

Psychology of Learning

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Lecture – 49

Effective Learning: Assessment and Feedback (Contd.)

Hello viewers, welcome back to this NPTEL course on Psychology of Learning. So, we were discussing about effective learning assessment and feedback. So, to continue with that now let us discuss about the socio emotional learning that we have discussed that is these are the some of the factors that affect the socio emotional learning, socio emotional development of the of the students of the learners. So, learning is situated with the multiple social context as we know like the different learning context the classroom environment, the classroom this culture. So, all these so, incorporating this culture into the you need to increase the student engagement like the open mindedness, the open discussion, the democratic environment you know the enriching classrooms like having different stimulus, then tools, technology, then you know library, then all kinds of you know tutorial content, learning content all these thing as rich and stimulated environment the classroom and the learning environment will be accordingly the interaction will also enhance the individual's perception not just about the learning, but also self perception and peer relationship, teacher student relationships.

So, here comes in the social varying social context, social context with multiple social context here the thing is that how the learners can be engaged properly. So, with increasing students' engagement so, the students will be able to learn many skill not just the academic skill social skills, but also they can also build the stronger relationship the future you know you know bonding the bonding the relationship and you can say you can say. So, here they can develop a kind of collective mindset collective mindset that means, to take the responsibility to that means, go to cooperate and collaborate with others for and to volunteer rather to volunteer for any kind of any kind of issues, any kind of topic, any kind of challenge, any kind of situations. So, that is the social context that the learning as because learning is situated the classroom environment the learning situation should be diverse in terms of resources, in terms of stimulus, in terms of activities and how extensively constructively the learners are engaged.

So, similarly interpersonal relationship is very important because communication enhance enhances interpersonal relationship facilitates interpersonal relationships. So, improving the both the teacher student relationships, peer relationships, student peer relationship you know even the administrator and the administrators and with the school children's learner learners relationship parent teachers relationship all these interpersonal relationship can be enhanced through proper communication then well being. So, emotional well being influences the educational performance learning environment as we have already discussed if the child loves the classroom loves the school. So, he would love to go he would love to visit go to the school every day he does not want to he does not he would not want that to make to miss the class in any day. So, that is why the self in this process because love for learning, love for the peers, love for classroom activities, love for.

So, loving the things because intrinsic motivation can create that platform to that means, develop a kind of sense of positive positive mindset and loving the whole thing. So, so,

anything that we care we love that automatically it will give us and it will give happiness, it gives us enjoyment, it gives us you know kind of happy perceptions. So, in this process the while various components. So, here when we are happy. That means, the child spends time loves to spend time play in play different school activities starting from playing to active co curricular activities all things. So, spending time collaboratively cooperatively and the held and and we can remember the all these healthy experiences positive experiences all these factors enhances the emotional well being.

Emotional well being means the affective domain when the affective domain the feeling domain is very is very is very positive. So, yet it strengthens the emotional well being that is emotional well being. So, emotion motivation are very much integrated. So, once the emotional well being is ensured is assured then automatically the motivational concept things most motivational that means, intrinsic motivation develops. So, here so, intrinsic motivation with along with effort along with strategic thinking and learning strategies etcetera it boost the self concept self esteem and self efficacy.

Self efficacy is thing that the child self perception of his own efficacy. What are the capability the child has got that is the self efficacy sense of self efficacy this I am capable of doing this thing. So, that is the sense of efficiency sense of self efficacy esteem is that the child how much pride the child takes in his own self identity that is self esteem how much prestige how much esteem how much you know value the child gives to his own identity and self being. Then self concept that is his idea about his own individuality his strengths and weaknesses and choices likings and disliking etcetera. Another is that locus of control locus of control actually the attribution theory that attribution style is that to which factor the child attributes the reason of success or failure like locus of control one is external another is internal like external locus of control internal external locus of control the child is more externally oriented his focus is most outward things outward factors environmental factors and internal locus of control is looking within. So, however, extreme points are not advisable.

So, mixed of as much as required locus of control is that how does the child attribute the reasons or the reasons of reasons and the causes of his success or failure or any kind of incidents that is the locus of control. How to have an positive effective locus of control that can also be taught that can also be taught to the learner. So, happiness and coping so, because these factors self esteem self efficacy self concept locus of control these factors are the key factors of the coping skills coping mechanism coping skills like suppose your child is under stress the learner is under stress how to deal with the stress how to deal with the situation how to you know that means, regulate your own emotions regulate our own emotions and when we are in the heightened state of extreme depression a stressful situation or painful situations. So, how so, these kind of emotional intelligence skills. So, coping skills can be developed and that can ensure the emotional well being.

