

key concepts



SAGE

Key Concepts in Educational Assessment

TINA ISAACS, CATHERINE ZARA AND GRAHAM HERBERT
WITH STEVEN J. COOMBS AND CHARLES SMITH



Key Concepts In Educational Assessment Sage Key Concepts Series

Jennifer N. Casey



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Key Concepts in Educational Assessment Tina Isaacs, Catherine Zara, Graham Herbert, Steven J Coombs, Charles Smith, 2013-02-01 Key Concepts in Educational Assessment provides expert definitions and interpretations of common terms within the policy and practice of educational assessment Concepts such as validity assessment for learning measurement comparability and differentiation are discussed and there is broad coverage of UK and international terminology Drawing on the considerable expertise of the authors the entries provide clear definitions accounts of the key issues authoritative and reliable information suggestions for further reading Created to support students of education on undergraduate and postgraduate courses and established education professionals including those who are members of the Chartered Institute of Educational Assessors CIEA this book is an accessible guide for anyone engaged in educational assessment Tina Isaacs is Director of the MA in Educational Assessment at the Institute of Education London Catherine Zara was most recently Director of the MA in Educational Assessment and Director of the BA Hons in Post Compulsory Education and Training at the University of Warwick Graham Herbert was most recently Director of the CIEA Steve J Coombs is Head of Department for Continuing Professional Development at Bath Spa University which offers an MA in Educational Assessment Charles Smith is senior lecturer in economics and education at Swansea Metropolitan University of Wales Trinity Saint David [Key Concepts in Educational Assessment](#), 2013 A quick reference guide to educational assessment explains all key terms and provides further reading suggestions *The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education* David James Elliott, Marissa Silverman, Gary McPherson, 2019 The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education offers critical perspectives on a wide range of conceptual and practical issues in music education assessment and evaluation as these apply to music education in schools and community settings **Key Concepts for Understanding Curriculum** Colin J. Marsh, 2009 Key Concepts for Understanding Curriculum is an invaluable guide for all involved in curriculum matters Now fully updated this revised and enlarged fourth edition provides not only a solid grounding in the subject but also covers the latest trends and issues affecting the field Written in Marsh's clear and accessible style the book details the strengths weaknesses and controversies around major concepts in curriculum including curriculum planning and development curriculum management teaching perspectives collaborative involvement in curriculum curriculum ideology Now updated with new chapters on curriculum models school based curriculum development learning studies ICT developments in assessment the new edition includes extra detail on standards and essential learning factors that have recently been introduced in a number of countries including the UK USA and Australia This up to date edition of a definitive text will be essential reading for anyone involved in curriculum planning or development It will be especially useful to students training to be teachers and practising teachers following professional development programmes [A Curious Curriculum](#) Mick Waters, Claire Banks, 2022-10-31 Written by Claire Banks and Mick Waters A Curious

Curriculum Teaching foundation subjects well details the insightful and transformational steps that a school can take towards designing and delivering a rich rigorous and wide ranging curriculum Foreword by Mary Myatt Rather than being a model curriculum that can be uprooted and planted in any school the book is a model schools can use to design their own curriculum one that not only encourages children to be active participants in their own learning but also to see the benefits of being part of a bigger wider family of learners The authors concentrate on the foundation subjects particularly history geography and science but also design and technology DT and art and design areas that are often challenging for teachers in primary schools Subjects are brought together and explored under big ideas and crucially the emphasis is on avoiding the superficial and trivial and rooting teaching in extending and challenging children In A Curious Curriculum Claire Banks and Mick Waters share the story of one multi academy trust MAT which designed and delivered a shared educational vision a rationale for excellence in the curriculum and the resources and support given to help reduce teachers workload Claire and Mick present a clear model both for supporting a group of schools or leading one school offering a fresh perspective on working on a MAT wide curriculum as well as providing a range of snapshot examples of the curriculum in action in the form of documents plans photos and the learners own work The book shares transferrable lessons from the trust s journey to success setting out an educational philosophy that pairs pedagogy with a well structured curriculum designed with learners best interests at its heart All children deserve an engaging exciting curriculum designed to spark their curiosity feed their imagination and develop their skills and knowledge With clear timelines and an honest and transparent dialogue about the challenges and benefits of working together collaboratively and the importance of external expertise A Curious Curriculum is an essential read for all school leaders Suitable for executive leaders head teachers curriculum coordinators and subject leaders in primary school settings

