Assessment practices of adult educators in Mamelodi Adult Learning Centers.

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A minithesis submitted in partial fulfillment of the requirements for the Masters degree: Intercontinental Masters in Adult Learning and Global Change in the Department of Education.

University of the Western Cape.

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April 2008
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KEYWORDS

Educational theories

Assessment Methods

Outcomes-based assessment

Summative and formative assessment

Authentic assessment

Portfolio assessment

Continuous assessment

Capacity building
Assessment practices of adult educators in Mamelodi Adult Learning Centers.

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ABSTRACT

This study explores the assessment practices of adult educators in Mamelodi Adult Learning Centers using a qualitative methodology.

The study recognizes that assessment is an important activity within the education and training enterprise since it can be used to improve the quality of teaching as well as improve and support the learning process. The study sets out to investigate how Mamelodi adult educators conceptualize assessment; the skills levels of these educators; the nature of support and training these educators received to enhance their assessment practices; the different assessment methods employed by the adult educators to assess learners; and the educational validity and efficacy of these practices.

As alluded to earlier, the study is situated within social research and draws on qualitative methods to explore the assessment practices of adult educators at Mamelodi PALCs. The Mamelodi PALCs are used as the case study to gather data. The case study approach is mainly exploratory and inductive – conclusions are drawn from the empirical data in combination with assessment theory within the literature.

The methods selected for this study, such as interviews and observations are consistent with qualitative methodologies.
DECLARATION

I, Lucky Mongalo hereby declare that Assessment practices of adult educators in Mamelodi Adult Learning Centers is my own, original work, and that this was not previously submitted, in any form by me or somebody else to this university, or any other education institution for the purposes of evaluation. Furthermore, all sources used, were duly acknowledged and placed in the bibliography. I understand that any breach of this declaration can result in my work not being accepted by the relevant parties.

Signed on this 14 April 2008............................

Mongalo Lucky
ACKNOWLEDGEMENTS

My sincere gratefulness to the staff of the Centre for Adult and Continuing Education (CACE) and the Division for Lifelong Learning (DLL) at the University of the Western Cape. Special thanks to Natheem Hendricks for all his immeasurable guidance, assistance and support he gave me.

To my parents, thank you for being there for me.
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Chapter 1: Introduction

1.1 Introduction

This introductory section presents the principle issue of the research. It discusses the purpose of the study and provides background information pertaining to Mamelodi Adult Learning Centers with the intention of clarifying and motivating why Mamelodi Adult Learning Centers have been selected as sites to conduct this case study. Furthermore, the introductory section discusses the limitations of the study.

1.2 The background information

Three Public Adult Learning Centers (PALCs), with multiple satellite centers attached to these main centers, serve the Mamelodi District. More than 3 000 adult learners were registered at the Mamelodi PALC during the 2007 academic year. Adult learners were registered on learning programmes ranging from Adult Basic Education and Training Programme to Matriculation level programmes. In the majority of cases, educators were contracted to teach a maximum of eight hours per week in the PALCs from Mondays to Thursdays – averaging two hours per day.

In view of the fact that the remuneration of the contracted teaching posts is insufficient to cover the living expenses of the educators, adult educators have found additional employment in other sectors of the economy. Accordingly, teaching is not the primary economic activity of the Mamelodi adult educator. Some of the implications of this arrangement included: adult learners not receiving adequate learning support and guidance in terms of their learning needs. Preparation for and evaluation of teaching also received limited attention by the adult educator since these activities are not directly remunerated, since it is only the face-to-face teaching time that is considered in the remuneration calculations.
In addition to students not receiving adequate support, Helme et al. (2005) warn that as long as educators continue working on short-term contracts and without decent benefits and conditions of service, the sector will lose good educators to other sectors of the economy. Evidence for Helme et al. (2005) assertion is to be found in the Mamelodi case. Educator turn around is high at the Mamelodi PALCs with obvious negative consequences for the adult learners. In fact the situation at the PALCs in Mamelodi is perhaps mirrored in the Hendricks (2007, p. 61) Western Cape study that found “instances of classes being abandoned once the educator found alternative employment”. Hendricks’ study further reports that 23% of adult learners identified teacher absence from class as the most important impediment to their learning.

From this scenario, it can also be assumed that even less energy would be invested in practices associated with assessment. However, expecting educators to administer assessment is consistent with the principles of outcomes-based education (OBE) where the focus of assessment shifts from a once-off examination at the end of the academic year to continuous assessment that is primarily formative. Formative assessment is a key tool within learning and teaching since the primary purpose of formative assessment is to provide learning support and guidance during the learning process. Formative assessment can also be used to motivate a learner as well as consolidate what has been learnt. The advantage of formative assessment from the perspective of the educator is that it can alert the educator to ‘gaps’ within the teaching so that remedial activities can be introduced.

This study investigates and analyses specifically the nature of adult educators’ assessment practices.

1.3 The problem statement

Assessment is an important activity within the education and training enterprise since it can be used to improve the quality of teaching as well as improve and
support the learning process. An observation, which was confirmed by a preliminary investigation (personal conversations with adult educators as well as with Curriculum Advisors within the Department of Education, 2007), suggested that the assessment practices at Mamelodi Adult Learning Centers were ineffective and did not contribute to enhancing learning and teaching at these learning centers.

This prompted the key issue of this study, which is to investigate the assessment practices of adult educators at the Mamelodi Adult Learning Centers.

1.4 Aims and objectives of the study

The aims of the study are:

- To investigate the extent to which adult educators implement outcomes-based assessment;
- To assess the quality of outcomes-based assessment in Mamelodi Adult Learning Centers; in particular, the study sets out to investigate how Mamelodi adult educators conceptualize assessment; the skills levels of these educators; the nature of support and training these educators received to enhance their assessment practices; the different assessment methods employed by the adult educators to assess learners; and the educational validity and efficacy of these assessment practices.

The above aims have been achieved through the realisation of the following objectives:

- To examine educators’ responses to outcomes-based assessment implementation in Mamelodi Adult Learning Centers;
- To investigate the extent to which educators contribute towards outcomes-based assessment implementation;
- To investigate educators’ attitudes and the extent of their knowledge and skills concerning outcomes-based assessment.
1.5 The significance of the study

This study is important since assessment is a key activity within learning and teaching with major implications for both the learning adult and educator. Effective assessment practices will enhance learning and so contribute towards providing adults learners with positive and motivating learning experiences. Conversely, ineffective assessment practices may result in negative learning experiences for the adult learners, and so demotivate them.

