

Assessment

3rd Annual Australian Islamic
Schooling Conference

Muhammad Abdullah



University of
South Australia

Centre for Islamic
Thought & Education

REVIVAL | EMPOWERMENT | INTERCONNECTEDNESS

July 11, 2018

The traditional Muslim world is a rainbow, an extraordinary patchwork of different cultures, all united by a common adherence to the doctrinal and moral patterns set down in Revelation. Put differently, Revelation supplies parameters (hudud) rather than a complete blueprint for the details of cultural life. *Abdul Hakim Murad*

A Prophetic Pedagogical Framework

Building Relationships

Relevance

Deep Knowledge (What and Why)

Deep Understanding (How)

Differentiation

Engagement

Authenticity

Language Precision

Memorisation as a key

| ELEMENTS | FEATURES | | | | |
|---|---|--|---|---|---|
| BUILDING RELATIONSHIPS | | | | | |
| Respect of others Humility Individual not shamed | All classroom members feel comfortable to take risks because there are no put downs | Classroom input is presented without ostentation while counter arguments and discussions are conducted calmly addressing the issues and not the individual | All classroom members feel they may contribute if they wish to do so | A person's silence or deference to another's knowledge is respected | If a lack of respect is displayed by an individual he or she immediately acknowledges it and apologises where appropriate |
| Patient | Students are given time to consider their responses | Students are given time to self-correct | Contributors are not interrupted. Each waits their turn | Opportunity for understanding is given to those who are slow to grasp a point or concept | Classroom members are not angry with or sarcastic towards a person who makes a mistake |
| Just to both/all parties i.e. In accordance with evidence without questioning intent Good expectation and interpretation of others behaviour | Clear and consistent consequences for inappropriate behaviour for all classroom members | The inappropriateness of a behaviour is addressed and solutions sought without condemnation of the individual | A teacher who notices an instance of inappropriate behaviour does not immediately jump to conclusions | All parties involved in an incident are given fair and equal opportunity to explain their perspective | A student is not labelled or stereotyped for any reason. All students are and feel accepted |
| Relates to peoples environment and experience Concern for the welfare of the individual | Classroom members value others' life experiences | Classroom members value others' perspectives | Classroom members feel their circumstances are understood and given proper consideration | Classroom members listen to each other's concerns | Practical solutions are sought for classroom issues through class discussion |

| | | | | | |
|---|---|---|---|--|---|
| RELEVANCE | | | | | |
| <p>Relates to peoples' environment and experience</p> <p>Relevant material for listeners</p> <p>Use of stories and examples of others</p> <p>Responsive to circumstances</p> <p>Careful use of own and others questions</p> | <p>Examples are used that readily facilitate investigation and understanding of difficult concepts.</p> | <p>The structure of the stories facilitates understanding even if some aspects are outside the direct experience of the listeners</p> | <p>The stories of previous peoples used to illustrate relevant points for the listeners. This permits sensitive issues to be dealt with more explicitly</p> | <p>Flexible presentation whereby changed circumstances are utilised to give a more relevant learning experience</p> | <p>Questions and answers are used as teaching aids to focus and emphasise relevant points</p> |
| DEEP KNOWLEDGE | | | | | |
| <p>What and Why</p> | | | | | |
| <p>Direct and indirect indications to deeper knowledge</p> <p>Brief but encompassing information</p> <p>Readily accepts suggestions</p> | <p>The reasons for studying topics and the information within them is coherent</p> | <p>Lessons are coherent and facilitate students' access to deep knowledge and the different aspects of a topic</p> | <p>Students develop a deep knowledge of a topic's links with other topics and its place within the broader body of knowledge</p> | <p>Students' constructive suggestions are encouraged and readily accepted</p> | <p>Students learn to extrapolate logical corollaries and conclusions from a wide body of knowledge</p> |
| DEEP UNDERSTANDING | | | | | |
| <p>How</p> | | | | | |
| <p>Direct and indirect indications to deeper understanding</p> <p>Broadens/deepens understanding</p> | <p>Lessons are coherent and facilitate students' access to and deep understanding of the spiritual significance of all aspects of a topic</p> | <p>Students develop a deep understanding of a topic and its spiritual links with other topics</p> | <p>Students learn to extrapolate practical implications of the topic's spiritual significance</p> | <p>Students learn to be conscious thinkers able to rigorously examine their own intentions</p> | <p>Students' spiritual development is manifest in their understanding and implementation of their responsibilities as members of their community, Australian society and humanity</p> |
| DIFFERENTIATION | | | | | |
| <p>Scaffolds</p> <p>Addresses according to the ability of the listener</p> <p>Non-verbal strategies</p> <p>Teaches by examples</p> | <p>The lesson progresses in logical graduated steps</p> | <p>Lesson presented in a manner that all students are able to access aspects of the knowledge according to their ability</p> | <p>The information in the lesson is presented in different ways taking into consideration the different learning styles of students</p> | <p>Teacher uses examples appropriate for the students that may be abstract, concrete, verbal, visual or performed.</p> | <p>Teacher is able to change the teaching style within and between lessons according to the needs of the students</p> |