So, these kind of things can be can be developed can be learned can be taught can be demonstrated through different kind of co curricular activities or activities. So, context and learning how the classroom be best be managed how equal like in terms of you know in terms of not just in terms of resources and stimulus, but in terms of activities in terms of you know responsibility then in terms of equality. But that means, giving the giving the message that equality inclusivity all kinds of the ethical standards are being maintained transparency is there democratic attitude is and behavior is there and all are equal. So, the sense of equality and sense of inclusiveness that can enhance this positive feelings. So, here it affects how to develop this kind of classroom climate that that is that depends on the both

the teachers' initiative as well as the administrators' suggestions.

Then classroom conduct how the students would behave within the classrooms. So, that expectation of the classroom conduct or the social interaction this can be can also be explicitly taught explicitly taught the teacher can express it from the very beginning that how he should be behave like responsible and disciplined classroom. So, if I how the what are the effective classroom instruction how the because the teacher as a leader also the guides the learners behavior. So, expectation and the support you know that nurturing how to nurture the nurturing the positive relationship and along with the along with the academic needs along with the learning needs etcetera. How to nurture this positive relationship and with effective communication how the effective classroom management can also be can also be successful with nurturing this nurturing communicating high expectation having the one to one relationship bonding with the learners providing high level of student support system.

And you know mentoring the students acting a teacher to be the facilitator and the coach and also can also by highlighting some of the practical techniques to create a culture of high academic achievement that is positive classroom behavior and motivating all to achieve achieve together learn together collaboratively collectively you can achieve higher needs higher goals. So, by encouraging all these things in the learner centered classroom so, the that can also promote the learning outcomes.

Now comes after all these pedagogical classroom activities now comes the evaluation. What is evaluation is the process for you know verifying valuing or judging the worth of an individual's achievements and the or the characteristics. The thing is that when we start the lesson definitely we have some instructional objectives content and different that means, we with diverse pedagogy and etcetera we deliver the things and engage the learners students learners engagement giving them the opportunity to clarify their doubts and activities so many so things.

But at the end of the day that is it has to assessment has to be done evaluation have to be done. So, here formative assessment takes place intermittently from time to time frequently very often to just map the progress to how much the child is making the progress and when he is lacking all kinds of to give the feedback all kinds of so, formative evaluation is for progress. But the summative evaluation at the end of the semester end of the course end of the classroom say class teaching session that is to give some certification to ranking for evaluation for like at the end of the day end of the session what is the total aggregate result that is. So, that is how why do we evaluate we evaluate first thing is the to test their knowledge to give them some grading grading system grades to check their performances some certification. So, also these are the questions that what the students have learned how they have learned what is their what are their achievements how they can how the certification can be done how they can through this thing how they can try for the next stage or higher education stage.

So, these are the things. So, here comes our summative assessment that is the total assessment at the end of the session. So, now, the basic thing is that the purpose of evaluation is that first thing these are why do we evaluate that is the these are some of the you know objectives of discover the extent of the competence to what extent learners have learned the things or have developed the competence predict the educational practices like to evaluate which practices have been successful beneficial to certify the students degree and proficiency and a particular educational practice to apprise the status and change on the students behavior yes. If it is not satisfactory then how to modify the behavior and the students behavior and bring certain

changes to make the provision for guiding the growth of the individual students individual students growth can be can be nurtured can be nourished to diagnose the individual students educational weaknesses and strengths. So, evaluation is also done because to identify the weaknesses if it is at all that means, if there are different educational weakness strengths and weaknesses how to identify it and how to how to customize the instruction or how to customize the learning processes and the learning contents syllabus etcetera to satisfy or to prepare the learners to achieve a little bit optimum result.

