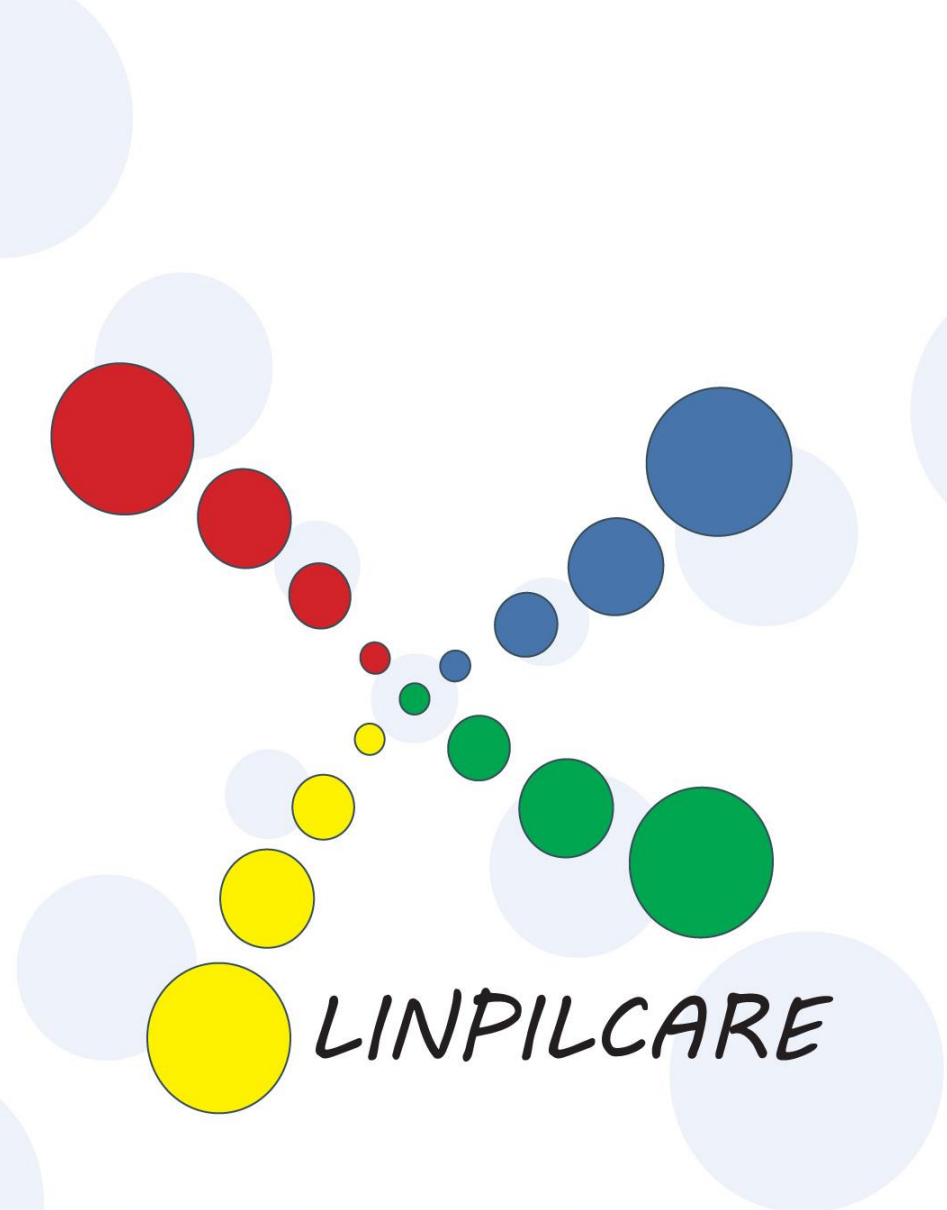


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Pillar 1: Practitioner inquiry

FROM KNOWLEDGE ASSESSMENT TO QUALITATIVE FEEDBACK

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Our team:

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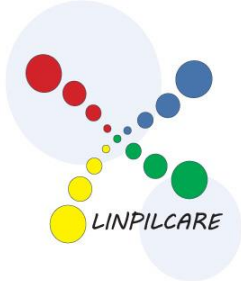
Year 1: 2015/16

Research question:

„How should regular knowledge testing be organised so that the students are better prepared for mock tests regularly taken before written examinations?“

Starting point:

the declining values from year 1 to 4 for continuity of students' work and studying for mock tests (ŠRT survey, 2014-15)



Our goal:

to motivate and encourage students to do their schoolwork (homeworks) and study more regularly ...

How?

... by using different methods to assess their knowledge
... by assessing their knowledge more often



How did we revise and assess knowledge?

- by involving students in preparing questions and tasks for assessment tests,
- peer assessment,
- by using online tools: Kahoot, Moodle, NearPod,
- by making revision more interesting and lively: revision in 2 circles.



Assessment tests results:

initial test: low grades (1.9 – 2.8)

assessment test after regular revision: average grades
2.9 – 3.9

written examination: average grades 3.8 – 4.2



First year results:

- Students got feedback more often.
- Students were able to monitor their own progress and compare it among each other.
- More students prepared for mock tests.
- But: discrepancy between mock test results and test grades
- Neither the importance of the grade nor how much they liked a certain subject influenced the continuity of students' work.



Year 2: 2016/17

Research question:

„How does qualitative feedback influence students' work?“

Starting point:

First year's work did not give the results we expected. Was this due to mainly quantitative feedback in assessment tests?



What is good, qualitative feedback?

- How does one form and give qualitative feedback?
- peer feedback
- teacher feedback



How did we proceed?

- What do we want to improve? (tests, reports on laboratory work, essays, project work)
- questionnaire about what feedback means to students
- learning how to form qualitative feedback
- teacher – students cooperation when forming and understanding the criteria
- teacher's feedback
- peer feedback
- questionnaire about what feedback means to students at the end of all activities



What did we learn?

1. Qualitative feedback endorses learning.
2. the importance of peer feedback
3. Students are able to evaluate their peer's work.

• **ability to form and give qualitative feedback**



QUESTIONS AND COMMENTS?

Thank you.