learning for Teachers* takes the next step and brings those ground breaking concepts to a completely new audience Written for students pre service and in service teachers it explains how to apply the principles of *Visible Learning* to any classroom anywhere in the world The author offers concise and user friendly summaries of the most successful interventions and offers practical step by step guidance to the successful implementation of visible learning and visible teaching in the classroom This book links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation interpreting learning and feedback during the lesson and post lesson follow up offers checklists exercises case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation curriculum meta cognitive strategies behaviour teaching strategies and classroom management *Visible Learning for Teachers* is a must read for any student or teacher who wants an evidence based answer to the question how do we maximise achievement in our schools

Leadership in Diverse Learning Contexts Greer Johnson, Neil Dempster, 2016-04-29 This book presents the outcomes of research and practical endeavour in some of the diverse contexts in which learning takes place classrooms schools professional development settings community projects and service sector agencies It invites the reader to engage with two related questions of contemporary concern in the leadership field What can we learn about the important influence of different contexts on leadership practice and how are people brought together as collective human agents in different patterns of distributive leadership In doing so this collection emphasises three of the critical concepts at play when leadership is viewed not as position but as activity The three concepts are purpose context and human agency When this view of leadership is understood it is always about achieving shared goals with people power no matter the circumstances in which they are gathered together

The Emerald Handbook of Active Learning For Authentic Assessment Eliseo Vilalta-Perdomo, Alessandra Scroccaro, David Ernesto Salinas-Navarro, Rosario Michel-Villarreal, 2025-04-25 Written by teachers for educators and researchers *The Emerald Handbook of Active Learning For Authentic Assessment* presents a series of insights that teachers may use to conceive design execute and develop active learning experiences for authentic

assessment that will enrich students learning experiences *Outstanding Formative Assessment: Culture and Practice*
 Shirley Clarke, 2014-07-25 Best selling author Shirley Clarke provides a wealth of high quality ideas practical strategies
 classroom examples and whole school case studies for teachers in primary and secondary schools The most comprehensive of
 Shirley Clarke s titles includes extensive examples and realia in full colour The book is clearly structured around the ways in
 which teachers actually teach with QR coded web video clips to illustrate key points in action Helps teachers create an
 environment for pupils to be active learners constant reviewers and self assessors Ensures teachers start and finish lessons
 effectively by initially establishing their prior knowledge and capturing their interest and finally encouraging pupil reflection
 to find out what has been learnt and what still needs to be developed Develops learning by helping children articulate their
 understanding and focusing on constant review and improvement Focuses on whole school development including lesson
 study assessment policies and stories from outstanding schools Chapters include 1 Laying the foundations 2 Effective starts
 to lessons 3 Developing the learning 4 Effective ends to lessons 5 Whole school development **Talk for Writing in**
Secondary Schools, How to Achieve Effective Reading, Writing and Communication Across the Curriculum
(Revised Editi On) Julia Strong, 2020-08-26 Talk for Writing developed by Pie Corbett and supported by Julia Strong is a
 proven approach to teaching writing that is engaging and motivating for students and teachers alike Building on best
 practice this practical guide takes you step by step through how to establish quality written communication across the
 secondary curriculum It can be used as a handbook by a literacy coordinator to lead the approach as well as being a source
 of practical ideas for each subject area Every teacher can help students internalize the pattern of language of their subject
 through focused talk activities related to exemplar text This enables students to independently generate the sentence
 patterns and structures that are key to effective communication in any subject Julia Strong puts the experience of the learner
 at the centre By establishing some consistent approaches across the curriculum the learner can see how what they learn in
 one area can be transferred to support learning in another The approach progressively builds up students linguistic
 competence involving them in co constructing the next steps they need to take to make progress This practical resource
 offers Wide range of examples from all subject areas with a particular focus on science Online Learning Centre with training
 session with teachers showing Talk for Writing in action suitable to use on training days to help introduce and embed the
 approach Over 80 customisable handouts downloadable from the Online Learning Centre Customisable PowerPoint slides to
 train all staff in the approach Thoroughly grounded in the principles of formative assessment Talk for Writing if
 systematically applied across the curriculum really can turn secondary students into powerful communicators Try it it works
 Silent classrooms do not lend themselves to progress the Foreword to this important new book reminds us What follows is an
 exceptionally well informed and practical guide to how high quality talk can lead to high quality writing I strongly
 recommend it for all teachers across all subjects Geoff Barton Headteacher of King Edward VI School Suffolk UK author and

