

# The Webinar: Teaching IB DP Economics as Informed by Assessment *Will be starting shortly*

Jen Olmsted





**“I hope none of you are feeling stress  
about this test.  
It’s only 50% of your grade, 60% of your future  
and 100% of your self esteem.”**

## Teaching IBDP Economics as Informed by Assessment

From the guide:  
**Approaches to Teaching  
and Learning**

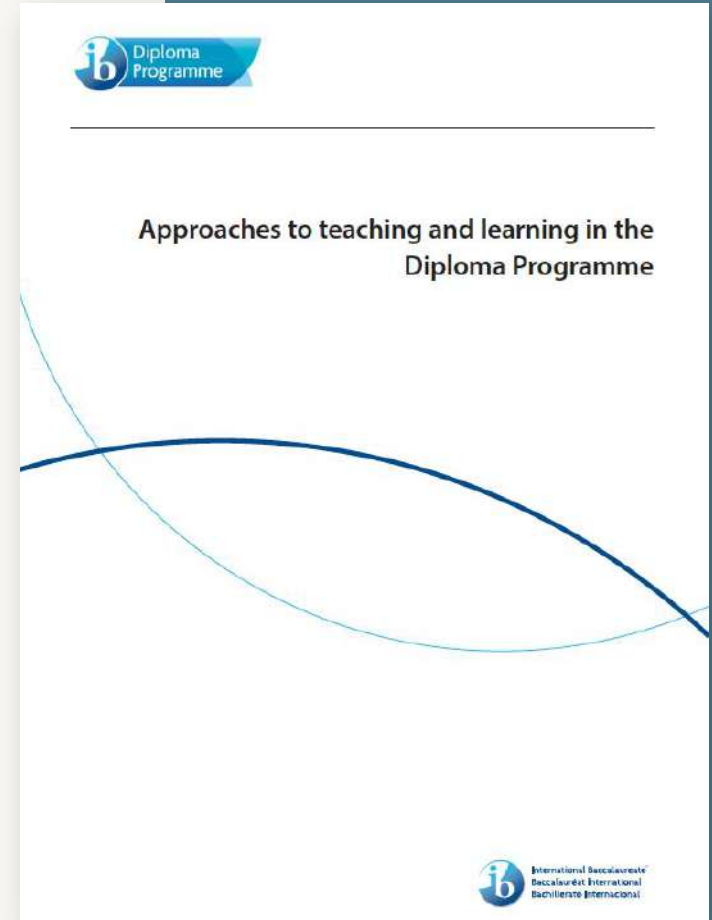
**Page 23**



**Approaches to teaching and learning in the  
Diploma Programme**

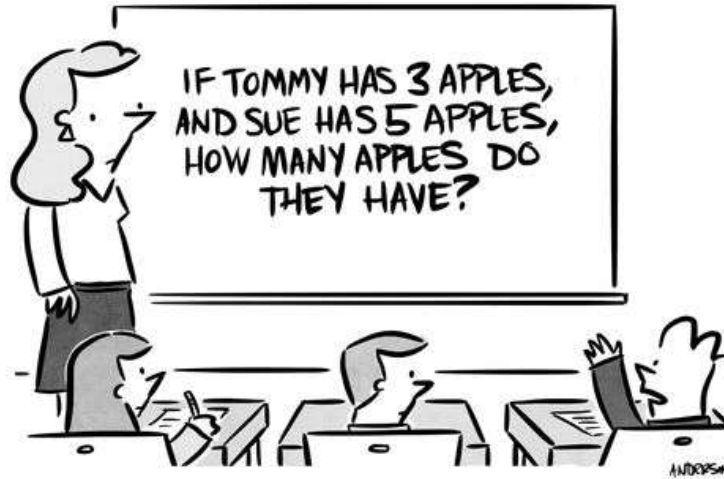
# From the guide: Approaches to Teaching and Learning

“Assessment plays a crucial role in supporting learning as well as in measuring learning”



# What is the difference between teaching and learning?

WWW.ANDERZTOONS.COM



"OK, first things first - how many kids are just walking around with multiple apples?"



