

Session 9

How Can Teachers Assess Student Learning?



Introduction

Previous sessions in this module have examined the *who*, *what*, *why* and *how* of better teaching and learning. This session will start to explore the *how well*. That is assessment. Teaching and Learning are reciprocal processes that depend on each other and affect each other. Thus assessment often deals with both how well the students are learning and how well the teacher is teaching. Teachers are automatically judged on how well they are teaching by how well the students are performing. This session will focus on assessing student achievement in learning.

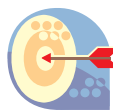
Much student assessment still occurs through a “high stakes tests”, a single test or examination which can carry serious consequences such as graduation or not from school. The *Ujian Nasional Sekolah* is one such high stake test. Placing reliance on one test score alone is likely to increase the drop out rate rather than improve learning²². Many educators now argue that a student’s educational career should not rest on one test score alone but on multiple sources of data. This data should come at various times in a students learning career and from teachers and schools as well as from examinations. New regulations and policies in Education in Indonesia support this view as they require that student assessment is carried out by teachers, the education unit and the Government (article 63 of the National Standards).

Assessment is an integral part of an ongoing process in education and to learn effectively and improve, students need to know how they are doing. For a learning endeavor to be effective students need to have the answers to very basic questions such as “Where am I going? Where am I now? How do I get where I am going? Am I on the right path for getting there?” Better teachers will have the answers to these questions. To be a better teacher you need to be informed about what the students can do so that you can help them to build on their competencies. Therefore, teachers and students need continuous feedback on progress and problems in order to plan appropriate learning activities. Better teachers frequently use formative or diagnostic assessments to plan further learning.

Moreover, traditional paper and pencil tests provide only a portion of the data needed to indicate student’s progress and there are alternative ways of collecting more genuine and valid information.

²² According to statistics from the Ministry of National Education, more students drop out of basic education in grade 6 and grade 9 than at any other year. These are the two years of the UAN. Although no correlation is proved, it would seem a reasonable assumption that students may drop out as a result of the pressure or stress of such a high stakes test.

Teachers need to be aware of these alternative systems so that can develop assessment and reporting procedures that are fair and effective. Because the welfare and indeed future of so many people depend on the outcomes of assessment, it is impossible to overemphasize its importance. This session will introduce some of the key concepts related to assessment.



Objectives and Learning Outcomes

The purpose of this session is to support participants to further develop participants ability to meet the national standards where teachers are expected to “*continuously undertake to monitor the process, improvements and corrections of the results in the form of daily tests , mid semester tests, end of semester tests and school promotion tests*’ (Article 64 of the National Standards). In addition the session will help participants develop core pedagogic competency 8 “*Conduct assessment and evaluation on the process and learning results*” (particularly 8.1 and 8.5) and 9 “*Utilize the assessment and evaluation results for the learning needs*” (specifically 9.1 and 9.2). During the session participants will analyze the difference between formative and summative assessment and consider which type is the main responsibility of the teacher. Participants will briefly examine the benefits, key principles and different techniques for formative assessment. Participants will have the opportunity to practice assessing student’s performance and to write feedback on how to improve. By the end of the session, participants will be able to:

- Clarify the meaning of assessment and evaluation and the purpose of the assessment process
- Describe the key differences between formative (continuous) and summative assessment and explain some of the advantages of continuous assessment
- List some of the key principles of formative assessment
- Present a number of different formative assessment techniques which can be used in the classroom
- Use a assessment table to assess students performance and provide constructive feedback



Key Questions

- Why do teachers need to assess student learning?
- What are the main differences between formative and summative assessment?
- What are some of the key principles of formative assessment that teachers need to remember when assessing on a continuous basis
- What are some of the more effective techniques for continuously assessing students learning?
- What is an assessment table and how can it be used?



