Formative assessment & Inclusive language

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Who are we?

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Afternoon Agenda

13.45 – 14:25   Formative assessment

14:25 – 14:35   Tea break

14:35 – 15:15   Inclusive language

15:15 – 15:45   Update / work on own material

What are we going to learn?

- How to assess participants learning progress?
  - Formative vs summative assessment
  - What are the different examples of formative assessment?
  - How to design a good, informative formative assessment

- How to create a positive learning environment by
  - avoiding jargon
  - and using inclusive language?
- What are the different tools that will help you develop more inclusive training content?

THINK-PAIR-SHARE

THINK #1
Have students think/write about a discussion question.
① ②
③ ④

→

PAIR #2
Allow students to partner up and discuss responses.
① ②
③ ④

→

SHARE #3
Prompt a group discussion, having each pair share responses with their group or whole-class.
① ②
③ ④
→ whole class

JIGSAW

STEP 1: Focus Groups

Group students and give each group a different topic or text to read and discuss.

→

STEP 2: Task Groups

Mix groups so that students can bring their focus or expertise to a common task or problem.

pendalearning.zendesk.com

Formative Assessment

- During training, we want to monitor if the **learning proceeds according to plan** and not going off in an unpredicted direction.

- We want to get this feedback **while we teach** so that we can respond to that information and adapt our instruction to get learners back on track.

This kind of assessment has a name:

it is called **formative assessment** because it is applied during learning to form the practice of teaching and the experience of the learner.

This is different from exams, for example, which sum up what a participant has learned but are not used to guide further progress and are hence called **summative**.

FORMATIVE SUMMATIVE

WHEN THE CHEF TASTES THE SOUP

WHEN THE GUESTS TASTE THE SOUP

@bryanMMathers

FROM STEVE WHEELER'S BLOG "THE AFL TRUTH ABOUT ASSESSMENT"

THINK OUT LOUD CLUB

Types of exercises:

- ✓ Multiple Choice Question
- ✓ Fill in the blanks
- ✓ Minimal fix
- ✓ Think-pair-share
- ✓ ∞

Multiple Choice Question

$$27$$
$$+ \ 15$$
$$\overline{}$$
$$?$$

A. 42

B. 32

C. 312

D. 33

$$27$$
$$+\ 15$$
$$\overline{}$$
$$2$$

✓

A. 42

B. 32

C. 312

D. 33

PLAUSIBLE DISTRACTORS WITH DIAGNOSTIC POWER

Fill in the blanks

Fill in the blanks so that the code below prints the string 'hat'.

```
text = 'all that it is'
slice = text[____:____]
print(slice)
```

Minimal fix

This function is supposed to test whether a number lies within a range (open interval (lower, higher)).

Make one small change so that it actually does so.

```
def inside(point, lower, higher):
    if (point <= lower):
        return false
    elif (point <= higher):
        return false
    else:
        return true
```

Think-pair-share
Describe storage facilities

Describe properties of the storage facilities you might use for your research data. Address the following aspects:

Capacity

Backup procedures

Accessibility (local, server, cloud, etc.)

Level of security

Costs

Possibility to assign and revoke access rights

Link to more information

Let's practice:
Think – Pair - Share

Think of a formative assessment that you can use in your teaching.

1. Choose topic from your domain.
2. Think of the suitable assessment type.
3. Discuss with your partner.
4. Share with the group.

Inclusive language

Goal of this session

To learn how to create a positive learning environment by using inclusive language and avoiding jargon

Inclusive language

Think carefully about the language you use and how you interact with learners

Examples of non-inclusive language

- "It's easy, you just …."

- "Any questions?"

- Presenting technical "fun facts"

- Addressing a group using terms that not everyone may feel applies to them (instead use "everyone" or "all")

- Using political examples in lesson material

Stereotypes

- We all use stereotypes! And this is not a bad thing.

