

The endpoint enigma

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Background

- Assessment affects learning (backwash effect) (Watkins, Dahlin and Eckholm, 2005)
- Profound effect in adult literacy and adult education (Merrifield, 1998)
- Under-researched in adult education- the biggest black box
- Contributes a formative tool



Endpoint

A program outcome and the demonstration of that outcome



Explicit

The endpoints are clear to everybody coming into the program and remain constant throughout the program for all involved.



Implicit

The endpoints are not clearly stated, but can be derived from the nature and topic of the program.



Collective

All involved in the program contribute to the definition of the endpoints, and are committed to them.



Negotiated

Individuals define their own endpoints, in conjunction with program staff, instructors, or others. Learners are committed to these highly personalised outcomes.



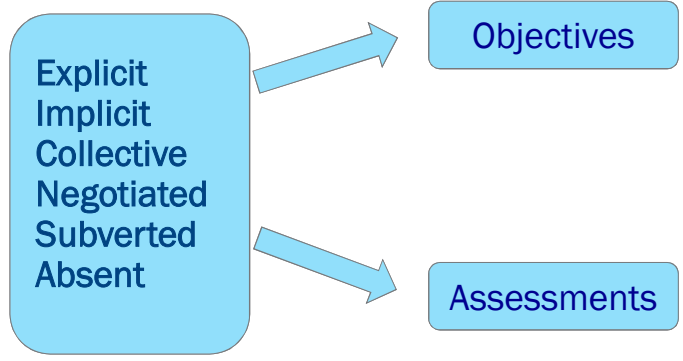
Subverted

The instructors or learners deliberately choose to move away from the endpoints that may have been established for the program.




Absent


Endpoints are simply not present for the program or individuals.

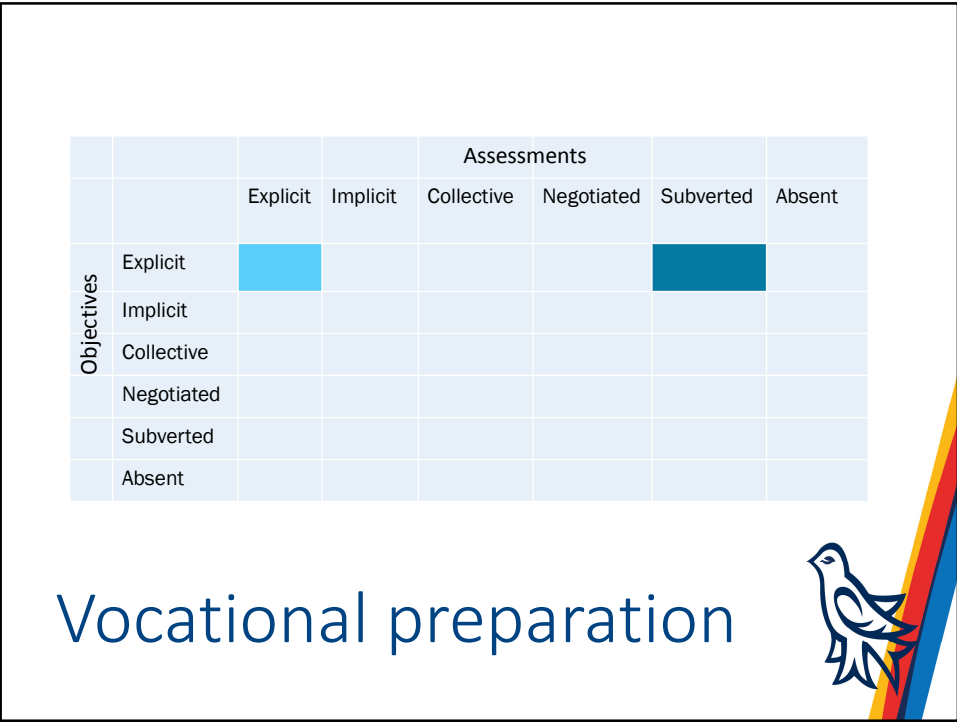
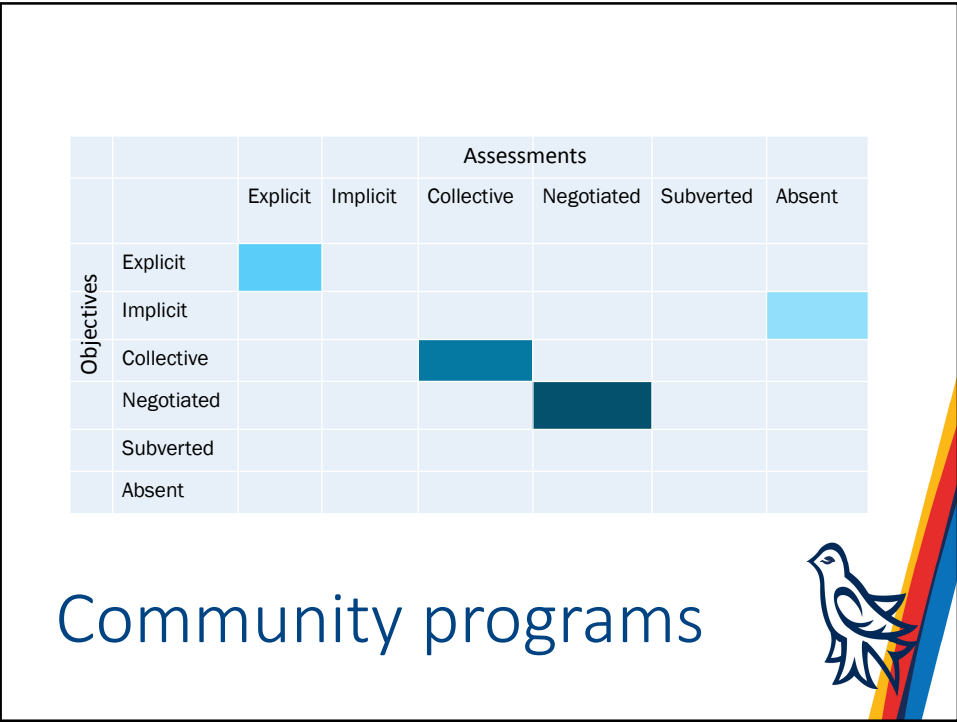


