



STUDENT LED CONFERENCE : RESEARCH

STUDENTS TAKE OWNERSHIP OF THEIR LEARNING JOURNEY!

“Truly assessing students’ learning means measuring how they can use and share what they know, what and how they think about learning and about themselves as learners...”

RESEARCH INSIGHTS

“Truly assessing students’ learning means **measuring** how they can use and share what they know, what and how they think about learning and about themselves as learners...”¹

In most cases this doesn’t happen. Assessment and the **mediums of assessment** for most students and their learning journey is defined by curricular – or assessment body – requirements. Typically, schools are required to **showcase student learning** to parents, in linear, one-dimensional report cards that rely on the teachers understanding of student growth, rather than involving the students’ participation in their own learning. Teachers can facilitate **student participation and ownership** by finding and creating opportunities to document learning rather than assessing it by creating a portfolio.²

Getting a more complete picture of a student’s learning journey has to involve the student in that process. Ideally, a **portfolio** joins the quantitative (grades, scores, proficiencies) with the qualitative (audio, video, text, images) to help inform a **child’s progress** throughout the year.³ Portfolios can become the juncture between instruction and assessment, and what is produced is greater than the sum of its parts. It provides teachers and parents with a sneak peak of what is going on in their children’s head. Since the main stakeholder – the student – collects and reflects on the body of work they have done, it allows students a sense of **ownership of learning** that few other methods can achieve.⁴

The next step is involving parents in the learning journey of their child. By having the students lead and take control of the **conversation** about their growth, they are **better equipped** to tell parents of their progress than teachers. Parents **perception** of academic values can have a positive or negative effect on children and the **transmission** of academic values is typically top-down (i.e. from the parent to the child).⁵ When parents see the ownership of learning by their child and can visibly identify what is important to the child, a sense of **shared academic values** is created.

(Cont.)

STUDENT LED CONFERENCE : IN A NUTSHELL

- Portfolios enhance existing methods of assessment by providing: a documentation of the student's **best work, effort and growth**; a focus on authentic performance; access to reflective opportunities; evidence of metacognition; and a choice of **individualization of assessment**.⁶
- Working on portfolios as forms of assessment support teaching and learning at high levels of **Bloom's Taxonomy**, rather than the traditional method which typically addresses recalling knowledge and basic understanding.⁷
- There is evidence to suggest parental involvement and student achievement within the Program for International Student Assessment (**PISA**) **parent survey reports**. When supported with personality and socio-cultural development and communication with students about the perception of achievement there is a **positive effect** on student achievement.⁸

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