Changing Conceptions of Assessment: Pedagogies for Pre-Service Assessment Education

The Purpose
To explore pre-service pedagogies that support initial teacher learning in assessment.

The Study
The study used a qualitative questionnaire to explore 97 teacher candidates experiences of assessment learning in their pre-service program.

Conclusions
This study found four explicit pedagogical constructs that teacher candidates identified as instrumental in contributing to their learning about assessment:
- perspective-building conversations,
- praxis activities,
- modeling, and
- critical reflection and planning for learning.