Educational Curricula Jennifer N. Casey, 2008 In formal education a curriculum plural curricula is the set of courses and their content offered at a school or university As an idea curriculum stems from the Latin word for race course referring to the course of deeds and experiences through which children grow and mature in becoming adults Crucial to the curriculum is the definition of the course objectives that usually are expressed as learning outcomes and normally include the program s assessment strategy These outcomes and assessments are grouped as units or modules and therefore the curriculum comprises a collection of such units each in turn comprising a specialised specific part of the curriculum So a typical curriculum includes communications numeracy information technology and social skills units with specific specialised teaching of each This book presents research on educational curricula from around the world

Optimizing Higher Education Learning Through Activities and Assessments Inoue-Smith, Yukiko, McVey, Troy, 2020-06-26 The mission of higher education in the 21st century must focus on optimizing learning for all students In a shift from prioritizing effective teaching to active learning it is understood that computer enhanced environments provide a variety of ways to reach a wide range of learners who have differing backgrounds ages learning needs and expectations

Integrating technology into teaching assumes greater importance to improve the learning experience. *Optimizing Higher Education Learning Through Activities and Assessments* is a collection of innovative research that explores the link between effective course design and student engagement and optimizes learning and assessments in technology enhanced environments and among diverse student populations. Its focus is on providing an understanding of the essential link between practices for effective activities and strategies for effective assessments as well as providing examples of course designs aligned with assessments positioning college educators both as leaders and followers in the cycle of lifelong learning. While highlighting a broad range of topics including collaborative teaching, active learning and flipped classroom methods, this book is ideally designed for educators, curriculum developers, instructional designers, administrators, researchers, academicians and students.

Urban Agriculture for Growing City Regions Undine Giseke, Maria Gerster-Bentaya, Frank Helten, Matthias Kraume, Dieter Scherer, Guido Spars, Fouad Amraoui, Abdelaziz Adidi, Said Berdouz, Mohamed Chlaida, Majid Mansour, Mohamed Mdafai, 2015-09-07. This book demonstrates how agriculture can play a determining role in integrated climate optimised urban development. Agriculture within urban growth centres today is more than an economic or social left over or a niche practice. It is instead a complex system that offers multiple potentials for interaction with the urban system. Urban open space and agriculture can be linked to a productive green infrastructure, this forms new urban rural linkages in the urbanizing region and helps shape the city. But in order to do this, agriculture has to be seen as an integral part of the urban fabric and it has to be put on the local agenda. *Urban Agriculture for Growing City Regions* takes the example of Casablanca, one of the fastest growing cities in North Africa, to investigate this approach. The creation of synergies between the urban and rural in an emerging megacity is demonstrated through pilot projects, design solutions and multifunctional modules. These synergies assure greater resource efficiency, particularly regarding the use and reuse of water, and they strengthen regional food security and the social integration of multiple spheres. A transdisciplinary research approach brings together different scientific disciplines and local actors into a process of integrated knowledge production. The book will have a long lasting legacy and is essential reading for researchers, planners, practitioners and policy makers who are working on urban development and urban agricultural strategies.

Functional Assessment for Challenging Behaviors and Mental Health Disorders Johnny L. Matson, 2021-03-26. This Second Edition updates and expands on the original editorial content and coverage, including new chapters on definitions and rationale, a general overview, research on mental health disorders, report writing, the role of treatment planning and treatment associated with mental health disorders. The Second Edition builds on the knowledge base by providing the most current information on all aspects of each topic. This unique volume addresses basic questions in salient detail, from types and rates of challenging behaviors to populations that warrant functional assessment. In addition, it examines typical assessment techniques, including interview, scaling, experimental and in vivo methods. The use of functional assessment in treatment planning and in combination with other interventions is covered.

