

Residues of historical examination practices?

An inquiry into assessment in teacher education programs in Trinidad and Tobago

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Veronica Farrell

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Veronica Farrell: Residues of historical examination practices? An inquiry into assessment in teacher education programs in Trinidad and Tobago

Abstract

Proponents of alternative assessment in education built on the formative principle envision its possibilities for enhancing learning experiences and producing regenerative outcomes. The implication is that forms regarded as traditional are antithetical to education ideals upheld in the discursive community. Arguments that I have encountered in academic literature indicate that despite paradigmatic shifts in the re-conceptualization of assessment approaches, traditional elements have a tenacious presence. This displaces the potential of practices that could capture and develop more important learning processes and goals.

This study was guided by consideration that assessment is a mechanism of the hidden curriculum, defined as contradictory, unplanned and unacknowledged dimensions of formal education. This hidden curriculum is linked with historically conditioned practices having an underlying chord of the regulative and punitive, agreed by many in the scholarly community to be inimical to education in its purest sense. The study holds that teacher education is a site where transformation in educational assessment could be researched, given the expectation that it is within higher education that progressive education ideals can be propagated.

This is an exploratory study of teacher education in higher education institutions in Trinidad and Tobago. It employed critical discourse analysis of institutional documents to infer connections between textual conventions in institutional documents and the doings of assessment. I undertook critique of teacher educator stances and pedagogical reasoning in published research to triangulate these inferences. To offer complex insights from students of these programs, I re-storied the experiences they shared through semi-structured interviews. This arts-based approach was inspired by animal metaphor in folktales such as Ananse stories. Narrative hermeneutic methodology informed close reading and commentary of the meanings these stories carried about how assessment was received and experienced.

From my exploration of the texts and narrated experiences, it appeared that the idea of prospective and practicing teachers being knowledge builders was not prominent. My analysis of questions posed in summative examinations from one site revealed that learnable, pre-formed, memorized knowledge detached from context, as opposed to constructed and actionable knowledge, was predominantly required. The document detailing assessment requirements from the second site evinced educator propensity to require convergent, atomistic, technician knowledge and skills. From participant narratives I detected a pattern of

normalization, compliance and being terrified while undergoing school-like, docility inducing, assessment activities.

This study is intended as constructive criticism to increase awareness of how assessment in teacher education should be re-formulated. Recommendations are for addressing and challenging the restrictions residing in institutional genres and taken for granted ways of doing assessment. The study promotes a critical orientation that could lead to liberation from a technicist assessment outlook; surrendering the inclination to impose power over students as subordinates; opening the educative space to freedom in thinking and practice; and educating teachers for developing enlightened and less detrimental ways in which to do assessment with the children they teach.

Keywords: Teacher education, assessment, alternative assessment, formative assessment, hidden curriculum

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Abbreviation

TE Teacher Education

Chapter one: Introduction and contextualizing the study

This research study enquires into assessment in contemporary teacher education (TE) as researched and evaluated in literature and espoused and practiced within two Trinidad and Tobago higher education institutions. My research interest is in academic examination as an educational practice, its intentions, and effects on student teachers. My abiding concern is with uncritical repetition of harm and subjugation through inherited practices that prevail within much assessment in sites of education. A basic premise from which I am working is that effects of historical residues of examination practices that are antithetical to progressive ideals remain unacknowledged because of their taken-for-granted, hidden elements. As Cotton et al., (2013, p. 192) stated, when applied to higher education, “societal, institutional or lecturer’s values that are transmitted unconsciously to students” may constitute the hidden curriculum.

My research interest was fuelled while I worked for over a decade as an academic teaching in one of the TE institutions within Trinidad and Tobago from which material for this study has been obtained. As a practitioner, I thought that despite being a newly formed higher education organization with the ostensible aim to improve the precursor model of the two-year teachers’ diploma programme, innovative assessment discourses were not sufficiently incorporated in practice. There was a prevailing outlook of unquestioned use of ¹traditionally

¹ The word traditional is a value laden term used in the scholarly literature on assessment to differentiate novelty thinking practices from what preceded. For example, over the decades of the 20th to the 21st century discerning persons have pointed out that norm referenced intelligence testing is an ill-founded ‘tradition’ (Wolf et al., 1991) In this study I am interested in the promise of innovative thinking. At the same time, I am cognizant that in different contexts the word tradition could carry connotations of something to be preserved. For instance, as evidenced by the plethora of references to John Dewey, Piaget and Vygotsky, contemporary educationists invoke ideas of the past to inform the present. See for example Aloni (2013) who wrote about the tradition of education dialogue using Plato and Socrates through to Confucius, Freire, Gadamer and Habermas among others as

conducted final examinations. The institutional apparatus for conducting examinations involved conforming to various control techniques – examination regulations, deadlines, seating arrangements, invigilation, scoring papers and producing results as grades in a pre-determined set of rituals performed by collective unquestioning consensus. I also found that these institutional structures operated with an underlying ethos of the “power to punish” (Foucault, 2012, p. 82). This was felt and experienced as being under threat for violation of specified and non-specified rules. In Foucault’s usage power to punish refers to the system of penalties in the judicial-legal system. While a full discussion of the meanings of this phrase as Foucault explicated is outside the scope of the present paper, there is usefulness in pointing out that power to punish is exercised by those who apply penalties for perceived offences and lack of correctness in academic examinations.

