Teaching Assessment and Learning Planning in Education

Posted on March 6, 2018

View this essay online:
https://academic-master.com/teaching-assessment-and-learning-planning-in-education/

Assignment Brief

Task 1

According to Greener (2010), one of the core responsibilities of a lecturer is to ensure that students are able to grasp the key concepts discussed in the classroom. The teacher is also responsible for ensuring that the lecture delivered to the students is in accordance with their requirements. The lecturer should carry out an initial assessment that helps in understanding their requirements. In addition to the lecture, the course reading material should also be in accordance with the learning needs of students. Another core responsibility of the lecturer is to ensure timely feedback is provided to the learners. The teacher should also encourage students to participate in the classroom. This provides them the opportunity to discuss their concerns.

1.2

It is important for a lecturer to maintain both personal and professional boundaries when delivering the lecture. According to the regulatory requirements, it is important for teachers to develop the knowledge and skills of students as per the university requirements. It is also important for teachers to provide opportunities to structure their own learning. Teachers should take into account the prior knowledge and background of students when planning teaching activities. In addition to this, teachers should also endeavor to establish a bond with students.

1.3

Ylonen and Norwich (2013) argued that it is important for a lecturer to maintain both personal and professional boundaries. It is important for teachers to maintain appropriate standards. Moreover, it is also important for teachers to fulfill their responsibility. The responsibility of teachers is not only limited to students but also to institutions, other professional roles, and colleagues. The teacher should consider personal and professional boundaries when dealing with students. It is not appropriate to become overfriendly or harsh with students. Teachers should not develop emotional

attachments with students. The emotional attachment could result in bias in assessment. The assessment carried out by teachers should be fair and justified. The students should not be discriminated against on the basis of religious and cultural background.

Task 2

2.1

The identification of the needs of learners is important to create a learning program according to the requirements of students. Wood et al. (2017) highlight that it is important to devise learning programs that suit the requirements of learners. In a classroom, students are from different backgrounds. It is important for teachers to address the needs of students from different backgrounds. One of the methods used to identify individual needs is the initial assessment. The initial assessment helps in understanding the requirements of learners. It is important for the lecturer to ensure that the lecture meets the course requirements.

It is important for teachers to identify the needs of learners so that they can design a course that reflects individual differences. The identification of the individual needs of learners is the first step in the teaching cycle. The identification of needs should be a continuous requirement of the course (Ylonen and Norwich, 2013, pp. 138).

2.2

Lee, Lau, and Yip (2016) believe that the initial diagnostic assessment should be done in order to ensure that the individual learning goals are met. The diagnostic is carried out to assess the current level of skills possessed by students. The initial assessment and diagnostic result in identifying the needs of learners. After identifying initial learning needs, it is important to develop learning plans per the students' requirements.

The initial assessment provides the basis for curriculum planning. It is an important step because it allows teachers and learners to agree on learning goals. The assessment can be carried out using a variety of questionnaires, group work, and quizzes that help determine students' learning stages. In addition to this, diagnostic assessments allow teachers to get the relevant knowledge to gauge the strengths and weaknesses of learners. The information obtained through diagnostic assessment can be used to develop individual learning plans for students (Nganji and Brayshaw, 2017, pp. 310).

2.3

The diagnostic assessment is given to the students at the start of the course. This assessment is used to determine students' existing knowledge. The diagnostic assessment is carried out in the form of

written questions. These questions aim to assess the current knowledge and views of learners. The goal of diagnostic assessment is to get a snapshot of the current standard of students. With the help of diagnostic assessment, students can make sound instructional choices.

Holmqvist, Brante, and Tullgren (2012) discussed that there are different methods of initial and diagnostic assessment. One of these methods is the questionnaire that is distributed among students at the start of the assessment. The questionnaire helps identify the current level of skills possessed by students. The initial assessment helps in the development of customized learning plans. The diagnostic and assessment help develop a plan that is according to the requirements of learners.

2.4

The review timescale is one of the tools used for recording the individual goals of learners. In the first step, the initial assessment is carried out to identify the learning needs of students. The learning plan is developed per the students' requirements in the second step. The oral and written assessment is carried out to determine whether the learners have grasped the concept or not. The review time scale should be used to record students' achievements before and after the learning session.

Task 3

3.1

It is important to create a timetable to develop a scheme of work according to the internal and external requirements. The timetable should determine the time required by learners to grasp the concept. The active scheme of learning helps in addressing missing prior learning. It also includes strategies and time to teach, including assignments and essay writing. Assignments are an important part of the work scheme, and they allow teachers to assess students' skills and learning. The active scheme of work includes assessment proformas and assessment plans. The scheme also consists of tutorials to help students learn in a better manner.

