

Implementation of Digital-Based Authentic Assessment to Assess Observing, Inferring and Predicting Skills in Prospective Chemistry Teachers

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Abstract: As the spearhead of successful learning in the classroom, a prospective teacher must have qualified abilities and skills, teacher competence and teaching quality need to be ensured. One of the ways to measure the competence of prospective chemistry teachers is by using authentic assessments. This assessment can be done digitally through an authentic digital-based assessment with a project-based learning model. The model, research design and instrument development carried out in this study is an adaptation of the test preparation procedure with the following instrument preparation steps: (1) planning the test, (2) trying out the test, (3) establishing test validity, (4) establishing test reliability, (5) interpreting the score. In this study, there were three parameters studied, namely (1) Analysis of the needs of prospective teachers at school, (2) Preparation of authentic assessment instruments that have been developed based on validators, (3) Analysis of observing, inferring and predicting skills. Analysis of school needs is the basis for the preparation of authentic assessment instruments and models that are compiled. The results of the learning instruments that have been compiled and have been developed have excellent quality criteria with an average per aspect of 0.875 and are declared valid based on the assessment of material experts, media experts and peer reviewers. The validated instrument is then implemented where the Implementation Analysis on prospective teachers in the observing aspect gets a score of 3,374 including in the excellent category, as for inferring, it gets a score of 3,217 including in the good category, in the predicting aspect it gets a score of 3,553 including the excellent category, so that the average teacher candidate gets a score of 3,392 including the excellent category. Meanwhile, the affective instrument of students got a score of 3.22 on the persistence aspect and 3.16 on the attention aspect, both of which were in the good category. So that the average affective aspect of the participants got a score of 3.19 and was included in the good category.

Keywords: Authentic Assessment; Inferring; Observing; Predicting

Introduction

The learning process is fundamental that is important in the educational process (Maison et al., 2020). Good learning will result in a good education as well. To improve the quality of education, there are three elements that must be considered, namely teachers, students, and curriculum or learning materials (Dudung, 2018). A teacher must have 4 competencies, namely pedagogic, professional, personality, and social

competencies (UU RI, 2005). Pedagogic competence is related to teacher competence in the implementation of learning, such as mastery of student characteristics, curriculum development, implementation of learning, use of technology in learning, to facilitate the development of student competencies (Permendiknas, 2007).

As the spearhead of successful learning in the classroom, a prospective teacher must have qualified abilities and skills (Dudung, 2018; Mierdekawati, 2018).

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Paving Towards Authentic Chemistry Teaching

Hong Jiao, Robert W. Lissitz



Paving Towards Authentic Chemistry Teaching:

Paving the way towards authentic chemistry teaching - A contribution to teachers' professional development Andrea Schumacher, 2015-05-15 Ein angemessenes Verständnis der Naturwissenschaften stellt eine Schlüsselkomponente naturwissenschaftlicher Grundbildung dar. Für die entsprechende unterrichtliche Gestaltung spielen die Vorstellungen der Lehrkräfte der Naturwissenschaften eine entscheidende Rolle und anwendbares Meta-Wissen gilt als zu erreichende Qualifikation im Lehramtsstudium. Im vorliegenden Forschungsprojekt wird im Rahmen von qualitativen Studien erhoben, welche Vorstellungen Lehramtsstudierende der Chemie als Naturwissenschaft besitzen und wie die Studierenden unterstützt werden können, ein fundiertes Verständnis zu entwickeln und dieses praktisch zu transformieren. Auf Grundlage der Ergebnisse wird ein Modul für die Lehrerbildung entwickelt, das den Weg bereitet, authentisch der Chemie zu unterrichten. An adequate understanding about science represents one key component of scientific literacy. Teachers' conceptions about science play a crucial role for the design of appropriate lessons and applicable meta knowledge is considered as a qualification to be achieved during university teacher education. In this thesis qualitative studies are conducted to evaluate which pre-conceptions about chemistry as a science teacher students possess and how students can be supported in developing an informed understanding as well as in practically transforming it. On the basis of the results a module for teacher education is developed which paves the way for authentic chemistry teaching. **Paving the Way Towards Authentic Chemistry Teaching** Andrea Schumacher, 2015 Implementing Inquiry-based Learning in a Diverse Classroom Sandra Puddu, 2017 This thesis is an explorative case study providing insights into the implementation of inquiry-based learning in an authentic classroom. For one year a teacher was accompanied while implementing inquiry-based learning in a highly diverse class. In doing so the observations focused on strategies for both scaffolding and dealing with diversity. Additionally data reflecting students' views of scientific inquiry were gathered. The results show a successive implementation of inquiry-based learning through four phases supported by various scaffolding strategies. The views of scientific inquiry are discussed on both the class and the individual level. Finally all these findings are brought together to paint a vivid picture of the investigated class. Die vorliegende Arbeit, eine explorative Fallstudie, bietet einen Einblick in ein authentisches Klassenzimmer, in dem Forschendes Lernen eingeführt wurde. Dazu wurde eine Lehrperson ein Jahr lang begleitet. Die Beforschung fokussierte auf Lernbegleitungsstrategien, den Umgang mit Diversität sowie den Sichtweisen der Schülerinnen und Schüler der Naturwissenschaften. Die Resultate zeigen eine schrittweise Einführung von Forschendem Lernen in vier Phasen, begleitet von vielfältigen Lernbegleitungsstrategien. Schließlich werden alle Ergebnisse zusammengeführt, um ein lebendiges Bild des untersuchten Unterrichts und der Personen zu zeichnen. Can We Make Them Use These Strategies? Meike Berge, 2019-08-22 Um erfolgreich forschend lernen zu können, müssen Schülerinnen und Schüler bestimmte Handlungsweisen erlernen und einbringen. In einer Prä-Post-Studie zum Strategielernen wurden das hypothesengeleitete