My concern has been further influenced by what I observed about attitudes to the power of the numerical mark for representing performance and simultaneously the value of the self within assessment practices. It echoes what Hoskin (1993) wrote about the genesis of numerical judgement in the methods for academic attainment in the latter part of the eighteenth century. Hoskin (p. 29) identified the emergence of “constant rigorous examination” and grading of written performance within examinations as key practices in late eighteenth-century elite colleges. Hoskin (p. 273) wrote:

referential. Labaree (2005) pointed out the irony that the ‘tradition’ of progressivism (child centred education) never became a tradition in US education but was always trumped by reverting to a norm of social efficiency top-down curriculum. Bleazby (2015) and (Chicoine, 2004) respectively cited Dewey’s 90 year old ideas to support advocacy for a non-traditional knowledge hierarchy in school subjects and to argue for progressive constructivist TE.

... marks promote[d] instead of emulation, competition. People compete[d], not just with each other, but for a currency that denotes self-worth. Marks put an objective value on performance: they quantify both the perfection of the “10 out of 10” and the absolute failure of the zero. They also make it possible to put a numerical value on the self ...

In the twenty first century, my observations and experience of teaching and assessment in education settings coincide with Hoskin’s assertion. Regarding the numerical mark as central to assessment seems unrelenting, as for example where school students are conditioned to accept being numerically and socially sorted through performance in tests that punctuate their lives.

Discussing the HE sectors in the United Kingdom (UK) (Broadfoot, 1998) explored contradictions between the reconceptualization of assessment and constraining forces. The author pointed out the influence of formal assessment on preserving the status quo in universities. Broadfoot argued that discourses of external monitoring and evaluation were encouraging values of competition between individuals and institutions. Marking and examinations, according to Broadfoot characterized the prevailing assessment discourse (at the time of writing). Since assessment was a key mechanism for monitoring and enhancing quality, quantitative rather than descriptive judgements were preferred. Citing studies on students’ perceptions and orientations about grades and sense of success, Broadfoot showed that assessment alternatives were difficult to promote and even envisage.

In this inquiry I will consider how assessment could be used more as a tool for learning than for measurement (Dochy, 2001). In the next section I establish a distinction between the

terms 'examination' and 'assessment' as viewed by selected writers. This is to clarify terminology used hereafter.

Examination versus assessment: Clarifying the terms

Nelson and Dawson (2014) used evidence from Google searches to show that the word assessment exponentially increased in incidence of usage after the second world war. They stated that "modern educational uses of the term assessment in the scholarly literature are almost entirely post-war" (Nelson & Dawson, 2014, p. 200). The authors speculated that assessment had replaced examination in educational culture because it was a "nicer term" (Nelson & Dawson, p. 200) that did not conjure up the regimented and disciplinary quality of examination. Clarke et al., (2000) used the words 'testing' and 'assessment' interchangeably and asserted that assessment was the favoured word of the 1990s, adding that was often modified with 'alternative', 'authentic' and 'standards based'.

An attractive notion of assessment is the etymology of the word. Its Latin origin *assidere* means to sit beside (Greenstein, 2010; Swaffield, 2011). Greenstein (2010, p. 2) asserted that the best assessment experiences were "when a teacher sits beside us to gather information about our progress and support our learning". Swaffield (2011, p. 434) decried the prominence given to examination and testing over "assessment as a support for learning". Lynch (2001, p. 361) placed testing and measurement under the umbrella of assessment, and offered the definition that assessment was "all activity involved in making decisions about individuals".

Allen (2013) however, maintained that the substituted notion of assessment was no different in its effect than the universal, inescapable, diffuse presence of educational examinations as a practice. These examinations have a set of attributes including strictness,

secrecy, stress and competitiveness that have been transmitted and remain tenacious in contemporary educational contexts (Allen, 2013; Steinberg, 2002). In this study I use the term assessment in the spirit of its usage by writers in contemporary literature, simultaneously taking a critical stance when considering effects that are less than salutary. The word examination appears predominantly as the nominal term for an event in the institutionalized education that is familiar to most. I hazard that its conceptualization is realized more at the level of feeling than formal articulation.

In what follows, I outline the evolution in conceptualization of assessment in education. I use experience in the compulsory school sector because chronologically, this was the watershed set of events that ushered what has been viewed as paradigmatic developments in philosophical and policy outlooks on assessment in the higher education sector. Within this I introduce the foundational concept of formative assessment (FA), exploring its inception and adoption in the discursive and practice community. I next present articles dealing with the uptake of FA in the compulsory school sector and in higher education (HE), showing that assessment transformation is affected by inconsistencies between policy and practice and retention of traditional beliefs. I also present the genesis of the value system accompanying external competitive examinations in education and my arguments about possible influences on assessment practices.

