

Assessment for learning: some insights from collaboratively constructing a rubric with Post Graduate education students

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Both authors are part of the academic team which developed, and currently lecture in the Postgraduate Diploma of Education (Middle Years). Terry de Jong is the Director of the Program and Lesley Newhouse-Maiden coordinates the Practicum. Both have a strong passion to educate their post-graduate students to meet the needs of young Australian adolescents in the present social climate.

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Abstract

Learning to work collaboratively is an important component of successful middle schooling practice (Jackson & Davis, 2000). In their preparation to become middle years teachers, students completing the Postgraduate Diploma in Education (Middle Years) at Edith Cowan University (ECU) are required to engage in a range of collaborative group processes. An example of this is a small group-based project in the “From Alienation to Engagement” unit which necessitated students investigating and presenting their findings on the services offered to adolescents by youth-focussed agencies. As part of this project, students had to reflect upon their individual contribution to the group process. To help facilitate this, students were required to construct an assessment rubric and use this instrument to inform their reflections. This paper describes the rationale for and process used in constructing the rubric. It discusses four key themes of student learning identified from the students’ reflection papers