Notes for the Facilitator

- You will need to develop a presentation on assessment prior to the session using the information included in facilitator's notes 4. You make sure that you read and understand the notes prior to developing your presentation. You can present the information in the manner which is easiest for you and your participants for example creating a handout, developing a power point presentation.
- Assessment is very challenging concept for most teachers in Indonesia and this session covers a lot of ground and introduces many different concepts. Ensure that participants are aware that this is an introductory session and there will be opportunities throughout the Life Skills training program to learn more about assessment and to practice developing and using formative assessment techniques.
- Because assessment is a very challenging concept make sure that you as the facilitator thoroughly understand the concepts introduced in this session yourself before delivering it to participants.
- In the application section, it is likely that this is the first time that many participants have used assessment tables so have reasonable expectations of them. There will be other opportunities in this module to use assessment rubrics.



Resources

- Handout 9.1, 9.2 , 9.3, 9.4 and 9.5
- Flipchart paper, pens and tape



Time

This session needs a minimum of 120 minutes to complete



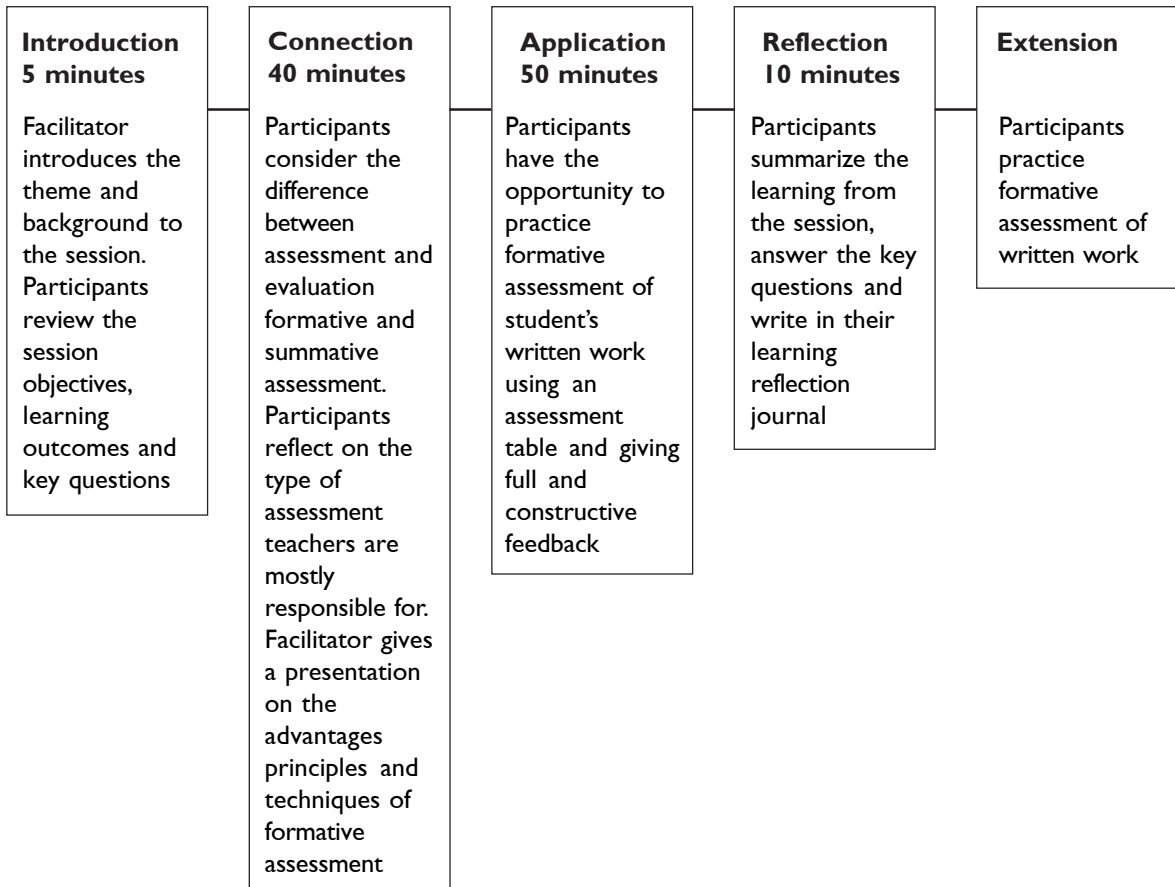
ICT

The use of ICT to support this session is optional and will depend on what equipment you have available and how confident you are in using it. Some possibilities are:

- LCD and Laptop for presentations



Session Summary



Energizer

The following energizer²³ is linked to the theme of the session. This energizer introduces participants to assessing through observation. You can use it at the beginning of the session if you feel that the participants need it. It should last no more than 10 minutes. Write the chart onto flipchart paper as it appears below:

Ask all participants to stand up. Explain to them that when you say the word “go” they have to read the letters of the alphabet out loud and as they read the letter they need to raise hand the hand that is indicated below the alphabet letter. L = Left, R = Right and B = Both. Give the group two chances to complete the activity.

