

Integrating Assessment in a Community of Practice

Key Questions

Does integrating assessment in this community of practice facilitate knowledge building for professional learning according to the four “pillars” of the program model?

Is it possible to reconcile the bureaucratic need for discrete subject-based assessment grades with integrating assessment in a community of practice?

Context

Graduate Diploma in Education (Primary) – Knowledge Building Community (KBC) Mentoring Program at the University of Wollongong Shoalhaven Campus

Rationale

Integrate assessment such that it becomes intrinsic in community practices and modifies and diversifies those practices over time and across contexts.

Guiding Principles

Community of Practice

Multiple communities (i.e., schools, KBC Homeroom, project teams), social fabric of learning, joint enterprise, mutual engagement, shared repertoire individual and collective meaning making, trajectories of identity. Brokers of practice between school communities, KBC Homeroom and project teams (Wenger 2006a; 2006b)

Knowledge Building Community

Individual, collective and collaborative development of a professionally rigorous and relevant knowledge base. Four “pillars” of the knowledge building community (Cambourne, Kiggins & Ferry, 2003):

- Community Learning;
- School-Based Learning;
- Problem-Based Learning; and
- Reflective Practice.

Mentoring

Mentoring as a workplace learning strategy (DET, 2007; Cambourne, et al, 2003; Dorvil, Isaksen, & Noller, 2001; Carter & Francis, 2000; Rowley, 1999)

Integrated Assessment

Real world (authentic) professional learning including self, peer and mentor feedback, reflective practice, teaching-learning cycle (Cambourne, 2006a; 2006b), information derived from undertaking and completing Assessment Tasks during Sessions to drive the teaching-learning cycle (see Black & Williams, 1998)

Methodology

- Develop Rich Tasks as authentic community practices that require collective and collaborative processes
- Use self- peer and mentor formative and summative assessments
- Evaluate the process and achievement of outcomes from student and mentor feedback

Issues Arising

Make assessment intrinsic in community practices

- Align community practices with Institute of Teachers’ Graduate Standards, the University’s Graduate Qualities and subject outcomes with assessments
- Develop generic rubric to facilitate formative and summative assessments
- Need to reconcile bureaucratic need for discrete subject-based assessment grades with integrating assessment in a community of practice

Where to from here?

- Refine self, peer and mentor assessment rubric
- Engage colleagues in a dialogue about integrating assessment in the program
- Publish findings

Integrated Assessment Activities

Individual Tasks

Group Project Tasks

Individual Syntheses
and Audit Trail of
Professional Learning

Community
of
Practice

Community
Learning

School-based
Learning

Problem-based
Learning

Reflective
Practice

Four
Pillars

NSW Institute of Teachers
Graduate Standards

Graduate Diploma in Education
(Primary) Subject Outcomes

University Of Wollongong
Graduate Qualities

Standards, Outcomes and Qualities of Graduates in the Graduate Diploma in Education (Primary)
Knowledge Building Community Mentoring Program

Integrating Assessment in a Community of Practice:
Graduate Diploma in Education (Primary)
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