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## Looking for another assessment tool that activates the principles of AaL (Assessment as Learning)? Look no further than the RATPD!

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Cover Page Footnote

## **Looking for another assessment tool that activates the principles of AaL (Assessment as Learning)? Look no further than the RATPD!**

### **Introduction**

For several years I have sought to display in my research the connection between various disciplines and areas of study and reflection and reflective teaching. For example, there are titles such as reflective teaching and self-directed professional development (Professional Development in Education), reflective teaching and the teacher's tasks in the inclusive classroom (British Journal of Special Education), reflective teaching and critical literacy (Reflective Practice, International and Multidisciplinary Perspectives), reflective teaching and teaching practicum (Teacher Education and Practice), reflective teaching and the differentiated instructional process (College Quarterly, a Journal of Research and Discussion for College Educators across Canada), reflection and clerical staff (Reflective Practice, International and Multidisciplinary Perspectives) and Reflection in the role of examination invigilators (Journal of Workplace Learning). A careful reading of these and my other articles will reveal not just a connection but the pervasive nature of reflection, teaching reflectively, and reflective learning.

The purpose of this paper is two-fold. One, to answer the question “To what extent is the Reflective Approach to Teaching Practicum Debriefing (RATPD) strategy an Assessment as Learning (AaL) activity?” This is in line with my present research focus because it connects the principles of AaL with the RATPD. Two, and more importantly, provide readers with another assessment tool (RATPD) that, when employed, activates, and puts into action the principles of AaL. Displaying this assessment tool is timely, given the growth of interest in modes of assessment.

While this brief discussion of personal motivation and purpose is important, to answer the question on which this paper centre requires a review and synthesis of existing works drawing conclusions related to practice, i.e., the use of the RATPD as an AaL activity. [Specifically, there is a succinct discussion of the RATPD, the main types of assessments— formative and summative— the three classroom assessment approaches— assessment of learning \(AoL\), assessment for learning \(AfL\) and assessment as learning \(AaL\), — and the display of explicit examples of the connections between the principles of AaL and the RATPD.](#)

### **The Reflective Approach to Teaching Practicum Debriefing (RATPD)**

[The Reflective Approach to Teaching Practicum Debriefing \(RATPD\) combines elements of reflective teaching—in particular, reflection-on-action—with student teachers’ practicum debriefing tutorials. The theoretical underpinning for the approach is a combination of the idea of reflection-on-action \(Schön, 1987\) and the idea that reflective teaching and learning must involve not just questioning](#)

teaching techniques but also the teacher's goals, values, beliefs, assumptions about teaching and the teaching context (Zeichner & Liston, 1996). The approach encourages student teachers to reflect on their actions and those of the mentor teachers observed during their practicum exercises in schools. The use of questions is a central tenet of the RATPD and the RATPD is enacted using three reflective questions:

- (1) What have you learned about teaching?
- (2) To what extent has the observation or teaching episode caused changes in your beliefs, values, and assumptions about teaching?
- (3) What have you learned about 'self' as a teacher?

These questions guide discussions during debriefing sessions. I refer to the questions as "reflective" because they emerge from my understanding of reflective teaching. But, more importantly, they help to encourage student teachers to think critically about what they had observed in schools during their practicum and their learning and behaviours as potential teachers (Minott, 2021).

### **Types of Assessment and approaches**

Several writers, Dann (2014), Lam (2016) and Earl (2007) support the idea that assessment is an integral part of a lesson, module or any educative experience and a means to determine the success or not, or level of success of a student taking a module or doing a programme of study. Through assessment, modules and lessons can be prepared with students' learning needs in mind, and individual problems addressed, as they arise. Moreover, if the assessment process is effective, it will eventuate into students' progress and the improvement of teaching. In line with this idea, Yin et al. (2022) reminds readers that classroom assessment is no longer a tool for recording student achievements but has shifted to a means to support their learning.

To achieve this, assessments must be used at various stages during a module, and these are referred to broadly as, formative, and summative assessments. The upcoming discussion of these broad labels of assessments has been succinctly presented. They are, however, more complex, and problematic than implied in the discussion. For example, these terminologies are used very differently by different higher education institutions and with different emphases by different scholars.