If assessment practices were ineffective, this study would identify and describe the nature of the problem/s so that remedial activities could be introduced.

The study makes recommendations that could lead to the improvement of assessment practices at the Mamelodi PALCs and so contribute to the effectiveness of the assessment practices that might be employed by the adult educators. Furthermore, the study makes recommendations for future assessment training of educators to improve on their assessment practices.

1.6 The limitation of the study

This study is limited in the sense that it only focuses on assessment practices of adult educators involved in Mamelodi Adult Learning Centers. Accordingly, findings of this study cannot be generalized.

Another limitation is that the researcher is an adult educator within one of the centers under investigation. This may bias the results of the study in that respondents might not provide information freely since they might question the confidentiality of the process. Secondly, the researcher might fail to notice key themes in the data because he is so close to the actual assessment practice.

However, since the researcher is familiar with some of the problems experienced by educators (pertaining to assessment practices), he would be able to provide
an ‘insider’s perspective’. Additionally, the methods used will ensure a level of objectivity from the data that emerge from the study.

A third limitation is of a logistical nature. Since adult educators are working in part-time positions at the PALCs, they had limited time available to participate in the study. This became a problem, particularly when the researcher had to ask follow-up questions.

Notwithstanding these limitations, the researcher was able to gather sufficient data for this study.

1.7 Conclusion

This section introduced the study by providing background information that located the study followed by an introduction of the aims and purpose to the study. It also identified some limitation of the study.

The next section reviews the literature, which the researcher found relevant to the investigation.
Chapter 2: Literature Review

2.1 Introduction

The researcher selected the literature that was found relevant to this study. Concepts such as assessment as defined by educational theories; outcomes-based assessment; assessment methods; formative and summative assessment; authentic assessment; continuous assessment; portfolio assessment; and capacity building are the themes which are explored in the review of the literature.

The review of the literature forms the foundation of the research project because it locates the study theoretically.

2.2 Assessment as defined by educational theorists

Educators are generally concerned about the nature and extent of their learners’ learning. Attempting to understand ‘what’ and ‘how’ learners are learning is known as educational assessment. Even though the concept assessment might seem unproblematic, the literature suggests that the definition of assessment is highly contested.

Gouli, Gogoulou and Grigoriandou (2003, p. 217) define educational assessment as a process that draws “reasonable inferences about what a student knows on the basis of evidence derived from observation of what they say, do or make in a selected situation”. Assessment, in this instance is viewed as a “process” of making “inferences” based on generated or collected “evidence” of learning (Gouli, Gogoulou and Grigoriandou, 2003). This definition suggests that assessment is a highly subjective practice.

On the other hand, Siëborger and Mackintosh (1998) define assessment as the measurement of the extent of learning by individuals. This definition gives the impression that assessment is a process that can accurately determine what a
learner has learnt. According to the Siëborger and Mackintosh (1998) perspective, assessment is an objective practice.

The Department of Education (DoE) (1999) provides a more technical definition of assessment and argues that assessment involves identification, gathering and interpreting information about learners’ performance and measuring this performance against nationally agreed standards.

The focus of this study is not to contribute to the philosophical contestation regarding the definitions of assessment. Rather, in presenting contested definitions the researcher signals that the term ‘assessment’ is not value free. In this study, assessment is defined as a subjective practice that involves the identification, gathering and interpreting of evidence of learning generated/produced by the learner in order to assist learners in their further learning.

From the definition provided it is apparent that formative assessment practices are the focus of the study instead of summative assessment.

**Purposes of assessment**

Learning theorists holding a constructivist interpretation of knowledge view assessment as a tool to assist both the learner and teacher in the learning and teaching process. Dirk (1997), for example, argues that assessment is usually intended to provide both instructors and learners with information on progress and to measure achievement of learning goals. Using assessment as a tool to provide feedback to both learners and educators is elaborated as follows:

Educational assessment helps students to identify what they have already learnt … and to decide how to further direct their learning process. … teachers can exploit assessment results [by using it to provide] appropriate feedback and support to the students [as well as using the assessment results to formulate] judgments about the quality and effectiveness of the
provided educational material and modifying the curriculum, their instruction and their teaching practices/strategies, Gouli, Gogoulou and Grigoriandou (2003, p. 216).

Rowntree agrees that one of the key purposes of assessment is to provide “feedback to educators”. He suggests that educators can use information generated through assessment to identify strengths and weaknesses in their teaching. Analyzing the information generated through assessment can be used to improve their teaching practices and/or alter their teaching approach (1992, p. 27-28).

Another key purpose of assessment according to the literature is providing feedback to students. For example, Morrison et al. (1997, p. 60) are of the perspective that assessment, in addition to making a judgment about the learning of a student, should provide feedback to students in order to inform them where they are in the learning process. Similarly, Rowntree argues that using assessment to provide feedback to students is “the lifeblood of learning” (1992, p. 24). Effective feedback to students, according to Rowntree, “enables the student to identify his (sic) strengths and weaknesses” and makes suggestions as to how the student might “improve where weak or build upon what he does best” (1992, p. 24).

The discussion about the purposes of assessment leads into the question of formative and summative assessment.

2.2 The Outcomes-Based Assessment

The assessment strategy of the Department of Education (DoE) is informed by the Assessment Policy in General Education and Training Band Grade R to 9 and ABET (DoE, 1998). With this policy, the DoE defines assessment as: the process of identifying, gathering and interpreting information about a learner’s achievements, measured against nationally agreed upon outcomes for a particular phase of learning. It involves four steps: generating and collecting
evidence of achievement, evaluating this evidence against outcomes, recording the findings of this evaluation and using this information to assist the learner’s development and improve the process of learning and teaching (1998 par. 5).

Conversely, The Media in Trust Education, Curriculum 2005 magazine argues that outcomes-based assessment focuses mainly on what learners know and can do. It involves a range of methods and not just tests and examinations. It is about success and not failure. Similarly, the South African Qualification Authority (SAQA): *Criteria and Guidelines For The Registration Of Assessors*, policy document explains that the outcomes-based assessment ensures that learning is no longer something done to the learner, but something that the learner is actively involved in (2004, p. 7). From this context the role of the assessor seemed to have changed: from being a gate-keeper, who uses assessment to prevent learners from developing further, to a supportive guide who has the success of the learner at heart, so that the learner can gain access to further learning. The discussion above could encourage educators to apply appropriate assessment skills to analyze, select and evaluate assessment activities in their teaching.

2.3 Assessment Methods

Assessment is the point of delivery of performance and pedagogy has to become its instrument. Assessment practices and forms should be designed to foster pedagogies that are likely to encourage innovation on the part of learners (Johnson, 2003).