²³ Adapted from Left Hand, Right Hand at www.archertraining.co.uk

Ask participants what they were doing. They were using signs on the flipchart paper to complete an activity. The signs were telling them what to do. Choose a winning participant (it does not really matter if you choose the best participant or not). Explain that you choose this participant because they completed the task correctly and did it better than others. Ask participants if they agree with your choice of winner? Discuss with participants how you were able to choose the winner and whether they knew that you were assessing them and what you were looking to see if they were able to do. Input: You were able to choose the winner because you were assessing how well they were doing as they completed the task. You assessed them through watching them (observation) and looked at the signs of a good performance. For example, you could see (observe) if they followed the letters correctly and held the correct arm up at the correct time. You knew they did it the best because they did it fluently (did not hesitate).

A	B	C	D	E	F
L	L	R	L	B	L
G	H	I	J	K	L
B	L	L	R	R	R
M	N	O	P	Q	R
L	B	L	B	L	R
S	T	U	V	W	X
R	B	B	B	R	L
Y	Z				
B	L				



Detailed Steps for Activities



Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
- (3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 8 and 9*. Read through them with participants and ask participants to explain what they understand that teachers are expected to do mean. Explain that this session will help them develop some of these competencies



Connection (40 minutes)

- (1) Brainstorm with participants the meaning of assessment and evaluation. Ask participants why students learning needs to be assessed. List the reasons on flipchart paper. Facilitators notes 1 provides some suggestions.



Facilitators Notes

MONE/MORA use the terms “assessment” and “evaluation” in official documentation.

1

Assessment is a neutral on going process. It is the process of measuring what students are learning. Evaluation means to make sense of what was found out – to form a value or an amount of the data (a grade). The difference between them is very slight and they can be used interchangeably. Together they mean to find out “if” and “how well” a student has learned a particular competency. The general reasons why all student assessment is carried out are:

- Diagnose or identify student’s strengths and weaknesses and assist in their learning.
- Help organize effective teaching activities at the right level
- For certification
- To assess the purpose of a particular instructional strategy
- To assess and improve the effectiveness of curricular programs
- To provide data that assists in decision making about a students future
- To provide data in order to communicate with a students parents
- To provide data for a report

- (2) Explain to participants that the type of assessment that is carried out largely depends on the reason students are being assessed. Ask participants the difference between the purpose of student assessment through the National Examination (UAN) and when teachers grade a student’s homework. Use facilitators notes 2



Facilitators Notes


The National Examination (UAN) is a pencil and paper assessment done in a given timeframe and in particular conditions at the end of a level of learning (SD/MI, SMP/MT, SMA/MA). It is prepared and graded externally to the school and it is used to provide certification. Teacher’s marking a student’s homework is internal to the school. Homework is not completed under any set conditions and time. Marking homework occurs more frequently and if done correctly provides students with feedback on their learning and gives them information on how they can improve. The UAN and grading homework are two different forms of assessment undertaken for different purposes. The UAN is an example of a summative form of assessment to give a student a final grade. The checking of students homework is an example of a formative type of assessment undertaken to look at how well the student is progressing.

2

- (3) Divide participants into pairs. Give each pair a copy of handout 9.1. Instruct them to copy the chart below onto their A4 paper then write the statements on handout the handout into the correct column on their chart depending on whether they describe formative or summative assessment. Give participants 10 minutes to do this.

