

Assessing the assessor

Ronél Paulsen

South Africa

paulsr@unisa.ac.za

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Abstract

For teachers to assess whether learning has taken place in their classrooms, they have to have a deep understanding of the content knowledge as well as pedagogical content knowledge. The teachers referred to in this paper are involved in the Mamelodi Lesson Study Project in South Africa. In a baseline survey at the outset of the project, teachers revealed several gaps and misconceptions in their understanding of basic concepts.

In this particular mini research project, within the broader spectrum of the Lesson Study Project, a pre-test involving concepts of volume was given to students before the lesson on the derivation of a formula for rectangular prisms, was conducted. The lesson was collaboratively planned by the teachers, and conducted to grade 6 learners in one of the schools involved in the project. It was observed by teachers from about twelve schools currently involved in the project. The aim of the mini research project was to assess the teachers' ability to assess the students' responses in the pre- and post test. The teachers were requested to reflect on the responses of the students in the pre- and post tests. This reflection revealed teachers' understanding of some basic concepts. The question thus remains: "how well equipped are the teachers in this project to have a deeper understanding or their students' understanding of the basic concepts involving the derivation of a formula for the calculation of the volume of a rectangular prism?". This question will be addressed in the body of this paper.