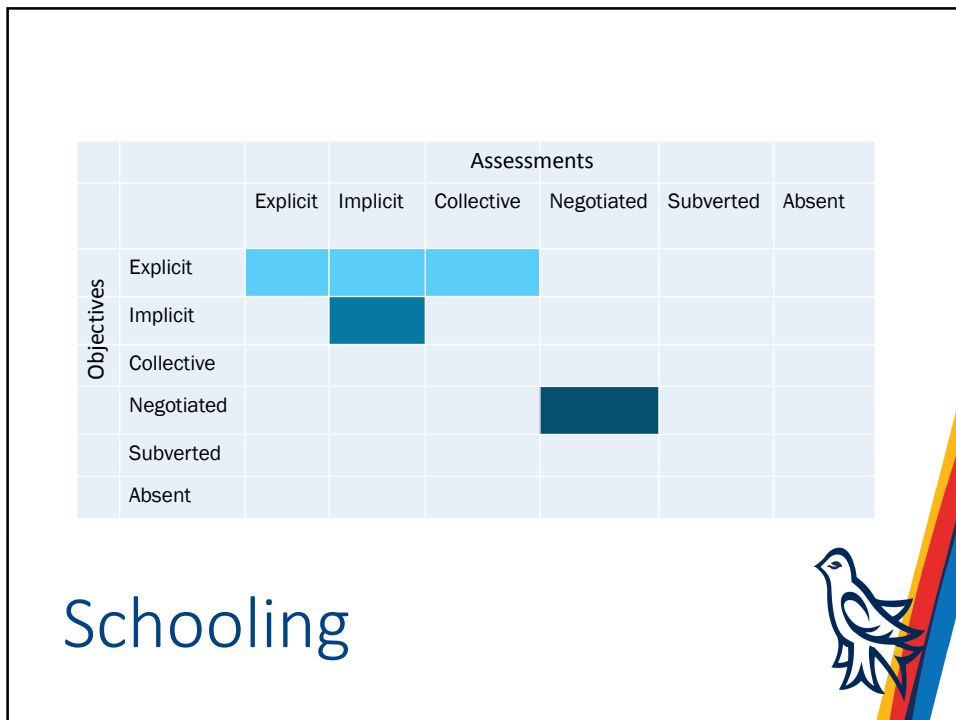
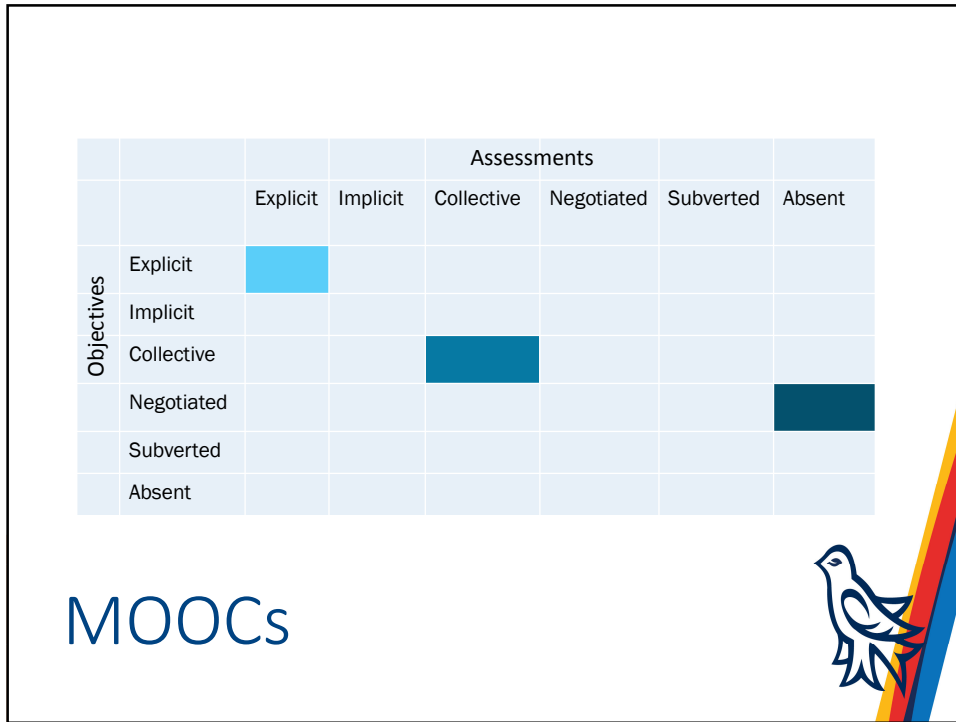
		Assessments					
		Explicit	Implicit	Collective	Negotiated	Subverted	Absent
Objectives	Explicit						
	Implicit						
	Collective						
	Negotiated						
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Some further questions

1. How aligned, or unaligned, can endpoints be?
2. What are the opportunities and costs for different types and relationships of endpoints?
3. How comfortable is the program planner with the particular pattern of endpoints in the program?
4. To what extent, and how, can the endpoints be changed?