Formative Assessment (e.g. assessing homework)	Summative Assessment (e.g. UAN)

- (4) Elicit feedback. Ensure participants have the statements in the correct column. Instruct them to review the table. Ask them to give one sentence to explain the main difference between formative and summative assessment. Use facilitators notes 3 below for the correct answers



Facilitators Notes

Formative Assessment	Summative Assessment
<p>3</p> <ul style="list-style-type: none"> Constructive type of assessment Identifies new objectives and ways forward Frequent and informal Indicates what the student and teacher should do next to improve Provides feedback to teachers and students on their current performance and strengths and weaknesses so they know what to do next to improve Integral to everyday teaching and learning Designed to be positive, supportive and helpful and to motivate students and teachers Can be arrived at through a process of negotiation, discussion and agreement between the teacher and student Sometimes called diagnostic as it helps teachers to diagnose where the students need additional support 	<ul style="list-style-type: none"> Terminal assessment. Comes at the end of a learning program Assesses achievements in the program Provides data on what a student has achieved so far in a point of time Retrospective view on what learning has taken place during the course Often concerned with certification, awarding of marks and grade and public recognition Usually a formal type of assessment such as end of level examination

Formative assessment is continuous and identifies new learning objectives and ways forward to meet the learning objective. Formative assessment is often called *assessment for learning* or educative assessment, as it is used to improve learning. Summative assessment is at the end of the learning process and shows what the student achieved at one point in time.

- (5) Ask participants which form of assessment is the responsibility of teachers in Indonesia. Use [facilitators notes 4](#)



Facilitators Notes

4

Teachers are concerned with the improvement in student's performance. Therefore, teachers should be concerned mostly with formative assessment and providing useful feedback to students to improve their learning. Formative assessment is a requirement of teachers in Indonesia. According to the National Standards (article 64.2) teachers are required to undertake assessment and evaluation in order to

- Evaluate the competence achievement of the students
- Prepare the learning development report
- To correct the learning process

This is what formative assessment does. Moreover, the National Standards states that teachers have to *continuously undertake to monitor the process, improvements and corrections of the results in the form of daily tests, mid semester tests, end of semester tests and school promotion tests* (Article 64 of the National Standards). Teachers are expected to be able to “conduct assessment and evaluation on the process and learning results” (core competency 8) and “utilize the assessment and evaluation result for learning needs” (core competency 9). Therefore, it is important that teachers understand it so they can apply it

- (6) Use [facilitator's notes 5](#) and the information in the introduction to the session to prepare a presentation on formative/continuous assessment. The presentation should last maximum of 10 minutes only



Facilitators Notes

What is formative assessment?

5

Formative assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what students know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions. Students

receive feedback from teachers based on their performance that allows them to focus on skills they have not yet mastered. Teachers learn which students need review and remediation and which students are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all students make learning progress throughout the school cycle thereby increasing their academic achievement.

What are the benefits of formative assessment?

Formative assessment is a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Formative assessment also allows teachers to monitor the impact of their lessons on student achievement. Teachers can modify their pedagogical strategies to include the construction of remediation activities for students who are not working at the expected grade level and the creation of enrichment activities for students who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and student-specific activities by both students and teachers. Frequent interactions between students and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a student -teacher relationship based on individual interactions. Students learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the student can motivate students to continue attending school and to work hard to achieve higher levels of mastery.

Techniques for Formative Assessment

There are many techniques that can be used for formative assessment. They can be divided into written and non written types. As follows:

Non Written	Written
Questions	Tests
Observation	Essays
Interviewing/Conferencing	Portfolios
Presentations	Self Assessments

Give participants [handout 9.2](#) Ask them to briefly read through the different techniques of assessment and ask if they can add any more.