The historical background to curriculum and assessment in teacher education (TE) in Trinidad and Tobago occupies the latter section of this chapter. This is used to preface the background to the research problem and statement of research question and purpose. The last section of the chapter deals with an overview of the theoretical and methodological framework

guiding this study. I also present my positionality as a researcher in the unique socio-historical context as well the connection between my professional profile and approach to understanding and interpretation. The reader will find that the text of this chapter comprises narrative tracts with several temporal markers. This is because, as indicated by the title, this study has a predominantly historical trajectory.

Assessment reform historically

In roughly the last few decades of the 20th century fundamental conceptual shifts in educational assessment appeared in the discursive community. This was evidenced by an expansion in the range of educational assessment modes (Gipps, 2011). These changes were instigated in the compulsory school sector. Dochy (2001) characterised the changes as dramatic and explained that the conceptual outlooks espoused transformation from assessment as measurement for certification purposes, to assessment that incorporates and enhances all aspects of the learning process.

Authors regarded this new thinking about assessment as a paradigm shift, for example (Abbott, 2016; Berry, 2008; Hargreaves et al., 2002; Herman et al., 1992). The expansion involved negotiation between the psychometric tradition, that involved with measurement and making inferences about endpoint learning on one hand and the alternative, viewed as supporting learning processes (Gipps, 2011; Teasdale & Leung, 2000). Critical questioning considered whether assessment in education was curtailing or encouraging development; and how moral harm through assessment or testing could be avoided (Horowitz, 1995). Resnick et al., (1989) asserted that tests and assessments should secure worthwhile educational goals.

From my analysis of the literature documenting trends in thinking in the arena of assessment in education I would argue that the most significant turning point historically was the adoption of the term 'alternative' to qualify and differentiate between what was deemed traditional or retrograde on one hand and progressive on the other. Alternative assessment proponents challenged the aimlessness of testing and advocated for more diverse and productive purposes such as finding out about students' strengths and weaknesses to improve instruction. This new way of thinking came from recognition that public tests and examinations were having "unwanted and negative effects on teaching and the curriculum" (Gipps, 2011, p. 3).

Formative assessment (FA) is the distinctive term signifying assessment transformation. Dockrell and Black (1984) were credited with the earliest use of the (FA)² notion. The authors claimed that FA facilitated building diagnostic testing into the teaching strategy as a way of producing more diverse outcomes and supporting remedial learning for technical education students in Scotland. The FA concept has gained rapid currency over the four decades since its earliest use. When I conducted a search of the SCOPUS database in 2019 using the term "formative assessment" the following exponential increase over four decades was revealed. The period witnessed an unprecedented growth in various educational assessments (Broadfoot & Black, 2004). In countries outside of the US formal theories about formative assessment (FA) were developed "in part to counter the negative effects of external accountability tests exported by the US" (Shepard, 2000).

² Related to this Taras (2009) stated that Scriven (1967) made the original distinction between formative Assessment (FA) and summative assessment (SA).

Table 1 Trend in yields from SCOPUS search for the term "Formative Assessment"- 1980 -2019

PERIOD	NO. OF YIELDS "Formative assessment"
1980-1985	1
1985-1990	4
1991 to 2000	97
2001 to 2010	909
2011 to 2019	2,594

The preceding established the historical emergence of shifts in educational assessment outlook. Despite the paradigmatic re-conceptualization, publications reveal continual barriers to realization of the espoused benefits of assessment that departs from traditional practices in the compulsory school sector. Heritage (2010, p. 1) cautioned that the US risked losing out on the promise of FA. She argued that there was poor FA uptake in the US because of the incorrect assumption that it was "a particular kind of measurement instrument, rather than a process that is fundamental and indigenous to the practice of teaching and learning". Clark (2011) confirmed that FA implementation had not fared well in the US school system. The author argued that: "Despite the growing global adoption of FA practice there is a relatively weak policy agenda for such transformation in the US" (Clark, 2011, p. 159). Clark went on to argue that the US political climate was inhospitable to education innovation and asserted that FA had a doubtful future.

Van der Kleij et al., (2017) confronted inconsistencies between policy and practice in Australia. The authors showed that FA was a significant policy pillar as successive documents between 2008 and 2011 recognized its importance for shaping teacher practice and student learning. The article went on to demonstrate that while endorsement of FA as good practice was universally accepted, large scale implementation had been challenging on several counts.

In the foregoing I have invoked the perspectives of prominent researchers who commented on the take up of the FA paradigm in the compulsory school sector. In the following section I capture early concerns with the challenges of adopting assessment innovation in higher education.

[Assessment in the higher education \(HE\) sector](#)

By the beginning of the 21st century researchers addressing the issue of assessment change in the HE sectors in England Leach et al.,(2001) used the theme of student empowerment to inform their challenge to what was viewed as assessment orthodoxy in HE. The authors argued that then current assessment practices were hegemonic in nature with tutors and teachers as a powerful group acting on students as objects. Citing Patton (2012), (Hogg, 2018, p. 310) asserted that “much current assessment practice is a technology of power involving students passively receiving judgements on performance”. The author addressed this by invoking her own theory of knowledge that valued empowering students, drawing on what they already knew and were able to do.

