Bibliography Spring 2003

Assessment for learning (general):

Black, P. (2003a). *A successful intervention -why did it work?* Paper presented at the Annual convention of the American Educational Research Association, Chicago.
A conference paper summarising the results of an English study which analysed the impact of formative assessment as 'support for learning' and how such support requires new ecologies of teaching and learning. (www.paulblack.net)

Assessment for learning (key ideas):

American Evaluation Association. (2002). *Position Statement on High Stakes Testing in PreK-12 Education.* n.p.: American Evaluation Association (available www.eval.org/hst)
A strong statement about the consequences of testing. It suggests, for instance, that 'the deleterious effects of high stakes testing need further study, but the evidence of injury is compelling enough that AEA does not support continuation of the practice' and 'comparisons of schools and students based on test scores promote teaching to the test, expecially in ways that do not constitute an improvement in teaching and learning'.

History of testing:

(none)

Assessment as a socio-technical process:

Dorn, S. (2003). High-stakes testing and the history of graduation. *Education Policy Analysis archives, 11*(1).
A historical account of the exit pathways of students in the American High School. It notes, for instance, that this issue has arisen because nearly all students currently graduate from high school and that, therefore, this process has cultural, economic and symbolic significance. It also identifies a general cultural confusion concering the purpose of secondary education and a high school diploma, especially about whether the 'educational, exchange or other value of a diploma is most important'.

Mintrop, H. (2003, January 15). The limits of sanctions in low-performing schools: A study of Maryland and Kentucky schools on probation. *Education Policy Analysis archives, 11*(2).
A fieldbased study of 11 schools defined as low-performing schools by state accountability systems. Study shows that putting schools on probation only weakly motivated teachers because the assessments were largely perceived as unfair, invalid and unrealistic. Although marginal gains could be made, harvesting the 'low-hanging fruit', the schools struggled with severe problems of teacher commitment.

Collis, B., & van der Wende, M. (2002). *Models of technology and change in higher Education: An international comparative study of the current and future use of*

ICT in higher education. Twente: Centre for Higher Education Policy Studies (Cheps), available www.utwente.nl/cheps/publications .
Although based on relatively low response rates (20-50%), a valuable study. It suggests that, variously, 'change is slow not radical', with institutions gradually 'stretching the mould'; that ICT has not reached the core of teaching in higher education; that, although the infrastructure is in place, its pedagogical use is still 'in development'; and that the targeting of non-standard groups has 'not been explicitly considered yet'.

Meisels, S. J., Atkins-Burnett, S., Xue, Y., Bickel, D. D., & Son, S.-H. (2003). Creating a system of accountability: The impact of instructional assessment on elementary children's achievement test scores. *Education Policy Analysis archives, 11*(9), Retrieved 28th February from http://epaa.asu.edu/epaa/v11n29/.
Contains a valuable discussion of an attempt to integrate assessment into pedagogy. It explores the complementarity of curriculum-embedded performance-based assessment and normative, criterion-based, high stakes assessment. Suggests that accountability should be seen as a system, not as a test; and that 'students do better on the high stakes tests because instruction has been narrowed to the specific content of the test'. They do better 'because instruction can be targeted to the skills and needs of the learner using standards-based information the teacher gains from ongoiing assessment and shares with the learner. "Will this be on the tests?" ceases to be the question that drives the learning. Instead, 'What should I learn next?' becomes the focus'. http://epaa.asu.edu/epaa/v11n7/.

Avery, P. G., Beach, R., & Coler, J. (2003, February 16). The impact of Minnesota's "profile of learning" on teaching and learning in English and Social studies Classrooms. *Education Policy Analysis archives, 11, No. 7.* (7), http://epaa.asu.edu/epaa/v2011n2007/.
The introduction to this paper contains a useful summary of the history of the recent US focus on 'standards-based assessment'. The remainder of the paper is a case study of an attempt to reconcile 'standards-based assessment' with 'performance-based assessment' (similar to the model used in Europe for language teaching). As a form of alternative assessment, the latter 'deviated too much from our notion of what a real school to become embedded in the Minnesota public school system'. But could it work in higher education?

Clegg, S., Hudson, A., & Steel, J. (2003). The emperor's new clothes: globalisation and e-learning in higher education. *British Journal of Sociology of Education, 24*(1), 39-53.
Although based largely on British data, provides a thorough review of two 'closely-related and overdetermining myths' that have shaped government inspired policy towards information and communication technologies (ICT): the one is the power of globalisation and the other is the determining effect of technology'.(s.clegg@shu.ac.uk)

Impact of the internet on testing:

Clark, D. (2002). Psychological myths in e-learning. *Medical Teacher, 24*(6), 598-604.
A brief review which clearly illustrates how ' the e-learning phenomenon is forcing us to re-examine learning'. (Donald@epic.co.uk)

Harden, R. M. (2002). Myths and e-learning. *Medical Teacher, 24*(5), 469-472.
A complement to Clark (2002) which, among other things, highlights the qualitative difference between 'web-based' and web-driven'. (r.m.harden@eundee.ac.uk)

Oravec, J. A. (2003). Some influences of on-line distance learning on US higher education. *Journal of Further and Higher Education, 27*(1), 89-103.
A clear general discussion that clearly indicates the impact of the 'learning economy' on both distance and higher education. (oravecj@uww.edu)

Brown, S. (2002). Re-engineering the university. *Open Learning, 17*(3), 231-243.
A short but comprehensive analysis of the introduction of networked-based learning in an English University. Outlines (a) the infrastructure that was important to this innovation; and (b) how this infrastructure should be organically rooted in the institution. (sbrown@dmu.ac.uk)

Pedagogics:

Windschitl, M. (2002). Framing constructivism in practice as the negotiation of dilemmmas: An analysis of the conceptual, pedagogical, cultural, and political challenges facing teachers. Review of Educational Research, *72(2), 131-175.*
One of the best reviews of the complexities of 'constructivism in practice' – and a clear illustration why the term is difficult to use.

Black, P. (2003b). *Formative and Summative assessment: Can they serve learning together?* Paper presented at the annual convention of the American Educational Research Association, Chicago.
A complement to Black (2003) which clarifies the formative/summative distinction and discusses the classroom practices that supported formative assessment among the group of teachers who shared the work of the study.