speaker **Reflective Teaching in Schools** Andrew Pollard, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, Steve Higgins, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, Mark Winterbottom, Mary Anne Wolpert, 2018-11-29 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in both primary and secondary settings For this new edition Andrew Pollard has worked with the same core author team to bring you expert guidance from top practitioners in the form of a text that is both cohesive and that continues to evolve to meet the needs of today's teachers It is designed for trainees whether in universities or schools such as School Direct SCITT *Reflective Teaching in Schools* uniquely provides two levels of support practical evidence based guidance on key classroom issues including relationships behaviour curriculum planning teaching strategies and assessment evidence informed principles and concepts to help you continue developing your skills New to this edition 10 Lesson Study cases illustrate the impact this approach can have on classroom teaching whether in a city Primary School or rural Secondary Academy 10 Toolkit Evidence summaries based on the Sutton Trust EEF Teaching and Learning Toolkit cover topics like collaborative learning New Reflective Activities and guidance on Key Readings at the end of each chapter Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching.co.uk provides a treasure trove of additional support It now includes a new chapter on mentoring a glossary to help decipher the difference between IEP and LAP and much more *Designing and Using Performance Tasks* Tracey K. Shiel, 2016-09-14 Stretch student thinking with performance based tasks With the continual increase of high stakes assessments also comes the surge of professional development on designing performance based tasks Providing step by step insights this book shows you how to incorporate performance tasks as a tool to teach monitor and extend student learning If you're ready to stretch your students thinking grab a copy of this how to guide to help you Make instructional decisions based on student performance of learning tasks Incorporate learning progressions as an integral part of planning performance tasks Close the knowing doing gap by focusing on considerations for successful implementation **Unlocking Speaking and Listening** Pamela Hodson, 2011-10-07 Speaking and listening are key elements of the primary English National Curriculum they are also fundamental to children's language development and learning The need for teachers to develop children's talk in its own right and also to use talk as a means of learning is central to effective primary practice yet it is an area in which teachers often have little confidence The contributors offer creative and practical advice on teaching speaking and listening from the early years through Key Stages 1 and 2 underpinned by theory into the approach from publisher description *Assessment, Testing, and Measurement Strategies in Global Higher Education* Railean, Elena Aurel, 2020-01-03 Teachers assist students in order to gain data and to determine whether the instructional objectives have been met Usually the assessment process takes place as part of ongoing learning and teaching periodically and at key transitions The term assessment refers to the wide variety of methods procedures and tools used to determine what students know learn and how they apply knowledge in concrete situations

Assessment Testing and Measurement Strategies in Global Higher Education is a comprehensive synthesis of correlations between assessment testing and measurement in the context of global education. It analyzes the impact of educational technology on learning analytics challenges of rapidly changing learning environments and computer based assessment. Featuring an assortment of topics such as educational technologies risk management and metacognition this book is optimal for academicians higher education faculty deans performance evaluators practitioners curriculum designers researchers administrators and students.

The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants Wendy Spooner, 2010-11 Accessibly written with the needs of trainee teachers and Higher Level Teaching Assistants in mind this new edition of Wendy Spooner's popular SEN Handbook provides an up to the minute introduction to key issues. Student teachers and teaching assistants will find the case studies and vignettes invaluable as they bring these issues to life and present important opportunities for reflection on how these issues relate to practice. Core standards for teachers QTS and HLTA qualifications are highlighted enabling the reader to understand exactly what is expected of them and how to achieve it. Coverage includes self assessment of your own attitudes towards SEN issues legal definitions and current legislation and guidance identification assessment and support for children with SENs across the Key Stages issues of inclusion and exclusion a range of teaching approaches and strategies school based training and SEN issues that may arise further reading websites and resources lists. Practical and comprehensive this is an invaluable resource for all teaching professionals working towards providing inclusive learning environments.

Foundations of Primary Teaching Denis Hayes, 2013-06-17 Presenting a detailed introduction to all aspects of teaching within the primary school this new edition has been updated with new material on inclusion SEN legal issues ICT and teaching assistants.

A Practical Guide for Nurse Practitioner Faculty Using Simulation in Competency-Based Education Pamela R. Jeffries, Pamela Slaven-Lee, 2024-01-09 Authored by expert simulation researchers educators nurse practitioner faculty and clinicians A Practical Guide for Nurse Practitioner Faculty Using Simulation in Competency Based Education looks at topics related to simulation design development and implementation for nurse practitioner and other graduate level nursing programs.

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