



Making Assessment Visible: Towards Instrumentalisation or Deep Learning? By Laura Tuohilampi

Date: Thurs 12th April 2018

Time: 3.30 pm to 4.30 pm

Venue: Mathematics Lab 5 (NIE7-B1-10)

In a project implemented in the Mathematics department in the University of Helsinki, clarity in assessment criterion and continuous feedback were utilised to elicit deeper and more complex thinking in students. However, some researchers have claimed that too much clarity could lead to instrumentalization. In that case the students might just superficially follow the criteria, and use the continuous feedback to correct their performance instead of really going deeper in their thinking. Laura and Iida wanted to investigate the desirable balance between too much or too little of clarity and guidance.

In this seminar, Laura will describe the assessment-centred project in Helsinki, provide a tentative analysis of the data collected during the course, and elaborate on the question: How did the assessment criteria and continuous feedback, combined with technology-based learning environment and tasks that support making connections affect students learning during the course?

Laura Tuohilampi is a University Lecturer in mathematics education in the University of Helsinki. Her research interests address affect, engagement and the social and contextual aspects of learning.

All are welcome!



Implementing Multidisciplinary Learning Modules in Finnish Curriculum Reform: Tackling The Myths of Education By Iida Peltomaa

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The new Finnish National Core Curriculum introduces a concept of multi-disciplinary learning module (MDLM). The idea of multi-disciplinary learning module is strongly related to the current international discussion on developing schools as learning communities that enhance the 21st century skills rather than content knowledge, and emphasises the student participation, autonomy and activeness in learning. However, the changes made in the policy level do not self-evidently transform into teacher level implementation. In order to support teachers' professional learning, a deeper understanding of how practices are enacted in schools and factors that help or hinder change is necessary.

In this seminar, Iida will provide information about the concept of multi-disciplinary learning modules implemented in Finland and elaborate the question: How to utilise the MDLM implementation process as possibility of teacher professional learning?

Iida-Maria is preparing her PhD about interdisciplinary learning and teacher professional learning at the University of Tampere, Finland. She has given lectures and workshops in over 200 events to more than 5000 teachers. She has also written a book Recipes of Finnish Curriculum Implementation - Teachers Guide to Succeeding (2016).

All are welcome!