The challenge to assessment in higher education that encourages transmissive teaching by asking recall questions continues to be very much alive in the research literature.

Manikandan and Gitanjali (2016) flagged the issue in medical education. Villarroel et al., (2021)

posited that more authentic assessment in psychology could enhance higher order thinking and assurance of graduate skills and professional profiles for the workplace. Unravelling the enigma of the tenacity of traditional assessment elements fuels my research interest. I hold that inquiry into the domain of teacher education could unveil this phenomenon since this is where innovation is ideally spearheaded.

Critical theoretical understanding about assessment reform

Lack of uptake in assessment reform signals that the educational research agenda must be one of unearthing structures for explaining this perceived resistance to change. Apple (2012) contributed to reasoning out lack of institutional responsiveness. The author argued that we must look at how “the mechanisms of domination ... work in the day-to-day activities” (Apple, p. 20). Further for Apple (p. 21) held that explanations lie in “common-sense consciousness and practices underlying our lives”. Apple’s exhortation to question how knowledge is presented in schools; legitimation of unquestioned truths as approaches to knowing; and to critique perspectives that educators employ in giving meaning to their activities coincides with my research aims in this study.

As I will show in the remainder of this chapter and the review of literature in Chapter two there is sustained interest by researchers in TE and other professional education contexts about the merits of assessment insofar as it is focused on measurement and reporting versus effective student learning, growth, and empowerment. In the next section I discuss the link between the value system accompanying public competitive examinations that originated in the nineteenth century and contemporary education assessment practices. My intention is to tease out possible unconscious retention of historical residues in the minds of educators.

Historical antecedents: Public competitive examinations

Public examinations as a means of maintaining standards, promoting quality, and benchmarking educational stages from school to employment were endorsed by educators from the nineteenth century (Richard, 2014). Originating in the medieval era, the Bachelor of Arts and Master of Arts were the nomenclature for respective phases of apprenticeship and expert in a knowledge area (Green, 1946). These European originated systems of academic degrees intensified in popularity in the nineteenth century (Clark, 1992). This led to education having a symbolic value, a trend accelerated in that era whereby training and certification through qualifying examinations enhanced the prestige of professions (Bellaigue, 2001). Public examinations functioned to control entry into secondary school, informed the curriculum, and reinforced inequalities (Brooks, 2008).

The public examinations of the 19th century facilitated higher education access to the hitherto excluded such as women (Harford, 2007) and furthermore consolidated the formalized knowledge comprising the curriculum as in Mathematics (Delve, 2003). The influence of competitive examinations on the rhythms of school life was a feature of the grammar of schooling as practiced by colonizers as for example in the Congo in Africa (Ruyskensvelde et al., 2017). Writing about the situation in nineteenth century England, and in discussing how testing instruments could “alternately empower and control teachers” (Knudsen, 2016. pp. 510-511) explicitly stated that “competitive examinations connected the curriculum of the growing middle-class secondary schools to university admission”. The author went on to explore the implications of this for the intellectual skills that were encouraged for teachers. Knudsen (p.521 stated:

The emphasis [here] was upon how much measurable learning a teacher produced, with no consideration given to his or her own personal and intellectual capacities, except to the degree that these factors might presumably be reflected in the scores of their students.

Valorisation of success in written academic examinations administered in the fashion of public competitive examinations is a durable historical legacy. The recurrence in research studies of links among the variables stress, anxiety, and academic examinations suggests perpetuation and naturalization of associated practices. This is seen in multiple contexts, for example, end of semester examinations in England (Pollard et al., 1995); Germany (Macht et al., 2005) and Greece (Costarelli & Patsai, 2012). Research in university entrance examinations investigate stress in China (Zhang et al., 2016) and gender related competition in France (Ors et al., 2013). Evidenced by more recent studies research interest in the public competitive examinations has not abated (Koudela-Hamila et al., 2020; Myint et al., 2021). Ingrained associations between psychological stress and academic examinations recur in research studies to the extent that suggests its perpetuation as an oppressive cultural norm.

The preceding introduced the central issue in this study of assessment in TE by exploring key historical and conceptual discourses. The material was drawn from authors located in the geo-political metropole. The status of Trinidad and Tobago as a nation that emerged from colonisation accounts for the relative marginality in the discussion of mainstream trends. I next present the historical development of TE in Trinidad and Tobago.

Historical development of TE in Trinidad and Tobago

In this section I provide an historiography of Trinidad and Tobago TE. My research interest is underscored by the desire to understand the contours of present assessment practices in Trinidad and Tobago TE against the backdrop of historical influences. In the formative post emancipation period of the middle nineteenth century the provision of funds, teachers and teacher training models was dependent on the colonial government agencies and missionary societies of various religious denominations (Campbell, 1971; Phillips, 1966). Specific to the islands formerly referred to as the British West Indies in the period of the 1840s, with the creation of public schooling to serve the needs of the population of persons recently emancipated from enslavement, teacher recruits comprised both expatriates and the better performing first generation elementary school pupils (Dornan, 2019). Initially the preparation of locally sourced teachers was intended to “impart a bare modicum of knowledge and to habituate by practice to teaching” (Gordon, 1963, p. 37).

