



Toward a pedagogy for slow and significant learning about assessment in teacher education

Article Summary

Teacher candidates are required to learn substantial fundamental and practical knowledge often within short, fast-paced initial teacher education (ITE) programs. This study examined assessment education through a case study of 35 teacher candidates enrolled in an assessment/evaluation concentration at one Canadian institution. Using a slow movement framework with Fink's (2013) significant learning experiences taxonomy, pedagogies were analyzed that provoked slow and significant learning. Findings from multiple data sources revealed trends in significant learning across program phases and pedagogical conditions, including authentic course assessments, cycles of coursework and placements, and collaboration. Directions for future research and ITE programming are provided.

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