|  |  |
| --- | --- |
| TITLE | Module 6: Assessing Learning in a Flipped Classroom: Evaluation and Refinement of the Implementation Process  Unit 6.2: Developing Effective Formative Assessment Strategies |
| KEYWORDS (META TAG) | Formative Assesment, Time-Management, oral feedback, written feedback, self-reflection |
| LANGUAGE | Englisch |
| OBJECTIVES / GOALS / LEARNING OUTCOMES | * L.O1: To describe the characteristics of formative assessments * L.O2: To practice formative assessments as a vehicle for providing feedback * L.O3: To compose formative assessment strategies on an ad hoc basis |
| CONTENTS IN BRIEF | * Importance of formative assessment in flipped classroom learning * Objectives of formative assessment * Types of formative assessment * Importance of feedback * Promotion of self-reflection through formative assessments * Regular review of learning progress * Use of technology for formative assessment in flipped classroom learning * Importance of flexibility in the development and adaptation of formative assessment strategies * Documentation for formative assessment * Time management in the context of formative assessments - 4 key aspects |
| GLOSSARY ENTRIES | **Formative Assessments**  Formative Assessments are Assessments for Learning. They are used as a method of teaching as well as a method of providing feedback and making interventions. Rather than formative tests, it is a continuous formative process, which follows the student along the curve of their learning journey. |
| * BIBLIOGRAPHY AND FURTHER REFERENCES | * American University (2020, December 15). Understanding the Digital Divide in Education. Retrieved from: https://soeonline.american.edu/blog/digital-divide-in-education/ * Bloom’s Taxonomy (n.d.). What is Bloom’s Taxonomy? Retrieved from: https://bloomstaxonomy.net/#:~:text=Bloom's%20Taxonomy%20is%20a%20hierarchical,the%20end%20of%20the%20course * Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. International Society for Technology in Education. * Tucker, B. (2012). The Flipped Classroom. Education Next, 12(1), 82-83. * Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. Learning Environments Research, 15(2) * Formative Assessment: Bewerten um des Lernens Willen, Lehrende der Zukunft, bpb.de, <https://www.bpb.de/lernen/digitale-bildung/werkstatt/255718/formative-assessment-bewerten-um-des-lernens-willen/> * IBBW\_WU5\_Formatives Feedback (kultus-bw.de), <https://ibbw.kultus-bw.de/site/pbs-bw-new/get/documents/KULTUS.Dachmandant/KULTUS/Dienststellen/ibbw/Empirische%20Bildungsforschung/Programme-und-Projekte/Wirksamer_Unterricht/IBBW_WU05_FormativesFeedback_Web.pdf> * American University (2020, December 15). Understanding the Digital Divide in Education. Retrieved from: <https://soeonline.american.edu/blog/digital-divide-in-education/> * Khalil, R. M. R., & Fahim, S. S. (2016). Assessment as a Learning Tool in a Flipped English Language Classroom in Higher Education. Arab World English Journal, December 2016, ASELS Annual Conference Proceedings, 4-19. Mohammed V University of Rabat, Morocco. * McCallum, S., & Milner, M. M. (2020). The effectiveness of formative assessment: student views and staff reflections. Assessment & Evaluation in Higher Education, DOI: 10.1080/02602938.2020.1754761 * Hattie J., Timperley H. (2007, March) The Power of Feedback. Review of Educational Research, 77:1, pp. 81-112, Retrieved from: <https://www.columbia.edu/~mvp19/ETF/Feedback.pdf> * Higgins, R., Hartley, P., & Skelton, A. (2002). The conscientious consumer: Reconsidering the role of assessment feedback in student learning. Studies in higher education, 27(1), 53-64 * Shields P. (2020, May 21). The Psychology of Grinding in Video Games. Seasoned Gaming. Retrieved from: <https://seasonedgaming.com/2020/05/21/the-psychology-of-grinding-in-video-games/> * The Decision Lab, (n.d.). Why do we have a harder time choosing when we have more options? Retrieved from: https://thedecisionlab.com/biases/choice-overload-bias * Vasquez V. (n.d.). Lowering the Affective Filter for English Language Learners Facilitates Successful Language Acquisition. Collaborative Classroom. Retrieved from <https://www.collaborativeclassroom.org/blog/lowering-affective-filter-facilitates-language-acq/>   **Useful Resources :**   * Asana Project Management Tool: <https://asana.com/> * Jira Project Management Tool: <https://www.atlassian.com/software/jira?&aceid=&adposition=&adgroup=140479881486&campaign=18442480203&creative=663390759269&device=c&keyword=jira&matchtype=e&network=g&placement=&ds_kids=p73335832032&ds_e=GOOGLE&ds_eid=700000001558501&ds_e1=GOOGLE&gad_source=1&gclid=CjwKCAiA_tuuBhAUEiwAvxkgTgZnC6_JqakMwBgb0g_GRMOYerTH9WwwphKWI2hyBwGengfNjgfolBoCpDIQAvD_BwE&gclsrc=aw.ds> * Miro Tutorial: 6 Essential Feature For Remote Workshops: <https://www.youtube.com/watch?v=-6AacVZO37k> * WATA (Web-based Assessment and Test Analysis) - is a system developed for an engine for teachers to administer and manage testing, an engine for students to apply tests, and an engine for generating test results and analyses for teachers. If you are interested in learning more, check the resource in this link: <https://www.researchgate.net/publication/227605342_Web-based_Assessment_and_Test_Analyses_WATA_system> |
| RELATED MATERIAL AND REFERENCE LINK (I.E. YOUTUBE VIDEOS) | Here we add your pdf |
| RELATED PPT | Here we add the ppp |