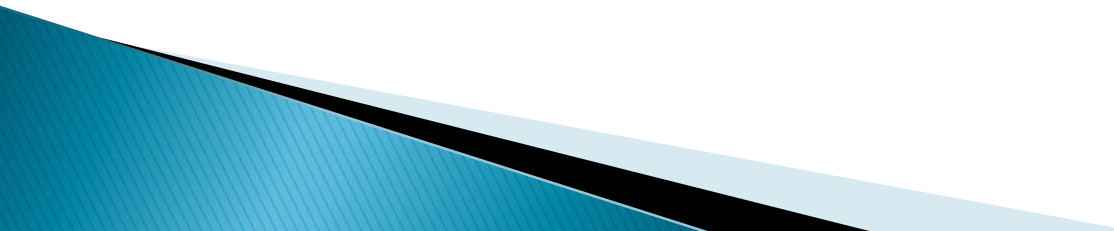


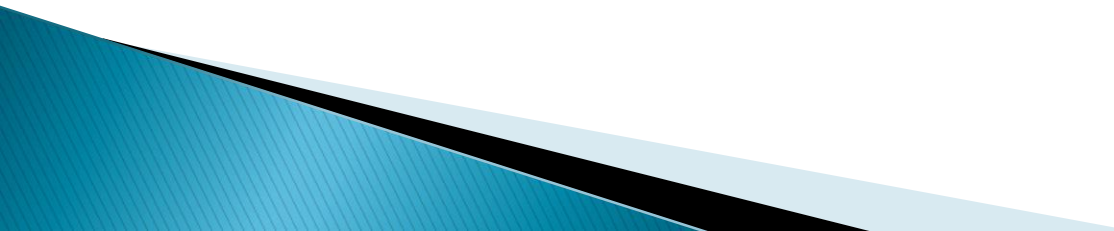
# Unpacking Evidence and Learning in Evidence-based Learning

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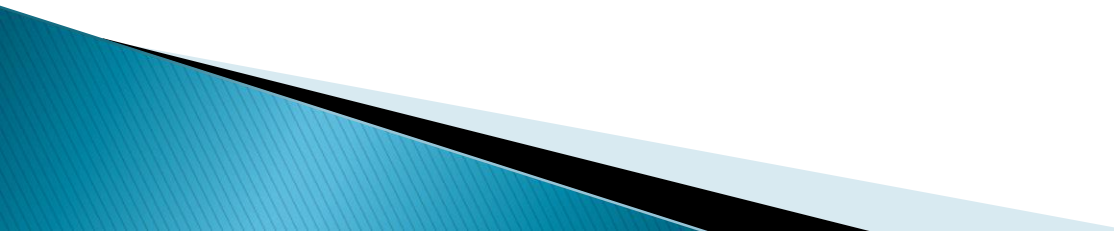
# Outline

- ▶ Unpacking Learning
    - Common understanding
    - More nuanced understanding
  - ▶ Unpacking Evidence
  - ▶ What Evidences to Collect?
- 

# Common Understanding

- ▶ Behaviorist
  - ▶ Cognitivist
  - ▶ Constructivist
  - ▶ Social Constructivist
- 

# More Nuanced Understanding

- ▶ Embodied (mind–body)
  - ▶ Mediated (interpretation)
  - ▶ Distributed
    - mind–body–tool
    - Individual & collaborative
  - ▶ Growth spurt (nonlinear)
  - ▶ Symbolic (abstraction ladder)
  - ▶ Situated (context matters)
  - ▶ Communal (communities, identities, beliefs)
  - ▶ Ontological (being and becoming)
- 

# Some Trends

- ▶ Dichotomy vs Unity
  - Medical Practices
    - symptom, body, environment
  - Physics
    - Particle or wave?
- ▶ Organic vs Additives
  - Foods vs Food products
  - Bugs vs chemicals

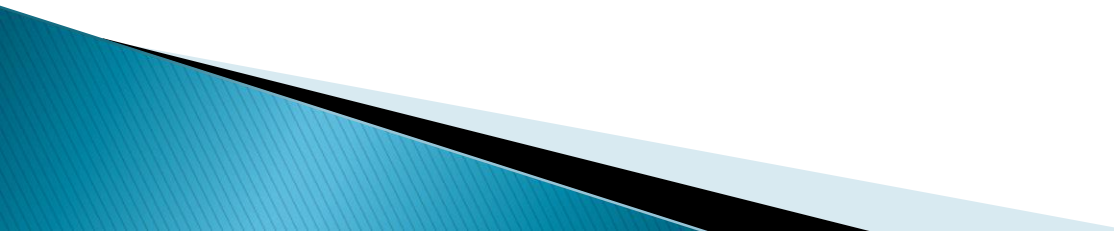
## Towards organic learning

- learning as whole human development
- Removing “additives”

# Removing “Additives” in Learning

- ▶ Common exams
  - Learning vs ranking
  - Assessment *of* vs *for* learning
  - Backwash effect
- ▶ Standards
  - Equality vs Equity
  - Linear vs nonlinear

# Some Implications

- ▶ Learning and Schooling
  - ▶ Learning and Language
  - ▶ Learning and Knowing
  - ▶ Learning and Community
- 

# What is Evidence?

- ▶ Facts & information?
- ▶ Performance? In what context?
- ▶ Objective vs Subjective
- ▶ Observations
  - Dualism between the observer and the observed
  - Cause–consequence vs reflexive relationships
- ▶ Inevitability of Interpretation
  - Apple vs Windows



# An example of evidence collection

Criteria for consideration			Ratings					
			Poor	Below Average	Satisfactory	Good	Very Good	Excellent
1	Organisation	- Has well organised plan for the class	1	2	3	4	5	6
2	Knowledge	- Demonstrates good knowledge of subject matter	1	2	3	4	5	6
3	Presentation	- Presents material in a stimulating way	1	2	3	4	5	6
4	Clarity	- Communicates clearly and to the point	1	2	3	4	5	6
5	Relevance	- Uses examples to illustrate the relevance of his subject	1	2	3	4	5	6
6	Enthusiasm	- Is enthusiastic and enjoys teaching	1	2	3	4	5	6

# Collecting Meaningful Evidences

- ▶ Embodied (mind–body)
  - ▶ Mediated (interpretation)
  - ▶ Distributed
    - mind–body–tool
    - Individual & collaborative
  - ▶ Growth spurt (nonlinear)
  - ▶ Symbolic (abstraction ladder)
  - ▶ Situated (context matters)
  - ▶ Communal (communities, identities, beliefs)
  - ▶ Ontological (being and becoming)
- 