What happens when we focus on teaching....



# What does it look like when we focus on learning?



# Formative vs Summative assessment

At your school how do you define formative and summative assessment?

An analogy.....

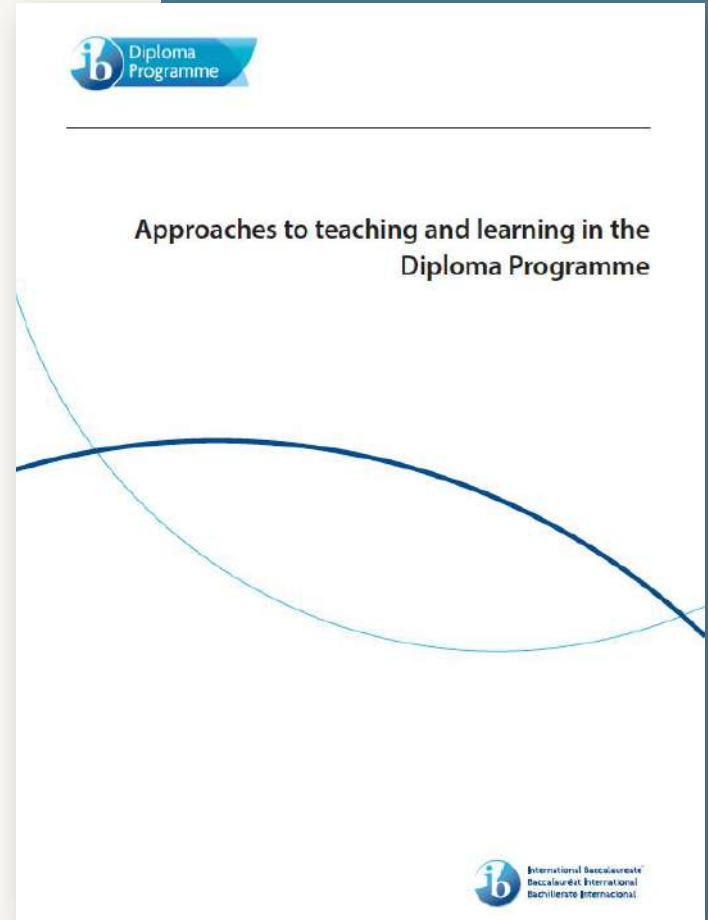




# From the guide: Approaches to Teaching and Learning

How does the IB define formative assessment?

Although the two are inherently linked, an important distinction must be made between formal IB assessment and the supporting formative assessment processes that schools develop for themselves. Formative assessment encompasses “all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Black and Wiliam 1998: 7) Formative assessment is, therefore, a tool or process that teachers can use to improve student learning; it is about assessment for learning, rather than simply assessment of learning.



# From the guide: Approaches to Teaching and Learning

## The research behind the IB approach to formative assessment

One of the most comprehensive analyses of factors affecting student learning was undertaken by John Hattie of Auckland University in New Zealand, and published as *Visible Learning* (2009). This study was a synthesis of 800 meta-studies of 52,637 papers, including results from more than 200 million students worldwide, from early childhood through to adult education. Two of the top ten teaching-related factors that Hattie identified as having the most effect in positively influencing student learning were providing formative evaluation, and feedback. Effective assessment, therefore, has a crucial role to play in student learning. In particular, a key function of assessment in the DP should be that of providing feedback: feedback to students, and also feedback to teachers on students' particular strengths and limitations. This feedback to teachers plays a crucial role in guiding future planning.

Providing formative evaluation	Feedback
"Feedback to teachers on what is happening in their classroom so that they can ascertain 'How am I going?' in achieving the learning intentions they have set for their students, such that they can then decide 'Where to next?' for the students." (Hattie 2009: 181)	"Feedback is most powerful when it is from the student to the teacher ... when teachers seek, or are at least open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged—then teaching and learning can be synchronized and powerful." (Hattie 2009: 183)

# Using formative assessment to....inform teaching

“...instruction is more effective than feedback. Feedback can only build on something; it is of little use when there is no initial learning or surface learning.”