- Stereotypes can:
    - Be implicit or explicit
    - Guide what we notice about people
    - Guide how we interpret people's behaviors
    - Facilitate quick judgements (also appropriate ones)
    - Lead to systematically negative attitudes and behaviors towards members of a certain group

Stereotypes

- Stereotypes in instructors can :
  - Call unnecessary attention to differences
  - Give more or less attention to certain learners
  - Lead to different responses depending on which learner is asking

- Stereotypes learners have about themselves can:
  - develop a fixed mindset about aspects of their own capability
  - Lead to *stereotype threat*

What can we do about our own stereotypes?

- Get to know people from many different groups

- Observe your own behavior, and build awareness of situations in which your perceptions and behaviors are influenced by stereotypes.

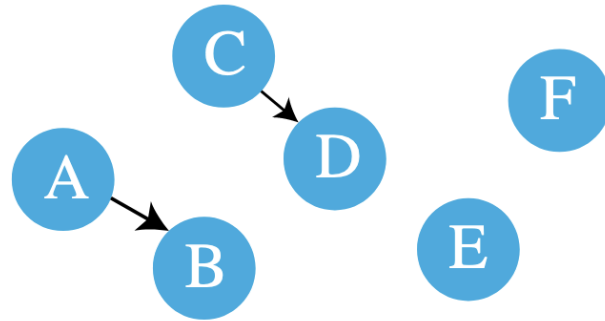- Avoid calling attention to common stereotypes, even in a way that seems positive.
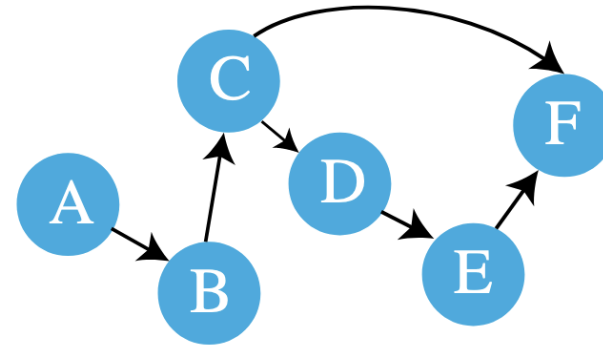
What is jargon?

- Words or expressions used by a particular profession or group of people, and are difficult for others to understand (*Oxford Leaner's Dictionary*)

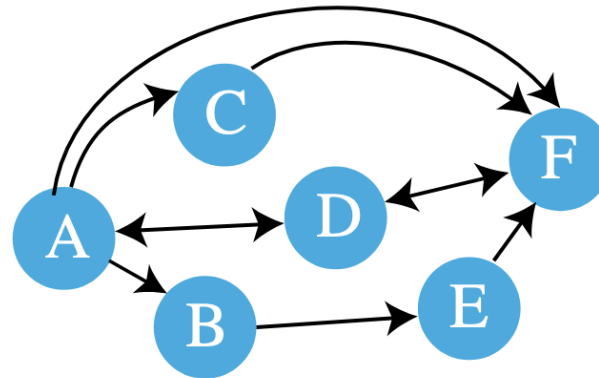- Makes communication between experts easier, but not knowing terms can put you outside the group

https://www.weeklystorybook.com/comic_strip_of_the_daycom/2013/02/style-over-substance.html

Mental models

https://carpentries.github.io/instructor-training/04-expertise.html

What words do you use interchangeably?

- Share an example of words or notation that you sometimes use to accomplish or refer to the same thing.