With the assessment methods concept, the researcher wanted to investigate teachers’ responses to their facilitation process in learning. The researcher wants to investigate whether the responses of teachers regarding their assessment methods would enable them to identify and solve learners’ problems. Given that multimodal forms of representation exist in all curriculum subjects leading to their
specific configurations of knowledge, the repertoire of technique of assessment needs to be in multimodal forms (Johnson, 2003, p. 11).

Contrary to the above perception, Schrum (1998) argues that assigned activities and dialogue can also involve group activities or projects, in which learners collaborate to solve problems, create simulation, design a product, or complete a task. This idea is shared in Curriculum 2005, magazine as it provides examples of assessment methods to be used by educators to ascertain learners’ achievements. These assessment methods include self-assessment, interviews and, written assignments, peer assessments, practical assignments, portfolio assessments, and group work (session 6, resource 2, Curriculum 2005). Volker, Ben and Joan (1997, p. 51) is of the same opinion and recommend that: “a mix of assessment forms such as the following could be used for providing evidence on which to infer competence: Direct observation of work activities, Skills/work sample tests, Projects/assignments, Evidence from prior learning, Log books, Records of achievement/portfolio”. In addition, Shepard (1997), points out that the means of assessing and collecting data include observations, clinical interviews, reflective journals, projects, demonstrations and collection of student work.

The literature thus suggests that assessment methods are varied and assessors should choose those most appropriate to the purpose(s) of assessment.

2.4 Formative and Summative assessment

The Department of Education (DoE) in its assessment strategy regards formative and summative assessment as equally important and proposes that formative and summative assessment be “integrated in the overall assessment process” (1998, p. 15). The Gauteng Department of Education, policy document, circular 22/ 2002, suggests that formative assessment involves a developmental approach and is designed to monitor and support the learning progress (2002, p. 7). It goes further stating that formative assessment helps to determine what the
learner’s strengths and developmental needs are in relation to a particular outcome or criterion. Similarly, the purpose of formative assessment is to give some kind of feedback to learners or educators about the learning process or lack of it (Malan 1997, p 26).

The same Gauteng Department of Education, policy document, circular 22/ 2002, views summative assessment as a series of assessment activities, resulting in an overall report on the performance of the learner. Summative assessment as explained in this circular is used to determine how well a learner progressed towards the achievement of selected outcomes.

From the point of view of the Gauteng Department of Education-Gauteng Institute for Education and Development: working policy document 2004, formative assessment is an ongoing process that assesses what is happening in the classroom. Learners receive immediate supportive feedback about their progress to help them achieve the unit standards and outcomes towards which they are working (p. 2). The Australian National Training (1999) regards formative assessment as providing ongoing feedback to improve instruction and learning whilst summative assessment is made to assign a value to what has been learnt. Similarly, Malan (1997, p. 26) argues that summative assessment includes the marking, grading, scoring of exercises, assignment and examinations, which are set with a specific purpose to define how much learners know about the work, which has been completed. In addition, summative assessment is performed when the facilitator or learners want an overall assessment of achievement at a specific point, for an example, at the end of a learning programme or the end of a term (Gauteng Department of Education, 2004).

Since formative assessment has a developmental objective, providing feedback to learners on their learning and learning tasks becomes critical. But it should not be assumed that written feedback is the only important feedback on formative assessment tasks. On the contrary, Rowntree (1991) suggests that verbal
comments accompanying feedback to learners add tremendous value to the overall feedback.

The DoE concurs and argues that written feedback are not always read or understood by students. They thus recommend that the educator make time to speak to the learner on a one-on-one basis since it is more effective, and helps learners to understand their problems and progress areas (DoE, 1999).

A statistical mark or a symbol might provide information of how the learner performed on an assessment task in relation to other learners on a programme, but it is not helping the learner in his or her learning. Rowntree is correct in his argument that learners need more information other than “fail” or pass (Rowntree, 1997, p. 25). Boston suggests that “feedback on [formative] tests and homework” should encourage learners to focus their attention on the task and understanding rather than on simply getting the correct answer (2002, p. 2).

Using formative assessment effectively requires time and specialized skills. Hendricks suggests that formative feedback is essential in the learning and teaching process and that feedback to learners on their learning should attempt to consolidate learning, check on progress, provide academic support and motivate the learner. However, feedback “should be handled as positively, sensitively and constructively as possible” (1997, p. 353). Jones (1994, p. 5) is thus correct that effective formative assessment is time consuming especially when feedback on assessment tasks are conducted effectively.

The nature of formative assessment signals that educators will need special training to prepare them to become effective assessors. The DoE provides a plan to guide assessors during the process of assessment. This plan suggests an eight-point step for design and implementation of assessment. These steps include the selection of an assessment task, choosing the appropriate assessment instrument/s or tools, the completion of the assessment by the learner, the gathering of evidence, the application of the assessment
instrument/s, making a decision based on the evidence and assessment instrument, recording the judgment, communicating this judgment to the learner; and using this information to inform the teaching and learning practice (1999, par. 2.8).

Expecting educators to administer assessment is consistent with the principles of Outcomes Based Education (OBE) where the focus of assessment shifts from a once-off examination at the end of the academic year to continuous assessment that is formative in teaching and learning.

2.6 Authentic Assessment

The teaching profession implies not only teaching learners to acquire knowledge of the subject matter, but also concern for their all-rounderd welfare, including their safety in the laboratory. According to Kramer (1999), authentic assessment relates as far as possible to contexts and situations in real life, outside of the classroom. Authentic assessment therefore, invites educators to assess learners by setting tasks and posing problems that stimulate reality in some way. Similarly, Wiggins (1993) in Dirk (1997) describes authentic assessment as tasks and procedures in which students are engaged in, applying skills and knowledge to solve real world problems, giving the task a sense of authenticity. The discussion above could help educators to develop potential to deal with the assessment environment, assessment instrument and assessment system in a real and practical context.

2.7. Continuous Assessment

Continuous assessment (CASS) allows educators to familiarise themselves with each learner’s work repeatedly to help in ensuring that understanding occurs (Schrum, 1998). The Gauteng Department of Education (2005, p.17) Guideline document for CASS Grade12 refers to continuous assessment as an on-going evaluation or judgment of performance of one kind or another, based on certain pre-established criteria. Similarly, the Working document (March 2004, p. 2)
refers to continuous assessment as a central, ongoing part of the learning and teaching process and an important component of centre-based assessment. Centre-based assessment is an assessment that happens in the classroom. Learners are assessed over a period of time in the class and not under examination conditions.