in depth Given the vulnerable populations and challenging behaviors e g individuals with autism intellectual disabilities mental health issues the book provides detailed coverage of informed consent as well as legal and ethical issues Key areas of coverage include The history of behavior analysis and functional assessment The nature prevalence and characteristics of challenging behaviors Interview and observation methods in functional assessment and analysis Experimental functional analysis for challenging behaviors Treatment methods commonly used with functional assessment Using functional assessment in treatment planning Functional Assessment for Challenging Behaviors Second Edition is an essential updated resource for researchers clinicians and other practitioners and graduate students in clinical child and school psychology pediatric psychiatry and medicine social work rehabilitation developmental psychology as well as other interrelated disciplines

The Routledge Handbook of English Language Teaching Graham Hall, 2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume s inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum resources and settings methods and methodology perspectives and practices second language learning and learners teaching language knowledge skills and pedagogy understanding the language classroom The Handbook s 39 chapters are written by leading figures in ELT from around the world Mindful of the diverse pedagogical institutional and social contexts for ELT they convincingly present the key issues areas of debate and dispute and likely future developments in ELT from an applied linguistics perspective Throughout the volume readers are encouraged to develop their own thinking and practice in contextually appropriate ways assisted by discussion questions and suggestions for further reading that accompany every chapter Advisory board Guy Cook Diane Larsen Freeman Amy Tsui and Steve Walsh

The Characteristics of Effective Learning Annie Woods, 2014-08-27 The characteristics of effective learning playing and exploring active learning and creating and thinking critically underpin young children s learning and development and are central to the revised Early Years Foundation Stage Practitioners need to be confident of planning observing and assessing characteristics of effective learners and understand how they support children s learning and development The book explores what the characteristics of effective learning look like and how practitioners can create opportunities for children to express them It considers the ways in which they connect with children s natural explorations play enjoyment and the environments created by adults Throughout the focus is on building on children s own interests as practitioners plan for observe and assess playing and exploring active learning and creativity and critical thinking Including encounters from authentic settings and provocative questions for reflective practice the book covers children s well being and motivations creating effective learning possibilities for all children engaging children s interests the role of the adult and

environment sustained shared thinking This timely new text aims to help practitioners and students develop their understanding of the characteristics of effective learning and show them how they can support young children in become effective and motivated learners *Handbook of Cross-Cultural and Multicultural Personality Assessment* Richard H. Dana, 2000-02 Throughout the world as in the United States psychologists are increasingly being called upon to evaluate clients whose backgrounds differ from their own It has long been recognized that standard personality and psychopathology assessment instruments carry cultural biases and in recent years efforts to correct these biases have accelerated The Handbook of Cross Cultural and Multicultural Personality Assessment brings together researchers and practitioners from 12 countries with diverse ethnic and racial identities and training to present state of the art knowledge about how best to minimize cultural biases in the assessment of personality and psychopathology They consider research methodology the design and construction of standard objective and projective tests the use of measures of acculturation racial identity and culture specific tests the social etiquette of service delivery and the interpretation of test data for clinical diagnosis Ranging widely through all the relevant issues they share a common collective vision of how culturally competent services should be delivered to clients The Handbook offers the first comprehensive view of a consistent approach to cultural competence in assessment a necessary precursor of effective intervention It will become an indispensable reference for all those whose practice or research involves individuals with different ethnic and racial identities *Exploring Innovative Pedagogy in the Teaching and Learning of Chinese as a Foreign Language* Robyn Moloney, Hui Ling Xu, 2015-11-07 Teachers of Chinese as a foreign language in many international contexts are searching for pedagogic solutions to promote effective learning Models of innovative and successful approaches are urgently needed This volume presents a collection of compelling and empirically rich research studies that showcases innovative developments in the practice of teaching Chinese as a foreign language The studies focus on three interrelated areas learners teachers and applications of new technologies Specifically the studies explore methods for fostering learner centred classrooms autonomous learners intercultural learning the role of teacher views and identities the nature of a middle ground approach and technologies that accommodate the unique aspects of the Chinese language with new options for mobile and interactive learners Providing both inspiration and practical models for language practitioners and researchers it offers a vital resource for teachers professional development and for pre service teacher education *Self-directed Learning Oriented Assessments in the Asia-Pacific* Magdalena Mo Ching Mok, 2012-10-08 The Asia Pacific region needs to maximize the benefits of education to enable it to compete in an economic future dominated by innovation in which assessing student progress must be an empowering rather than delimiting factor This detailed exposition of the theoretical basis and application tools of self directed learning oriented assessment SLOA reflects the very latest research championed by the Assessment Research Centre at The Hong Kong Institute of Education Featuring a range of relevant case studies it explores the varied theoretical issues related to SLOA and offers an integrated view of the system

