

Exploring Teachers' Perspectives, Practices and Challenges on Inclusive Assessment in the Mainstream Classrooms

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Presentation Outline

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Introduction

- Typical classroom comprise of diverse learners in myriad ways including unique cognitive learning abilities and varying intellectual capabilities.
- Inclusive assessment refers to the design and use of fair and effective assessment practices that afford every learner and opportunity to demonstrate knowledge acquired and skills developed (Camedda, Banks, & Ringwood, 2024:2).
- Despite teachers being aware of learners' diverse academic abilities, many are challenged to consider them in their assessment practices (Noman & Kaur, 2020).

Problem Statement

There is a great deal of empirical research on teachers' perspectives and practices on classroom assessment.

However, limited attempts have been made to link such, on learner diversity and inclusive assessment in context of classrooms with learners no learners formally identified with special needs, especially in the context of Lesotho.

Purpose of the Study

The purpose of this study was, therefore, to explore secondary school teachers' perspectives, practices and challenges on inclusive classroom assessment in the context of mainstream with no learners formally identified with special needs.

Research Questions

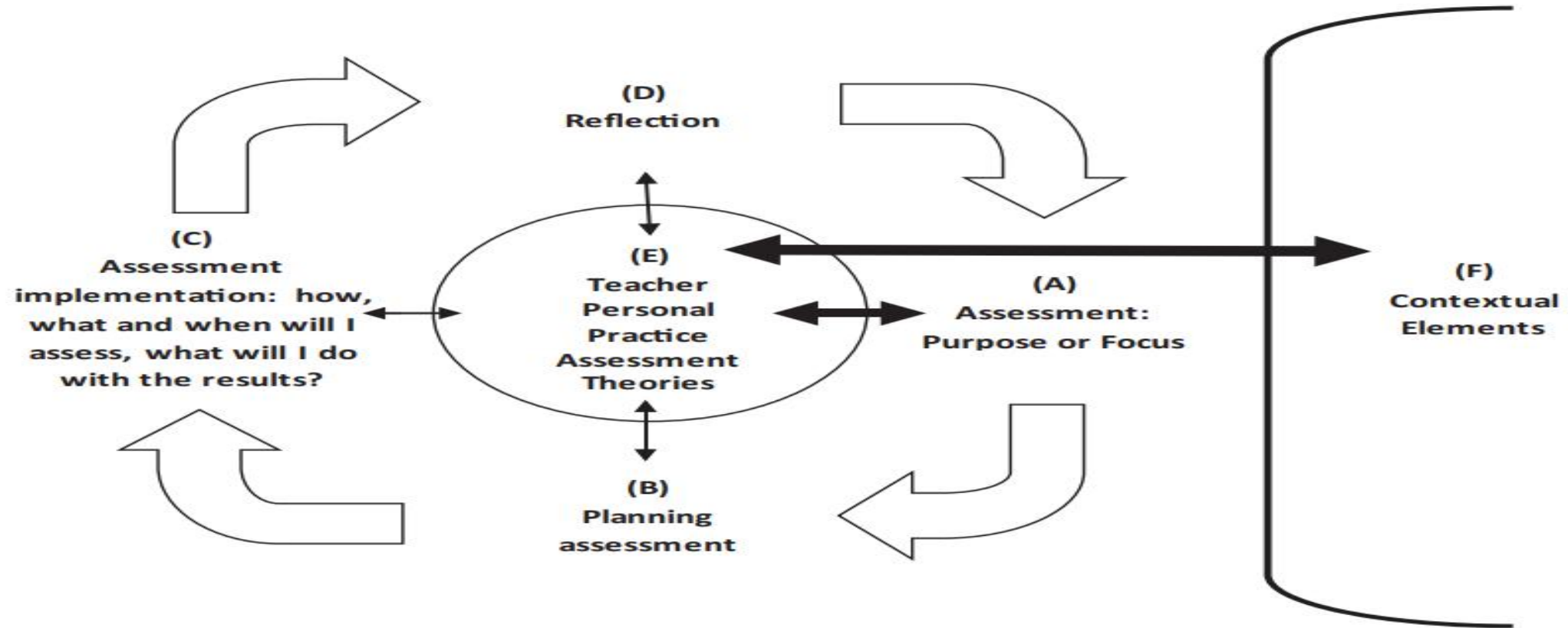
1. What are the teachers' perspectives on learner diversity and inclusive classroom assessment?
2. How do the teachers' perspectives of learners' diversity and inclusive classroom assessment translate into their classroom assessment practices?
3. What possible factors influence teachers' practices on inclusive classroom assessment?