Consistent with the perspective of the DoE (2005), Kramer (1999, p. 39), states, “continuous assessment is an approach that makes teaching, learning and assessment part of the same process”. In clarifying what he means by this, Kramer (1999) states that continuous assessment (CASS) aims to achieve three main results:

1. to help gather a wide range of evidence of learning that can be used for assessment;
2. to provide different and varied opportunities to gather evidence;
3. to spread and interweave assessment activities throughout the learning process, rather than to leave all assessment to the end of the process.

Ironically, it could be argued that some educators use CASS without knowing that they are applying it. Educators would ask questions as part of their teaching strategy. Some good educators are able to make useful statements about their learners without relying on a test result. Often educators say things like “I know this child can do better than this”, and I think it is for this reason that CASS is made to formalize best practice so that every educator can learn how to gather evidence of learners. Malan (1999, p. 26) states that “the purpose of continuous assessment as it is practiced in most classrooms daily is to monitor learning progress and to diagnose learning problems”. The above discussion could encourage educators to be in a position to show learners’ progress continuously by providing valuable feedback and record learners’ progress over time.

2.8 Portfolio assessment
Kramer (1999) defines portfolio assessment as a collection of work that shows evidence of the learner’s knowledge, abilities and growth. Similarly, Paulson (1991) in Kramer (1999, p. 48) defines portfolio as “a purposeful collection of student work that exhibits the student’s efforts, achievement and progress in one or more areas.”

A key principle of portfolio assessment is that outcomes of the assessment process should be discussed with the learners. Learners should be made aware of the differences between portfolio assessment and the other types of assessment. Examples of good portfolios should be shown to the learners. The elements of the portfolio should be clear for learners’ understanding and implementation.

Paulson (1999) suggests that the portfolio compilation should include student participation in the selecting of the contents; the criteria for judging merit; and evidence of student self-reflection. Conversely, the Gauteng Department of Education (2005) states that “pieces of work should be assessed on an on-going basis by the educator, the learner and by the learner’s peer group (p. 8)”.

Similarly, Fogarty and Storhr (1995) in Kramer (1999, p. 48) agree and suggest that:

Portfolio use consists of four actions that are organized as follows:

1. **Collection**: Learner’s work is collected into a portfolio to show evidence of learning.
2. **Selection**: The educator and the learner select which work gives the best evidence and so should be included in the portfolio.
3. **Reflection**: The learner reflects on what his/her portfolio shows. The educator and learner can also use the portfolio as a basis for discussion about the evidence.
4. Inspection: The portfolio is used as a basis for assessing whether the outcomes have been achieved. It can also be used to decide what happens next.

This study uses the insight about portfolio assessment as discussed in the above literature. In particular, the study is interested in determining whether educators have changed their previously used assessment methods, given the fact that portfolio assessment was not used in the past. Furthermore, the study draws on the literature to explore, from the perspective of the educator whether learners are benefiting from portfolio assessment.

2.9 Capacity building and support

Fortuin (2003) following McNamara (1999) argues that the ‘newness’ of outcomes-based assessment is so unfamiliar to educators that it can be equated to an instance of organizational change. Taking ‘organizational change’ as his frame, he warns that educators would resist the introduction of the assessment regime if the assessment regime is not accompanied by capacity building (2003, p. 23).

Theorists of organizational change argue that effective strategies for change implementation should include the creation of a demand for change, implying that educators should be informed why change is necessary; consistent leadership should be provided; changes should be introduced incrementally; create an collaborative environment to allow educators to learn from one another; monitor implementation to report on progress; and acquiring and developing new employee skills (Fuchs 2001, p. 3-6).

This review has suggested a number of areas where adult educators might require assessment skills training.
2.9 Conclusion

This chapter presented a review of selected literature, which the researcher has found appropriate to theoretically frame the study in terms of assessment practices.

The arguments in this literature review will be continued in section 4 as well chapter 5.

The next chapter deals with the methodology used in this study.
Chapter 3: Research Design and Methodology

3.1 Introduction

This section describes the research design and methodology employed in the study. Since the study is situated within social research the researcher used a qualitative research methodology to conduct this study. Accordingly, this section discusses the characteristics of qualitative research methodology and analyses the methods used to gather data for the study.

3.2 Qualitative Methodology

The study is situated within social research and draws on qualitative methods to explore the assessment practices of adult educators at Mamelodi Public Adult Learning Centers (PALCs). The Mamelodi PALCs are used as the case study to gather data. The case study approach is mainly exploratory and inductive – conclusions are drawn from the empirical data in combination with assessment theory within the literature.

The methods selected for this study, such as interviews and observations are consistent with qualitative methodologies. Banister et al. (1994) define qualitative research as an interpretive study of a specific concern wherein the researcher becomes a central actor in the construction of meaning.

This methodology is used with the intention of collecting data in terms of how adult educators experience and implement outcomes-based assessment. By employing an inductive approach, the researcher wanted to understand the problem under investigation from the perspectives of the educators. The inductive approach further provided access to the interpretive world of the educators in a holistic way.
3.3 The rationale for data collection:

The methodology of this study was a qualitative case study, selected to assess how adult educators in Mamelodi Adult learning Centers experience and implement outcomes-based assessment. In this study the outcomes-based assessment problem is placed within the real-life context in Mamelodi Adult Learning Centers, where different social factors influence and direct the final outcomes. Smith (2004) states that “the context of the case in case study is a real-life: this involves situating the case within its setting; physical, historical, and economic.” Similarly, Hancock in Smith (2004) supports this perspective when he states that:

...qualitative case study is concerned with the explanations of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are. It is concerned with the social aspects of our world (1998, p.18).

The researcher used a case-study approach for this research so that he can obtain comprehensive information about educators’ assessment practices. Smith (2004, p. 2) is of the perspective that “a case study is an exploration of a “bounded system” or a case (or multiple cases) through detailed, in-depth data collection involving multiple sources of information (data).”

This case study is limited in that it provides only information about Mamelodi Adult Educators and as a result, the findings cannot be broadly generalized. However, assessing educators’ experiences and implementation of outcomes-based assessment emphasizes a balance between specific located finding and generalization.

The value of case studies within research is frequently misunderstood. Flyverg (2006) argues that the most common misunderstanding is that findings of a case study research cannot be generalised. He suggests that this is a narrow view
about case studies since it ignores the contribution that case study research has made within the social sciences. Flyverg (2006, p. 220) points out that “the case study is a detailed examination of a single example”, and accordingly can provide “reliable information about the broader class”. However, to increase the reliability of findings of the case study, multiple methods are required.