### ***Formative and Summative Assessment, AoL, AfL and AaL***

Addressing the idea of formative assessment, Brunker et al. (2019) point out that it occurs during an actual learning episode, and its focus is to provide feedback that help students to improve own learning (Torrence, 2007 and Schellekens et.al., 2021). The advantages of formative assessment are touted by Popham (2011) when the writer states that a review of over 4,000 research investigation shows that formative assessments, when implemented, double the speed of student learning and is robust enough for teachers to use them in several ways and still get remarkable results with their students. However, Torrence (2007), addressing the use of formative assessment in the

postsecondary sector, points out that it appears to weaken rather than strengthen the development of learner autonomy. To resolve this seeming discrepancy, Torrence (ibid) suggests strengthening formative assessment in the sector by making success criteria clear to students, providing timely feedback and helping them improve their learning.

In addition to formative assessment, the literature also highlights summative assessment. Xiangdong (2018) states that assessments with summative functions help determine educational achievement and influence decisions on grades, placement, advancement, or certification. Schellekens et.al, (2021) also support this idea because they see summative assessments as serving the purpose of ranking or certifying student competences based on student achievements. Summative assessments usually include direct assessment instruments such as scoring rubrics and students' grades, students' work produced—such as paper and pencil tests, group work, reflections, presentations, and web-based portfolios (Ndoye, 2013, Carr et al., 2014, Alquraan, 2014, Brunton et al., 2016, Caspersen et al., 2014 and Lile and Bran 2014). There seems to be a consensus among writers that questions are central when assessing students' learning in a formative or summative way. The use of questions is discussed in detail later in this paper.

Nestled under these broad umbrellas of formative and summative assessments are three classroom assessment approaches, assessment of learning (AoL), assessment for learning (AfL) and assessment as learning (AaL) (Yin et al., 2022).

#### *AoL (Assessment of learning)*

Swanson (2019) states that assessment of learning (AoL) is a formal assessment of what students learn. This takes the form of tests or exams that are summative in nature and designed to show how learners have developed skills and knowledge because of attending and completing a course of instruction. Additionally, AoL is often a marker to parents, prospective employers, and policy makers regarding the level of achievement of the learner and the quality of the educational experience delivered in an institution. Ramadam (2023) states that AoL is also known as summative assessment with characteristics such as being carried out at the end of a unit of study, student receive a mark or grade against an expected standard, it is used to plan future learning goals and provides evidence of achievement to the wider community.

#### *AfL (Assessment for learning)*

Assessment for learning (AfL) in theory and practice involves inserting assessment procedures throughout the teaching and learning processes (Ramadam, 2023). Therefore, its viewed as a type of formative assessment. Harapnuik (2020) sees it as an assessment approach which puts learners at the centre of classroom engagement and gives them the information needed to develop appropriate skills and knowledge.

*AaL (Assessment as learning)*

Ramadam (2023) sees assessment as learning (AaL) in theory and practice as student-centric and enacted when they take ownership of their learning. AaL is, however, different from AoL and AfL, where AoL is about finding out what students know (summative assessment), and AfL is about integrating assessment-relevant tasks throughout a teaching episode (formative assessment) with the intent of transferring knowledge, AaL is primarily concerned with students' internal development, this is also discussed in detail later in this paper.

While scholars seem to agree on what AaL is, there is some disagreement regarding its relationship with AoL and AfL. For example, Earl (2007 and 2015) states that assessment as learning (AaL) is a particular case or subset of assessment for learning and in this sense, Earl extended the role of AfL. Unfortunately, this idea is not universally accepted. Schellekens et al. (2021) highlight that other writers see AaL as a part of a developmental continuum starting with AoL, AfL and the final phase being AaL, and some argue that all three—AoL, AfL and AaL—should be integrated, thus maximizing students' learning. Fletcher (2016) and Torrance (2007) are critical of AfL, considering it highly procedural because processes and practices dominate students' learning experiences, resulting in students' achievements yet, without fully understanding the lesson content taught. Solutions to these disagreements are outside the scope of this paper, and delving deeper into seeming disagreements would also detract from the aim of this paper which is to answer the question, "To what extent is the Reflective Approach to Teaching Practicum Debriefing (RATPD) strategy an assessment as learning (AaL) activity?"

Having said this, there is some consensus among writers. They see AaL in theory and practice as student or learner-centred as indicated in the forgoing discussion (Xiang et al., 2022 and Li, 2018); actively involving students in self-assessment, self-directed learning, self-regulation and self-evaluation (Dann, 2014, Lam, 2016, Yin, et al., 2022, Torrance, 2007 and Ramadan, 2023); developing students' metacognition (Earl, 2007 and 2015); individual critical reflective ability (Xiang et al., 2022 and Earl, 2007) and students improving, and being co-owners of own-learning processes (Fletcher, 2016 and Earl, 2007). In summary, AaL as theory and practice is an aspect of formative assessment and is student-centred, where they are actively involved in the assessment process and focussed on self-regulating their learning. A synthesis of the writings of the authors directly above, and others, reveal six key principles of AaL, see table 1.