So, here the purpose of evaluation is to test the efficiency of the teachers yes here the evaluation has the both impact on both side not just learning the not just measuring the evaluating the student's performances, but also the teachers' efficacy also. So, the test the test the teachers efficiency you know ratings grading a students rating of the teachers performance classes. So, test the efficiency of the teachers apprise the teachers and supervisors competency improve the instruction to that means, to bring more changes reforms revisions new innovations and also measurement techniques and measuring devices tools etcetera and to bring out the inherent capabilities of the students such as attitude habits. So, teaching learning is not just for content memorization or content learning, but also to develop desirable attitudes habits appreciations skills in the sense of understanding then social skills emotional skills ethical standards values all kinds of people's mind set. So, it serves as a method of self improvement improving the school learning and the relations school learning relation as a guide guiding principle for the selection of supervisor technique.

So, evaluation it has the multiple purposes for the teachers for the learners for the administrators even for the parents also and for the whole learning community. It is a multipurpose. It has a multipurpose goal multipurpose objectives. The scope of evaluation is that it relates to the value judgment and it is the extent to which the educational objectives have been attained like for example, to find out find out the gap between expected learning outcome and actual learning outcome that is the instructional objective when we formulate the instructional objectives at the same time we expect that after the completion of the course the students are supposed to are expected to learn. So, what is the expected learning outcome and what is the actual learning outcome of the students. So, what is the gap area? So, that gap area actually gives us the feedback that whether to change the content whether to change the pedagogy in which way in which what are the extra strategies we can use for make it more effective more make it more constructive and positive and so, that the students level of success and understanding and performance can be enhanced and at the same time minimize the gaps and may how to bring maybe that what are the lapses that we are having right now and how can it be modified how what can it be revised how can we update and moreover from time to time how can we update the update the content update the pedagogical tools and technology etcetera.

So, identify the student strengths and weaknesses and difficulties of the problem maybe the difficult subject how to teach it more in a very simple way very in a very lucid way. So, that the learners can better understand it and how to give them through how to make them understand the subjects through giving very different assignments. So, provide the baseline for the guidance and counseling here also another thing is scope evaluation is also it has another objective of giving the career guidance carrier guidance and counseling in case they face any difficulty and career guidance for the that means, for empowering them here guidance is there to empower the learner to better understand their own performances their own abilities and the discomforts and difficulties and prepare accordingly. So, that they can take a decision for their future course of action future education future or higher education. So, guidance is a

career guidance is a very important it can be embedded in the process of evaluation also.

So, these are the same thing placements for the different jobs for developing the positive attitude interest where social skills as the time. Nowadays in 21st century it is the employability scale skills employability skills it is not just the technology, but it is the other kinds of social emotional non generic skills that is how to that means, how to collaborate how to communicate how to think creatively how to how to develop the design skill designing skills sustainability skills and curriculum curriculum planning skills and you know people skills some of these people skill how to work with people how to work that is team work. So, all these kind of things are the also the implication of the evaluation because it evaluation does not only measure our learning outcome or academic scores, but also our overall personality attributes.

So, assessment as we know how the students progress how the students progresses primarily formative assessment summative assessment and the formative assessment that is the intermittent from time to time and the summative assessment you know as the end towards the end of the thing. Formative assessment has the greatest impact on the learning and achievement and it it these are both impact important and useful because it know it measures the progress the timely it gives the timely feedback it measures the progress degree of progress the intensity of the progress the child is making at every step of learning.

So, assessment so, assessment for learning is actually assessment for learning is also a teaching approach that generates the feedback to the students that can use to improve their performance and how by reviewing the students progress also students work in progress. So, this assessment of learning can be very helpful. Formative assessment you know with varying intervals intermittently with the to provide the information to provide the feedback and also it to how to enhance the quality of the students learning how to enhance the quality of the course content how to assessment here is often referred to as in the relation to that means, formative assessments are very frequent where the number of times occurrences are very frequent because it is goes on throughout the session. And feedback is a very important and it is it enhances the it has enhances the learning teaching learning effectiveness in the sense that positively affect and teaching because feedback always includes formative assessment feedback to the learners to the learners to the students about their progress about their difficulties how to improve it all kinds of the things at the same time feedback also information about how the students are learning these feedbacks are for the teachers how there what is what is the pace of their progress what is the nature of their understanding how any difficulties if they are facing how they are facing why they are facing. So, the feedback it has the two dimension one is feedback for the students for the learners as well as feedback for the for the teachers.

