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Workshop Materials

1. Creativity and Assessment

Professor Mirja Tarnanen (Department of Teacher Education, University of Jyväskylä)

A teacher in contemporary society needs diverse skills to be able to support learning of all students. Our digital world demands mastering different devices and applications as well as the development of technology-enriched pedagogy. Further, amid societal and educational changes teachers need versatile interaction skills and they need to be capable of supporting students' multiliteracy skills and their language awareness. Teachers cooperate not only with their students but also with other teachers, guardians and other stakeholders. Students can expect to be treated equally and to be motivated by their teachers to participate in school and lesson activities. In order to develop their own expertise, teachers should be engaged in lifelong learning and research-based orientation throughout their career.

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Promoting creative expertise – Bridging pre-service and in-service teacher education (ULA project)

The aim of the project is to explore how an enduring supportive model can be created and implemented for professional activities to support the development of professional learning and enhance the agency of and collaboration between teachers, teacher educators, and student teachers. Professional learning is seen as a complex process that requires emotional and

cognitive involvement, both individually and collectively; facing and challenging beliefs; and raising awareness of policy environments and school cultures, including resources for changing them (e.g., Guskey, 2002; Avalos, 2011). This project bridges pre- and in-service teacher education to promote professional learning.

Outstanding creative achievement involves being different, testing known limits, attempting difficult jobs, making honest mistakes

According to Torrance (1988), creativity is the process of sensing problems or gaps in information, then identifying the difficulties and seeking solutions through trial and error or through forming hypotheses. One needs courage to be creative. Just as soon as one has a new idea, one is a minority of one. And being a minority of one is uncomfortable – it takes courage! One of the most powerful wellsprings of creative energy, outstanding accomplishment, and self-fulfillment seems to be falling in love with something – one's dreams, one's image of the future. Outstanding creative achievement involves being different, testing known limits, attempting difficult jobs, making honest mistakes and responding to challenge.

University of Jyväskylä Teacher Training School

The purpose of assessment according to the Finnish Core Curriculum for Basic Education (FNCC 2016) is to create a supportive atmosphere that encourages pupils to try their best. Assessment should be a dialogical and interactive way of working that promotes pupil participation. During the process of assessment, pupils' individual learning processes should be understood and throughout the learning process their progress should be made visible. All the assessment should be fair, ethical and versatile. Information that is obtained from assessments should be used in planning instruction and other school work. It needs to be borne in mind that most assessment takes place in the context of teacher/pupil interaction.

The purpose of assessment according to the Finnish Core Curriculum for Basic Education (FNCC 2016) is to create a supportive atmosphere that encourages pupils to try their best

Assessment must be based on the objectives set in the core curriculum and the more detailed objectives of the local curriculum. Pupils and their achievements are not compared to other pupils. Assessment shall not focus on the pupil's personality, temperament or other personal characteristics. Pupils must be aware of the objectives and assessment criteria. Versatile assessment methods shall be used. Following these principles, education can promote the capacity for self-assessment by giving space for reflecting on one's learning and progress. Thus, assessment discussions are frequently used, positive feedback is given and students' successes are identified.

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Formative assessment is a part of daily instruction and school work. The teacher observes and interacts with the students in the context of the learning process. Formative assessment also includes peer- and self-assessment. Making the learning process visible and promoting learning helps the students to perceive and understand: (1) what they are expected to learn, (2) what they have already learned, and (3) how to promote learning and improve performance.

Summative assessment takes place at the end of a learning cycle: learning outcomes are communicated in reports, certificates or assessment notes. It can also take place at the end of each school year in the form of verbal

assessment or numerical grade. According to the Finnish system, verbal or numerical or a combination of these two systems occur in grades 1–7, while in grades 8–9 numerical grading is introduced. A numerical grade is an average summative assessment compared to the objectives of each subject.

How to support creativity through assessment? Assessment does not need to be necessarily a negative force if it is used to motivate students and enhance students' agency. It is essential to raise awareness among teachers so that they recognize which assessment practices may diminish creativity and what they can do to ensure that their use of assessment supports student creativity.

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