3.2

Durden (2018) believes that the teaching plan involves customized plans that meet the needs of learners. The groups of students should be formed based on their assessment results. The students with similar strengths and weaknesses should be placed in a single group. After this, it is important to offer customized learning programs according to the students' requirements. The students should be provided with opportunities to practice their skills because it allows them to perform better.

3.3

The session plans are developed according to the individual needs of learners. The teaching plan involves consideration of real-life circumstances and situations. As a result of this, learning becomes accessible to learners and trainers. Effective planning provides the opportunity for the implementation of curricula. Lee, Lau, and Yip (2016) pointed out that the planning of teachers involves the development of strategies that meet the learning needs of individuals. The planning does not only consider the literal aspects but also the underlying concepts. Independent learning should be encouraged among learners. The learners are encouraged to start self-study. They can ask relevant questions and avoid confusion. Motivational strategies are also used to improve students' motivation. The positive feedback provided to students results in increasing their motivation level.

3.4

The teaching plans can be adapted by introducing extension sessions for learners who struggle to grasp concepts in the classroom. The learners are given challenging tasks to ensure they reach their maximum potential. A variety of teaching and learning activities can be used to improve concentration. The challenging tasks result in improving the level of concentration (Greener, 2010, pp. 256). To keep the session on track, the timetable can be developed. The development of timetables results in determining whether students are achieving milestones or not. The feedback from learners plays a critical role in improving the quality of evaluation. Feedback from the learners will help in this evaluation. Inclusivity, equality, and diversity can be embedded.

Durden (2018) discussed that it is important for teachers to diagnose and assess the learning goals of each student to develop future progression plans. The skills and achievements of students should be analyzed and correlated with their targets. The analysis allows teachers to understand the requirements of each learner. In a classroom, learners are from different backgrounds; hence, their needs differ. The individual needs of students should be considered when developing a plan for their development. The teacher should not rely on a single learning plan for all learners. In fact, it is important to devise learning plans on the basis of the requirements of learners.

3.5

The self-assessment enables teachers to provide feedback on learning and students' progress. On the other side, it also allows learners to provide necessary feedback to teachers. Self-assessment skills should be developed among learners to enhance their knowledge and skills. The learners' feedback is an important constituent of inclusive learning in the classroom. The peer assessment should also be an important part of the learning plan because it is an important inclusive learning practice. Teachers can provide both formal and informal feedback to learners. Informal feedback can be provided in the middle of different tasks. Lee, Lau, and Yip (2016) reported that the feedback provided to learners

should be constructive. Students should be able to learn about their shortcomings through the feedback. Formal feedback should be provided after the initial assessment as well as at the end of the learning session. The feedback should highlight the positive and negative aspects of students. The informal and formal feedback should be carried out regularly because it helps identify opportunities for growth and development (Yoon, Kim, and Martin, 2016, pp. 322). The teacher should encourage effective assessment to ensure that students become reflective learners. The feedback from teachers is also important because it enables them to develop activities that address individual needs. Feedback from teachers also helps determine whether they can address the needs of learners or not.

Task 4

4.1

In the learning environment, the development and promotion of appropriate behavior are important. The development of appropriate behavior is important to ensure that students help each other and learn from each other's experiences. It is also important to promote appropriate behavior and respect to ensure effective diversity management. The lack of appropriate behavior often results in inequality in the classroom. Therefore, it is important for teachers to ensure that students develop appropriate behaviors. Students should be able to learn from experiences. The teachers should also promote positive behavior because it helps prevent workplace bullying. The teachers should take appropriate action to prevent bullying. Teachers should develop a zero-tolerance policy for bullying. Teachers should ensure that all learners possess a mutual understanding of teachers and classroom expectations.

No learner should be bullied for any reason, and the lecturer should make certain of it. If the lecturer discovers that any learner is being bullied for any reason, immediate action should be taken to stop the bullying (Bates, et al., 2011). The lecturer should also ensure that equal opportunity is given to all learners in terms of learning and moving forward in academics. The idea is to ensure that every learner gets the chance to excel at academics equally and should get equal attention from the lecturer.

4.2

In the classroom, it is important for teachers to take appropriate steps to promote equality and value diversity. Equality ensures all students have the same opportunities (Teo, 2011, pp. 126). The learners should be able to access teachers whenever they need help. On the other side, it is important for teachers to give equal time to every student regardless of differences in age, culture, religion, and other characteristics. The open discussion between students and teachers helps overcome cultural and behavioral differences. Students should be able to value differences when working in groups and teams. When working in teams and groups, it is important for students to

determine the significance of valuing differences. Teachers should provide equal opportunities to every student. Students should be able to discuss their concerns and challenges with the lecturer. On the other side, teachers should provide the required assistance to the students to help them deal with challenges.

