

AUXINS 2016

Afrikaans volg



Sentrum vir Onderrig & Leer
Centre for Teaching & Learning
Iziko lokuFundisa nokuFunda

Is the assessment burden driving you (and your students) crazy?

Assessment drives learning. So experts say. But, does it always? It is exactly this premise, that assessment drives learning, which is the motivation for weekly tutorial tests in Science.

Yet, during the Teaching Event in Science in 2015, Science lecturers questioned the learning value of these weekly tests. Is the learning associated with it really worth the burden of it? Aren't we diminishing students' chances of becoming independent through over-structuring their learning? Could flexible assessment offer alternatives?

The idea of making certain tutorial tests optional was discussed as a potential option to minimize this assessment burden, with the suggestion that it might give students more control over their learning and allow them to take more responsibility for it.

Two Science modules opted to try this. One of these is the Mathematics 186 EDP module. Some of the unanswered questions at the time of the 2015 discussion were whether EDP students would be able to handle this much freedom and how the approach would affect their learning (and results).

During the Auxin session on 30 August, Jacques Masuret will open up discussion on these questions by sharing his findings from trying this in the EDP Mathematics 186 module.

When:

Tuesday, 30 August 2016, from 12:45 to 13:45 ('padkos' will be provided)

Where:

Den Bosch, 41 Victoria Street (directly behind the Conservatoire)

Only 10 places are available.

Please contact Nothemba Nqayi at nothemban@sun.ac.za or 021 808 3717 to reserve your place.

Maak die assesseringslading jou (en jou studente) gek?

Leer word gedryf deur assessering. So sê die kenners. Maar is dit altyd die geval? Dit is hierdie uitgangspunt, dat leer gedryf word deur assessering, wat die motivering is vir die weeklikse tutoriaaltoetse in die Natuurwetenskappe.

Die Natuurwetenskappe-dosente het egter gedurende die Onderriggeleentheid in 2015 in die Fakulteit die weeklikse tutoriaaltoetse se impak op studenteleer bevraagteken. Is die leer wat plaasvind as gevolg van die toetse werklik die moeite werd? Verminder ons nie studente se kans om in selfstandige, onafhanklike leerders te ontwikkel deur hulle leerproses te oor-struktureer nie? Kan buigsame assessering dalk alternatiewe aanbied?

Die idee om sekere tutoriaaltoetse opsioneel te maak is bespreek as potensiële opsie vir die vermindering van die assesseringslading. Daar is voorgestel dat dit dalk studente die geleentheid sal bied om beheer oor hulle eie leerproses te neem en sal toelaat om self meer verantwoordelikheid daarvoor te aanvaar.

Twee modules in Natuurwetenskappe het die bogenoemde voorstel geïmplementeer. Een van hulle is die Wiskunde 186 VGP module. Van die onbeantwoorde vrae tydens die 2015 bespreking was of VGP studente soveel vryheid sou kon hanteer en hoe die benadering hulle leer (en uitslae) sou affekteer. Gedurende die Auxin sessie van 30 Augustus sal Jacques Masuret die gesprek open deur van sy bevindinge te deel na bogenoemde geïmplementeer is in die Wiskunde 186 VGP module.

Wanneer:

Dinsdag 30 Augustus 2016 vanaf 12:45 tot 13:45 (padkos sal voorsien word)

Waar:

Den Bosch, Victoriastraat 41 (direk agter die Konservatorium)

Slegs 10 plekke is beskikbaar.

Kontak asseblief vir Nothemba Nqayi by nothemban@sun.ac.za of 021 808 3717 om u plek te bespreek.