

Assessment conceptions: The use of MAXQDA to understand the perspectives of primary school teachers and students

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Introduction

Teachers' and students' conceptions about assessment are essential because they guide how teachers implement assessment in the classroom (Barnes et al., 2017; Brown 2008; Opre, 2015) and the strategies students use for study (Biggs, 2003; Brown & Hirschfeld 2007). Our research questions were:

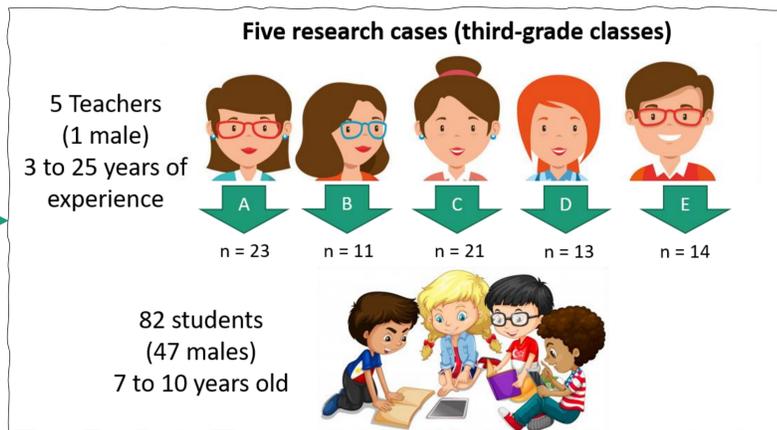
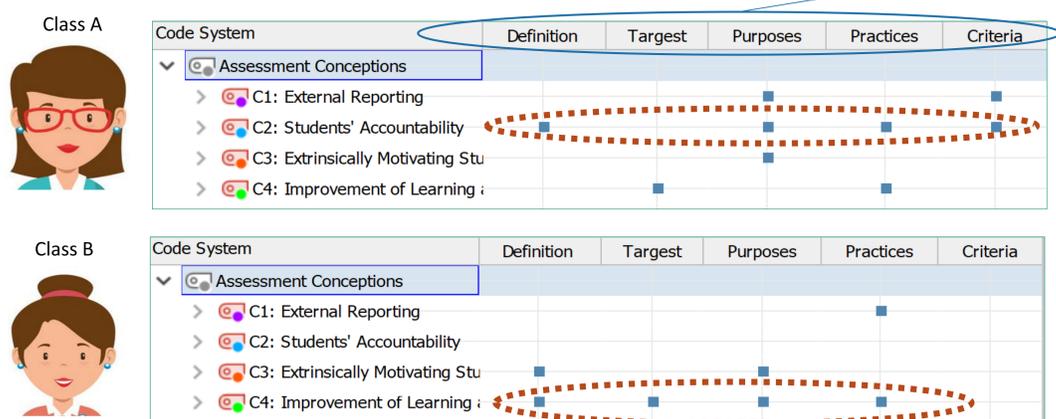
How do teachers and students conceive assessment? Are their conceptions aligned?

Method

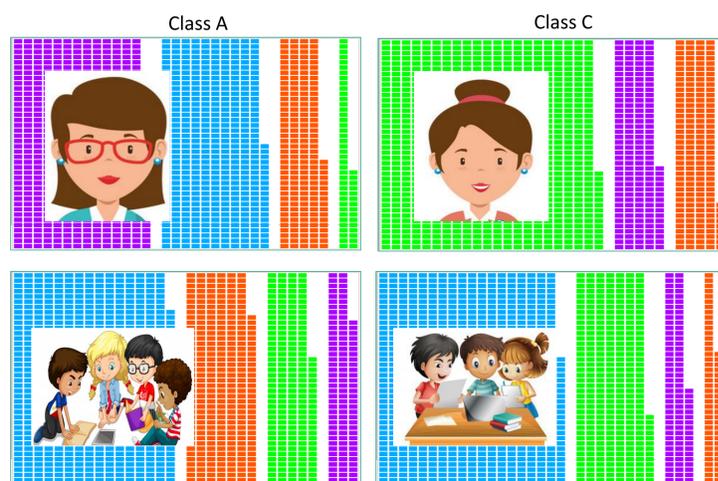
Data were collected through semi-structured individual interviews (for teachers) and focus group discussions (for students) addressing five topics about assessment (cf. Code Relations Browser).

Content analysis identified **four categories of assessment conceptions** (with 3 to 5 subcategories). Teachers and students mentioned all four categories.

