

Assessment for Learning / Metacognition Programme.

Learning Strategies and their success.

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Teaching Environment: One to one level and small class group.

Learning Strategy used ----- Comment only marking scheme.

Teaching Environment: Individual students in S.E.N Department and small class group.

Subject: English.

Effectiveness: I have used this strategy over the past few weeks with three of my one-to-one students. All of these students have a specific learning difficulty. I have used it for correction of essay work done with me. It has been successful in the sense that it has definitely encouraged the students to think about where they have made errors, self correct and analyse their work. Also, I believe it increases their sense of responsibility for their own work. However, as this is a new strategy it will take time for both students and teachers to fully realise its potential and there is always the problem of students wanting an actual grade. It has potential for positive benefits. A further assessment on the progress of this strategy will be done before the end of the summer term.

Learning Strategy used ----- Planning, Monitoring and Evaluating [Self Regulatory check list].

Teaching Environment: One-to-one level and small class group [4 students].

Subject: English.

Effectiveness: This is an exceptionally effective strategy. It provides the student with very clear guidelines as to what their goal is before entering into a task, it ensures assessment of their progress is carried out during the task or assignment and allows for the essential reflection of the students own work on completion of the task. This has worked very well on both a one-to-one level and group set up. It provides a simple yet highly effective framework for students to follow in any subject area or task.

Learning Strategy used: ----- Time waiting////Number of question I ask the students.

Teaching Environment: One-to-one level and small class group.

Subject: English.

Effectiveness: This is another of the strategies recommended on the Assessment for Learning module. It seemed at the beginning to me a very obvious strategy that we all as teachers would be doing anyhow. However, it was quite obvious when I reflected on my own practice I did, on occasion, ask a lot of questions and gave little time for answers!! By reducing the number of questions I ask my students and increasing the wait time for answers I have noticed a great increase in the quality of answers from students and also there are more definite answers coming from the students! This simple strategy allows students time to formulate their ideas in a logical manner and as a result students are evidently more confident in their answers in class. This benefits individual students and also their peers as everybody learns and benefits from each other.

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