

Perspective of Assessment and Evaluation

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Constructivism (Philosophy of education)

Constructivism is a theory in education that recognizes learners construct new understandings and knowledge, integrating with what they already know. This includes knowledge gained prior to entering school. It is associated with various philosophical positions, particularly in epistemology as well as ontology, politics, and ethics. The origin of the theory is also linked to Jean Piaget's theory of cognitive development.

Various approaches in pedagogy derive from constructivist theory. They usually suggest that learning is accomplished best using a hands-on approach. Learners learn by experimentation, and not by being told what will happen, and are left to make their own inferences, discoveries and conclusions.

In recent decades, constructivist theorists have extended the traditional learning to address collaborative and social dimensions of learning. It is possible to see social constructivism as a bringing together of aspects of the work of Piaget with that of Bruner and Vygotsky.

In constructivism learners communicate with each other, and share their understandings, feelings, knowledge, and experience, to come up with new knowledge.

The teacher becomes the facilitator, and the learners

are encouraged to ~~contact~~ interact, exchange views and experience and construct meaning and knowledge that is based on their needs (still with the teacher's interventions)

Meaning of Assessment

In education, the term assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood. It is the process of systematically gathering information as part of an evaluation. Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning.

Some definitions:

Assessment refers to the process of gathering, analyzing and interpreting information in order to make instructional, administrative and/or guidance decisions about or for an individual (Wallace, Lortie and Elkenin, 1992)

Assessment is the process of collecting and organizing information from purposeful activities (e.g. tests or performance or learning) with a view to drawing inferences about teaching and learning, as well as about persons, often making comparisons against established criteria. (Lamprianou & Athanasou, 2009)

Meaning of Evaluation

Evaluation is a broader term that refers to all of the methods used to find out what happens as a result of using a specific intervention or practice. Evaluation is the systematic assessment of the worth or merit of some object. It is the systematic acquisition and assessment of information to provide useful feedback about some object.

Some definitions -

Carter V. Good (1959): Evaluation is the process of ascertaining or judging the value or amount of something by use of a standard of appraisal.

Stufflebeam and others (1971): Evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives.

Whightstone (1956): Evaluation is relatively new technical terms introduced to designate a more comprehensive concept of measurement that is applied in conventional tests and examinations. The emphasis is upon broad personality changes and major objectives of educational programme. These include not only subject matter achievements but also attitudes, interests, ideals, ways of thinking, work habits and personal and social adaptability.

Torgerson and Adams (1955): To evaluate is to ascertain the value of a process or a thing. Thus educational evaluation is the passing of judgment on the degree of worthwhileness of a teaching process or learning experience.

Indian Education Commission (1966): It is now agreed that evaluation is a continuous process, forms an integral part of the total system of education and is ultimately related to educational objectives. It exercises a great influence on the pupil's educational achievements but also improves it.