

FORMATIVE ASSESSMENT

A BRIEF OVERVIEW OF EXPERIENCES AND LEARNING POINTS

JOHAN KOLSTEEG, ARTS CULTURE AND MEDIA

Course unit syllabus

The global/local cultural leader

Arts, Management and Policy

Master

LWX064M05

Dr. J.A.C. Kolsteeg

OUTLINE

(cultural) democracy, global and local cultural identity, critical discourse analysis

four hour sessions:

1-4 theoretical input and practical work: discuss topics, library work, etc

5-7 students take (team) responsibility for their learning curve and course co-creation

format of the session (unless decided otherwise): de-briefing, theoretical elaborations, practical work, closing

ASSESSMENTS

summative: individual analysis, team document

formative: presentations, discussions, google classroom

- students plan formative assessments, possibly on the spot (and have the freedom to propose alternative forms for the summative team assessment)**
- students receive input on giving professional feedback**

EXPERIENCES

students are surprised to discuss individual learning paths and what 'they are about'

students do not use the formative assessment and invitation to co-create enough

large cultural learning style differences in the student group

the long session format works after a few weeks, at first it takes a lot of energy to keep it going

SOME FEEDBACK

“happy with your democratic way of teaching”

some students discovered the quality to inspire and lead others

discovering what really drives them scientifically

FOR THE FUTURE

manage the formative assessment spontaneity - plan moments in the beginning of the course and then let go?

discuss differences in learning style playfully

work with small teams as much as possible, while the others are doing other things