*Review of Educational Research*  
March 2007, Vol. 77, No. 1, pp. 81–112  
DOI: 10.3102/003465430298487

## **The Power of Feedback**

**John Hattie and Helen Timperley**  
*University of Auckland*

*Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Its power is frequently mentioned in articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning. This article provides a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. This evidence shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective. A model of feedback is then proposed that identifies the particular properties and circumstances that make it effective, and some typically thorny issues are discussed, including the timing of feedback and the effects of positive and negative feedback. Finally, this analysis is used to suggest ways in which feedback can be used to enhance its effectiveness in classrooms.*

**KEYWORDS:** feedback, assessment, student and teacher learning.

**On the other hand, when feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning. As Kluger and DeNisi (1996) noted, a feedback intervention provided for a familiar task, containing cues that support learning, attracting attention to feedback-standard discrepancies at the task level, and void of cues that direct attention to the self is likely to yield impressive gains in students' performance. It is important to note, however, that under particular circumstances, instruction is more effective than feedback. Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second, is one of the most powerful influences on learning, too rarely occurs, and needs to be more fully researched by qualitatively and quantitatively investigating how feedback works in the classroom and learning process.**

# Using formative assessment to....inform teaching

How do we know if students understand a concept in our classroom?



How do we know if students understand a concept in our classroom

- Class discussions
- Entry or exit tickets
- Quiz
- Might ask “Why doesn’t understand?”
- We can look at body language

Lots more ideas

But here is our challenge: How do we adjust our teaching if a student doesn’t understand?

# Using formative assessment to inform your teaching

Dwight has been tasked to “teach” emergency procedures. He tried a powerpoint presentation, but they are “boring” and no one paid attention.

*Can you share a time when you adjusted your teaching strategies in response to “no one paying attention?”*



# Using formative assessment to....inform teaching

How do we adjust our teaching if a student doesn't understand?



We have to go back to thinking about the difference between teaching and learning

- Intervention
- Vary instruction for every concept

Direct instruction: explain through text

Direct instruction: explain through the diagram

Real life examples. Trump and tariffs on China; Negative oil prices

Simulations

Newspaper articles

Ask students to develop an economic solution:

COVID-19 has created an economic slowdown. Solve it.

# Using formative assessment to....inform learning

The IB says that formative assessment must inform teaching and learning.  
Hattie says an essential component of formative assessment is feedback.

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## **The Meaning of Feedback**

**In this review, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance.**

# Using formative assessment to....inform learning

Feedback needs to be “clear, purposeful, meaningful and compatible with prior learning.”

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**Feedback, however, is not “the answer”; rather, it is but one powerful answer. With inefficient learners, it is better for a teacher to provide elaborations through instruction than to provide feedback on poorly understood concepts. If feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learned. To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students’ prior knowledge and to provide logical connections. It also needs to prompt active information processing on the part of learners, have low task complexity, relate to specific and clear goals, and provide little threat to the person at the self level. The major discriminator is whether it is clearly directed to the task, processes, and/or regulation and not to the self level. These conditions highlight the importance of classroom climates that foster peer and self-assessment and allow for learning from mistakes.**



# Using formative assessment to....inform learning

Think about some feedback strategies that you use now...are they effective?

## Checklist for effective strategies:

1. Is the feedback clear?
2. Is the feedback purposeful?
3. Is the feedback meaningful?
4. Is the feedback compatible with prior learning?

*How do you give effective feedback in your classroom?*

## How can you adjust these strategies to be effective?

1. Writing “well done” on the bottom of an essay?
2. Writing “6” on the bottom of an essay
3. Writing 30 comments on an essay
4. Writing lots of lovely insightful comments
5. Returning marked homework 3 months later

## Some excellent ideas....

- Align feedback with IB assessment criteria
- Turnitin allows you to save comments that you can reuse
- Use model answers to demonstrate the difference between a “6” student response and a “7” response
- Allow students time to reflect on written feedback and create a plan to improve

# Using summative assessment to....inform learning

“Too often, (summative) assessments are used to provide snapshots of learning...”

