Conference summary on Assessment

Elize S van Eeden
Elize.vanEeden@nwu.ac.za
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Assessment seems to be part of life…

Time for your monthly assessment, Bob. I’m giving you a D minus for cleaning the toilet, a C plus for affection, a B for obedience…
The South African history in 2015: Dr Claudia Gouws & Ms Charmaine Hlongwane
Module Theme: *Themes in South African history (From Mrs Ples to Pres. Mandela)*

- **Cause of the Mfecane**
  - Shortage of minerals
  - The Anglo Boer War

- **The Great Trek**
  - The Great trek was led by Jan van Riebeeck
  - The Voortrekkers wanted to chase the Germans
  - The Afrikaners in search of better jobs and salaries

- **Reasons for the Great Trek**
  - The great depression and WWI
  - The Anglo Boer War
  - They want the diamonds and gold for themselves

- **Frontier theory of FJ Turner**
  - The fittest survive and the rest go down the drain

- **Inboekseling**
  - Afrikaans books being sold

- **The Shepstone system refers to**
  - A system to transport Sheps
  - Shepstones were used for transportation
  - Surely the thought is about Firestone Tyres here don’t you think?!
Preface notes...

New technologies have radically transformed our relationship to information in general and to little bits of factual information in particular. The assessment of history learning, which for a century has valued those little bits as center-piece of its practice, now faces an unprecedented glut [surplus…oversupply] interplay

(the editor's quote from Osborne 2003; Wineburg 2014)

The editors continue:

There are ever more assessments, ever easier to access, worth less and less. Mere memorization can no longer be the name of the game. This creates opportunities – indeed, it demands that history education broaden its goals and that history assessments focus on more complex processes. (p. X).
Goals of History Education: *Models of Historical Cognition and Learning*

- Historical consciousness
- The difficulty of assessing disciplinary historical reading
- Heritage as a source for enhancing and assessing historical thinking
- Relating historical consciousness to historical thinking

Issues in designing assessments of Historical Thinking

- Assessing for learning in the History classroom
- Historical thinking competencies and their measurement
- A design process for historical thinking
- Material-based and open-ended writing tasks for assessing narrative competence among students

- **Large-scale assessment of historical thinking**
  - Large-scale assessment of historical knowledge and reasoning
  - Assessing historical thinking...
  - Historical consciousness and historical thinking reflected in large-scale assessment...

- **Validity of score interpretations**
  - The importance of construct validity evidence in History
  - Cognitive validity evidence for validating assessments of historical thinking
  - Measuring up? Multiple-choice questions
  - History assessments of thinking: An investigation of cognitive validity
The 2015 Conference and assessment

Have we as South Africans still a long way to go to be able to discuss assessment on the level as in *New directions in assessing historical thinking*?

Certainly to some extent yes, BUT the focus appeared to be more traditional-practical than theoretical or to consider refreshing broader trends and considerations…

- **Challenges in deconstructing metanarratives in the class:**
  - Michelle Friedman: *Causation and Alphonse the Camel*
  - Barry Firth: *Developing historical thinking? Think again!*
  - Barney N Pityana: *Understanding and interpreting History*
  - Gillian Sutton: *Identity and assessment*
  - Jake Manenzhe: ‘*Assessment - end product or a means to an end?’*
The 2015 Conference and assessment

- **The practical side of formative and summative assessment:**
  - Gengs Pillay: *Developing quality assessment items in the FET-phase*
  - Pieter Warnich: *Role play and assessment*
  - Susan Bester: *Self-directed Learning Based Assessment by means of creative tasks*
  - Henriëtte Lubbe: *Having fun with assessment: Practical tools for learners & educators*

- **Skill development from different forms of assessment**
  - Siobhan Glanvill- Miller: *Visual literacy skills with picture-book as medium*

- **Assessing sensitive themes:**
  - Lesley Cushman: *A view on the Holocaust*

- **National and logistical assessment challenges:**
  - Rob F Siebörger: *DBE screening of Gr 12 textbooks*
  - Philip Modisakeng: *Assessment practices and challenges in Open Distance Learning (ODL) contexts*
  - Aneshree Nayager: *CAPS and Assessment …How it's done*
The 2015 Conference and general themes

- Papers reflecting diversity and multidisciplinary facets in History:
  - Paul Maluleka: *Exposure to historical accounts – Understanding the role of King Shaka*
  - Francois J Cleophas: *Teaching stones in sport History*

- Value of History and parent involvement:
  - Monnapule J Mosifane: *Transforming ideas on parental involvement in teaching of Social Sciences*
  - Johan Wassermann: *Why do learners choose History in Gr 10?*

- Land claims and forced removals as themes for assessment in the classroom:
  - Sebola, Mokoko: *The Mapungubwe story and land claims…*
  - Marj Brown: *The forced removal of Bakwena Ba Mogopa*
Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending.

-Carl Bard

www.spirituallythinking.blogspot.com

Thank You!