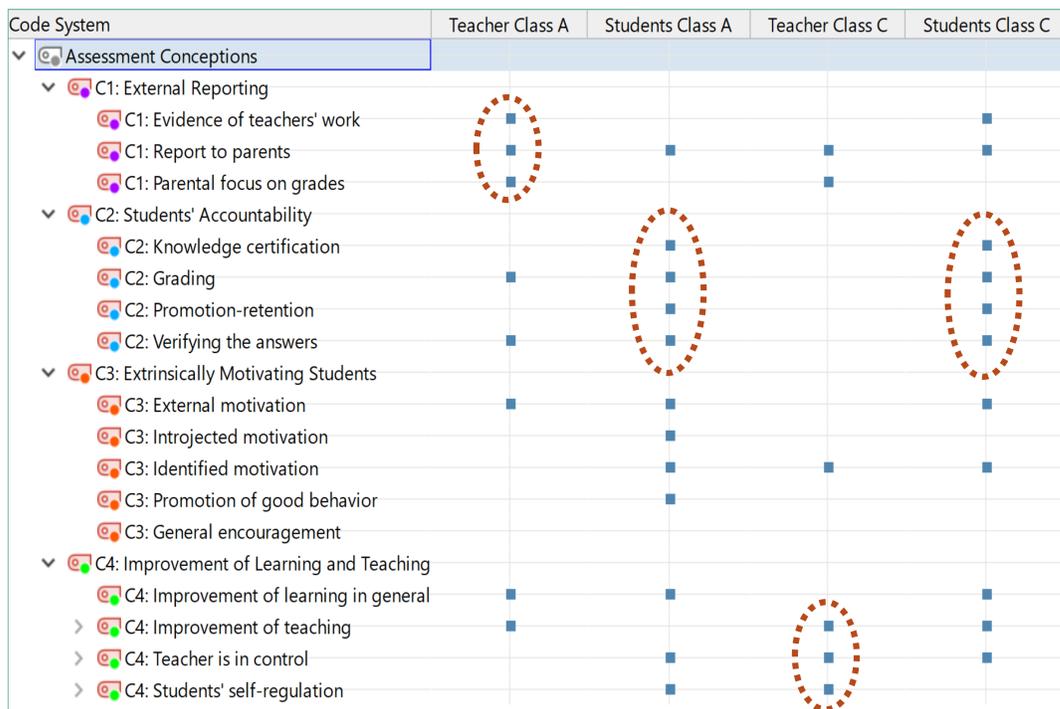
The **Code Relations Browser** was used to visualise the category with the **most consistent** presence in the interview (mentioned through all the topics of the interview/focus group)



The **Document Portrait** was applied to visualise the category the participant(s) found most **important**.

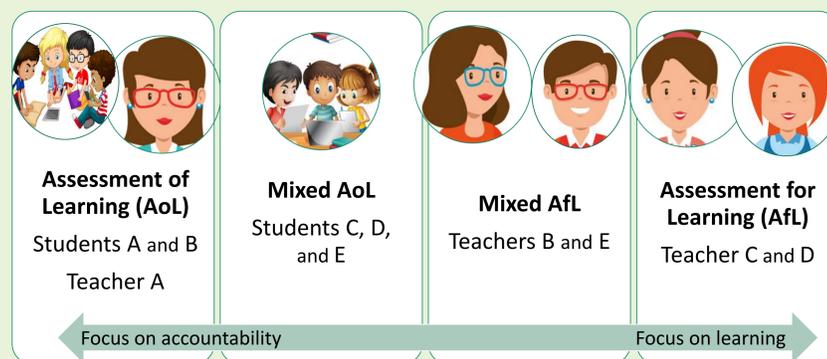


The **Code Matrix Browser** was utilized to visualise the category that the participant(s) most **deeply understood** (the one they break down into the maximum number of aspects or subcategories).



Results and discussion

The visual tools allow us to recognize four different comprehensive conceptions of assessment, ordered within a continuum that moves between an assessment of learning pole (AoL) and an assessment for learning pole (AfL).



Most teachers revealed a formative understanding of assessment. Contrarily, students' conceptions had a strong emphasis on accountability. Their focus on certification could drive their study behaviour toward surface learning strategies, which results in fragmented knowledge (Biggs, 2003).

Referências
 Barnes, N., Fives, H., & Dacey, C. M. (2017). U.S. teachers' conceptions of the purposes of assessment. *Teaching and Teacher Education*, 65, 107–116.
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