

DEVOTE OPEN ONLINE COURSE (OOC)

Content Description for IO1/ MODULE 2: Assessment of Students with Migrant Backgrounds

Module/Topics Sections of the module	Aim/Learning Objectives	Learning Outcomes	General Information about the module
<p>Module 2: Assessment of Students with Migrant Backgrounds</p> <p>2.1 Assessment of Students with Migrant Backgrounds</p> <p>2.1.1 Dominant assessment practices and their conceptual assumptions</p> <p>2.1.2 Pitfalls and possibilities for students with migrant backgrounds</p> <p>2.2 Design culturally responsive assessments</p> <p>2.2.1 Performance task-based assessment</p>	<p>The aim of this module is to deploy the teachers' cultural competences and awareness about the challenges that assessment practices pose for students with migrant backgrounds. It also aims to familiarise educators with conceptual tools and pedagogical strategies that provide the potential for culturally responsive assessments.</p> <p>The objectives of the module:</p> <ul style="list-style-type: none"> - Ensure that teachers recognize their bias about equality issues - Ensure that teachers reflect on their practice and identify possible pitfalls for students - Consider assessment situations to stimulate students' participation 	<p>By the end of this module, learners will:</p> <ul style="list-style-type: none"> - Be able to challenge their presumptions about equality in educational assessment practices - Be sensitive to the spectrum of varied cultural constraints experienced by students with migrant backgrounds in assessment contexts (language issues, cultural differences [e.g. perceptions about school, knowledge, ways of learning, ways of communication]). - Recognize the relationship between assessment and learning - To question ways of meeting students with migrant backgrounds educational and social needs 	<p>This Module is designed to raise educators' awareness about varied types of barriers and inequalities the dominant educational assessment practices pose to students with migrant backgrounds and to develop their professional competences to implement culturally responsive assessments. In the first part of the module, through reflective practices on their own experiences, educators are invited to consider possible pitfalls for students and respond to the ideological assumptions they sustain about school communication, competence, learning and assessment. In the second part, we discuss pedagogical approaches that exploit students' cultural diversity as a resource for learning and provide the potential for the implementation of culturally sensitive assessments.</p> <p>The module aims to provide important knowledge and skills that will potentially support teachers to</p>

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<p>2.2.2 Implementing policies of translanguaging and multimodality in communication</p> <p>2.2.3 Self and peer assessment</p>	<ul style="list-style-type: none"> - Reflect on assessment- learning relationships - Develop educators' competences to design assessment tasks that relate to familiar situations and where students can respond using their previous knowledge and experiences. - Make teachers aware of the communicative and pedagogical potential of validating students with migrant backgrounds' linguistic resources and promoting translanguaging practices. - Ensure that teachers are able to exploit productively varied instantiations of multimodality and to design assessments for learning - Consider sharing responsibility with students themselves through formats of self and peer assessment 	<ul style="list-style-type: none"> - Be able to design student-centered, culturally responsive assessments - Exploit students funds of knowledge (languages, ways to communicate, to acquire knowledge, etc.) in assessment practices - Be more adequate in interpreting students with migrant backgrounds performance in assessment contexts and provide effective feedback 	<p>reconsider their assessment theory and practice to meet the requirements of social justice principles. In this sense, it contributes to the educators' professional development for intercultural competence and culturally responsible assessment.</p>
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