4.3

The presence of a safe and inclusive environment is important in classrooms (Brazee, and Lopp, 2012, pp. 156). The importance of an inclusive environment is higher when students are from diverse backgrounds. The inclusive approach to learning ensures that teachers address the needs of every student. The inclusive learning strategy is one in which the teacher ensures that no student is excluded and all learners are treated with fairness. The students should be promoted to work in groups and teams to promote socialization and equality. The development of a suitable learning environment is important for effective learning. Teachers should take steps to improve students' motivation.

A supportive learning environment is task-oriented. It is important for teachers to emphasize the needs of students. Learners' progress should be monitored continuously to develop a comprehensive learning plan. Teachers should strive to manage positive relationships with students. The relationship between teachers and students should be based on mutual understanding. The two-way communication between teachers and students should be encouraged.

Task 5

5.1

Teachers use different teaching and learning approaches to facilitate the learning process. It is important for teachers to select an appropriate learning approach in order to ensure that learners stay actively engaged (Holmqvist, Brante, and Tullgren, 2012, pp. 153). The learning approach used by teachers varies on the basis of course requirements. The environment also has an impact on the effectiveness of the learning approach. Assessment is one of the effective approaches to learning that allows teachers to assess learners. The use of practical activities is an effective approach that allows learners to learn in a practical environment. Another key learning approach is the discussion, which allows learners to input their views and opinions. This learning approach allows teachers to consider the learning preferences of different learners. An important aspect of this learning approach is questioning, which teachers use to assess students' understanding.

5.2

As per Nganji and Brayshaw (2017), verbal communication is used in the classroom for discussion. Verbal communication is effective in terms of providing opportunities for sharing opinions with every student. This mode of communication allows students to learn about the opinions of others and respect them. However, the limitation of this communication mode is that it requires learners to make written notes, which is time-consuming. Another mode of communication is ICT. With the help of ICT, teachers can use PowerPoint slides to deliver lectures. The advantage of this communication mode is that it allows learners to review slides at any time. Another benefit of this method of communication is that the teacher can use images to ensure learners grasp the concept. The use of PowerPoint exposes students to technology.

5.3

Different resources can be used by teachers to suit the individual learning styles. The worksheet is one of the effective resources used to meet learners' needs. The use of worksheets is effective because it allows teachers to adapt the learning method according to the needs of learners. The learners have the opportunity to make notes on sheets. The worksheets can be used individually as well as in groups. Multimedia is also an effective resource for learners. With the help of multimedia, PowerPoint slides are shared with students. The benefit of this resource is that it allows learners to share visuals with learners. Assessment and feedback forms are also effective resources that meet the individual needs of learners. The assessment forms help in understanding the learning requirements of students. Teachers use the feedback forms to highlight the key areas of improvement along with the strengths of every student.

5.4

Different teaching and learning approaches are used to meet the individual needs of learners. Nganji and Brayshaw (2017) discussed that these methods include one-to-one learning, group discussions, group teachings, and others. One of these methods is the case study. The benefit of this approach is that it makes the topic realistic. Another benefit of the case study approach is that it can be performed in groups as well as individually. The case study method is effective because it suits a range of learning preferences. Another approach involves group discussions that allow learners to share knowledge and experiences. The benefit of this approach is that it allows all learners to participate. This learning approach is effective for learners who have oral learning preferences. Presentations are also integrated and interactive learning approaches that facilitate the interactions between learners and teachers. This mode of learning involves using media that makes learning motivating and stimulating. This mode of learning is effective for learners who prefer visual and oral learning. The method is also effective because it allows students to make notes for their learning.

5.5

It is important for teachers to promote equality and diversity in classrooms. For this purpose, it is important to set clear rules related to the behavior of students. The teachers should treat all students with respect. An all-inclusive culture should be developed in classrooms for every student. During classroom discussions, teachers should prevent stereotypes. Another way to demonstrate equality is to ensure that learning materials do not discriminate against anyone. The teachers should adapt learning material when required. Teachers should use various teaching methods because using a standard method is inconvenient for students of different backgrounds.

5.6

The use of technology can be ensured through e-learning (Yoon, Kim, and Martin, 2016, pp. 325). The e-learning methods will increase the awareness of students about the use of technology. In addition to this, e-learning ensures that students can grasp the concept in a better manner. PowerPoint presentations for delivering lectures allow teachers to use a combination of images, audio, and videos. Various teaching methods allow teachers to suit the needs of students from diverse backgrounds.

5.7

Ylonen and Norwich (2013) reported that it is important for teachers to use appropriate language for learners. The teacher should avoid using difficult terms that make it difficult for students to learn. The teachers should arrange special sessions for students who are unable to discuss their concerns in the classroom.