Table 1. Key Principles of AaL.

Key Principles of AaL	
<b>Principle 1</b>	Student-centered and constructivism (Xiang et al., 2022, Siemens, 2005, Duke et al., 2013 and Earl, 2007).
<b>Principle 2</b>	Encourages cognitive and metacognitive capacity (Earl, 2007 & 2015, Yin et al., 2022, Xiang et al., 2022 and Fletcher, 2016).
<b>Principle 3</b>	Encourages students to ask questions (Earl, 2015, Schön, 1987, Zeichner & Liston, 1996, Ramadam, 2023, Harapnuik, 2020 and Fletcher, 2016).

<b>Principle 4</b>	Encourages students' reflection on and critical analysis of own learning (Zeichner and Liston, 1996, Earl, 2007, Xiang et al., 2022 and Yan et al., 2021).
<b>Principle 5</b>	Considers the affective (students' feelings and interests) (Xiang et al., 2022 and Fletcher, 2016).
<b>Principle 6</b>	Focus on the "self" (Dann, 2014, Lam, 2016, Yin et al., 2022, Torrance, 2007, Ramadan, 2023, Schellekens et al, 2021, Li, 2018, Xiang et al., 2022, Earl, 2015 and Harapnuik, 2020).

These principles are discussed next and later used in this paper in the section addressing the question about AaL and the RATPD.

### ***Principle 1: Student-centred and constructivism***

Theoretically, AaL is both students centred or learner-centred and constructivist in nature.

#### *Student-centred or learner-centred*

As the terms suggest, the individual student or learner is central to the teaching/learning event. A summary of the ideas of Ramadan (2023) suggests that AaL being *student-centred* relates precisely to how the student develops cognitively and affectively, i.e., internally as they create and reflect on personal goals, design their own learning projects, and explore topics of interest to them. This suggests a deeper understanding of the term student-centred and goes beyond attending to their needs, abilities, interests, and learning styles and having the appropriate teaching materials, as important as these are. Student-centred as used here highlights two internal domains of human beings in any AaL activities, i.e., the individual's ability to think and feel. Xiang et al., (2022) does not infer the depth of student-centeredness or what it should be but points out the benefit of the approach to empower students. The writers highlight that AaL activities place students at the centre of assessment and learning and give them control over own learning processes. While the thoughts of both Ramadan (2023) and Xiang et al., (2022) are important, it must be noted that, for students to benefit from any AaL activity, they need to be fully invested in their learning.

#### *Constructivism*

Siemens (2005) states that constructivism suggests that learners are creators of knowledge as they attempt to understand their experiences. They are also actively creating meaning. Duke et al., (2013) pointed out that constructivist teaching is facilitative, does not pre-specify the knowledge to be gained by the student, and the assessment process is subjective and does not rely on specific quantitative criteria. Results are obtained from learners' self-assessment based on projects, notes, or reflective journals. Earl (2007) agrees with this and states that in AaL, students construct knowledge and identity by reflecting on and adapting new and own learning. In this case, AaL activities may take different forms, for example, checklists, rubrics, and reflective journals.

### ***Principle 2: Encourages cognitive and metacognitive capacity***

Earl (2007 and 2015) states that AaL emphasizes assessment as a process of developing and supporting students' cognition and metacognition, and the students also regulate the metacognitive process. Writers such as Lam, (2016), Yin et al., (2022) and Xiang et al., (2022) agree with this conclusion. Earl (2007 and 2015) further explains that students directing the process of metacognition is seen when they act as "critical assessor" of knowledge, make sense of information, relate it to prior knowledge, and finally use it for new learning. Fletcher (2016) would see this as a description of students as agents of own learning. To summarise, AaL is concerned with deep learning and learning how to learn and knowing one's own thinking processes. This also includes the ability to adjust cognitively as new knowledge or ideas become available.

