INQUIRY PROJECT PROPOSAL

Introduction: What are your general and more specific interests in what you want to explore across the Inquiry timeline? This reflects a focus on your practice and the technology education curriculum (e.g., classroom management, gender, safety).

The use of assessment is the proverbial backbone of education. For what other reason are we going to school than to learn. Whether it is learning academic course content, applied skills, or social interaction in a public space, school is for learning. The question is, how do you assess what is being learned and how valuable is this learning?

Inquiry Question(s) or Problem: What is the question (or are the questions) that ground(s) your inquiry?

Questions: Is it better for assessment to be driven by the teacher or the student? If students are required to mark their own work, will they be giving more effort/marking their work harder? What methods are there for student lead marking? What are the pros/cons of marking your own work? Could one implement a student run tribunal for adjudication?

Inquiry Purpose: Why is this important? Who is the potential audience or participants that will likely gain from your inquiry?

Teaching a child what to do is only half the task we, as educators, are charged with. We must also teach them to be capable, responsible, active adults. We are creating lifelong learners and it is tasked to teachers to facilitate that learning. I would like to shift the paradigm of students just meeting expectations of their supervisor to meeting their own expectations. Teaching students that they must be happy with any and all work that they do because this is truly what matters when they get out into the 'real world'. It is important that students are learning to find pleasure and a sense of purpose from within themselves. Intrinsic motivation is the strongest of all forms of motivation and with this marking technique we are focusing on self-motivation and self-satisfaction.

It is my hope that this inquiry is read by all of my colleagues and future technology education teachers. I feel that if this is a successful inquiry, it has the potential to change how grading and marking is done. I feel that it could change the culture of today's students and in turn change the culture of the workforce.

Key or Critical Concepts: Identify 2-3 concepts that you intend to explore or focus on in your inquiry. Provide a brief description of these or definitions as related to your interests and inquiry.

Self-evaluation grading:

Students are given the skills to mark their own projects. Criteria could be:

- Attention to detail – how closely does the final project measure up to the plans.
- Work habits – your work ethic, classroom behavior and clean workspaces.
- Accountability – attendance and punctuality, clean-up behaviors, care for tools.
- Challenge level – Did the project challenge the students abilities
- Hire ability – If you were a potential employer would you hire yourself?

Peer assessment grading:

A peer-evaluation is a way to instill accountability and to challenge oneself.

- Observed work ethic – Are you satisfied with how your classmate worked?
- Helpfulness – Would you want this classmate to be a co-worker in the future?
- Challenge level – Are you satisfied with the effort put forth by your classmate?
- Quality of work – Are you satisfied with the finish product created by your classmate?
- Hire ability – If you were a potential employer would you hire your classmate?

Teacher-evaluation grading:

Teacher assessment is required to keep students honest and fair to themselves and their classmates

- Fairness – Were you fair in your self-evaluation? Were you fair in your peer assessment?
- Accountability – Were you self-driven and independent? Self-starting and self-motivated?
- Leadership – Did you lead by example? Were you looking out for the safety of others while working safely yourself?
- Hire ability – If I was a potential employer would I hire you?

Ethical Considerations: Identify any ethical considerations that may arise in your inquiry or ethical problems that will have to be resolved before or during the inquiry.

An ethical issue when dealing with students marking their own work or that of their peers is the challenge of fairness and unbiased judgement. In my limited experience with students self-evaluating their work, I observed that they are often too hard on themselves. In my limited experience with students evaluating peers, I observed that they are often too easy on their peers.