

Qatar Math Day – 2nd December 2018

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Title	Assessment for (Social Justice) Learning in Mathematics
Abstract	<p>From the formative years of schooling to the upper echelons of higher education, research has documented assessment as being the single most important component that influences the teaching and learning environment of mathematics. Playing a subtle, complex, and enormously important role in the students' experiences of learning mathematics, assessment practices are strategic not simply to what students learn, but how they go about learning.</p> <p>This session invites teachers to a discussion about how assessment practices in mathematics may enable or restrict students' engagement, agency, and capacities to (re)learn-how-to-learn for a purpose beyond "what is on the exam" in a quest for student success and lifelong learning. Topics to be discussed include: practicing principles of plain language, implementing effective feedback loops, and establishing quality assurance standards in assessment strategies for the teaching and learning of mathematics.</p>