The data for this study was derived from face-to-face semi-structured interviews and observation, which are integrated in a narrative inquiry. Six adult educators were interviewed. Each pair of the respondents was from each of the three Mamelodi Adult Learning Centers. The respondents gave their views on how they practised outcomes-based assessment. Since narrative inquiry has been one method used in this study, it aimed at understanding experiences as lived by educators on outcomes-based assessment.

3.3 How data was collected

Hancock (1998) in Smith (2004, p16) argues that qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data. To ensure validity and reliability of the research data, all questions are based on the aims of the study and formulated as brief as possible to avoid misinterpretation. The questions used in the study are found in the appendix attached at the end of this report.

The data is based on the following themes:

*Educational theories*, within this theme the researcher explored adult educators’ conception of learning and its relationship to assessment; *Outcomes-based Assessment*, here the researcher wanted to understand the perspectives educators hold about outcomes-based assessment and how it may help learners in their learning tasks; *Assessment methods* was a theme that explored which methods are used by educators to assess their learners and how these methods enable educators to identify and solve learners’ problems. Furthermore, this theme also explored educators’ understandings of the advantages and
disadvantages of the methods they used during assessment; *Formative and summative assessment* was a theme that explore how and when educators use the different approaches but also to understand whether they need assistance in using formative and summative assessment effectively.

3.4 The research process

The data was collected to assess how adult educators experience implementing the new outcome-based assessment methods. The research strategy was qualitative case study. Level IV adult educators took part in the research project. A total of six level IV educators were selected; two from each of the three Adult Education Centers in Mamelodi: namely Mamelodi Adult Learning Center, Rethabile Adult Learning Center and Umthombo Adult Learning Center. The data was collected once after the completion of the lesson period. The researcher tried to find out how educators experience and implement outcome-based assessment in their centers. The six educators that participated in the study were self-selected since they indicated their preparedness to participate in the study. The majority of educators are part-time adult educators and frequently do not have time to focus on activities beyond the immediate teaching responsibilities.

Since case studies use multiple methods to investigate a bounded phenomenon, the researcher also conducted semi-structured interviews (method 1), that took 20-30 minutes for each of the six Level IV adult educators interviewed. The researcher also conducted classroom observation (method 2) to analyze learners’ portfolios assessed by these educators to find out how educators gave feedbacks and their application of outcomes-based assessment. The interview and observation data were integrated into a coherent narrative study (method 3) on how educators experience and implement outcomes-based assessment.

The data collection strategy was the best way of collecting data to answer the research question. The interviews provided the most direct evidence of educators’ in-depth contexts, conditions, feelings and experiences of the new
outcome-based assessment policy. Semi-structured interviews helped to probe initial responses from the participants while direct observation gave evidence from learners’ scripts in terms of educators’ grading procedures and feedbacks of learners’ tasks as they relate to outcomes-based assessment. Interviews and observation were the best methods for this study, and are connected in a narrative study of how adult educators experience and implement the outcomes-based assessment, to yield triangulation.

Observation in this study was necessary because, not all qualitative data collection approaches need direct interaction with people. For example, during the interview, respondents were asked how they behaved in some situations. In such a situation, there is no guarantee that the respondents had behaved as they reported. Therefore, direct observation of the participants enabled the researcher to triangulate information provided in face-to-face interviews.

3.5 Conclusion.

The detailed description of the research design and methodology was set out in this section. The data is collected to assess how educators in Mamelodi Adult Learning Centers experience and implement outcomes-based assessment. Six educators were targeted to participate in the project. They were observed from their classrooms practices, and interviewed. Semi-structured interviews helped in identifying problems experienced by educators in implementing outcomes-based assessment.

The next section will analyze the data and discuss the findings
Chapter 4: Results and Discussion

4.1 Introduction

This section represents the analysis and discussion of the key findings pertaining to adult educators’ assessment practices at Mamelodi Public Adult Learning Centers.

4.2 Educational theories underpinning assessment practices

A significant factor in Mamelodi adult educators’ assessment practices is educators' conceptions of knowledge. This study found that adult educators predominantly hold the following conceptions of knowledge. Some adult educators view knowledge as objective reality that needs to be acquired by learners. This conception is articulated as follows:

“Knowledge is new information that needs to be conveyed to the learner. … Whilst learners may discuss the information and its implications, it remains the educator’s responsibility to sanction what is the correct knowledge” (Respondent 1).

In a response to a question as to how educators view the relationship between assessment and learning, other educators said they viewed knowledge as socially constructed with learners being active participants in the construction of their own knowledge.

“Knowledge is to understand or know a phenomenon. Learners become knowledgeable through actively participating in the learning processes such as working on projects. As the learner/s work on the projects they come to understand and accordingly know” (Respondent 2).
“Knowledge is accumulated through interacting with others, through sharing of experiences, and through reading the experiences of others” (Respondent 3).

Even though this study found that some Mamelodi adult educators viewed knowledge as the 'sacred truths' that needs to be acquired by learners, others viewed knowledge as socially constructed within which learners become active participants in the knowledge construction process. The dominant perspective pertaining to ‘knowledge’ held by Mamelodi adult educators was that knowledge is an 'objective reality'. A conception of knowledge as objective reality that needs to be discovered results in assessment being viewed as the process to judge and/or measure whether learners have acquired the knowledge as transferred from the teacher or the textbooks. Accordingly, the implications of a conception of ‘knowledge as objective reality result in an understanding that “no proper learning exist [during the process of] assessment” (Respondent 4).

If there is no relationship between assessment and learning, then assessment logically should happen at the end of the learning process. The purpose of assessment then is for the assessor to verify whether the learner has acquired the 'correct' knowledge.

Those educators who conceived knowledge as socially constructed viewed assessment as integral to the processes of learning and teaching. In response to the question regarding the relationship between learning and teaching, informants responded that “learners solve [learning] problems themselves in assessment”; “learners can work with others”; and “educators will facilitate”.

Concerning feedback on learners’ tasks, the researcher examined examples of assessment tasks completed by learners and assessed by the educator and found that no constructive feedback was provided other than a mark or a percentage. Assessment with ineffective feedback does not assist learners to improve on their performance. Assessment practices that reflect knowledge
include formative and/or diagnostic assessment where the learners receive constructive feedback, which consolidates their learning, checks on their progress and motivates them as learners (Hendricks, 2002, p. 43).