So, as you can see these are the you know these are the role of the teacher in the feedback and the forms that carrying out the assessment for example. So, teacher during the term how we know how he carries forward this formative assessment like for his role as a learner actively participate in educational process understand the assessment criteria self access all these things. And the role of the teacher is to clearly prescribe the assessment criteria develops the task according to the assessment criteria like what type of question we should be we should put in the question paper what is in which way to assess the progress what are the different mechanism what are the different strategies either through short answers or through projects or through discussion or through narration or through some quiz or through. So, different mechanism through which the assessment will be done. So, either it can be done in individual

level it now it can be done in group level it can be in the pairs it can be in the transferable group.

So, how to what are the different forms of carrying out the assessment. So, the types of formative evaluation that is the these are the things items that anecdotal records, quizzes, essays, diagnostics there is a different way through which we can introduce we can administer the formative assessment test. So, these are actually the planned process in which the teachers students teachers or the students use the assessment based on the evidence to adjust ongoing learning and instruction to feedback to modify the teaching and feedback to modify the learning and improvise the learning activities as well. So, the plan of formative evaluations are meeting the curriculum aims and objectives, how effectively the projects are contributing, what are the best practices, how to identify the gaps between what is expected and what is actually happening, raise the awareness that means, the awareness of the plan and stimulate the discussion, ensure that the course outputs are meeting the students needs. Like suppose what are the instructional objectives and in which way students are making the progress, whether these two things match together or not or maybe that instruction instructional objectives are something and the students are making different piece.

And moreover whether these instructional objectives actually cater to the needs of the students or not. So, the it has to be the proper curriculum planning. So, the curriculum can respond flexibly the part of the everyday practices either prior to learning or during instruction. So, at any time the formative assessment can be done. So, the different tools to collect the evidence regarding the progress of the students can be can be taken can be can be taken in order to provide the effective guidance to the learner for the feedback to the learner to improvise in the performance.

And frequent use of the formative assessment accompanied by the immediate and specific instruction help the students in achieve the learning goal. That is the frequent use of formative assessment through different strategies, different techniques, different quiz, different test followed by the specific instruction clear instruction or the feedback. And, but initially the clear instruction helps the learner to achieve the goals and the while analyzing the data. So, here the clear instruction as well as the feedback timely feedback. So, the analysis of the data also allows the instructor to differentiate the instruction and provide the appropriate individualized support. So, here after analysis when after analysis when the large data will be large data will be collected and it will be analyzed now they took it can help on give the instructor feedback about their about the you know type nature of the task. How the whether the task fit into which category, which level of understanding, which level of cognition, how to give the feedback, what are the descriptions are there, then how to make them understand different algorithms all kinds of the clear lesson planning can also be done. So, accordingly the lesson can be redesigned and the lesson plan can be revised.

Now coming the summative assessment, summative assessment at the end of the unit or the end of the semester etcetera that is to concentrate more on the learners outcome that is outcome at the end of the session for the certification for the awards for the overall evaluation of the students learning or the program effectiveness at the end of the unit or the course that take place. So, types of summative evaluation takes place through unit test, final examination or national level test, state level test, entrance examinations as per the requirement as per the objective like entrance level test to to test to verify the entry level behaviour. National test, final examination or depending on the you know objective of learning outcome what specifically the learning outcome objectives are.

So, that is depending on that the summative evaluation takes place. The process of summative evaluation again summative assessment starting from the planning to organization to implementation stage. This has been narrated here how to from the starting from the course plan to the summative assessment how to conduct and again assessment especially and moreover with the large number of students and in the digital platform and as the pedagogy changes as the pedagogy changes the mode of assessment can also vary. So, in different context in addressing the diverse at the diverse abilities of the learners, different categories of learners and depending on the learning objective instruction objective. So, assessment formats the summative assessment both the formative and summative assessment formats can change.

So, it has to be very much innovative very much updated as per the requirement as per need of the hour as per the instructional need as per the learners needs learners needs and learners academic needs their their performance needs and their learning needs. So, here as you can summative assessment should reflect on the reflect formative assessment that precedes. So, it is not like that the so even if we have the we conduct the summative assessment format both the formative assessments are complementary. If enough of sufficient number of formative assessment have already been made definitely is going to help out the summative assessment performance. So, it is so summative formative assessment also because you know through all kinds of formative internal assessment assignment etcetera it can it facilitate the summative assessment performances at the end.