Some Principles of Using Formative Assessment

- The student is the ultimate user of the formative assessment. Remember that full and constructive feedback is an essential feature of continuous assessment make sure that you provide this.
- Ensure that the assessment scheme is progressive and properly integrated into classroom activities. It can be done at the end of each unit
- Ensure that different assessment activities are appropriately matched to the objectives, learning outcomes or competences that they are intended to assess
- Always tell your students exactly what it is you expect them to do before the assessment and make sure that your requirements and rules' are properly adhered to.
- Ensure that any written instructions or guidelines provided to your students are clear, unambiguous and helpful.
- Make sure that you create appropriate opportunities for students to discuss the continuous-assessment program with yourself and any other members of staff involved
- Make sure that your students are not over-assessed, either by yourself or by you and your colleagues. Too many assessments can be counter-productive, and can cause students unnecessary stress.
- Monitor standards carefully to ensure consistency between the marking of different students' work, to ensure that standards are maintained from one year to another, and to demonstrate fitness for purpose.
- Allow sufficient time for adequate marking and comment on the students' work, but try to ensure that they receive feedback in a reasonable time; institutional and course regulations should be followed here.



Application (50 minutes)

- (1) Reinforce that formative assessment is assessment for learning and therefore, full and constructive feedback to students on their performance and ways to improve is critical. Participants will have the opportunity to practice assessing students work and giving feedback on performance.
- (2) Divide participants into groups. Give each group a copy of [handout 9.3](#). Ask the groups to read through page 1 (the background) in their groups. The read through page 2 (assessment) as a whole group and explain how to use the assessment table. Give an example if necessary. Ask for and answers questions. Give participants 20 minutes to use the table to assess the students work, give a final grade and write a few sentences to the student to tell them how they can improve.

- (3) Elicit feedback. Ask each group to say (a) what level they gave the student for each of the four indicators and (b) what the final grade was and (c) what their constructive feedback on how to improve was for the student. At this point only ask each group to give their result and not to explain their reasons.
- (4) Ask one group to explain the reasons for their assessment of Mira. As they present, other groups can agree or disagree but must explain why. The reasons must be based on the assessment table. Then repeat the process for the assessment of Arief. Read [facilitators notes 5](#).



6

Facilitators Notes

This discussion and debate is a very important part learning to understand and use assessment tables. Participants need to be able to explain the reasons for their assessment, but the reasons must be based on the assessment table and not their personal reaction/feelings to a student's writing. You may have to continue to remind participants of this. This activity has been included to introduce participants to assessment tables. Therefore, at this stage, it is not overly important that participants give the "correct" answer (e.g. the correct level and mark as the official assessment) but they should at least recognize there is a difference in the performance of Mira and Arief and be able to suggest how both can improve their work based on the assessment table. If participants are unable to do this, then you may have to slowly go through the "official" assessment results.

- (5) Give participants the "official" assessment results, which can be found on [handout 9.4](#). Give them a few minutes to read through. Ask participants what they thought about the assessment table and whether this was useful or not. Use [facilitators notes 6](#) as a conclusion.



7

Facilitators Notes

Explain that this type of table is very useful as it gives a pre-determined criteria for assessment and ensures that teachers grade all students work according to the same criteria. These types of table very useful for teachers because they help teachers to:

- Make a judgment about a student's performance (which level they are currently at)
- Plan the next steps (where they need to go according to the next level up)
- Give students constructive feedback and set students targets for learning (from the next level)

If assessment tables such as this example have marks attached, it can also help to evaluate (give a value or grade to students work). Tables such as this can also be given to students prior to the assessment so they are aware of what teachers are looking for. In this session participants have practiced using assessment tables, in the next session they will learn how to develop them

Reflection (10 minutes)

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session. Ask if there is anything else that they learned.
- (2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.
- (3) Give participants the extension activity below to complete in their own time.

Key Message

Assessment is an inescapable part of schooling. Different types of assessment are carried out at different times and for different purposes. Teachers are mostly concerned with formative assessment – a regular and on going classroom activity which helps students and teachers know how they are doing and how they need to improve. Full and constructive feedback is an essential feature of continuous assessment and teachers need to provide this so that students have the answers to questions such as “Where am I going? Where am I now? How do I get where I am going? Formative assessments can be used together with summative assessments to provide a true picture of how well a student has learned.