These early teachers had been products of schooling merely intended to inculcate “the habit of obedience, order, punctuality, honesty, and the like ... and make him a better labourer than he would have been without this training” (Gordon, 1963, p. 38). The most promising students in the elementary were given teacher training in the form of “grounding in the rudiments of learning” (Phillips 1966, pp. 3-4) and this served as a substitute to secondary school education.

An archival document popularly called The Keenan Report, concretized the precedent to TE practices in Trinidad and Tobago TE. In 1869, Joseph Keenan was officially appointed by the British government to investigate the state of Education in Trinidad (Gordon, 1963). The report

documented in Keenan's voice found disfavour with every aspect of the local schools he visited. His responses to the teaching he observed in the schools were couched in the negative. He expected to see adequate supply of requisites, noise suppression, discouragement of prompting and guessing, and cultivation of morals and manners, teaching. None of these were observable. Instead, Keenan witnessed "a mere haphazard performance by the teacher" (Gordon, 1963, p. 7). Furthermore, according to Keenan school management was absent throughout, teaching was haphazard, the schoolbooks had no local content and student attendance was below desirable.

Keenan's report contained a detailed account of the Normal school³ (teacher training institution). The investigator recounted those seven enrolled adults were persons who had failed at previous occupations (four sugar estate overseers, one tailor, one shoemaker, and one private school teacher). Keenan thought that these individuals had resorted to teaching as a matter of convenience. Regarding Normal school pedagogy Keenan found:

no systematic teaching of the science of method, of school organization, of discipline, of the cultivation of the human character, or of the development of the moral sentiments ... of the rules of the system under which students are to teach (Keenan Report, 1869, in Gordon, 1963, p. 11).

³ Normal Schools is the term for a model of teacher training influenced by the German teacher seminary and the French *ecole normal* (Ogren, 2003). Normal schools had been adopted as early as the 1820s in Sweden (Larsson, 2016). The first Normal schools opened in 1839 in the US and by the 1880s they faced demise (Diener, 2008). Mico charity normal schools in three Caribbean islands supplied the region's teachers. Their pedagogy combined Christian evangelism, moralizing expressed as civilizing, memorization, and repetition (Hüsgen, 2016). Foucault (2012, p. 183) held that "... the Normal is established as a principle of coercion in teaching with the introduction of a standardized education and the establishment of the *ecoles normales* (Training Colleges)".

Expectations and realities of prevailing systems in Keenan's country of origin informed the author's philosophy in the words above. However, the material conditions and organizational factors impacting on the nature of TE in Trinidad of the late nineteenth century were different from that prevailing in Ireland, Keenan's country of origin. In Ireland by the 1830s "the system benefited explicitly from the institutional legacy of previous educational systems" (Herron & Harford, 2015, p. 242). By comparison, in the 1830s there was no local precedent in TE to draw from. Because of the antecedent of coloniality, the explorations in this thesis continually navigate the situatedness of the local context in relation to the foreign.

Bacchus (2006) conveyed a picture of continuous starts and stops with TE in Trinidad in the formative period of the late nineteenth century. The first teacher training institution, the Mico College produced only 20 teachers in the nine years of its operation between 1836 and 1845 when it was closed. The theme of deficiency runs through Bacchus' history. The author stated, "by 1848 the governor commented on the poor moral and intellectual qualifications of many of the local teachers" (Bacchus, p. 179). The governor's report of 1851 expressed the same travail. He saw "the scarcity of efficient teachers [as] the principal impediment to the improvement of education on the island" (Bacchus, p. 179).

The TE curriculum of the period replicated foreign content as the substance of learning. Thompson (1987, p. 373) reminding that "the teacher training college was the highest educational institution of the time" provided this listing for the training college curriculum in Jamaica:

By 1861, the students at the leading college, Mico, were being examined in Cassels' Latin Exercises, arithmetic to competent proportions, geometry, English grammar, English composition, English history, Geography of England, natural history, elements of astronomy, etymology, the elements of science as applied to the common purposes of life, and moral science (Thompson, 1987, p. 373).

As Campbell (1996) informed, for eighty years between the 1870 till the 1950s the Teachers' Certificate Examination was locally administered in Trinidad and Tobago. Elementary school teachers were recruited through the pupil teacher system. Young persons from the age of fourteen, first had to pass examinations in reading, writing, arithmetic, and grammar over a four-year period before sitting the Teachers' Certificate Examination. Candidates had the option to do the examination privately or through enrolment in training colleges. By the beginning of the twentieth century as many as 90 persons were applying annually to take the examination, while there were merely 20 persons enrolled in the teacher training college.

Between the 1950s to the 60s the greatest advance in the qualifications of teachers in Trinidad and Tobago occurred. The pupil teacher examinations were curtailed as the Cambridge and London external examinations were introduced (Teacher Education Committee (TEC), (1980). Professional and academic standards at the training colleges rose in what could be viewed as the era of modernization and indigenization of TE. A major landmark in TE in the nation was the opening in 1963 the new Mausica Teachers' College. I have found no scholarly work dealing in depth about this institution. Mausica was closed in the late 1970s and teacher training was conducted at the newly established Valsayn Teachers College in the North and the Corinth Teachers' College in the South (DePeza, 2010).