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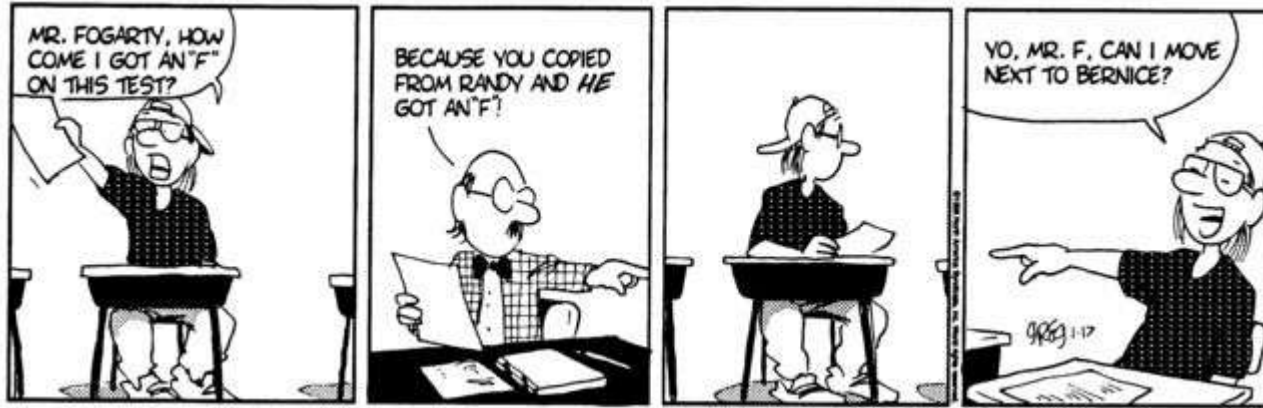
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There are major implications for the design of assessments. Too often, assessments are used to provide snapshots of learning rather than providing information that can be used by students or their teachers to address the three feedback questions. Certainly, a critical conclusion is that teachers need to seek and learn from feedback (such as from students' responses to tests) as much as do students, and only when assessment provides such learning is it of value to either. Most current assessments provide minimal feedback, too often because they rely on recall and are used as external accountability thermometers rather than as feedback devices that are integral to the teaching and learning process. It is the feedback information and interpretations from assessments, not the numbers or grades, that matter. In too many cases, testing is used as the measure to judge whether change has occurred rather than as a mechanism to further enhance and consolidate learning by teachers or students. The costs of these thermometer-related accountability tests are high, and the feedback returns are minimal (Shepard et al., 1996).

# Using summative assessment to....inform learning

What happens in your classroom when you return a test?



Our challenge it is create an environment where students look enthusiastically through their test uncover their mistakes, and create strategies to improve.

# Teaching IBDP Economics as informed by Assessment

## Checklist for effective strategies:

1. Do students reflect on their performance?
2. Do students understand their mistakes?
3. Do students understand how to improve?

## Do students understand their mistakes?

- Go through the answers in class
- Handout a model answer

## Do students understand how to improve?

- After going through the answers, students identify their weaknesses. Put together a plan to improve

## Do students reflect on their performance?

- Students write a reflection on a google form; describing their strengths and weaknesses and articulate a strategy to improve
- I cut and paste it into the electronic gradebook

# Using assessment to....inform learning

Teaching vs Learning: Our challenge is to communicate economics concepts to students who all learn in different ways.

## Formative Assessment:

It's only formative assessment if we use to inform learning

### Checklist for effective strategies:

1. Is the feedback clear?
2. Is the feedback purposeful?
3. Is the feedback meaningful?
4. Is the feedback compatible with prior learning?

## Summative Assessment:

Should be more than a “snapshot” of learning

### Checklist for effective strategies:

1. Do students reflect on their performance?
2. Do students understand their mistakes?
3. Do students understand how to improve?



# Q & A

Any questions?



# Thank you for attending

Jen Olmsted

