

BEST PRACTICE-1

Title of the Practice: ASSESSMENT AND REFLECTION

The context that required the initiation of the practice:

It is essential that assessment meets the specific and immediate goals of a course by giving grades and satisfies the accountability demands of the authority offering it. But, it is more essential that it establishes a basis for students to support and enhance learning as well as enables them to undertake their own assessment activities in the future. It was with this purpose in mind that the practice of assessment and reflection was initiated by our college.

Objectives of the Practice:

- To align assessment with Vision, Mission, Objectives, Core values of the institution and the task objectives.
- To enable the teachers and students to apply analytical skills, compare, contrast and appreciate/criticize their tasks
- To facilitate teachers and student teachers to make meaning out of the process they are engaged in; thus developing an increased awareness of their own learning.

The Practice: Our institution uses the Context-Input-Process-Product (CIPP) Model for evaluation of curriculum transaction.

The *context evaluation* stage assists in decision-making and planning, related to the academic calendar, theory, exams, practice teaching, co-curricular activities, extended activities, research etc. This enables the management and Principal to identify the needs, assets, and resources of the institution in order to provide a programme that will be beneficial.

In the second stage that is *input evaluation stage*, discussion on the objectives, proposal for the task and criteria of evaluating each task is done. This enables to map the task details related to theory and practicum.

The third stage of *process evaluation* reviews the quality of the program's implementation. In this stage, program activities are monitored, documented and assessed by the teacher educators. The objective of this stage is to provide feedback regarding the extent to which planned activities are carried out, guide staff on how to modify and improve the program plan, and assess the degree to which participants can carry out their roles. The final component to CIPP is the *product evaluation* which assesses the SWOT analysis of each task/activity on the student teachers. It also checks the efficiency of planning, execution and assessment / follow - up with respect to various activities.

Obstacles faced if any and strategies adopted to overcome them:

Issues such as how to introduce and deepen reflective skills, how to assess reflective writing and the debate around openness had to be dealt with.

Thus teachers and students have to be trained to be able to reflect through various interactive sessions.

Initially we also faced constraints such as issues of time and personal motivation for reflective thinking but however it could be overcome in a period of time. Time issues were sorted out by introducing a time slot for reflective thinking after the lectures daily. Personal motivation was triggered once we could observe the benefits of assessment and reflective practices in our day to day practices.

Impact of the practice:

Assessment and reflection helped to transform the experiences of teachers and students into genuine learning about individual values and goals.

This practice helped the students to develop higher-level thinking and problem solving. Students could get into the habit of linking and constructing meaning from their experiences. 'Reflection' writing is a part of the lesson plan and students are encouraged to write in the space provided immediately after their lesson is over. In the tutorial groups, the mentor teachers 'listen' sensitively and give their responses playing the role of motivators for ongoing effort.

It makes the teacher-educators and student-teachers accountable for their actions. They readily accept appreciation as well as criticism openly.

All committees and clubs of the institution get an insight to be able to improve upon their activities by thinking of strategies to overcome their weaknesses and perform better considering the opportunities available to them.

By fostering a sense of connection to the community and a deeper awareness of community needs, reflection has increased the participation of students as alumni to remain committed to service beyond the term of the course.

Resources required:

This practice requires only time, space and sheets to record assessment and reflection.

Future plans:

We plan to continue this practice so that learning becomes a continual process of engaging the mind that transforms the mind. It benefits both the teacher-educators as well as the student-teachers in their overall performance. New metacognitive strategies can be developed so that we are able to scale new heights of quality improvement in all tasks and endeavours.

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