The 1980 Ministry of Education (MOE) report on teacher education in Trinidad and Tobago asserted that when viewed against the other positive developments in the education sector “Teacher education and training have almost stood still” (Teacher Education Committee, 1980, p. iv). The Committee further reported that students found to be burdensome the breadth of courses to be completed in two years. Regarding assessment, the Committee described a system that had a certain degree of external regulation.

... all colleges present students for the same final examinations on the same date. All colleges have equal opportunities to participate in the setting and marking of final examinations papers under an external examiner in each subject ... the same procedures are used to monitor and assess teaching practice across all the colleges (Teacher Education Committee, 1980, pp. 5-6).

The milieu of assessment in Trinidad and Tobago TE described so far is characterized by examinations in respective subjects. As I will elaborate in Chapter two, in places with active theorizing and reform, in the corresponding period the 1980’s to 2000s the assumption that completion of prescribed courses and teaching practice endowed teacher candidates with readiness for teaching was actively questioned and refined (Cochran-Smith, 2004; Quatroche et al., 2002, 2004). The Trinidad and Tobago Ministry of Education Draft Education plan for the period 1968-1983 showed that policy concerns centred on supply and demand of teachers. The document stated, “after a deficiency of approximately 100 graduates is met there will need for approximately 110 graduates per year between 1968 and 1972” (Government printery, 1974, p. 61).

Evidence of the form and content of the Trinidad and Tobago TE program in the 1990s is found in the syllabus document (National Board of Teacher Training, n.d.). There is no preamble or overall philosophy, and the program consisted of 16 individual subject areas presented in an isomorphic manner. Typically, exhaustive lists of objectives were prefaced with the clause 'student teachers will be able to'. For example, Agricultural Science has approximately 60 specific objectives and over 40 individual topics. Six of the sixty objectives and seven of the forty sub-topics were about teaching the subject. This points to disproportionate attention in favour of knowledge about over knowledge how to.

In 2006 the traditional teacher training system that awarded a two-year diploma was converted by Trinidad and Tobago government mandate to a four-year baccalaureate program. This conversion was expected to engender reform in TE for preparing elementary school teachers. According to the university prospectus (The University of Trinidad and Tobago (UTT), 2017) this program, unlike the preceding, was a pre-service model. Total courses for the 'reformed' program increased more than two-fold when compared with that for the 1990s. The prospectus outlined a total of forty-nine courses to be completed over four years. They were subdivided into thirteen general courses; a series of eight practicum courses; seven pedagogy courses; and 22 core courses roughly corresponding to the subject areas that students were expected to teach in schools.

As shown in the preceding, the program structure found in current TE documents in one local institution appeared as a conglomeration of courses. This fits the category of the traditional training model (Hoban, 2002 cited in Gravani (2007). Reform minded thinkers have discredited this subject-based TE formula, arguing for inquiry oriented, constructivist design

informed by the need for teachers to build knowledge of teaching in practice rather than learn “public codified knowledge” (Loughran, 2016, p. 259). As will unfold in this study there is sustained tension between the forces of reform and traditionalism in TE.

Trinidad and Tobago public policy is that professional education is not the basis for eligibility to become a secondary school teacher. Instead, teachers are recruited based on content knowledge qualifications (‘Publications • Ministry of Education’, n.d.). Since 1973 to the present, in-service secondary school teachers who have been employed for at least two years can access professional education in the form of a nine-month Diploma in Education (Dip. Ed.) program (Ali et al., 2012). Currently three main universities provide in person teacher education programs in the country, The University of the West Indies, St. Augustine, The University of the Southern Caribbean (USC) and the University of Trinidad and Tobago (Kalloo et al., 2020). Documents from two of these programs comprise texts that will be scrutinized in this present study by way of answering the research questions that I have undertaken to explore.

In this introductory chapter I have identified my research interest informed by concern with assessment practices as I perceived it while teaching in a local TE institution. I further described the paradigm shifts that occurred in assessment discourses and noted the problem of uptake in education systems of major countries. Linked with this I discussed what researchers have highlighted about the incorporation of innovative assessment in the higher education sector showing that it is a fluid issue. I discussed the legacy of assessment conducted in the fashion of public competitive examinations and argued that its durability is indicated in the sustained interest by researchers in its physiological effects.

I drew from the historiography of local TE and pointed out curriculum trends in archival documents. Based on the current institutional documents that I have consulted; it appears that a traditional model of TE characterizes the curriculum for elementary school teachers. This according to a formulation offered by Musset (2010), emerged historically from the Normal school. It offered basic skills, through practical training, methodology courses and subject-matter pedagogy. This, as Musset explained, is distinct from a professionalization model that includes studies in pedagogical sciences and acquiring comprehensive research-based knowledge.

The following discussion of a selection of research articles that have investigated issues of curriculum and assessment in local TE illuminates the nature of Trinidad and Tobago TE. My statement of the research problem informing this study will emerge from discussing these articles.

