Transcript of video 3 of 5

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Teaching, learning and assessment

Shauna Bouel:
Senior Education Officer
Queensland Curriculum and Assessment Authority

Teachers use the general objectives or dimensions and the objectives that sit under those to design their teaching programs, and they develop then learning experiences, and then they will use the standards matrix at the end of the syllabus to determine their judgments on student achievement along with other guidelines in the syllabus.

Lainie Thornton:
State Review Panel Chair
English for ESL Learners

So in our senior English class, we’re studying satirical texts and how authors use humour. And I’m thinking about the students writing a feature article for their assessment piece. But I want to make sure that they have the opportunity to demonstrate the general objectives. How can I do that effectively?

Jo Genders:
Senior Education Officer
Queensland Curriculum and Assessment Authority

Okay. Well, let’s start with the objectives, shall we, to see that you are … have been using those in your teaching. So maybe you can talk me through how you have been using the objectives in teaching this particular unit to the students.

Lainie Thornton:
State Review Panel Chair
English for ESL Learners

Sure. In Dimension one, we’ve been looking at the genre patterns and conventions of feature articles. In Dimension two, looking at how the textual features in feature articles work. And then, of course, in Dimension three we’ve been looking at satirical texts and evaluating the ideas and attitudes within those as part of the content for the unit.

Jo Genders:
Senior Education Officer
Queensland Curriculum and Assessment Authority

So really, what you want the students to do in the assessment instrument is to evaluate satirical texts written by other people?

Lainie Thornton:
State Review Panel Chair
English for ESL Learners

I think so.

David Austin:
State Review Panel Chair
Physics

The opportunities that can be provided to students through assessment, particularly through the extended experimental investigation, allows the key concepts that we’ve been taught in the classes to then be
investigated and modelled and studied from a student point of view. And similarly with the supervised assessments. The key concepts that the students have been taught in classes then can flow through into that assessment piece.

David Madden:
District Review Panel Chair
Physics

I think experience is a really important thing for students and practice. One of the things that we do is to make sure that the students have lots of experience at doing EEIs. For example, we start from as early as Year 7 in a very simple way of doing these extended experimental investigations.

We also provide scaffolding, which leads students through the process and makes really explicit what is required of the task. And, also, try to embed components of the EEI in other aspects of my teaching.

So there might be times when I am explaining a particular point and will get students to design a small experiment that they won’t take through to a full EEI, as an experience that is embedded in another teaching experience for them to get experience of that component.

David Austin:
State Review Panel Chair
Physics

In terms of completing assessment instruments, students first of all need to know the structure of the course. Now, in physics there are the broad overall operators of motion, energy and force. And from those the key ideas are derived, and key concepts are derived, and so that’s what would be taught within the classroom situation. Once the student has assimilated that information, then they can engage with whatever assessment tasks are placed before them, and see how those particular key concepts can be applied in that particular task.

David Madden:
District Review Panel Chair
Physics

Narrowing the scope inspires greater creativity in students. And sometimes that narrowing can be done by, for example, setting a context. So requiring students to make some link between their investigation and an external context, like, for example, sport. It can be based on equipment. We might say that there’s this certain equipment available. And so that provides a limitation or a boundary on what the students can do. And it can also be through providing examples of the sorts of investigations that either the students have done before or that I recommend to students, which gives them an idea of the scope of, of what is expected.

Peter Antrobus:
State Review Panel Chair
Mathematics B

In their course of study, they will be developing skills looking at content and we will show them ways in which we can develop those problem-solving strategies that they might use in whatever problem that we set them. So we will look at the way in which they approach the content, how they develop answers, and we’ll model it along the way so that they can see what to do when we actually assess it.

Bevan Penrose:
State Review Panel Chair
Mathematics C

When we plan our assessment as we plan our unit, as long as we’re making sure that students have got the opportunities to engage in those sorts of activities they should also, therefore, have the opportunity to show, if they’re good enough or what, the standard they reach, what they can do with that sort of information in an assessment piece that matches what they’ve been doing in the classroom.