

Case Study: Interactive self-assessment using IT

'Assessment and Learning: Involving the learner'. LSC funded project

**The context:**

Tyne Metropolitan College is a first choice FE College who invests in each learner as an individual, giving them support to find their best progression route and explore their full learning potential. The Foundation Learning Department has recently been recognised by Ofsted as providing outstanding support for learners, excellent teaching, and a good range of provision and as having high retention rates. This is a highly professional department, accustomed to supporting learners with a wide range of needs.

The challenge:

The Personal Development Opportunities programme encompasses a range of experiences to help learners working towards Entry 1 prepare for independence. The learners are introduced to vocational training through enterprise projects, one of which is the running of a tuck shop.

An Initial assessment of learners' money recognition/handling skills is completed and the learners are involved in identifying and negotiating their target to work towards when participating in this enterprise project. A target/review worksheet has been devised to record the target agreed and the learners discuss, at the end of working on the tuck shop, whether or not they have achieved their target or if further consolidation is required.

The learners are, therefore, encouraged to take responsibility for their own learning, however, this reflective process, I feel, does not fully include the learner in a meaningful and memorable way. I therefore, decided to use technology to facilitate self-assessment. I devised a reflective diary for the learners to participate in a drag and drop interactive activity and believe this will be an effective and stimulating opportunity for learners to identify their progression.

What we did:

- Discussed with a team colleague how we could involve the learners to be motivated and engaged in supporting their own self assessment.
- Drafted a reflective diary where the learners discuss and identify individually, in a pair or group, whether the skills used in the enterprise project have been achieved or whether further consolidation is required

- Developed an interactive reflective diary activity using Publisher software to encourage different learning styles eg multi-sensory and visual. The learners reflect on the different skills used whilst working on the tuck shop enterprise project and drag and drop a response under the correct category (activity attached)
- Reflective diary is placed on “Moodle” part of the college’s intranet service. It is a virtual learning environment where learners can access learning materials
- Introduced the activity to enhance the self assessment procedure

The outcomes:

- The learners enjoyed the procedure as it gave them the opportunity to be physically active whilst using the drag and drop technology on an interactive smartboard
- Opportunities given for peer assessment by Tuck Shop Enterprise rota partner and, therefore, encouraged communications between learners
- Learners were motivated by this self assessment activity and keen to discuss how well/not so well they had developed their enterprise skills
- The learners were fully involved in this personalised self-assessment procedure
- Reflective diary formed a visual resource for reference to enhance the self assessment procedure
- Improved communication and confidence by the learner when self-assessing

The impact:


- A stimulating opportunity for the learners to learn through IT and discussions to encourage the setting of a new target
- Development of this interactive activity has enhanced my own IT skills
- Interactive assessment developed through the reflective diary for learners to take ownership of their own performance and participate in their review
- Learners involved in their personalised self-assessment process and can readily identify how this relates to the enterprise project and how they can improve
- Learners can recognise and celebrate what they have done well and the progress made.
- The reflective diary is being actively used within the enterprise project sessions
- Learners Identify areas for improvement in a non-threatening way
- This self-assessment has given learners the ability to reflect in an interactive, enjoyable and trusting environment

What Next:

As a result of my attendance at the CETTIL Conference “There’s no technology in inclusion or is there?” I am developing my “flip a video” skills and intend to video the learners actually working on the tuck shop to encourage and enhance their self-assessment skills further.

Supporting documentation:

- Example of Targets/review worksheet, example of a reflective diary,

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TARGET/REVIEW TUCK SHOP ENTERPRISE

Namedate

My target for this session is:

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.....

.....

I **have met** my target



I **need more** practise



I **have not met** my target



What did you do well/not so well when working on the tuck shop enterprise project

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.....

.....

.....

Tutor/support Date

Reflective Diary - Enterprise Project

Student name

Date

Identify the skills you have used in the Enterprise Project and discuss how well/not so well you feel you have achieved. This will inform your target setting process.

Verbal assistance Further Practise Achieved

Communicate				
Work with others				
Match coins				
Add up				
Give change				
Customer service				