

Role of Trainers and Formative Assessment Portfolio

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Role of Trainers during the 'Training the Trainers' Programme

- **Actively participate in Training Programme**
- **Keep a reflective journal**
- **Start developing a Formative Assessment Portfolio with their trainer colleagues**
- **Design a staff development programme with colleagues for their institution**
- **Full details on these points will be discussed during the Programme.**

Formative Assessment Portfolio and Reflective Journal

Teams from same institution will maintain a FORMATIVE ASSESSMENT PORTFOLIO (FAP) that will address:

- (a) implementation of staff development programmes in the institution**
- (b) implementation of OBTL/CA in the institution**

An essential part of the FAP will be that individuals need to maintain a REFLECTIVE JOURNAL throughout this Training Programme and afterwards in their own institution.

Formative Assessment Portfolio

A team portfolio to be developed by trainers from the same institution. While individuals keep reflective journals on ideas gained from the “Training The Trainers” programme and back in their own institutions on how they are implementing their own programme, the FAP itself is a team effort to reflect the progress of implementation in the team’s institution.

Aims:

- 1. Help participants reflect on their effectiveness as trainers and staff developers in implementing constructive alignment in their own institution.**
- 2. Keep track of on-going progress of the staff development programme.**
- 3. Identify any possible areas for further improvement of the staff development programme through action research.**
- 4. Provide feedback to AKEPT Centre for Learning and Teaching for further support to trainers.**

Formative Assessment Portfolio (FAP)

Possible items for the portfolio.

- 1. Relevant extracts from team members' reflective journal. For example, reflections on the Training the Trainer Programme, implementation of the staff development programme and suggestions for further changes and/or development.**
- 2. Details of the staff development programme to be implemented - intended outcomes, staff development activities and evaluation processes to be conducted.**
- 3. Evidence that the intended outcomes are being achieved - good examples of constructively aligned teaching/learning and assessment from teachers, evidence of enhanced student learning, comments and feedback from teachers and students. Such evidence could be provided from action research.**

Review of FA Portfolio

- 1. Peer-reviewed by the team members – trainers from the same institution – for continuing feedback on progress within the institution.**
- 2. Reviewed by colleagues at AKEPT in order to provide information on progress within the institution and on what further support might be necessary.**

Experiences and ideas from the portfolios should be shared and disseminated through seminars and a specific website developed and maintained by AKEPT.

Reflective Journals

A purposeful record of significant incidents or thoughts that would help you *reflect* on what you are doing and how you may do it more effectively. Reflection can help you:

1. judge the effectiveness or otherwise of an activity: is it achieving the intended outcomes of the activity?
2. identify any good experiences/ideas as a result of the activity for future use;
3. identify any gaps that need to be addressed;
4. any changes or actions that need to be considered for further improvement;
5. any insight into staff development that you have gained from reflecting on the activity.

Reflective Journals

Possible items for inclusion:

During the training Programme, at the end of each session, you could include answers to these questions in your Reflective Journal:

1. What is the most important point you gained from this last session?
 2. Any question you still have unanswered?
 3. What action will you take as a result of this session?
- Back at your Institution.
Before an activity (for example a staff development workshop):
 - What do I/we want to achieve through this activity – what are the intended outcomes?
After the activity:
 - Did the activity achieve the intended outcomes?
 - If not, why not?
 - What aspects need further improvement and how?
 - What have I/we learned from the activity?
 - If I/we were to conduct the same or similar activity again, how would I/we have done differently?