fully in line with the constructivist paradigm of learning which advocates formative rather than summative assessment Many of the initiatives outlined here are firsts in the region SLOA is already being applied in many schools with links to the ARC It is an approach to assessment that acknowledges the centrality of self directed learning and which positions assessment as a tool to enable and enhance self directed learning It draws on several theories of learning and assessment including the constructivist notion that learning is best achieved when students take ownership of their educational process setting their own goals and monitoring their own progress towards those goals SLOA has been the research and service approach of the ARC since 2005 In the intervening years the centre has developed a number of tools to facilitate SLOA learning and assessment including vertical ability scales teacher friendly computer software and packages for self directed learning

Effective Innovation in the Secondary Geography Curriculum Charles Rawding, 2013-05-29 How up to date is your geographical thought Are parts of your curriculum becoming tired and out dated Effective Innovation in the Secondary Geography Curriculum will help training and practising secondary school teachers understand how to evaluate and refresh their curriculum in order to ensure that what they teach is relevant topical and creative Considering the latest developments in both the school geography curriculum and the field of geography as an academic discipline this exciting new book explores how geography teaching and learning can be developed to engage secondary school pupils and better reflect contemporary society Illustrated throughout with ideas and practical examples of how to update your curriculum easily and effectively key topics covered include Understanding curriculum theory and development Auditing and developing your own dynamic interactive curriculum Critiquing textbooks and resources to ensure relevance Constructing and analysing schemes of work Incorporating the latest developments in the field into your teaching How to create innovative enduring curricula for human physical and environmental geographies Providing insights into the latest thinking in geography in a concise and accessible manner Effective Innovation in the Secondary Geography Curriculum will ensure motivating lively and successful geography teaching and learning

Applied Linguistics and Language Education Research Methods: Fundamentals and Innovations Bui, Hung Phu, 2024-05-06 Research in applied linguistics and language education often faces a challenge due to a lack of updated knowledge and understanding of research methods particularly among undergraduate and graduate students and novice researchers This knowledge gap can lead to ineffective research practices inaccurate data interpretation and limited progress in the field To address this challenge Applied Linguistics and Language Education Research Methods Fundamentals and Innovations provides a comprehensive solution by offering a detailed exploration of research methods tailored to the needs of students and novice researchers This book covers qualitative and quantitative approaches research processes literature reviews and other vital aspects of academic rigor in research It also addresses common challenges faced during the research process such as formulating research aims questions and hypotheses and effectively collecting analyzing and interpreting data Through clear and accessible explanations readers gain a deeper understanding of these complex topics

enabling them to navigate the research process confidently Additionally the book covers various research types and designs including experimental survey correlational narrative action research and mixed methods designs Ensuring readers are well equipped to choose the most appropriate methodology for their research needs leads to more robust and impactful studies in their respective fields

Playful Science Investigations in Early Childhood Azra Moeed, Stephen Dobson, Sankari Saha, 2024-01-01 This book showcases a case study of the development of a generalist early childhood education ECE teacher into a confident and competent teacher of science in early childhood with support from a mentor It argues that with guided mentoring and later timely support of a mentor as and when required ECE teachers can deliver the curriculum teach science by providing opportunities to explore and then build on children's interest through intentionally planned activities dialogue and discourse It presents a comprehensive literature review and research design including theoretical frames and methodology It includes a chapter on teacher development and discusses different approaches to science investigations practiced by the teacher in the case study The book provides evidence of children's science learning and presents the findings as response to research questions It also includes a model of teaching as inquiry in the context of early childhood education

