

# AIU EAST ZONE VC'S MEET 2019-20

## PROMOTING EFFECTIVE PEDAGOGIES AND ASSESSMENT PRACTICES: GLOBAL TRENDS



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# INTRODUCTION

- ❑ Rapid technological changes and growing number of students entering into Higher Education (HE) has brought the HE at the threshold with a major shift in its philosophy as a new challenge across the world.
- ❑ No longer does the academic prerogative belong to a generation who valued learning for the sake of enlightenment. Many contemporary undergraduate students enter their programmes of study with a primary desire to improve their position on the subsequent employability market.
- ❑ Educators need to face and address these challenges by offering new insights and fresh ideas through an effective pedagogy and assessment practices.

# EFFECTIVE PEDAGOGIES : THE NEED

- ❑ Adoption of Emerging Modern Approaches of Teaching.
- ❑ Higher Order Thinking (HoT).
- ❑ Fostering Critical Thinking.
- ❑ Outcome Based Learning.
- ❑ Competence.
- ❑ Attitude & Vocational Skills for Employability.
- ❑ Value Based and Life Skills.

# EFFECTIVE PEDAGOGIES : GLOBAL TRENDS

- ❑ Blended learning.
- ❑ Collaborative approaches to the construction of knowledge/building communities of practice.
- ❑ 5 E Models of Constructivist Approach to Learning – Engage, Explore, Elaborate, Explain, Evaluate.
- ❑ Use of multimedia and open educational resources.
- ❑ Increased student control, choice, and independence.
- ❑ Anywhere, anytime, any size learning.
- ❑ Technology mediated Learning.

# EFFECTIVE PEDAGOGIES : GLOBAL TRENDS

- ❑ Self-Directed Learning
- ❑ Problem-Based Learning
- ❑ MOOCs & eLearning
- ❑ Competency-Based Education
- ❑ Open Innovation
- ❑ Start-up Education
- ❑ Mobile Education
- ❑ Vocational Training
- ❑ Collective Education
- ❑ Flexible Learning
- ❑ Moral Education

# ASSESSMENT PRACTICES : THE NEED

- ❑ To ensure Validity, Reliability, Transparency, and Usability.
- ❑ To help in focus attention on the learning progress and outcomes of each student.
- ❑ To develop capabilities of students in analysing their own learning and becoming self-directed learners.
- ❑ To building strong school-home partnerships by making parents aware of learning goals, their children's progress and priorities for further learning.
- ❑ To understand student strengths and weaknesses in relation to expected standards.
- ❑ To target future teaching and improve classroom instruction.

# ASSESSMENT PRACTICES : THE NEED

- ❑ To ensure Accountability.
- ❑ To monitor the performance of schools and education systems and ensure that national education goals are met.
- ❑ To alienating students (and teachers) from the education system and exacerbate inequity in education.
- ❑ To raise achievement and reduce disparities.
- ❑ To promote high-equity: education for all.
- ❑ To build students' skills for learning to learn.
- ❑ To promote high-performance.
- ❑ To address the formative-summative tension.
- ❑ To strengthen the cultures of evaluation.

# ASSESSMENT PRACTICES : GLOBAL TRENDS

- ❑ Peer Evaluation, Assessment and Review (PEAR).
- ❑ Student Mentoring.
- ❑ Internal and External Assessment.
- ❑ Student summative assessment aims to summarise learning that has taken place, in order to record, mark or certify achievements (EPPI, 2002).
- ❑ Student formative assessment aims to identify aspects of learning as it is developing in order to deepen and shape subsequent learning.
- ❑ Diagnostic assessment takes place at the beginning of a study unit in order to find a starting point, or baseline, for learning and to develop a suitable learning programme.
- ❑ Diagnostic assessment may also serve to identify students who are at risk of failure, to uncover the sources of their learning difficulties and to plan for an appropriate supplemental intervention or remediation.



# CONCLUSION

- ❑ Universities have been quick to meet the need of the students to gain experience in a range of additional and subsidiary programmes that focus on the provision of 'value added' benefits and ability to think critically, are invaluable to students' futures: they prepare individuals to tackle a multitude of challenges that they are likely to face in their personal lives, careers, and duties as responsible citizens.
- ❑ To ensure that the HE sector continues to enable graduates to become effective citizens who contribute to the betterment of society, global standard effective pedagogies and assessment practices need to be developed.
- ❑ Moreover, by instilling these in students we groom individuals to become independent lifelong learners – thus fulfilling one of the long-term goals of the educational enterprise .

# REFERENCES

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THANK YOU