### ***Principle 3: Encourages students to ask questions.***

The use of questions is integral to AaL. These, however, are generated by students and are not just ordinary questions but reflective questions, i.e., they encourage students to think critically or consider information and various strategies for learning (Earl, 2015). Earl, (ibid) argues that questioning, and reflective questioning, allows students, with time, to use personal knowledge to construct meaning and to realize when they do not understand something and have ways to decide what to do next. Foundational literature on reflective learning and teaching processes, for example, Schön (1987) and Zeichner & Liston (1996), support Earl's idea.

Ramadam (2023) and Harapnuik (2020) add to the thoughts of Earl (2015) the idea of students as assessors and monitors of their learning, and Fletcher (2016) adds the term "self-agentic" to define these actions. Ramadam (2023) and Harapnuik (2020) also point out that AaL requires students to assess their work, and a central aspect of the process of personal assessment of their work is asking questions. Questioning contributes to students arriving at how to use assessment for new learning and to improve the activity in which they are engaged. Fletcher (2016) agrees and states that asking questions are also indicative of students acting as agents of their learning, and such actions are at the core of AaL in theory and practice.

### ***Principle 4: Reflecting on and critically analysing own learning.***

The use of questions (principle 3) is linked to this principle of reflecting on and critical analysis of own learning. This is so because questioning helps to facilitate reflection and critical analysis of own learning. It is impossible to engage reflectively with an activity void of the use of questions. Zeichner and Liston (1996), writing to teachers, state that if a teacher never asks questions about personal values, assumptions, beliefs held on teaching and school context, then they are not engaged in reflection.

Several writers highlight reflecting on and critically analysing learning as key to AaL. Earl (2007) made the point that AaL is related to reflection because the metacognitive process (see principle three above) in which students engage relates to how they process and organise information and relate it to existing ideas, requires the ability to reflect critically. Earl (2007) charges teachers with

the task to use classroom assessments to help students become comfortable with reflecting and critically analysing their learning. This charge is also supported by (Xiang et al., 2022).

Yan et al., (2021) also agree that reflection is central to AaL. Writing specifically about the curriculum development council policies in China, the writers argue that policy documents addressing AaL should include, among many things, specific references to students' reflecting on and monitoring their process of learning. This omission is seen as a limitation of the policy. Harapnuik (2020), comparing the types of assessments (assessment of learning, AoL, assessment for learning, AfL and assessment as learning, AaL), highlights continual reflection as a principle of AaL that results in deeper learning and how to learn, and that reflection is emphasized in AaL.

### ***Principle 5: The affective (students' feelings and interests).***

The expression of personal interests and feelings is attached to AaL (Xiang et al., 2022 and Fletcher 2016). These hint at the affective of AaL. In discussing students as agents of their learning in AaL, Fletcher (2016) sees their communicating personal interests at the core of the AaL process. Xiang et al., (2022) challenge teachers engaging with students in the AaL process to, among several things, create a supportive community and provide opportunities for students to share personal feelings.

### ***Principle 6: Focus on the "self"***

The "self" is heavily featured in the literature of AaL. Several examples of phrases found in discussions are self-reflection, self-assessment, self-awareness, self-perception, self-monitoring, self-directed learning, self-regulation, and self-evaluation (Dann, 2014, Lam, 2016, Yin et al., 2022, Torrance, 2007 and Ramadan, 2023). Dann (2014) states that self-assessment lies at the heart of AaL. Lam (2016) is of the opinion that AaL facilitates learners' independence and reflexivity, i.e., the examination of the "self" in relation to the assessment process they are experiencing. Yin et al., (2022) highlight the importance of the "self", specifically self-assessment, that is invaluable to AaL activities.

This focus on the "self" in the AaL process carries several benefits. Firstly, the active involvement of students in these aspects of "self," for example, self-assessment and self-directed learning, aid in improving own learning process (Schellekens et al, 2021, Li, 2018, Xiang et al., 2022). Secondly, focussing on the "self," for example, becoming self-motivated, will result in benefits for life and living, such as the ability to use one's talents and knowledge to affect decisions and solve real life problems (Earl, 2015). Finally, focussing on the "self," for example, self-assessment, helps students to understand steps to learning (Harapnuik, 2020).