Literature Review

- Implementation of effective inclusive classroom practices depends on the teachers':
 - attitudes, beliefs and values on learner diversity (Koliqi & Zabeli, 2022:1).
 - assessment literacy (Kansızoğlu, et al., 2024; Tariq, Asif, & Nazirullah 2023).

Theoretical Background

Box et al., (2015) assessment development model of personal practice assessment theories (PPATs).



(Assessment development model based on the impact of PPATs , adapted from Box et al., 2015:6).

Methodology

Approach & design	Qualitative multiple case study research design
Sample & sampling	10 purposively secondary school teachers in Maseru district, Lesotho.
	3 large schools purposively selected based on performance (good, average and low) in the LGCSE national examinations
Data gathering methods	online semi structures open-ended questionnaire. online semi-structured interviews (Alamri, 2019).
Data analysis	Thematic analysis (Nasir & Sukmawati, 2023).

Findings & Discussions

Table 4.1: Participants' demographic details

School A	Teachers' pseudonyms	Gender		Age		Teaching Experience (years)	
A	T1 _{SA} - T4 _{SA}	M	7	35 - 39	2	11-15	2
B	T5 _{SB} - T8 _{SB}	F	5	41 - 44	7	21-25	8
C	T9 _{SC} - T12 _{SC}			45 - 49	1	26+	2
				50 - 54	3		

Data in the table reveals that participants in this study have more than 10 years teaching experience.

Findings & Discussions

Table 4.2: Themes from the data

	Themes	Teachers'
RQ1	Positive perspectives on learner diversity and inclusive classroom assessment	views on learner diversity
		understanding of inclusive assessment practices
RQ 2	Discrepancy between teachers' assessment purpose and methods used	purpose of classroom assessment
		classroom assessment methods
RQ 3	Factors hindering inclusive assessment classroom practices	perceived limitations to cater for different learning abilities

Findings & Discussions

Positive perspectives on learner diversity

Teachers perceive learner diversity as the difference in cognitive learning abilities

T1_{SA}: *Classrooms have learners of varying learning abilities and mode of learning.*

T11_{SC}: *Learners differ in learning ability and learning styles.*

T6_{SB}: *some learners are very quick to grasp concepts with little facilitation from the teacher while others require more attention and assistance.*

Similar findings

Koliqi & Zabeli (2022; Noman & Kaur (2020)

Findings & discussions cont...

Positive perspectives on inclusive classroom assessment

Teachers perceive inclusive assessment practices as employing various assessment methods to support learners to demonstrate their potentials in learning.

T2_{SA}: *Inclusive classroom assessment use different methods to cater for all learners regardless of their diverse learning abilities.*

T7_{SB}: *The assessment that addresses all the different learning abilities and do not exclude, disadvantage or discriminate any learner.*

T10_{SC}: *It means using assessment methods that caters for all students regardless of their abilities, learning style, and backgrounds.*

Findings & discussions cont...

Discrepancy between teachers' assessment purpose and methods used

Teachers perceive use of classroom assessment for *formative purposes* and

use methods focused more to the product than the process of learning

T8_{SB}: *I use classroom assessment to follow up on how far my students have understood the concept to provide the necessary remedies.*

T12_{SC}: *To identify learners' strengths and weaknesses. All these guides me in my future teaching.*

T3_{SA}: *Written classwork exercises are the easiest and quickest ways to get information about my learners understanding.*

T6_{SB}: *Written classwork give chance to know individual learner's abilities while test easily reflect how far my learners have grasp the concepts.*

Similar findings: (Nazeef & Fareed, 2024; Mogboh & Okoye, 2019; Looney & Cumming (2018)



Findings & discussions cont...

Factors the teachers perceive to be hindering inclusive assessment classroom practices		
limited knowledge and skills to assess		T9_{SC}: <i>catering for learner diversity is challenging and frustrating, in trying to cater for the low ability learners pulls back the high ability ones.</i>
learners with diverse learning abilities		T2_{SA}: <i>Due to time constraints to complete syllabus, it is challenging for me to design assessment tools that cater for every individual learner's ability.</i>
limited time and pressure to complete syllabus content for large classes.		T6_{SB}: <i>More time needed, not enough teaching materials and handling large numbers of learners in the classrooms.</i>

Limitations of the study

Despite its contribution to the research literature, the study had limitations.

- The study relied on online data gathering methods with no chance to observe teachers' actual assessment practices due to time limits,
- Its findings cannot be generalised to other teachers and/or schools.

Recommendations of the study

It recommended that teachers development institutions should consider means to equip teachers with alternative contemporary and differentiated assessment practices that cater for diverse learners' needs, thereby addressing shortcomings in their practices.

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The end.



Thank you!

Kea leboha!!