Extension

Portfolio Activity: Participants practice formative assessment. Give participants handout 9.5 and ask them to assess the students work and write some comments to the student. They should use the same assessment table from the application activity and use the examples of the teacher’s assessments as a model. This assessment can be included in their portfolio under category 7 Professional Development (learning instruments and tools)



Additional Reading

- www.qca.org.uk/assessment



Handout for Participants 9.1

Formative and Summative Assessment

Constructive type of assessment

Identifies new objectives and ways forward

Terminal type of assessment

Can be arrived at through a process of negotiation, discussion and agreement between the teacher and student

Indicates what the student and teacher should do next to improve

Provides feedback to teachers and students on their current performance and strengths and weaknesses so they know what to do next to improve

Designed to be positive, supportive and helpful and to motivate students and teachers

Comes at the end of a learning program

Assesses achievements in the program

Provides data on what a student has achieved so far in a point of time

Retrospective view on what learning has taken place during the course

Integral to everyday teaching and learning

Often concerned with certification, awarding of marks and grade and public recognition

Usually formal

Frequent and informal



Handout for Participants 9.2

Continuous/Formative Assessment Techniques

Non Written Continuous Assessment Techniques			
Technique	Definitions	Strengths	Weaknesses
Questions	The most common way of gathering assessment data. Best assessment questions are open ended which give students the opportunity to answer in an individual way	True to life in school and easy to use	Can be quite threatening. Students need to be articulate to answer them
Observation	The most common way of gathering assessment data. Best assessment questions are open ended which give students the opportunity to answer in an individual way	Very authentic way to collect data. It does not interrupt the daily life of the classroom. Students might not know they are being assessed and will behave naturally	Checklists for observation need a lot of preparation and can be time consuming for teachers
Interviews/ Conferencing	When the teacher meets with individual or groups of students to talk to them and assess what they have learned. The best interviews/conferences are when the teacher has a list of topics and questions planned in advance but the sequence of the topics and questions will depend on the flow of the interview	Can be deep and detailed and focused and enables open response	Time consuming to organize and administer. Some students may be inhibited
Presentations	When students make short presentations to their peers. The presentation may be in the form of leading a debate, reporting what they have done, presenting a project or a role play	Enables students to present outcomes in their own terms	Threat of public humiliation. Difficult to see an individual's contribution. Some students may be inhibited

Written Continuous Assessment Techniques			
Technique	Definitions	Strengths	Weaknesses
Weekly tests	Written assessments using questions or essays. Tests are the major means of gathering data. Given to students to complete individually usually in test conditions	Targeted, specific, written, many types including quizzes	Threatening and unnatural form of assessment, often only one correct answer
Essays	An open ended type of written test. Provides more freedom of response and creativity for the student.	Open ended, enable individuality to be demonstrated. Much formative potential	Time consuming for teachers to grade. Not always reliable as gives students an opportunity to copy
Portfolios	A folder of samples of work of individual students collected through their years of schooling. Students can decide the samples of work they want to include which meet the given themes and objectives of the portfolios	From everyday teaching and learning. Best formative potential. Demonstrate progress in learning	Problems for poor writers as much depends on samples of written work
Student self Assessments	Where students themselves are asked to think about what they have learned and how well and to set their own goals and objectives. Students often need a scaffolding or framework to complete	Authentic, focused, high student ownership and very formative	Often not relevant for national assessment



Handout for Participants 9.3

Formative Assessment of Students Written Work ²⁴

The Task

Your task is to assess Mira’s and Arief’s written work and provide “full and constructive feedback to them on how they can improve. Before you assess her work you need to read the background to the assessment.

Background

Mira and Arief are students in grade 8. They completed the written assessment in Civics at end of a four lesson unit. The aim of the unit was to teach students about democracy and the importance of participation in political issues. The example that was used for the unit was the issue of smoking in public places. The written outcome of the unit was that students were expected to prepare a campaign plan. The lessons were as follows:

Lesson One

The teacher introduced the unit and the assessment activity. Students learned the concept of getting involved and listed the ways that people in Indonesia can be heard

Lesson Two

Students learned about pressure groups and how they operate

Lesson Three

Students discussed different opinions about smoking in public and held a debate.

Lesson Four

Students worked individually to complete the campaign plan. They were given a writing frame to follow to help them. As below:

Writing Frame

The issue

Are you for or against a ban on smoking in public places? Why?

Who is affected?

²⁴ Adapted from Qualifications and Curriculum Authority (2006: Assessing Citizenship: KS3

Your Campaign Activities

What activities will you use to raise awareness of the issue?

