

## **Bibliography** (Autumn 2003)

### **Assessment for learning (general):**

Kippen, S. (2003). Teacher reflection and theories of learning online. *Journal of Educational Inquiry*, 4(1), 19-30.

A paper that discusses models of learning that are used in on-line learning. It give a clear sense of the different paradigms that exist and that, therefore, have an impact on the organisation of distance education.

Linn, R. L. (2003, September 1). Performance standards: Utility for different uses of assessment. *Education Policy Analysis Archives*, 11(31).

Written in response to the *No Child Left Behind* legislation in the US (2001). It focuses on the variability of performance standards. Suggests that 'variability in the definitions of proficient academic achievement by states' in the USA 'is so great that characterizing achievement is meaningless'.

Casas Martha (2003, October) The use of standardized tests in assessing authentic learning – a contradiction indeed. *Teachers College Record*,. ID number 11211. Retrieved 19<sup>th</sup> October, 2003 from <http://www.tcrecord.org> .

A short article exploring the 'incongruity' of assessing the 'student's understanding of the constructivist approach to teaching and learning ...by standardized testing, an assessment tool rooted in behaviorism'.

American Educational Research Association (2003, April) Alignment of standards and tests: Crucial issues facing States research can play a key role in sound policy-making. *Research points*, <http://www.aera.net/pubs/rp/> .

This short paper draws out the policy implications of research. It builds on the proposition that 'when a test is used to measure the achievement of curriculum standards, it is essential to evaluate and document both the relevance of a test to the standards and the extent to which it represents those standards. Four policy points are emphasised: (a) think about alignment from the start; (b) Conduct an analysis that uses multiple criteria and agree-upon procedures; (c) consider whether the standards themselves need revision; and (d) update their alignment studies whenever the standards or the tests change.

Rigsby, L. C., & DeMulder, E. K. (2003, November 18). Teachers voices interpreting standards: Compromising teachers autonomy or raising expectations and performances? *Educational Policy Analysis Archives*, 11(44), available at <http://epaa.asu.epaa/v2011n2044> .

Based on an on-line discussion among teachers on a masters programme in the State of Virginia (USA), the paper reports the views of teachers who experience conflict between meeting assessment standards and professional standards. As one of the teachers wrote: 'Because multiple-choice testing leads to multiple-choice teaching, the methods that teachers have in their arsenal become reduced and teaching work is deskilled'.

### **Assessment for learning (key ideas):**

Black, P., & Wiliam, D. (2003). 'In praise of educational research': Formative assessment. *British Educational Research Journal*, 29(5), 623-637.  
A good review of the developments in test theory that took place in England between 1970 and the present. Also presents a powerful case for the development of formative practice in the classroom.

Assessment Reform Group (2002) *Assessment for Learning*. (available via their website <http://www.assessment-reform-group.org.uk/>)  
This short document offers 10 research-based principles to guide classroom practice. The first principle, for instance, is 'Assessment for learning should be part of effective planning of teaching and learning'.

### **History of testing:**

See above: Black & Wiliam (2003)

### **Assessment as a socio-technical process:**

Noble, D. F. (2001). *Digital Diploma Mills: The Automation of higher education*. New York: Monthly Review Press.

A series of essays, written by an historian-journalist, which includes a history of the correspondence education movement, the coming of the on-line University, and on the role of an intellectual property rights in the commodification of higher education.

### **Impact of the internet on testing:**

<http://www.ed.psu.edu/acsde/deos/deosnews/deosarchives.asp>

This is the website of the American Center for the study of distance Education, at Penn State University. It lists nearly 120 articles that have appeared in the Center's journal (DEOSNEWS). It is a valuable resource.

### **Pedagogics:**

Wells, G. (1999). *Dialogic Inquiry: Towards a socio-cultural practice and theory of education*. Cambridge: Cambridge University Press.

This is an ambitious text. It is almost a reference book because it is densely packed with material relevant to constructivist views of knowing and knowledge. Specifically, for instance, it links testing and constructivism through the claim that Vygotsky's zone of potential development is 'the difference between a child's test performances under two conditions: with or without assistance' (p. 313).

J. Devine (2003) Exploring what e-learning is and is supposed to be.

[www.elearningeuropa.info](http://www.elearningeuropa.info), 2003-07-17

A good, short, critical reaction to e-learning. Devine poses three 'challenging questions': (1) 'Teaching' or 'learning' with technology; (2) How interesting and engaging are learning environments?; and e-learning – a technology bandwagon?

Yong Zhao, Kevin Pugh, Steve Sheldon & Joe Byers (2002) Conditions for Classroom Technology innovations. *Teachers College Record*, 104(3), 482-

515. Retrieved 23 October, 2003 from <http://www.tcrecord.org> (ID number 10850).

This is an extensive study, presumably based on multivariate analysis. It highlights the importance of 'three interactive domains' – the innovator or teacher, the project or the innovation, and the context. It also highlights other issues: the role of technological proficiency, pedagogical compatibility and social awareness. Overall, it supports the view that the integration of any classroom technology is a 'messy process'.

Ecclestone, K., & Pryor, J. (2003). 'Learning careers' or 'assessment careers': The impact of assessment systems on learning. *British Educational Research Journal*, 29(4), 471-488.

A paper that is clearly situated in the field of 'assessment for learning'. Yet, also offers 'assessment career' as a means of discussing the performance of learner careers as a function of assessment practices – formative and summative. In effect, attempts to embrace the significance of both high stakes and low stakes assessment.

(end of bibliography)