- Building awareness of how you can represent the same concept in multiple different ways will help you avoid doing so without explanation while teaching.
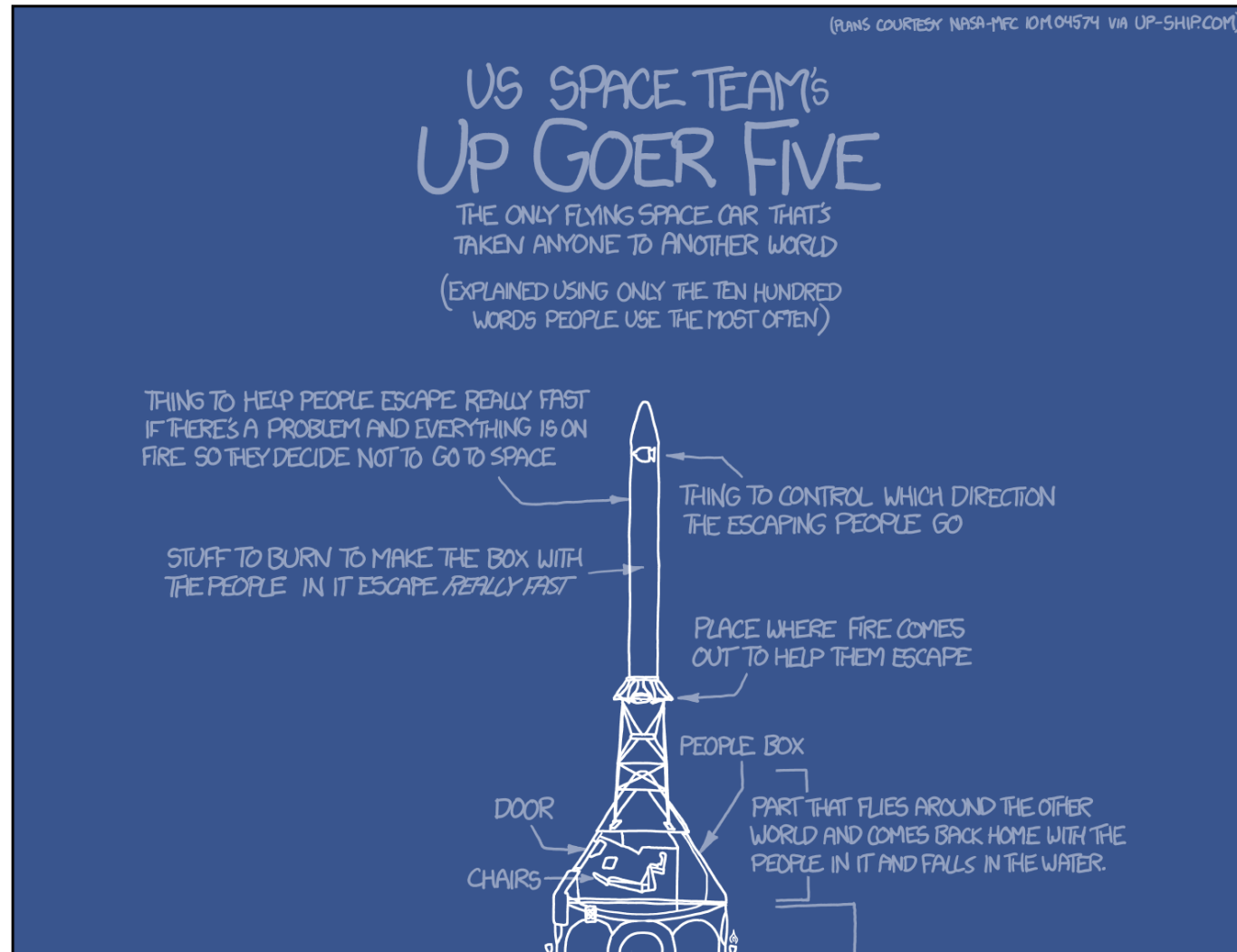
What words do you use interchangeably?

Apr 19

Bugs in research data and software with Daniël Lakens

Danël Lakens will give a talk about the status of our errors in research software and data - come share your own bug stories!

Upgoer five example

Exercise: check your jargon (15 minutes)

- Pair up with your neighbor, take some text from a piece you have written or from elsewhere, that contains jargon.

- Within your pair, use one of these tools to rephrase the text or to receive suggestions on how to improve it:
  - Alt text generator in powerpoint
  - Upgoer five editor: https://splasho.com/upgoer5/
  - Grammar checker in word
  - Hemingway editor: https://hemingwayapp.com/
  - Bing or chatGPT
  - Nederlands: https://ishetb1.nl/
  - Add your own

Exercise: check your jargon (15 minutes)

- What did you learn? What was helpful? What was not helpful?

Exercise: update your own training

- Pick one of the tools you learned about and see if you can apply it to your own training material

Wrap-up (10 minutes)

- One up (something you learned or went well), one down (something we could improve)

Let's stay in touch

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