Why have you chosen these activities?

Who can you influence?

Who can you approach about this issue?

Why is the right person/institution to approach?

What do you expect to happen as a result?

Is it reasonable to expect this result from this person/institution?

Assessment

To help assess the work, the teacher developed a table to show the criteria against which the student will be assessed. The table is below

Outcome	Level 1 (1 mark)	Level 2 (2 marks)	Level 3 (3 marks)
1. The student demonstrates they understand the ways interest groups communicate and effect change	The student gives a basic description of some methods used in their campaign	The student describes a wider range of strategies with some mention of their effectiveness	The student analyses and justifies the methods used in their campaigns
2. The student justifies their opinion about an issue	The student states an opinion and gives some personal reasons	The student explains their opinion and uses evidence to support their views	The student thoroughly explains and justifies their views
3. The student considers a range of opinions	The student acknowledges others viewpoints but there is little or no analysis	The student understands and responds to others viewpoints	The student appreciates others viewpoints and reflects on these when justifying their own view
4. The student puts together an effective plan to get their opinions heard	The student puts together ideas relevant to the opinion	The student develops a campaign to make opinions known to the public and to specific people	The student links the plan to their knowledge of the process and to the people involved in changing the law. They explain and justify reasons for their choice

In the left hand column the table shows the learning outcomes that the teacher wants the students to achieve.

The remaining columns show three levels of achievement with level 1 being the lowest level

To use the table the teacher must read the students work and then for each measure decide which level the student has achieved (level 1, 2 or 3). The teacher will give the mark according to the level

At the end, the teacher will total up the marks given to the student to achieve a total. The maximum is 10

Now, use the table to assess Mira's and Arief's work below. Give them a level for each outcome, an overall grade and a comment on how they can improve.

Mira's Work

"I am against the ban on smoking in public places. This is because the people who smoke should have the right to smoke in public places. If non smokers do not like going into clubs etc then they should make a debate on having clubs where only smokers can go or where only non smokers can go -even though this would cause a lot of trouble. If this ban was allowed clubs would have lost people as nearly all smokers would not be able to have a cigarette and therefore, would not go as they would not enjoy it. This would cause public places to lose money. As this is what I want, I am going to set up a plan of action to support my ideas, as follows:

1. First of all I am going to form a group which is against the ban
2. Secondly we will get a name and make sure that we are clear on what we want to do
3. After we are all clear on what we want to do we will put our effort and time into making leaflets, posters, flyers etc and wait outside clubs, restaurants and other public places to hand them out
4. When we are sure that our point has been put across to the public we will aim our activities at people that can make things happen
5. Lastly we will carry out our plans and set up a website of our own and tell everyone how we feel about this ban."

Arief's Work

I am for the ban on smoking in public places because everyone around smoking gets harmed as passive smoking is one of the biggest killers for non smokers.

My plan of action

1. Firstly I will create a website to inform people on where I stand on smoking and I will explain the harmful effects of smoking. I will send e-mails to as many people as I can to join my group
2. After the group has been fully formed, I will hold a meeting for ideas on a name for the group, discuss what would make a difference and get the ban enforced
3. Next, I will give different jobs for the group such as researchers to look at other organizations websites. Ask some people to produce leaflets to bring more people in and show the smokers what they are doing to themselves and others
4. We will produce a leaflet which will involve facts such as how many people die every year from Cancer, how many people die because of the effects of passive smoking etc
5. I will appeal to the local government to enforce the ban in our local area and if the council agree maybe the national government will take notice and make some important changes
6. If the national government does not listen the first time, our local government could get other local governments to stop smoking in public places and the more places that do it the more the national government will take notice.