Task 7

7.1

Nganji and Brayshaw (2017) highlighted that the minimum core elements include the basic knowledge and skills of teachers. It is important to be updated on minimum core elements. It is important for teachers to possess the knowledge of minimum core elements that need to be demonstrated in planning and delivering inclusive teaching and learning. The minimum core of teachers can be upgraded through training and development. The minimum core skills can be embedded in inclusive learning through interactive classroom exercises. The use of ICT can also enable inclusive teaching and learning. The ICT allows teachers to use images to explain context and setting. The mind-maps and brainstorming sessions are also effective for inclusive learning. The use of visuals results in making the lecture more engaging. This also results in creating an active learning

atmosphere where students can thoroughly understand concepts taught in the classroom.

7.2

The focus of minimum core elements is to strengthen the delivery of inclusive learning (Durden, 2018, pp. 52). It is important for teachers to provide written and oral tasks to students. The oral and written tasks should be used to assess students. It is also important for teachers to use hand-outs that are related to the concepts taught in the classroom. It is also important for teachers to engage students in classroom discussions. The minimum core elements should be an important part of teaching. It is also important for teachers to demonstrate those skills. It is important for teachers to demonstrate personal skills including communication skills and empathy that allow them to fulfill their role as professional teachers. Four core elements should be applied when delivering inclusive teaching and learning including literacy, language, numeracy, and ICT. The language used by teachers is understandable for all learners. The numeric skills that should be applied include analytical skills. The students should also be provided with the opportunity to make use of their numeric and analytical skills in the best possible manner. The ICT skills that should be used by learners include e-learning. The teachers can demonstrate the use of ICT through the use of multimedia presentations.

Task 8

8.1

When carrying out planning, the key areas that I would focus on include communication skills, time management skills, and emotional intelligence. The purpose of focusing on time management skills is to ensure that all tasks are carried out within the time frame. Effective time management skills enable learners to perform all tasks within the required time frame. The importance of communication skills is higher because teachers are required to communicate with learners on a daily basis. Effective communication between learners and teachers ensures learners can discuss their problems with teachers. Two-way communication in the classroom improves the effectiveness of learning. Emotional intelligence is also an important skill required of teachers. Emotional intelligence is required to understand the emotions of others. For teachers, it is important to control and manage emotions. Hence, it is important for teachers to enhance emotional intelligence skills.

8.2

The areas for improvement include communication and effective planning. For this purpose, I would obtain the assistance of my seniors and peers. I will ask my seniors and peers to observe me in the classroom and note my weaknesses and strengths. I will develop a plan for the future to overcome those strengths and weaknesses. The focus on communication skills will allow me to communicate

effectively with learners. I will also invest time in effective planning to ensure that I enhance my career in the future.

References

Brazee, C. and Lopp, D. (2012). Innovative Learning/Learning Innovation: Using Action Learning Projects to Develop Students' Industry Mindset. *International Journal of Innovation Science*, 4 (3), pp. 155-172

Durden, G. (2018). Improving teacher learning: variation in conceptions of learning study. *International Journal for Lesson and Learning Studies*, 7 (1), pp. 50-61

Greener, S. (2010). Plasticity: The online learning environment's potential to support varied learning styles and approaches. *Campus-Wide Information Systems,* 27 (4), pp. 254-262

Holmqvist, M. Brante, G. and Tullgren, C. (2012). Learning study in pre-school: teachers' awareness of children's learning and what they actually learn. *International Journal for Lesson and Learning Studies*, 1 (2), pp. 153-167

Lee, Y. Lau, K. and Yip, V. (2016). Blended learning for building student-teachers' capacity to learn and teach science-related interdisciplinary subjects: The case of Hong Kong. *Asian Association of Open Universities Journal*, 11 (2), pp. 166-181

Nganji, J. and Brayshaw, M. (2017). Disability-aware adaptive and personalised learning for students with multiple disabilities. *The International Journal of Information and Learning Technology,* 34 (4), pp. 307-321

Teo, T. (2011). Modeling the determinants of pre-service teachers' perceived usefulness of e-learning. *Campus-Wide Information Systems*, 28 (2), pp. 124-140

Wood, K. Jaidin, H. Jawawi, R. Perera, H. Salleh, S. Shahrill, M. and Sithamparam, S. (2017). How and what teachers learn from collaborative professional development. *International Journal for Lesson and Learning Studies*, 6 (2), pp. 151-168

Ylonen, A. and Norwich, B. (2013). Professional learning of teachers through a lesson study process in England: Contexts, mechanisms and outcomes. *International Journal for Lesson and Learning Studies*, 2 (2), pp. 137-154,

Yoon, J. Kim, K. and Martin, L. (2016). Culturally inclusive science teaching (CIST) model for teachers of culturally and linguistically diverse student. *Journal for Multicultural Education*, 10 (3), pp. 322-338