Learning to Teach in the Secondary School Susan Capel, Marilyn Leask, Sarah Younie, 2019-04-11 For all undergraduate postgraduate and school based routes to qualified teacher status Learning to Teach in the Secondary School is an essential introduction to the key skills and knowledge needed to become a secondary teacher Underpinned by evidence informed practice and focussing on what you need to know to thrive in the classroom the eighth edition is fully updated in light of changes in the field covers new topics and provides additional guidance on topics such as developing your resilience using digital technologies closing the achievement gap and using data to inform your teaching and pupil learning The text includes a wealth of examples and tasks to demonstrate how to successfully apply theory to practice and how to critically reflect on and analyse your practice to maximise pupil learning The wide range of pedagogical features supports both school and university based work up to Masters level Written by experts in the field the 37 concise units create unit by unit coverage that can be dipped into offering guidance on all aspects of learning to teach including Managing your workload Lesson planning Curriculum Motivating pupils Promoting behaviour for learning Assessment marking and feedback Special educational needs and disabilities SEND Applying for jobs developing as a professional and networking Learning to Teach in the Secondary School provides practical help and guidance for many of the situations and potential challenges you are faced with in school The text is extended by a companion website that includes additional information as well as specific units covering England Northern Ireland Scotland and Wales Supported by the subject specific titles in the Learning to Teach Subjects in the Secondary School Series it is an essential purchase for every aspiring secondary school teacher

Mathematics Education in the Age of Artificial Intelligence Philippe R. Richard, M. Pilar Vélez, Steven Van Vaerenbergh, 2022-03-09 This book highlights the contribution of artificial intelligence for mathematics education It provides

concrete ideas supported by mathematical work obtained through dynamic international collaboration and discusses the flourishing of new mathematics in the contemporary world from a sustainable development perspective Over the past thirty years artificial intelligence has gradually infiltrated all facets of society When it is deployed in interaction with the human designer or user AI certainly raises new ethical questions But as soon as it aims to augment intelligence in a kind of human machine partnership it goes to the heart of knowledge development and the very performance of work The proposed themes and the sections of the book address original issues relating to the creation of AI milieus to work on mathematics to the AI supported learning of mathematics and to the coordination of usual paper pencil techniques and new AI aided educational working spaces The authors of the book and the coordinators of each section are all established specialists in mathematics didactics mathematics and computer science In summary this book is a must read for everyone interested in the teaching and learning of mathematics and it concerns the interaction between the human and the machine in both directions It contains ideas questions and inspiration that invite to take up the challenge of Artificial Intelligence contributing to Mathematical Human Learning

Reflective Teaching in Early Education Jennifer Colwell, Amanda Ince, Helen Bradford, Helen Edwards, Julian Grenier, Eleanor Kitto, Eunice Lumsden, Catriona McDonald, Juliet Mickelburgh, Mary Moloney, Sheila Nutkins, Ioanna Palaiologou, Deborah Price, Rebecca Swindells, 2021-01-14 The book you can trust to guide you through your career in the early years as the expert authors share tried and tested techniques in a range of early years settings For this new edition Jennifer Colwell and Amanda Ince have drawn together an expert author team to bring you guidance from top practitioners that is both cohesive and that continues to evolve to meet the needs of today's early years practitioners It is designed for trainees whether in universities or early years settings and looks across the full early years spectrum from birth to 8 years old Reflective Teaching in Early Education uniquely provides two levels of support Practical evidence based guidance on key early years issues including relationships behaviour inclusion curriculum planning and learning and teaching strategies Evidence informed principles and concepts to help you to understand the theories informing practice offering ways for you to continue to develop your skills and understanding of early years practice in early childhood education and care New to this edition Case Studies which illustrate the impact Reflective Teaching can have on your practice and your setting New Reflective Activities Updated references and guidance on Key Readings Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching.co.uk provides a treasure trove of additional support Readings for Reflective Teaching in Early Education the supporting portable library volume is signposted throughout this book and provides convenient access to key texts

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