Background to the problem

I have noted a tendency towards reification (authoritative documents unquestioned and naturalised) (Herzog, 2018) in the description of TE content and structure over time.

Assessment using coursework and final examinations as described in the archival ministry of education document (Teacher Education Committee, 1980) seems to be the model sustained.

Under the auspices of the Department for International Development, University of Sussex, a large-scale study called the Multi Site Teacher Education Research (MUSTER) investigated the workings of TE for training Trinidad and Tobago elementary teachers (Lewin & Stuart, 2003).

About assessment Lewin and Stewart judged that:

There is evidence that much assessment is narrowly limited and excludes many things identified in curricular materials as valued learning outcomes. Professional knowledge and skill are rarely reliably assessed, and much teaching practice evaluation is ritualised to the point where it is unlikely to be valid and reliable (Lewin & Stewart, 2003, p. xxiv).

The comment above can be translated as inferring that almost two decades ago, TE in this country was largely deficit. If Lewin and Stewart's judgement is accepted and applied without question, it means that improving assessment should entail more rigor. However, the discussion in terms of specified outcomes and mention of 'validity and reliability' suggests a problematic assessment as measurement outlook. An additional issue that Lewin and Stewart identified was an imbalance between written terminal examinations and course work that incorporated school classroom practices. Also, for these researchers, Trinidad and Tobago TE lacked curriculum aims and outcomes that expressed a vision of the type of teacher to be produced.

A similarly dim picture of the prospects of transformation appeared in a suggestively titled paper by a foreign consultant writing about her experience while working on a major reform in TE. The paper "Obstacles to change in teacher education in Trinidad and Tobago" (Steinbach, 2012) described the teaching and scholarly culture. Steinbach found that "traditional pedagogical methods have been dominant, such as the memorization of notes with no opportunities for critical inquiry and teacher-centred teaching based on exams" (Steinbach, p. 73). The nature of reform in Trinidad and Tobago TE that ensued since Steinbach's writing will become apparent through the explorations in this paper.

Considered against the backdrop of paradigm shifts in educational assessment covered earlier in this chapter, an emergent issue is how have transformational assessment discourses been incorporated in local TE. My search of academic databases yielded no publications from local scholars that directly deal with assessment theories and principles as it applies to TE. This is possibly because the research culture as it exists within the education sector in Trinbago, has not adopted a critical orientation, one that incorporates radical questioning.

De Lisle (2010) a foremost researcher commenting on the climate for assessment reform in Trinidad and Tobago hinted that the foundation set by tradition is a fragile one. The author stated that challenges to reform lie in “traditional beliefs and practices [that] act as significant barriers to improvements and contribute to continued distorted practice” (De Lisle, p. 14). The phrase “residues of historical practices” in the present dissertation title signals my concern with possible retention of traditions where reform is desirable.

In this study I have undertaken to problematize assessment as practiced in local teacher education. I seek further understanding of the structural and ideological forces involved in how local TE has been configured and experienced. I recognize the important role that assessment in TE plays in informing and evaluating teacher candidates’ learning within the designated curriculum. Additionally, teacher candidates’ experiential learning impacts on the ways in which they enact assessment practices with the students they will teach. Along with these technical aspects of assessment in TE, there are humanistic issues. The way assessment is experienced under the auspices of the overt curriculum affect emotions and sense of being.

The study which this document represents was prompted by my interest in the psychic effects engendered by assessment experiences of teacher education (TE) programs that ostensibly prepare persons for the role of teaching. I take psychic to be a derivative of the word psyche, that as Goetz and Taliaferro (2011) explain is a Greek term translated as soul, which stands for the essential life of being. Sutton (2017, p. 360) articulated that the soul is that which performativity (rationality, regulation ... and technical judgement) cannot measure, namely “generative energy [and]... deep rich personal experiences”. Allen (2013, p. 220) considered assessment according to its effect on the soul. The author asserted that examination techniques that claim to benignly attend to the needs of the individual learner are “tied within a system of moral coercion that operated through interpersonal relationships”.

Foucault (2012) provided another dimension to the conception of the soul or psyche in the assertion that the soul is produced by the functioning of power, the outcome of supervision, training, correction, punishment, and constraint. Synonymously, the notion of subjectivity, a “subject’s self-positioning within power relations” (Keck, 2019, p. 102) or self-reported processes of being (Braun & Maguire, 2018) comes into play.

These variants of the intangible or not easily decipherable realm of being “psyche, subjectivity, personality, consciousness” (Foucault, 2012, p. 29) are referents to explore my pre-supposition that certain norms and regularities involved in assessment risk having a degenerative rather than a regenerative, liberating and fulfilling effect on the psyche. This concern and interest run throughout this dissertation and the study methodology, and appears explicitly within the research question. Interview questions will elicit program participant memorable experiences of assessment, challenges encountered, and accomplished.

Research question

The overarching research question framing this study is:

In what ways does assessment reflect the nature of the hidden curriculum in teacher education programs in Trinidad and Tobago?

