Teaching and learning in Icelandic and Science in the context of national tests in Iceland

Every term a good student engages to memorize pages and pages, remembered, at best, for a two-hour test, and forgotten for ages and ages.

(Jóhann S. Hannesson, poet & teacher)
Today’s seminar

1. A short account of the Icelandic education system
2. A model of teaching and learning to analyse the effects of national testing on classroom practice
   - discussion & feedback
3. The model revisited
   - A few highlights from findings + discussion & feedback
• Pupils from 6–16
• Primary level years 1–7
• Lower secondary level years 8–10
• Little distinction between levels
The National Curriculum ...

- Around 900 pages in 12 separate booklets
- Prescriptive in terms of learning aims and objectives but more flexible in terms of methods
- Three sets of intended outcomes
  - Final outcomes – broad aims
  - Intermediate objectives (end of year 4, 7 & 10)
  - Learning targets for each year
National examinations

- Years 4 and 7
  - Icelandic and Maths

- Year 10 (end of compulsory school)
  - Icelandic, Maths, English, Danish, Social studies and Science

- Pencil and paper & (almost entirely) multiple choice

- High - stakes
The PISA framework

- Intended Curriculum
- Implemented Curriculum
- Attained Curriculum
The curriculum process e.g. PISA
A framework for teaching and learning

Intended curriculum

Teachers

Conceptions, Pedagogical content knowledge, Efficacy (self and collective)

Implemented curriculum

The teaching:
Content, organisation, assessment

Differentiation / Individualisation

The learning:
Internal conditions: (student traits, motivation & self-efficacy)
Learning tasks (what), Learning methods (how)

Outcomes of learning

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The framework revisited

The teaching:
Content, organisation, assessment

The learning:
Internal conditions: (student traits, motivation & self-efficacy)
Learning tasks (what), Learning methods (how)

Differentiation / Individualisation

Implemented curriculum

Teachers

Intended curriculum

Education Acts, National curriculum, regulations and national tests

Conceptions, Pedagogical content knowledge, Efficacy (self and collective)

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