Handout for Participants 9.4

Giving Full and Constructive Feedback

Comments on Mira's Work

Mira shows some understanding of how groups can be created to apply pressure for change and some strategies that such a group might use. *E.g. Firstly, I am going to form a group which is against the ban.....leaflets, posters etc flyers* “ (outcome 1= Level 1)

She gives a point but does not develop a supporting argument or provide research or evidence to back up her statements. *E.g. if this ban was allowed,, night clubs would have less people in as heavy smokers would not be able to have a cigarette and would not enjoy it*” (Outcome 2 Level 1). Mira acknowledges the opinions of others in a minor way, making few concessions to the views and concerns of non smokers (outcome 3 Level 1) *E.g. “if non smokers do not like going into a club etc.”* (Outcome 4 level 1) The description of the methods selected for her campaign is basic and needs development. The ideas are expressed in a general way rather than specific. *E.g. We will aim our activities at people who make things happen.* Overall, Mira develops a simple argument. Mira has achieved a level 1 score. To improve, her response needs greater depth. Mira needs to do some research on the wider debate on smoking in public places. Mira needs to know what other people think and why and to think of responses to their views. Mira also needs to learn more about how pressure groups work.

Total 4/12

Comments on Arief's Work

(Outcome 2 Level 2) Arief explains his opinion and uses some evidence to support his view *E.g. “I am for the ban on smoking in public places because everybody around smoking gets harmed”.* (Outcome 4 Level 2) Arief shows a good understanding of how he might organize the campaign *E.g. arranging meeting, allocating different jobs to different people and learning from other campaign groups.* (Outcome 1 Level 2) Arief mentions a range of strategies and refers to their effectiveness *E.g. “produce leaflets to bring more people in and show the smokers what they are doing”.* Arief's opinions are well expressed and explained and he gives reasons for the actions he proposes. There is some evidence that he has researched information to support his answer. He demonstrates some understanding of how he might target groups like the local government, but this is quite general. *E.g. “I will appeal to the local government to enforce the ban.”* (Outcome 3 Level 1) Arief briefly acknowledges that there may be different opinions of others, but there is no analysis. *E.g. “if the local government agrees”.* Overall, Arief produces a straightforward and logical description of how he would develop a campaign to enlist support for a ban on smoking in public places. Arief has achieved a level 2 score. To improve and

achieve a level 3 score, Arief needs to include some more specific information. He should try to use mention key people who might be used to further his case. He should also include and viewpoints of others and consider ways to respond to opposing views

Total 7/1



Handout for Participants 9.5

Extension Activity

Use the assessment table to assess Ira's work. Do not forget to base your decisions on the assessment table and not on your personal views. Remember to tell Ira how well she has performed and what she has to do to improve

Ira's work

I am for the ban on non smoking in public places. I believe that people who don't like smoking or who are asthmatic should be able to go anywhere without having to smell cigarettes. Also I believe that it will bring better health to children who go to play in the park and there are people smoking there, they will not be breathing the smoke in all the time.

To do this, I will gather a group of people who have the same opinion and discuss the ways in which we can do this so most people are happy. My ideas for this are to send out a leaflet saying that why I would ban smoking and how it would benefit Indonesian citizens. Another idea is to write a petition. I would go round and ask people to sign on some paper to support my argument. I would chose to use in direct action because it shows more responsibility that we are acting carefully instead of protesting or demonstrating or taking cigarettes out of people's hands in the street. This would cause more arguments. Once the leaflets and petition have bee completed I will write a letter to the DPRD and one to the Minster for Health to tell them about our campaign and how we wish to deal with the smoking issue. Hopefully they will write back and arrangements will be made for the petition to be looked at and discussed. Also the leaflets will be posted to people and given to people in the street and we will put adverts in the newspapers.

In my leaflets and adverts will be detailed information about the cause and effect of smoking. It will inform the public of the harms of smoking and what they can do to help stop smoking in public.

So far, in what I have said you may be wondering about the people who do smoke. There will be designated areas where people can smoke. There will be smoking rooms around the country where smokers can go and enjoy smoking. People can buy tobacco and cigarettes in the smoking rooms. In my opinion, a ban will benefit everyone.

Smokers may not be happy at first but will learn to live with it over time and will realize that it benefits most people in Indonesia.

I do understand that others may not be happy but to me a ban is the better option. It promotes healthy living. I am not stopping people from smoking I am just stopping them from smoking around people who may not like it. If anyone has any complaints then they can contact us and they have the right to voice their opinion too. But not everyone can get their own way.