



Assessment for Learning in Geography

Susan Caldis

President, GTANSW

Secretary, AGTA

Assessment for Learning (AfL) in a Geography classroom

How can we make it happen in a meaningful way?

Outline of workshop

- Introduction
- Workshop summary
- Aims
- Defining assessment for learning
- Exploring assessment for learning
- Working with assessment for learning
- Key resources & plenary
- Evaluation

Introduction

Workshop summary

- This workshop focuses on the importance of Assessment for Learning (AfL) overall and then more specifically its application to a Geography education context. Throughout the workshop, the relevant literature will be explored; and in response to this, effective AfL strategies suitable for use as part of a whole school, faculty and/or classroom approach, will be identified shared and discussed.
- <http://www.education.vic.gov.au/PublishingImages/school/teachers/support/forofas.jpg>

Aims



Three from me

- Reflective, honest and constructive discussion
- Geography in the context of AfL practices
- Practical examples of benefit to student learning

Three from you

- *Please contribute*

Defining AfL –

what does it mean to me and my context?

Individual reflection

- Working definition
- Typical assessment schedule for a Stage 4 Geography class
- Other

Shared understanding

- *As a result of discussion*

overall
subject
specific

Quality Assessment

school based
higher education based

Formative

Summative

Fit for
purpose

Constructive
alignment

Reliable

Valid

peers
teachers

Feedback

timely
constructive

Student

parent

teacher

faculty

school

community &
other stakeholders

Assessment for Learning

Geography

THINGS THAT MATTER.
WATER MANAGEMENT

Geography

THINGS THAT MATTER.
HUMAN RIGHTS

Geography

Exploring AfL –

what are the principles of AfL?

how can they work for me and my context?

Individual reflection

- Key messages from the reading & video
- http://youtu.be/kpTB_UjUsT4

Shared understanding

- *As a result of discussion*

Assessment for Learning

- a process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go in their learning and how best to get there.
- formative, diagnostic tool for students and teachers

Assessment for Learning in Geography

1. Effective planning by the teacher
2. Feedback - ^{for the teacher from students}
 - ^{for the student from teachers}
3. Formative approaches
4. Peer and self assessment
5. Professional development of staff
6. Student centred learning and learner autonomy

Working with AfL –

how can my work better reflect evidence based practice in a typically summative valued arena?

Individual reflection

- Return to the assessment schedule and consider the above question in the context of the role of fieldwork, inquiry and skills

Shared understanding

- As a result of discussion*

Key Resources & Plenary

- Caldis, S. (2014). Assessment for learning in the geography classroom – Can we bring about change to reflect evidence based practice? *Geography Bulletin* 46(3), 41-45.
- Gardner, D., AESIG, the Education Group. (2014). Assessing without levels GA, *The magazine of the Geographical Association* 28, 26-27.
- Killen, R. (2005). *Programming and Assessment for quality teaching and learning*. Cengage.
- Klenowski, V., and Wyatt-Smith, C., (2014). *Assessment for Education*. Sage.
- Lambert, D. and Balderstone, D. (2010). *Learning to teach Geography in the secondary school, 2nd edition*. Chapter 10. Routledge.
- Taylor, T., Fahey, C., Kriewaldt, J., Boon, D. (2012). *Place and Time: Explorations in teaching Geography and History*. Chapter 14. Pearson.
- www.edutopia.org/blog/dipsticks-to-check-for-understanding-todd-finley?utm_source=twitter&utm_medium=post&utm_campaign=blog-dipsticks-to-check-for-understanding-image-repost
- <http://theconversation.com/exams-might-be-stressful-but-they-improve-learning-35614>
- starrsackstein.com/category/giving-feedback-no-grades-classroom

Evaluation

skcaldis@gmail.com or susan.caldis@students.mq.edu.au

I really liked....

I would have preferred if....

A take-away for me is....

Something else I would like to mention....



Thank you for your
interest & participation
in this session

**Please feel free to tweet about this
workshop:**

@SusanCaldis

@LouiseSwanson

#AGTANZ2015

#geographyteacher