

# Self reflections

Education



Self-Reflection on the Journal: Conditions Under Which Assessment Supports Learning It has been a typical concern to determine factors that affect student learning and more often, the skills and knowledge of an academic instructor are readily assumed to take the key role of evaluating how teaching and corresponding methods thereof impact the learning process. To contemplate on the modern age and see through the economic and technology-enhanced reality, the most practical aspect of examining students with respect to the outcomes of an instruction is to figure what matters essentially to the learner. As the journal by Gibbs and Simpson indicates, students of higher education are significantly involved and particular when it comes to the tools of assessment being utilized to measure their academic endeavor.

While reading the journal, I could not help looking back on a personal experience as a student who equally desired understanding and meeting certain expectations according to my interpretation of the standards set by the school. I recall special moments when I had reached the extent of being definite about my career goals and naturally convicting myself that I wanted to be an educator. At this stage, I came to value the real essence of teaching and learning as well as how they work hand-in-hand to sustain each other within a system of free, assertive, and technical interactions. There had nevertheless been struggling times wherein passing or maintaining an impressive scholastic status due either to a course I could barely cope with or a competition seemed quite influential. Like some others who sneaked their way out of genuine efforts by gaming a hidden curriculum, I must admit the guilt of having strategized to obtain a favorable assessment even with poor quality of learning. Through this assigned reading activity, thus, I have <https://assignbuster.com/self-reflections/>

realized the degree at which I had defeated the objective of education myself on becoming a cue-seeker drawn into the implausible action of trading noble pursuit of studies with the sole benefit of an acceptable or remarkable grade.

In this manner though, I manage to designate how the issue on one's sense of fulfillment may be addressed properly. What strays one from the ideal purpose of learning turns out to be a misleading focus on assessment especially as students compromise with time and energy to persevere with not necessarily the path of academic development but the path that enables a learner to adapt to alternative means of yielding optimum yield at the end of the course. As long as they arrive at the desired grades, they hardly pay regard to whether or not such marks are truly deserved based on their performance. Since it was found that there emerge conditions under which assessment supports learning among students, evaluation measures hence ought to be aligned with goals which both the teacher and the class have completely understood and agreed upon as sensitive to specific student needs.

Reflecting between the function of a teacher and that of a learner, I am able to recognize a pattern of sensible and advantageous connectedness whenever an understanding of assessment is established through coursework assignments and less grade-oriented feedbacks. With coursework, students become increasingly engaged in substantial practice even as they maintain high consciousness toward assessment schemes. Feedbacks, on the other hand, may be perceived as an approach designed for instructors to let students know how much they discern the learning

situations of the latter so that a response is conveyed in return for smooth and fair assessment.