| | | | | | |
|---|--|--|--|---|--|
| RELEVANCE | | | | | |
| <p>Relates to peoples' environment and experience</p> <p>Relevant material for listeners</p> <p>Use of stories and examples of others</p> <p>Responsive to circumstances</p> <p>Careful use of own and others questions</p> | Examples are used that readily facilitate investigation and understanding of difficult concepts. | The structure of the stories facilitates understanding even if some aspects are outside the direct experience of the listeners | The stories of previous peoples used to illustrate relevant points for the listeners. This permits sensitive issues to be dealt with more explicitly | Flexible presentation whereby changed circumstances are utilised to give a more relevant learning experience | Questions and answers are used as teaching aids to focus and emphasise relevant points |
| DEEP KNOWLEDGE | | | | | |
| <p>What and Why</p> <p>Direct and indirect indications to deeper knowledge</p> <p>Brief but encompassing information</p> <p>Readily accepts suggestions</p> | The reasons for studying topics and the information within them is coherent | Lessons are coherent and facilitate students' access to deep knowledge and the different aspects of a topic | Students develop a deep knowledge of a topic's links with other topics and its place within the broader body of knowledge | Students' constructive suggestions are encouraged and readily accepted | Students learn to extrapolate logical corollaries and conclusions from a wide body of knowledge |
| DEEP UNDERSTANDING | | | | | |
| <p>How</p> <p>Direct and indirect indications to deeper understanding</p> <p>Broadens/deepens understanding</p> | Lessons are coherent and facilitate students' access to and deep understanding of the spiritual significance of all aspects of a topic | Students develop a deep understanding of a topic and its spiritual links with other topics | Students learn to extrapolate practical implications of the topic's spiritual significance | Students learn to be conscious thinkers able to rigorously examine their own intentions | Students' spiritual development is manifest in their understanding and implementation of their responsibilities as members of their community, Australian society and humanity |
| DIFFERENTIATION | | | | | |
| <p>Scaffolds</p> <p>Addresses according to the ability of the listener</p> <p>Non-verbal strategies</p> <p>Teaches by examples</p> | The lesson progresses in logical graduated steps | Lesson presented in a manner that all students are able to access aspects of the knowledge according to their ability | The information in the lesson is presented in different ways taking into consideration the different learning styles of students | Teacher uses examples appropriate for the students that may be abstract, concrete, verbal, visual or performed. | Teacher is able to change the teaching style within and between lessons according to the needs of the students |
| <p>Unambiguous/clear information and instruction</p> <p>Clear indication of standards</p> <p>Teaches strategies</p> <p>Gives reasons for direction</p> | Information and particularly instructions are clearly unambiguous and coherent for all students | Required standards are clearly conveyed to all students | Students when directed clearly understand the reasons for the direction | Teaching strategies utilised allow all students to benefit from and contribute to the lesson | The teaching strategies maximise student learning |

Learning



Learning

- ❖ Learning is not just the accumulation of bits of knowledge
- ❖ Teaching does not necessarily lead to knowing, learning or action

Learning

Learning is now viewed as a process of constructing understanding, during which individuals attempt to connect new information to what they already know, so that ideas have some personal coherence.