The implications of the different conceptions of knowledge, for assessment, are that those viewing knowledge as acquired, need to verify that the 'correct' version of knowledge is fully understood by learners. A conception of knowledge as constructed, on the other hand, uses assessment to understand the nature of support required by learners during the knowledge construction process. The way that educators view knowledge influences how they practice assessment. For example, it will influence the purposes of assessment; the methods the educators use to assess; as well as how formative and summative assessment is used within the learning programme.

### 4.3 Outcomes-Based Assessment

This study found that the Mamelodi some adult educators did not enthusiastically accept outcomes-based assessment. These educators still viewed the old assessment methodologies and its accompanied curriculum as superior. This was evident in statements such as: “the old [educational system] is better” (respondent 4); “outcomes-based assessment is a complicated approach for both educators and learners, it has a lot of work, and it is therefore time-consuming” (respondent 1); “the old system is better in terms of assessing learners in classrooms” (respondent 3).

These statements suggest that the ideals of the DoE that views assessment as a learning process, which involves the gathering of information from various contexts and/or using a variety of methods according to what is being assessed as well as the needs of the learner (DoE, 1998, p. 10) is not shared by Mamelodi adult educators.
The finding might suggest that adult educators were not adequately inducted into the practices of outcomes-based assessment or that the training they received was ineffective.

Conversely, the study also found support amongst adult educators for practices associated with outcomes-based assessment. For example, statements such as assessment “facilitates learning” and “assessors should allow learners to give their views and should encourage learners to ask questions (respondent 2) indicate that outcomes-based assessment is valued by some Mamelodi adult educators.

Even though these two findings seem to contradict each other, one needs to recognize that this contradiction could be the result of different perspectives on knowledge. However, it can also be the result of assessors not being competent to assess within an outcomes-based framework or that assessors did not receive adequate support and guidance.

From an analysis of assessment artifacts such as tests scripts and project reports, this study found that the assessment practices were not in line with the recognized codes of practice as advised by the Department of Education (DoE, 1999, par 2.44). The researcher was unable to see evidence that assessors/educators attempted to generate and/or gather information related to attitudinal skills and values. On the contrary, the assessment activities focused primarily on gathering information about learner’s knowledge and skills that related to the content of what was being taught. The Assessment Action Plan of the DoE stipulates that values, attitudes and skills be assessed using a variety of methods and instruments in order to develop the learner as a whole (DoE, 1999, par 2.44). It further signals the need for assessment validity since it states that assessment activities should be consistent with and should be representative of all unit standards.

4.4. Assessment Methods
This study found that adult educators were aware of multiple assessment methods that can be used to facilitate learning. Respondents identified assessment activities such as research tasks, group projects, examinations, individual and group assignments, tests and home works as methods that can be used within an outcomes-based framework. However, when asked what assessment methods they used in their assessment practices the range was much smaller. Respondent 4, for example, reports that he uses “written assignments to assess learners understanding of an issue”. According to this educator, he uses assignments to assess how learners use facts and how they structure these coherently into arguments. The researcher also saw evidence of tests scripts compiled within learning portfolios which indicated that tests were another popular assessment method used by educators.

Conversely, there were factors indicating the inefficiency of assessment in Mamelodi Adult Learning Centers, and these were confirmed by phrases such as “[assessment] implementation [is] poor”; “overcrowding is a barrier to effective assessment”; “learners’ absenteeism [during assessment]”; and “learners [are] not motivated”.

From this context there is an indication that educators cannot develop the capacity to identify and solve problems, using critical and creative thinking. This refers to problems for learners with special needs, problems that arise during assessment, so that educators could be in a position to have alternative changes to their assessment practices. To this effect, Croft (1997, p.198) maintains that educators should provide guidance to all learners, and seek, progressive, and innovative methods for their assessment. Killen (1998, p. 10) adds that educators should use a variety of methods of instruction in order to help each learner to learn. The educator has to select the most appropriate strategy to use after taking into account the outcomes he/she has set for learners to achieve, so that they would gain the required skills, knowledge, values and attitudes.

4.5 Formative and Summative assessment
The difference between formative and summative assessment is provided by Siëborger and Mackintosh, in that formative assessment is used to measure progress so it can inform and improve learning. Conversely, summative assessment is seen as 'assessment, which is used to report to others about the achievements of a learner' (1998, p. 24). Formative assessment happens therefore continuously and as part of the teaching process and it also informs future teaching and learning, while summative assessment happens at the end of a period and therefore signifies that which happened in the past.

Based on an analysis of the assessment tasks completed by the learners over a period, it was evident that continuous assessment did take place. However, the question that remained was whether continuous assessment performed a formative role. A necessary condition for formative assessment is that the learner receives feedback that identified the strengths and weaknesses of the learner and provides guidance as to how the weaknesses can be remedied.

The analysis of the assessment artifacts such as the completed and marked assignment provides very little information to the learner that could assist the learner in her learning. There was no indication of learners’ strengths and/or areas of support needed. The assessors/educators have only provided marks, generally represented as a percentage (%), to record the achievements of learners. This indicates that learners in Mamelodi Adult Centers do not receive formal feedback on their achievement or progress on regular basis.

The study found that assessment practices of Mamelodi Adult Educators do not match the requirements laid down in the standard of assessment policy. This indicates that assessment was not fit for the purpose for which it is established. This indicates that assessment was in a summative form and only designed to determine how well a learner has progressed towards the achievement of selected outcomes, and not for learners’ growth and development.
According to the Australian National Training (1999), formative assessment provides ongoing feedback to improve instruction and learning, and summative assessment is made to assign a value to what has been learned.

4.6 Authentic assessment

Given the scale of the influence of assessment on education, it is somewhat surprising how little attention appears to be given to evaluating or questioning the capacity of the tools employed to deliver what is being taught. This study found that assessment in Mamelodi Adult Learning Centers was not authentic since learners were not assessed in realistic situations, where feedback is an integral part to the learning process. Wiggins (1993) in Dirk (1997) describes authentic assessment as tasks and procedures in which students are engaged in, applying skills and knowledge to solve real world problems, giving the task a sense of meaning. Those real and practical tasks are not given a serious authentic learning environment in Mamelodi Adult Learning Centers.