Experimentieren und die Control of Variables Strategie zunächst vermittelt. Danach sollten diese Strategien in zwei Experimentierumgebungen untersttzt durch z.B. Prompts angewandt werden. Da sowohl reale Experimente als auch Computersimulationen zum Strategielernen eingesetzt werden knnen, wurden vier Treatmentgruppen real, real, real, virtuell, virtuell, real, virtuell, virtuell miteinander verglichen. Neben Kontrollvariablen wie kognitive Fhigkeiten und Motivation wurden pr- und post das Fachwissen (Wissen zum Experimentieren und Wissen zum Strategieeinsatz) gemessen. Whrend des Experimentierens wurden die Schlerinnen und Schler 8. Klasse Gymnasium NRW beobachtet, um herauszufinden, inwiefern sich das Arbeiten mit realen und virtuellen Experimenten unterscheidet und inwiefern diese Unterschiede eventuelle Unterschiede im Lernzuwachs erklren knnen. Die Ergebnisse zeigen, dass trotz sehr unterschiedlichen Arbeitens mit realen und virtuellen Experimenten alle Treatmentgruppen deutliche Lernzuwchse aufzeigen.

Fables for Children, Stories for Children, Natural Science Stories, Popular Education, Decembrists, Moral Tales Graf Leo Tolstoy, 2011-01-01

Machine Learning, Natural Language Processing, and Psychometrics Hong Jiao, Robert W. Lissitz, 2024-04-01

With the exponential increase of digital assessment, different types of data in addition to item responses become available in the measurement process. One of the salient features in digital assessment is that process data can be easily collected. This non-conventional structured or unstructured data source may bring new perspectives to better understand the assessment products or accuracy and the process how an item product was attained. The analysis of the conventional and non-conventional assessment data calls for more methodology other than the latent trait modeling. Natural language processing (NLP) methods and machine learning algorithms have been successfully applied in automated scoring. It has been explored in providing diagnostic feedback to test takers in writing assessment. Recently, machine learning algorithms have been explored for cheating detection and cognitive diagnosis. When the measurement field promotes the use of assessment data to provide feedback to improve teaching and learning, it is the right time to explore new methodology and explore the value added from other data sources. This book presents the use cases of machine learning and NLP in improving the assessment theory and practices in high-stakes summative assessment learning and instruction. More specifically, experts from the field addressed the topics related to automated item generations, automated scoring, automated feedback in writing, explainability of automated scoring, equating, cheating and alarming response detection, adaptive testing and applications in science assessment. This book demonstrates the utility of machine learning and NLP in assessment design and psychometric analysis.

Fables for Children, Stories for Children, Natural Science Stories, Popular Education, Decembrists, Moral Tales Лев Толстой, 2017-05-29

Paving and Municipal Engineering, 1893

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A practical palette for visualizing, designing and building innovative green schoolyard environments

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Transform your library into a think tank by helping teachers create an active learning environment in which students question, investigate, synthesize, conclude and present information based on

Common Core standards The rigors of today's mandated academic standards can repurpose your library's role as a steward of the Common Core State Standards CCSS at your school This guide will help you help teachers present exciting field tested lessons for elementary grades K through 5 addressing developmental steps and individual differences in key competencies in the CCSS Authors and educators Mary Ratzer and Paige Jaeger illustrate how brain based learning helps students become deep critical thinkers and provide the lesson plans to coax the best thinking out of each child This tool book presents strategies to help learners progress from novice to expert thinker challenge younger students with questions that lead to inquiry incorporate rigor into lessons and use model lesson plans to change instruction Beginning chapters introduce the basics of instruction and provide ideas for expert cognitive growth of the brain Sample lessons are aligned with key curriculum areas including science social studies music art and physical education

Reviewing **Paving Towards Authentic Chemistry Teaching**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Paving Towards Authentic Chemistry Teaching**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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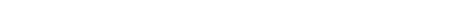
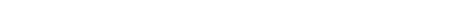
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