Understanding

Individuals construct this understanding in many different ways, depending on their interests, experience, and learning styles.

In the creation story there is an indication of this relationship between teaching and learning.

Psychologist Jason Moser and colleagues (2011) studied the neural mechanisms in people's brains when they make mistakes. They found that the brain reacted with greater electrical activity following mistakes.

They found that activity was even greater for individuals with a growth mindset than a fixed mindset.

Einstein did not learn to read until he was 9 and spoke often about his achievements coming from the number of mistakes he had made and the persistence he had shown

An obvious example of where the emphasis on the right answer and fear to make mistakes has been extremely detrimental is mathematics

Misconceptions about maths are that it is

- a subject of rules and procedures
- about certainty
- about right and wrong answers
- all about numbers

So school students often see maths as **a dead subject** with **hundreds** of procedures to be memorized and **never used** and **hundreds** of questions **never to be asked**

From an early age students are taught and drilled in formal mathematical methods such as to add, subtract, divide and multiply

Students are given summative timed tests

The impression is formed that the student good at maths is fast at maths

The student good at maths is intelligent

To be good at maths you need to have a maths brain

Laurent Schwartz won the Fields Medal in mathematics and was one of the greatest mathematicians of his time. But when he was in school, he was one of the slowest maths thinkers in his class.

Most valued skills in 1970 Fortune 500

1. WRITING
 2. COMPUTATIONAL SKILLS
 3. READING SKILLS
-
12. PROBLEM SOLVING
 13. INTERPERSONAL SKILLS

Most valued skills in 1999 Fortune 500

1. TEAMWORK
 2. PROBLEM SOLVING
 3. INTERPERSONAL SKILLS
-
12. COMPUTATIONAL SKILLS
 13. READING SKILLS

Assessing Learning

Since the 1960s and 1970s the terms **formative assessment** and **summative assessment** have entered the language of educators

Enhancing learning

Black and Wiliam (1998) synthesized over 250 studies linking assessment and learning, and found that the intentional use of assessment in the classroom to promote learning improved student achievement.

Assessment for Learning

Promotes Learning

When teachers use classroom assessment to become **aware** of the knowledge, skills, and beliefs that their students bring to a learning task, **use** this knowledge as a starting point for new instruction, and **monitor** students' changing perceptions as instruction proceeds, classroom assessment **promotes** learning.

Assessment as Learning

The teacher's role in promoting the development of independent learners through **assessment as learning** is to:

- ❖ model and teach the skills of self-assessment
- ❖ guide students in setting goals, and monitoring their progress toward them
- ❖ provide exemplars and models of good practice and quality work that reflect curriculum outcomes
- ❖ work with students to develop clear criteria of good practice

Assessment as Learning

- guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new
- provide regular and challenging opportunities to practice, so that students can become confident, competent self-assessors

Assessment as Learning

- monitor students' metacognitive processes as well as their learning, and provide descriptive feedback
- create an environment where it is safe for students to take chances and where support is readily available
- Earl, L. and Katz, S. (2006) Rethinking Classroom Assessment with Purpose in Mind. Western and Northern Canadian Protocol for Collaboration in Education www.wncp.ca accessed 18th February 2018

Centre for Islamic Thought & Education (CITE)

BarakAllahu Fiikum!
Thank you!

Website

www.unisa.edu.au/Research/Centre-for-Islamic-Thought-and-Education/

Facebook

www.facebook.com/CITEuniSA/

Email

CITE@unisa.edu.au

muhammad.abdullah@unisa.edu.au