

1.	Record Nr.	UNICAMPANIAVAN00040569
	Titolo	Parigi / a cura di Louis Bergeron
	Pubbl/distr/stampa	Roma ; Bari, : Laterza, 1989
	ISBN	88-420-3453-3
	Descrizione fisica	318 p. : ill. ; 25 cm.
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910306634503321
	Autore	Schwartz Daniel L.
	Titolo	Measuring what matters most : choice-based assessments for the digital age // Daniel L. Schwartz and Dylan Arena
	Pubbl/distr/stampa	Cambridge, : The MIT Press, 2013 Cambridge, Massachusetts : , : The MIT Press, , [2013] ©2013
	ISBN	9780262312882 0262312883 9780262518376 0262518376
	Descrizione fisica	1 online resource (vi, 181 pages) : illustrations
	Collana	The John D. and Catherine T. MacArthur Foundation reports on digital media and learning
	Disciplina	371.26
	Soggetti	Educational tests and measurements - Data processing Decision making - Evaluation
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di contenuto	Beliefs about useful learning -- Enter technology -- Choice is the central concern -- The isolation of knowledge -- Preparation for future

learning -- Choice-based assessments of learning -- Standards for twenty-first-century learning choices -- The tangle of reliability and reification -- New approaches to assessment design -- A research and development proposal -- Fairness and choice -- Final summary.

Sommario/riassunto

"If a fundamental goal of education is to prepare students to act independently in the world -- in other words, to make good choices -- an ideal educational assessment would measure how well we are preparing students to do so. Current assessments, however, focus almost exclusively on how much knowledge students have accrued and can retrieve. In *Measuring What Matters Most*, Daniel Schwartz and Dylan Arena argue that choice should be the interpretive framework within which learning assessments are organized. Digital technologies, they suggest, make this possible; interactive assessments can evaluate students in a context of choosing whether, what, how, and when to learn. Schwartz and Arena view choice not as an instructional ingredient to improve learning but as the outcome of learning. Because assessments shape public perception about what is useful and valued in education, choice-based assessments would provide a powerful lever in this reorientation in how people think about learning. Schwartz and Arena consider both theoretical and practical matters. They provide an anchoring example of a computerized, choice-based assessment, argue that knowledge-based assessments are a mismatch for our educational aims, offer concrete examples of choice-based assessments that reveal what knowledge-based assessments cannot, and analyze the practice of designing assessments. Because high variability leads to innovation, they suggest democratizing assessment design to generate as many instances as possible. Finally, they consider the most difficult aspect of assessment: fairness. Choice-based assessments, they argue, shed helpful light on fairness considerations."

--Provided by Publisher.