This study found that educators in Mamelodi Adult Learning Centers leave learners to carry out scientific studies on their own, which is impossible because learners have to cooperate with others. The researcher considers group work as important because it enables educators to differentiate between learners` abilities though they would be using the same set of data. Some of the learners present work in a better way than the others. It is perfectly acceptable to ask students to work in pairs in practical situations. In response to a question related to authentic assessment, respondent 3 said “he has not been trained”. This indicates that assessment activities do not mirror the conditions of actual performance as closely as possible. Phrases such as “lack of understanding, not supported, not knowing authentic assessment implementation” suggest that educators were not advanced with the outcome-based assessment system. From this context there is an indication that logistical arrangements with the stakeholders are not done prior to their assessment practices, and therefore educators might have difficulties in terms of whether the work they assess could be attributable to their
learners’ learning. It is against this background that this study found that educators are not ensuring learners of what is expected of them during assessment. This indicates that the relationship between the learner and educator during assessment is not conducive to assessment. It also indicates that educators are not competent to deal with the assessment environment, assessment instrument, and assessment system.

4.7. Continuous assessment

The Assessment Policy in General Education and Training Band Grade R to 9 and ABET (DoE, 1998) lays the foundation for the implementation of Continuous assessment (CASS). In this policy the DoE states:

Assessment in OBE requires the use of tools that appropriately assess learner achievement and encourage life long learning skills. CASS is considered the best model to assess outcomes of learning throughout the system and enable improvements to be made in the learning and teaching process. It must be used to support the learner developmentally and to feed back into teaching and learning and should not be interpreted merely as the accumulation of a series of traditional test results (1998, p. 9).

In addition, Gauteng Department of Education Guideline document for CASS grade 12/ 2005, p.17 refers to continuous assessment as an on-going evaluation or judgement of performance of one kind or another, based on certain pre-established criteria.

This study found that learners do not participate fully in learning, which again makes assessment difficult. In response to a question related to continuous assessment, respondent 5 said “learners’ truancy is a problem towards outcomes-based assessment”. This statement suggests that learners are not always available for teaching sessions and for assessment tasks. If learners do not avail themselves for assessment it becomes almost impossible for the
educator to provide them with regular feedback in order to constantly monitor and improve their learning.

Educators recognize their personal limitation as assessors but indicate that the lack of “district support” contributes to the problem. They report that educators do not have regular contact with district assessment trainers/facilitators who could provide them with some feedback on their practices.

Conversely, statement such as continuous assessment “encourages learners’ participation”; “increase learners’ motivation”; and “encouraging learners’ co-operation” suggest that some educators have an understanding of the purposes of continuous assessment and suggest that educators do view it as vital to learning and teaching.

Since the success of continuous assessment rests on sound methods of recording learners’ achievement over a period of time, the records of learners’ work therefore, must indicate the progress of the learners continuously and must be used by the educator for reflecting, giving feedback and support to the learners. The study found that educators did not demonstrate their ability to give feedback in situations where learners meet criteria; learners do not clearly meet criteria, and where special needs of learners need to be considered. Criteria here, refers to the quality of performance against which the learner is being assessed.

4.8 Portfolio assessment

This study found that continuous assessment activities produced by the adult learner were compiled as an assessment portfolio. In this sense it might be argued that the assessment portfolio produced within the Mamelodi adult learners is a collection of work that reflected the knowledge, abilities and growth of the learners (Kramer, 1999). However, on closer examination, the researcher found that the content of the portfolio was limited to two scripts of learner’s completed tasks and a completed test. Each of the three artifacts within the
portfolio had statistical marks on them (in the form of a percentage) indicating overall performance within the tasks and test. In addition, each section of the tasks or test was marked as either correct or incorrect.

Since portfolio assessment is promoted as the primary method of assessing learners formatively, it is to be expected that learners would receive formative feedback which would assist them in their learning. In the case of the Mamelodi adult learners’ assessment portfolios examined by the researcher, no constructive feedback to learners was evident in the portfolios. Furthermore; the tasks learners were expected to perform had no assessment criteria and no description of the condition for which portfolio assessment was made. The portfolios gave no indication of personal achievement and/or weaknesses of the learner on their tasks. No guidance is given by the assessor as to how the learner could improve.

The limited formative feedback provided by the assessors is surely contrary to the Gauteng Department of Education’s intention as articulated within circular 22/2002 that suggests that formative assessment involves a developmental approach and is designed to monitor and support the learning progress (2002, p. 7). Furthermore formative assessment should help to determine what the learner’s strengths and developmental needs are in relation to a particular outcome or criterion. Accordingly, feedback to learners is essential since it informs learners about the learning process or lack of it (Malan, 1997, p 26).

Thus from a developmental perspective, taking the above evidence into account, it was found that the portfolio assessment strategy within the Mamelodi Adult Learning Centres failed to perform a formative role. On the contrary, the assessment artifacts became summative assessment moments which happened continuously.

The researcher is of the perspective that portfolio assessment, in the Mamelodi case, was also a failure in other respects. Since the assessment activities were
limited to three assessment moments, learners were unable to make a selection of the best assessment activities. Paulson (1999) in Kramer (1999, p48) suggests that the act of selecting assessment evidence is a learning exercise in its own right since it exposes the learner to the criteria for judging merit as well as facilitates the process for a learner to become self-reflective. It was found that due to the limited assessment evidence within the Mamelodi adult learner’s portfolios, the portfolios could not be used on its own “as a basis for assessing whether the outcomes have been achieved” (Fogarty and Storhr (1995) in Kramer, 1999, p. 48).

The criticisms raised about the portfolio assessment within the Mamelodi Adult Learning Centers might suggest the adult educators had no understanding about portfolio assessment. However, educators’ responses regarding their understanding of portfolio assessment suggest that they know and understand the role and purpose of portfolio assessment. For example, educators used phrases such as “learners’ tasks with better marks are selected to be included in the portfolio”; “when learners are given feedbacks, [they] can evaluate their performance; “learners assess their performance” and “learners will work to improve performance”, suggest an understanding of portfolio assessment by educators.

The issue this raises is whether, the lack of feedback on assessment might perhaps not be an issue of lack of understanding but rather lack of time to perform the task adequately. This study is unable to provide a definitive finding regarding the lack of time since this study did not focus on that matter.

The researcher’s analysis of a portfolio produced by a Mamelodi adult learner is that the learner does not know what is expected of him or her. From the portfolio there is no indication of the authenticity of the work of the learner, and this causes assessment to lose credibility, since portfolio assessment takes place in an authentic context where feedback becomes an integral part of learning, and that indicates positive affirmation of the learner, acknowledging whatever
competencies and outcomes learners have achieved to date, and taking into account the previous performance levels.

In addition to the conceptual and practical problems associated with portfolio assessment with the Mamelodi Adult Learning Centers, this study found learner absenteeism as another problem for effective portfolio assessment. In response to a question related to portfolio assessment, respondents said that “learners do not submit their portfolio assignments” another respondent said that “learners do not attend”. These statements indicate portfolio assessment is not up-to-date in Mamelodi Adult Learning Centers.

