Using assessment to grow self-regulated learners

OJC vision statement:
"Guarantee every learner engages in innovative, personalised world class learning'

Narrative Assessment-Learning Journeys
Digital Badges- Graduate Profile NZC
Self-regulated learners-personalised assessment

ORMISTON
JUNIOR COLLEGE
AUCKLAND

The WHY (and/also)

What assessment issues are we currently grappling with?

Wanted to:

1) **assess in a personalised and transdisciplinary way**
2) **show the process of learning as well as the outcome**
3) **ensure we were robust in assessment processes/practices**
4) **ensure we met our values/beliefs around student-centered practices**

Transdisciplinary Learning
investigating a topic, issue, question or problem from different disciplines which work together jointly to create new conceptual, theoretical, methodological, and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem.
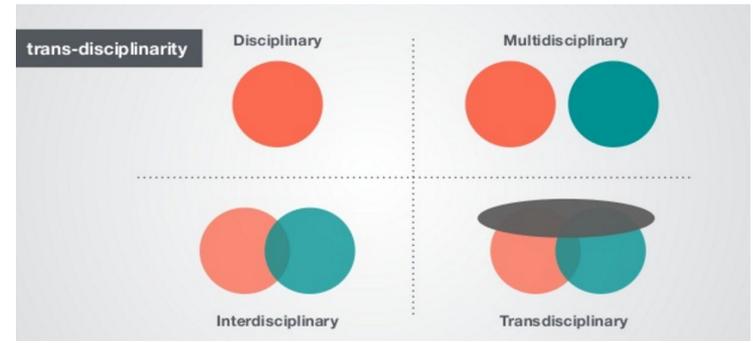
Badge Concept Overview

The WHAT
How are we using our assessment flexibility wisely?

The OJC Graduate Profile & OJC Digital Badges

- Skills, Knowledge and Dispositions connected to our OJC Values
- NZC: KC's and Essence Statements, 21st century Fluency Language, and Transdisciplinary skills embedded
- Levels of Achievement: The 3 E's Emerging, Effective, Exemplary

The WHAT
How are we using our assessment flexibility wisely?

Badge Bidding Process

- Badge Selection and Criteria
- Evidence of Learning: Curation, Reflection, Annotation and Tagging to demonstrate how learning is APPLIED and mental agility to defend and discuss in open dialogue with supporting evidence and artefacts.
- evidence of learning - artefacts could include but are not limited to:videos, photographs, voice recordings, project displays, work samples, teacher and student attestations, etc.
- Self, Peer, and Teacher assessed process: Bidding Days
- In class, in real time, with learners (building assessment fluent students and teachers in a manageable fashion)

Badge Concept Overview

NEXT STEPS
 for Continuing to Develop a Robust approach to Personalised Transdisciplinary Assessment

Short Term

- Moderation practices and resources and exemplar bank
- Collaboration from all staff on developing supplemental materials
- Beginning Conversations about addressing curriculum levels/areas
- Making the growing knowledge network more visible
- Viv's MA will investigate student and teacher experiences of this type of assessment
- Ongoing development with staff on principles of gamification and good assessment practices

NEXT STEPS
for Continuing to Develop a Robust approach to Personalised Transdisciplinary Assessment

Mid Term

- Improving Narrative Assessment practices with staff, learners and community
- Embedding internal OJC micro-credentials
- NZQA QMS approval and OJC specific certificate focused on Core Skills
- Continuing to re-defining and refine and improve the criteria
- Encourage the kids to use the open badging functions
- Creating OJC specific resources
- Using RFID technology to support versatility

NEXT STEPS

for Continuing to Develop a Robust approach to Personalised Transdisciplinary Assessment

Long Term (Including Blue Sky!)

- Developing micro-credentials and embed these in our community
- Open badges - an NZ version of LRNG in Flat Bush and Auckland and NZ!
- We'd love to create an avatar based game platform linked to our digital portfolios to enhance the benefits of gamification aspects and allegorical thinking

Supplementary Material

The following slides contain some of our OJC documents, inspiration for how we approached this undertaking, and the academic research underpinning our work.

Research/Readings:

Bíró, G. I. (2014). Didactics 2.0: A pedagogical analysis of gamification theory from a comparative perspective with a special view to the components of learning. *Procedia-Social and Behavioral Sciences*, *141*, 148-151.

Fanfarelli, J. R., & McDaniel, R. (2015). Individual differences in digital badging: do learner characteristics matter?. *Journal of Educational Technology Systems*, *43*(4), 403-428.

Gibson, D., Ostashewski, N., Flintoff, K., Grant, S., & Knight, E. (2015). Digital badges in education. *Education and Information Technologies*, *20*(2), 403-410.

Hipkins, R., Bolstad, R., Boyd, S., & McDowall, S. (2014). *Key competencies for the future*. New Zealand Council for Educational Research (NZCER) Press

Dumont, H., Istance, B., & Benavides, F. (2012). The nature of learning. Using Research to Inspire Practice. Practitioner Guide from the Innovative Learning Environments Project. *OECD. Zugriff am*, *7*, 2014.

Ministry of Education. (2009). Narrative Assessment: A Guide for Teachers. Wellington: Learning Media.

Tassinari, M. G. (2012). Evaluating learner autonomy: A dynamic model with descriptors. Studies in Self-Access Learning Journal, 3(1), 24-40.

OJC Student Work and Documentation

TKI Curriculum Story: School Snapshot
[Designing graduate profile badges at Ormiston Junior College](#)

This article includes:
- embedded links to the OJC Graduate Profile badges version 1.2
- student work
- narrative assessment

Clips with Concept Overviews

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https://www.lrng.org/about

(vimeo clip)

Link to Credly - The platform and mozilla backpack extension we used to create our open badges

Credit: to LincEd for also supporting our vision with new features and tagging options to make working in this way more seamless.

The HOW (and/also)

How are we using our assessment flexibility & wisely – post National Standards.

Background and concepts: we wove together the design of our school curriculum based on our prior and collective experience as well as what current research was saying. We underpinned our thinking with key docs and looked at what was happening in education assessment elsewhere. We spoke to experts around the NZC curriculum doc and the 'essence statements', adolescents and the emotional brain, wellbeing, we visited Primary/Secondary schools around NZ, Canada & America and looked at current practices, we researched our initial thinking around Narrative assessment & digital badging as Assessment *as* Learning

Key Docs: NZC: we looked at the front end of the curriculum and the essence statements of the learning areas. Page 16 of the NZC says " *all learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies*".

- **Key Competencies for the future-** Hipkins, Bolstad & McDowall
- **The Nature of Learning-** Dumont, Istance & Benavides
- **Vision & Values to Principles & Practices**- Julia Atkins

THE HOW (and/also)

How are we using our assessment flexibility & wisely – post National Standards.

How do we stay true to our values and beliefs about learning and assessment? Personalisation / assessment 'as' learning

How do we ensure that Literacy & Numeracy meet this and still know our learners and their needs as teachers? After below/at/above language what now

Literacy: We use the Readers Writers workshop model and use of Sharp reading, student support-ESOL/SENCO

Numeracy: knowledge of and use of- Numeracy Progressions (NZ Maths online),Math talk (Suzanne Chapin), Math mindsets, visualisation, low floor high ceiling tasks (Jo Boaler), Mixed ability grouping (Bobby Hunter), what we know and what current research is saying.

Assessment/Moderation: Triangulation and robustness of data using e-asTTle; ILG (Independent Learning Guides) in Lit/Math time), Labs, Workshops, Coaching from the floor/tracking docs