


How do we know our learners are learning?

"How do we know our learners are learning?" - a report of an action research project by Emily Cullum

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1. Research questions

How are assessors using questioning to identify and promote learning?

What kind of questioning tool can we develop to support assessors in improving their questioning techniques?

What benefits might there be for assessors and learners in the use of such a tool?

2. Initial research

I reviewed other action research reports on questioning and considered Geoff's Petty's use of Bloom's taxonomy to classify questioning techniques. I also researched the 70:20:10 model of workplace learning which helped me understand the assessor's role in using questioning to support reflective practice.

3. Research method

I sampled the monitoring forms that assessors complete after workplace visits and asked them to complete a questionnaire about their use of questioning. I also asked managers to analyse assessors' questioning skills during observation visits using a form that I devised. I also reflected on my own experience as an assessor.

4. Initial Data analysis

I analysed the monitoring forms, the questionnaires and the managers' observation comments which all served to confirm that most assessors did indeed use questioning for summative assessment tasks only. I decided to make up a questioning 'tool' to help them use questioning to explore learning in more depth.

5. Intervention and findings

I revised a key section of the monitoring form and included 'prompts' to support assessors in asking more detailed questions about the candidate's workplace activities. I began to see that, when used appropriately, the tool helped candidates reflect much more carefully on their learning and enabled assessors to provide more detailed records.

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References: Questioning - Geoff Petty
<http://geoffpetty.com/training-materials/questioning/>
70:20:10 model
<https://www.youtube.com/watch?v=t5WX11qme0>
Question, question, question!
<http://padlet.com/kathrynlangford/>

thinglink..

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What we learned

Using a questioning tool helps learners identify what training they have received

It also helps them establish if the training was formal or informal, and if it has benefited their work performance or qualification.

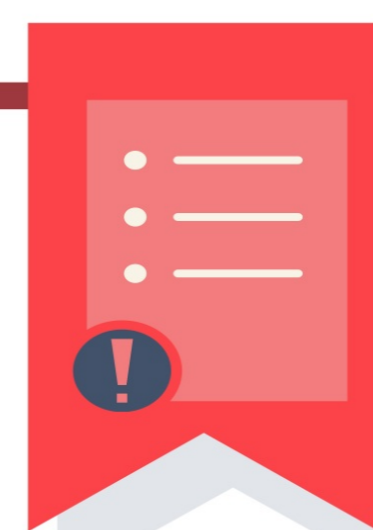
Learners can respond to the depth of their learning by establishing if they:

- * can undertake new tasks unsupervised
- * can now teach someone else
- * feel they would benefit from more training

Using the tool effectively has not created any additional tasks for assessors or learners



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Recommendations

Make it clear to assessors that different ways of questioning is not about additional work with learners but enhancing what they already do.

Read our full report



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