

## TOPIC 4: CHECKING LEARNING EVALUATION SHEET

	Evaluate the usefulness of each technique against the criteria below by grading it:						
	A very good	B OK	C not good				
<b>Methods of checking learning:</b> <b>Remember</b> – telling is not teaching and listening is not necessarily learning. Teachers or trainers can adapt their approaches through checking learning and getting feedback. Effective checking for learning enables learners to be active in the process, to synthesise learning, to retain and integrate material and to develop higher-level thinking.	Good for making regular checks on all learners' learning and progress	Good for checking learning at end of activity	Good for end of session to ascertain whole-group understanding and progress and help you plan your approaches for next session	Good for giving immediate feedback to learners	Good for giving deferred feedback to learners	Other measure (please identify)	Do you use this technique: 1 often 2 sometimes 3 never?
Assertive questioning							
Pair checking							
Q & A - volunteers answer							
Q & A - nominees answer							
Background knowledge probe							
Form a question							
Empty outlines							
Focused listing							
Memory matrix							
Hand signals/cue cards							
One-word/phrase/sentence recap							
Direct paraphrasing							
Application cards							
Minute paper							
Buzz groups - volunteers answer							
Buzz groups - nominees answer							
Observation of activity, e.g. group work, skill demonstration, role-play							
Multiple choice short test/quiz							
Short answer test/quiz							
Self-assessment strategies							
One-to-one review or tutorial							

There may be other techniques you want to note that have emerged from Activity 2 or you may want to add your own techniques on the next page.



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Evaluate the usefulness of each technique against the criteria below by grading it: A very good    B OK    C not good						
<b>Methods of checking learning:</b>  Add below other techniques you have used and then evaluate them		Good for making regular checks on all learners' learning and progress		Good for checking learning at end of activity		Good for end of session to ascertain whole-group understanding and progress and help you plan your approaches for next session
				Good for giving immediate feedback to learners		Good for giving deferred feedback to learners
				Other measure (please identify)		
				Do you use this technique:		
				1: often    2: sometimes    3: never?		