4.9 Capacity building

In terms of the outcomes-based assessment educators are expected to become facilitators of learning. They are expected to assess learners’ abilities in the process of learning and so to improve their performance. Educators in this case need to build a nurturing and supporting sense on them in order to be able to guide learning for their learners. Educators will need special training to prepare them to become effective assessors in their teaching and learning. This study found that some educators in Mamelodi Adult Centers attended training sessions associated with the National Curriculum Statement Programme in the district. The aim of the programme was to help educators to apply assessment that will make teaching more effective. From this programme educators were guided to help learners to achieve the expected outcomes in teaching and learning. According to National Curriculum Statement document, p. 6, eight learning areas are included in the National Curriculum Statement. Educators are expected to demonstrate a broad understanding of outcomes-based assessment to the level of National Qualification framework in those learning areas.

In response to question related to capacity development and support, respondent 1 pointed out: “I am not updated with developments in my fields”. Similarly, respondent 3 states: “we do not have regular contact with trainers/facilitators,
and so, we do not know the new curriculum”. In contrast, respondent 4, said educators do not have an understanding of the technical terminology given in their field for assessing learners. From this perspective the researcher conclude that the orientation in National Curriculum Statement did not prepare educators sufficiently for tasks they were expected to fulfill. With regard to this dilemma, Boston (2002) states that training and professional development in the area of classroom assessment are essential in order to provide individual educators with the time and support necessary to make changes. Educators need time to reflect upon assessment practices and benefit from observing and consulting with other educators about effective practices and about changes they would like to make.

From the above, the researcher is of the view that the orientation programme organized by the DoE to capacitate adult educators had been unsuccessful. The training was limited to one week and the programme did not focus in on assessment associated with specific learning areas but assessment was examined in a generic way. Secondly, since some educators are under-qualified, they lacked the subject expertise of the learning they are responsible for. Due to the lack of subject expertise, these educators did not understand what forms of assessment are appropriate to the fields in which they are to assess.

Even though the study found that assessment training was provided to educators, training was inefficient and there seems to be a need for additional assessment training. Fortuin (2003) following McNamara (1999) is correct in his argument that the ‘newness’ of outcomes-based assessment is so unfamiliar to educators that it can be equated to an instance of organizational change. Taking ‘organizational change’ as his frame, he warns that educators would resist the introduction of the assessment regime if it is not accompanied by capacity building (2003, p. 23).

4.10 Conclusion
This Chapter analyzed the key findings of this study. The next section concludes the study and makes recommendations to improve the assessment practices within the Mamelodi Adult Learning Centres.
Chapter 5: Conclusion and Recommendations

5.1 Introduction

This chapter concludes the study and presents recommendations, which would possibly improve the standard of outcomes-based assessment within the Mamelodi Adult Learning Centers. This chapter also makes recommendations for further research.

5.2 Summary of findings from the different data

In terms of the findings of this study it has been shown that the standard of outcomes-based assessment in Mamelodi Adult Learning Centers is poor. Several reasons were outlined as causes of this situation.

This study has identified conceptual problems associated with conceptions of knowledge, learning and assessment as one of the problems of poor assessment problems. Another problem that contributed to the poor assessment practices is associated skills levels. Most of the educators did not provide formative feedback on assessment tasks that limit the potential of formative assessment as a learning and teaching strategy. Lack of feedback on assessment tasks could have been a capacity limitation; however, another reason could have been that educators are not remunerated beyond a certain time limit. Whilst the study found that educators are familiar with a number of assessment methods, the assessment practices at Mamelodi adult Learning centres were limited to two methods state these two methods here. This suggests that some of the methods that would have been more authentic were not practical within the context of learning and teaching within the public adult learning centres in Mamelodi.

Poor implementation of portfolio assessment could be attributed to similar reasons mentioned above. In addition, lack of co-operation from learners and learners’ absenteeism are other reasons why portfolio assessment failed in its purposes.
This study has also alluded to the fact that since educators are aware that the outcomes-based assessment implementation in Mamelodi Adult Learning Centers are done poorly, educators have developed negative feelings with regard to outcomes-based assessment.

5.3 Recommendations

With regard to the evidence indicated in the findings the researcher recommends that all educators must be given an opportunity to learn and develop an outcomes-based assessment to their full potential. All educators must be responsible for planning and management of their assessment situations according to nationally agreed assessment standard.

The researcher brings forward the following recommendations to support the findings indicated in Chapter 4:

- Educators must ensure that they plan sufficient assessment activities to keep groups of learners occupied with both interesting and challenging tasks suitable for the development of learners.
- Educators must provide feedback to learners on all assessment tasks. This feedback should be used to motivate the learner, consolidate their learning and check on progress.
- Educator-training is seriously needed to boost educators’ level of competence in Mamelodi district, and to ensure effective application of outcomes-based assessment by educators, educators must know how to apply multiple assessment strategies and techniques to accommodate all learners.
- Learners must be supported in their overall tasks and problems related to their tasks.
- Learners must be encouraged to engage in projects in order to understand the relevance and value of their tasks, and this will develop a sense of ownership.
• Learners should always be encouraged to reflect on their own learning tasks and to develop skills and strategies needed through their open learning.

5.4 Further questions and research

This study reveals that educators at the Mamelodi Adult Learning Centres might not share a common perception of the role of assessment within learning and teaching. However, this study has not explored, sufficiently, how these different perceptions impacted on the assessment practices. Accordingly, research that flows from this study could explore that question in a more systematic way.

5.5 Conclusion

This section summarizes the main findings, made recommendations to improve assessment practices within Mamelodi Adult Learning Centers and identified an area that needs further research based on the findings of this study.
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Appendix:

Semi-structured interview schedule

Critical question: How do you implement assessment in your classroom?

What do you understand by the concept outcomes-based assessment?

What do you do to apply assessment more effective in your classroom?

How do you perceive learning in your classroom?

Is there any relationship between assessment and learning?

How does outcomes-based assessment differ from the old way of assessing learners?

Could you give some examples of assessment methods that you use to assess learners in your classroom?

Are there any advantages of implementing such methods?

What are some of the problems you experience in an outcomes-based assessment?

Did you receive any training in implementing outcomes-based assessment?

Could you share your experience with us?

What do you think about the training you received?

Do you apply authentic assessment for your assessment, and why?

Do you practice continuous assessment in your center?

How do you rate your practice, and why?
How can you improve?

Do you really have learners’ portfolio in your assessment practice, and if so, how do you apply it in your classroom?

Do you think portfolio assessment is beneficial to your learners, and why