### **To what extent is employing the RATPD an AaL activity?**

**Firstly**, the RATPD is a ***formative and summative assessment tool***. As indicated by Brunker et al. (2019), Torrance (2007), and Schellekens et al. (2021) in the forgoing discussion, the focus of formative assessment is to

provide feedback that helps students to improve their learning and to identify how they can improve and develop skills and knowledge. In [Minott \(2012\)](#) study, the RATPD was employed during the teaching practicum exercise and not at the end, resulting in student teachers revealing ways to improve their teaching as they continued with their placement in various schools. For example, one student in the study said,

“From my observations, I have gathered a wealth of information that I know will play a significant part in the way I continue to teach at this school. There were good things that I can see myself using in my classroom, and there are things that I will have to remind myself not to do or to do differently. For example, while the questions used were probing, they were mostly at the lower end of Bloom’s taxonomy (recall and application). I will remind myself not to do this” (Boyd). (Pseudonym)

The RATPD as a **summative assessment tool** is indicated in the works of [Minott \(2015\)](#) and [\(2021\)](#). In the 2015 study, the RATPD was modified and used at the end of a unit of lessons in a London England secondary school to aid in determining what students learned and, in the 2021 study, in its original format, at the end of a teaching practicum exercise.

**Secondly**, the extent to which the RATPD strategy is an assessment as learning activity can be seen in the fact that at the heart of AaL is the idea of reflection, as noted by the well-cited author Earl (2015). Several writers highlight reflecting on and critically analysing learning as key to AaL. For example, Earl (2007) made the point that AaL is related to reflection because the metacognitive process in which students engage relates to how they process and organise information and relate it to existing ideas, requires the ability to reflect critically. At its core, the RATPD is a strategy used to encourage student teachers to reflect on own learning. For example, students in a recent study of the RATPD ([Minott, 2021](#)) states the following in response to reflective question 1, “what have you learned about teaching?”

“I have learnt how to differentiate lessons effectively to cater for the different abilities in a class and different strategies for encouraging positive behaviour in the classroom” (Viola). “I have learnt that teaching is so much more than planning your lessons 'starter, main activity, plenary', and marking and data entry, although these are all important components...” (Cello). (The words Viola, Cello and Pinto are pseudonyms)

A close examination of these responses revealed that students had learned about the mechanics of teaching and practice these. The question also reveals students’ overall belief that the mechanics of teaching must be balanced with the affective/relational and even the reflective aspects of teaching and allowed them to express the challenges associated with matching theory (that which is learned in the University) with practice in schools.

In [Minott \(ibid\)](#), reflective question 2, “To what extent has the observation or teaching episode caused changes in your beliefs, values, and assumptions about teaching?” encouraged students to think or reflect on the affective, by targeting their values, beliefs, and assumptions in relation to teaching and learning. For example, all participants pointed out that the teaching experience either confirmed, challenged, or changed their beliefs, values, and assumptions

about teaching. For example, Cello’s experience confirmed her belief, values, and assumptions about teaching history.

“In terms of teaching History, I remain committed to teaching according to the university’s values such as diverse histories, histories for all and historical thinking, which are compatible with the history scheme of work at the local school, giving me the opportunity to expand my understanding and implementation of these values” (Cello).

Again, in [Minott \(ibid\)](#), reflective Question 3, “what have you learned about ‘self’ as a teacher?” encouraged the students to reflect and personalize the teaching practicum exercise by examining and disclosing personal feelings (Reiman, 1999). For example, Pinto made the point that he has learned that he is able to remain true to teaching even while facing criticisms and Viola said that she has learned that she is patient and constantly reflective and these are immensely helpful when planning based on students’ needs and during lesson implementation.

**Thirdly**, Earl (2007) and Xiang et al., (2022) states that a role of teachers is to use classroom assessment activities to help students develop their ability to reflect on and critically analyse own learning. The RATPD, when enacted, help students to develop their ability to reflect on own learning as demonstrated above and supported by [Minott \(2022, 2012\)](#). **Finally**, all principles of AaL are activated and put into action when components of, or the RATPD holistically is enacted. These are displayed in table 2 and discussed.