So, it should also match both summative and formative assessment learning materials should match with each other and it should align with instructional and curricular outcomes and it should also determine the students existing to students exit achievement at the end of the day end of the semester end of the year what should be the total learning outcome and the performance achievement and may be tied to the final decision grading reporting certification etcetera. And how the learning curve learning progress the progress is being is moving on how the learning progress moves on from the starting point to the achievement final achievements all these thing assessment part. So, it can be taken into account in the summative assessment.

So, these are the characteristics formative assessment is to provide the ongoing feedback and for just to check the progress of the progress of the learner at the same time to give the feedback to improve his to improve the his performance as well as the instruction. And in the summative is that at the end of the session that is for instructional that is semester certification the or academic certification after the instruction. And formative, definitely formative evaluation is on going throughout the session and summative is towards the end and students involvement.

So, students involvement students can be encouraged more through the formative in formative evaluation assessments and feedback to make more effort to effectively use the learning strategies etcetera. And intrinsic and mastery learning mastery learning skills are oriented more oriented to formative learning than and in extrinsic and performance oriented things are they are the outcome of the summative evaluation. So, these are some of the characteristic the teachers role level of specificity structure that you can go through how flexible formative evaluations are very flexible and adoptable whereas, the summative evaluation is more formalized and highly structured and these are things. So, formative assessment elicit the information about the learning goals and intentions. So, formative assessment is very closely related to the feedback.

So, it gives the feedback both to the learners as well as the teachers. So, it elicits the information about the learning goals and the intentions and the criteria of success. So, it is about the it elicits the information about the students understanding and their learning state and their state of the knowledge their present existing knowledge and also elicit information about the benefits and constraints of learning practice and strategies they are using and the benefits and constraints of you know instructional learning materials well effective learning strategy how to explore the more new resources how to strategize learning preparations learnings and preparation classroom preparations that would be very useful for moving towards the learning process making the progress and also securing good marks in the summative test. So, here it some formative evaluation actually it gives basis foundation for adopting the instructional materials and strategies up to the students level of knowledge and understanding. So, that they can make more effort and they have strategically use the time and learning resources and pedagogical you know pedagogical facilities in a very strategic way to maximize their learning and performance.

So, it has also diagnostic purpose. Like through formative assessment only we can identify if there is any disability any discomfort any specific difficulty of difficulty of the learners if it is there then we have to change the instructional outcomes also. So, it has the diagnostic purpose diagnostic cause in the sense that to identify the difficulty level difficulties or any drawbacks any weakness specific weakness that exist there which can be addressed promptly. So, summative assessment is outcomes that can also be used as the information for formative assessment because may be that before there are also that means, before that means, the previous class test results that can also be used as the as the you know content of the formative evaluations in the next level of education process also. So, as you can see so, now, we will come to the feedback. So, we will come to the feedback what constitute the effective feedback that improving the success and achievement by creating the responsive learners and enhancing the teachers teaching the role of the feedback and again the you know the you can say the logical demonstration logical application of the feedback how feedback plays a very important role in the pedagogical framework how it promotes the students engagement how it enhances the learning and what is the role of effective feedback what are the characteristics features of effective feedback should be very specific very descriptive it should be sometimes it should be self initiated student initiated peer initiated.

So, because it sometimes it combines both the self self initiated feedback and peer assessment feedback and it should how it should be appropriate to the content how it can it allows the time for action to improvise the performance how it can also takes place in conversation peer feedback teachers feedback then how communication plays a very important factor in the process of peer feedback and how feedback should be given what should be the timing what should be the sequence what would be the logistics you can say the logical logical steps. So, and what should be the you know what should be the size the narration the vocabulary all these are the you know are the very critical things of the effective feedback. So, feedback is presented alongside the like for example, we are giving the feedback as well as the grades. So, in which context actually the feedback is more beneficial suppose if the feed in the research say that if the feedback is presented alongside the grade the benefit of the feedback can be reduced. So, without any grading without any you know a label without any percentage of mark if freely can give the feedback that is more beneficial the moment the grade is omitted it is it supports the learners and focuses more on the learning and enhancing the performance the moment any grade any level any percentage of mark is attached to it then it becomes less effective in the says that because you know when the grade is there means you are you are judging the judging the learner on the basis of some label.

So, that is a derogatory. That is, you know, not beneficial. That is, you can say, dysfunctional. So, how to take care of all these things? That we will discuss in the next class. So, thank you very much.