Table 2. Connecting the Principles of AaL and the RATPD

Key Principles of AaL	RATPD strategy connections
<b>Principle 1</b> Student centered and constructivism (Xiang et al., 2022, Siemens, 2005, Duke et al.,2013 and Earl, 2007).	<b>RATPD strategy as a whole and when enacted.</b>
<b>Principle 2</b> Encourages cognitive and metacognitive capacity (Earl, 2007 & 2015, Yin et al., 2022), Xiang et al., 2022 and Fletcher, 2016).	
<b>Principle 3</b> Encourages students to ask questions (Earl, 2015, Schön, 1987, Zeichner & Liston,1996, Ramadam, 2023, Harapnuik, 2020 and Fletcher, 2016).	
<b>Principle 4</b> Encourages students’ reflection on and critical analysis of own learning (Zeichner and Liston, 1996, Earl, 2007, Xiang et al., 2022 and Yan et al., 2021).	<b>RATPD question 1.</b> What have you learned about teaching?
<b>Principle 5</b> Considers the affective (students’ feelings and interests) (Xiang et al., 2022 and Fletcher, 2016).	<b>RATPD question 2.</b> To what extent has the observation or teaching episode caused changes in your beliefs, values, and assumptions about teaching?
<b>Principle 6</b> Focus on the “self” (Dann, 2014, Lam, 2016, Yin et al., 2022, Torrance, 2007, Ramadan, 2023, Schellekens et al, 2021, Li, 2018, Xiang et al., 2022, Earl, 2015 and Harapnuik, 2020).	<b>RATPD question 3.</b> What have you learned about ‘self’ as a teacher?

### ***AaL Principles 1, 2, 3 and the RATPD strategy.***

AaL principle 1 student centred and constructivism, 2 cognitive and metacognitive capacity and 3 questioning are connected to the overall aim of the RATPD and activated and put into action when the strategy is enacted. This is so for three reasons. One, the RATPD was created for students, and its overall aim was to aid them to reflect on own learning, their actions and those of the mentor teachers observed during their practicum exercise in schools. By doing so, they create own understanding of various aspect of teaching and learning (Minott, 2012).

Two, to answer the three reflective questions require critical thinking that calls for exercising cognition and metacognition, and they are impossible to answer void of these thought processes. Also, when the RATPD is implemented, it helps to build students' cognitive and metacognitive capacity. A quotation from a participant in Minott (2021) study demonstrates this.

... in terms of teaching in general, certain assumptions and the way I thought about things have been challenged. I assumed you can just go in and be everyone's favourite teacher, but it is important to establish boundaries, rules, and expectations first (although nothing near as harsh as the 'don't smile until Christmas' rule) ... (Cello).

Finally, as already stated in this paragraph, the RATPD uses questions through which the strategy is enacted (Minott, 2022 and 2021).

### ***AaL Principle 4 and RATPD Reflective question 1***

AaL principle 4, reflection on and critical analysis of own learning is activated and put into action when RATPD reflective question 1 is enacted. Reflective question 1 commences with, "What have you learned..." this question requires students to critically think about the teaching episode and what they learned. RATPD research revealed that student teachers learned about the mechanics of teaching and practice these. They also learned that the mechanics of teaching must be balanced with the affective/relational and even the reflective aspects of teaching (Minott, 2021).

### ***AaL Principle 5 and RATPD Reflective question 2***

AaL principle 5, considering the affective (students' feelings and interests), is activated and put into action when RATPD reflective question 2 is enacted. Reflective question 2 asked, "To what extent has the practicum experience caused changes in your beliefs, values, and assumptions about teaching?". This question encourages students to think affectively by targeting their values, beliefs, and assumptions in relation to teaching and learning, as indicated above. Also, via reflective question 2, students disclose and examine personal feelings, which is an aspect of being and becoming a reflective teacher (Reiman, 1999).

### **AaL Principle 6 and RATPD Reflective question 3**

AaL principle 6, focussing on the “self”, is activated, and put into action when RATPD reflective question 3 is enacted. Reflective question 3 asked, “What have you learned about ‘self’ as a teacher?” This question encourages students to personalize the teaching practicum exercise, to not only focus on observing the techniques and methods of teaching and the daily issues that teachers face in their practice, but to consider self as a teacher and encourages critical thinking, self-directed critical thinking, and self-awareness (Minott, 2022, 2021, 2012).

### **Conclusion**

AaL as theory and practice is an aspect of formative assessment, differs from AoL and AfL, and is primarily student-centred, where students are actively involved in the assessment process and focussed on self-regulating their learning.

The RATPD is both a formative and summative assessment tool. At the heart of AaL and the RATPD is the idea of reflection. A role of teachers is to use classroom assessment activities to help students develop their ability to reflect on and critically analyse their learning. The RATPD, when enacted, helps students develop their ability to reflect on their learning (Minott, 2022). Finally, all principles of AaL are activated and put into action when components of, or the RATPD holistically is enacted.

Therefore, the extent to which the reflective approach to teaching practicum debriefing strategy is an assessment as learning activity is seen that by enacting the RATPD, one is engaging in an actual AaL activity.

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