My research interest is in the hidden, contradictory, unplanned and unacknowledged effects of testing and examinations. At core is the concern about the nexus between testing, examinations, and socialization of teachers during their higher education and how this socialization is part of a structure of transmitted beliefs and actions. Additionally, I invoke the notion of ‘precarious worker’ as a heuristic to discuss student work which is intellectual work since it involves “thoughts, desires, impulses, and emotions” (Morini, 2007, p. 45). Precarious work as Bone (2021, p. 276) elucidated, is work tied to desires for personal progress, yet beset with “feelings of stress, insecurity, and pressure”. As I discussed in a previous section in this chapter ‘Historical antecedents: Public competitive examinations’, psychological stress is a perennial concern in research about academic examinations.

Positionality: Critique of the powerful and subjection to powerful discourses

There are two aspects to my positionality in doing this study that have to do with the possible peril of ‘studying up’. I will explain each in turn. The first is my insider/outsider status as a previous member of one of the institutions from which material for the study has been obtained. This study has been purpose-driven by my apprehension while I was teaching in one Trinidad and Tobago TE program of the apparently inexorable influence of assessment on the rhythms and realities of daily life. I found final examinations harsh, hostile, and inimical to relationship building. My worst teaching episodes were seeing my relationship with students

decline and worsen as final examinations approached. Students grew more fearful as I grew more distant and punitive.

In seeking to understand the assessment beliefs behind the practices that I am problematising, it is necessary to scrutinize the practices of the powerful – institutional leaders and educators. This entails questioning the written discourses and making inferences about their nature and effects. My voice in this study is therefore one of dissent and challenge to power. As Alvesalo-Kuusi and Whyte (2018) explained, since my research interest is oppositional to the institution, my positionality as researcher is that of relative powerlessness. As I will elaborate in Chapter three, the data accessed is limited by my positionality.

The second aspect of my positionality is in relation to my belonging to what has been termed the geo-political South. In doing this study it is difficult to combat the temptation to submissively use analytical frames of reference from existing literature and dominant narratives. Mignolo (2007, p. 249) explained this dilemma as navigating “hegemonic ideas of what knowledge and understanding are”. This can be resolved by reserving judgement, and not adopting without question, the foreign, readily available, voluminous publications from mainstream scholarship and theorizing. I am constantly resisting the thinking that there are fixes and prescriptions to be found in extant discourses of assessment. This vacillation will be observable as I attempt to reason out in this study relevant ideas for improving TE.

Relevance of the study

The study is relevant as practitioner research in HE because it enquires into issues critical to engendering transformation within the larger ecology of education, where there might be a status quo orientation to assessment as traditionally summative in purpose. Delving

into the unique antecedents and contemporary incarnations of TE in Trinidad and Tobago institutions such as I do in specific parts of this dissertation, enables understandings to emerge of what counts in the mind of program designers. I anticipate that what I bring out in this study will be disruptive and provocative and therefore attract contestation. This should trigger further questioning both of claims that I have made about assessment practices, and how teacher educators could similarly question their assumptions and practices.

[Theoretical/methodological framework overview](#)

This study spotlights both the textual and experiential as a basis for generating understanding of assessment in TE in Trinbago institutions. My theoretical orientation is critical and hermeneutic in nature. Critical for me means problematization instead of acquiescence with the way things are (D Arcy, 2007). The hermeneutic element involves interpretive procedures that do not attach primacy to being objective, but centralises bringing out meanings (Smith, 2004). Critical Discourse analysis (CDA) (Fairclough, 2003, 2013) and narrative hermeneutics (Brockmeier & Meretoja, 2014) with an element of hermeneutic phenomenology (investigating lived experiences) (Alsaigh & Coyne, 2021; Manen, 2016) are the approaches used to carry out my research purpose.

My research purpose involves interpreting texts and the activities and responses emanating from the influence of these texts. CDA scrutinizes text for how meaning is constructed and is alert to the configuration of power (dominance and subordination) implicated in the conscious and unconscious purposes of the communicator. CDA incorporates ideological critique (focus on beliefs and power within social structures; rhetorical critique (persuasion in individual texts or talk); and strategic critique (pursuance of change in particular

directions) (Fairclough et al., 2004). My aim is to bring out the ideological and experiential aspects of TE. I seek to discern what the TE institutions determine that the educated teacher knows and does. To do this I de-construct examination questions and syllabi.

Underlying narrative hermeneutics is the idea of the narrative unconscious that has two dimensions, the socio-cultural and the individual. As Meretoja (2017, p. 83) posited:

The sociocultural unconscious consists in the culturally prevalent narrative models that shape the way people make sense of their experiences without being aware of it ... the individual narrative unconscious is shaped by our earliest attachments, the internalized narrative models by which we live, models that tell us what is desirable and appalling, admirable and shameful, “normal” and “abnormal.”

Narrative hermeneutics therefore assumes a cosmic element with a moral undertone in making meaning from stories. Readers in the academic community can make meaning, socio-culturally and individually. The texts for analysis are examination papers that indicate assumed program outcomes, curriculum documents that function as syllabi, teacher educator published articles, and researcher composed stories using participant experiences and perspectives obtained in interviews.

For the purposes of preserving anonymity and in keeping with the motives of arts-based research methods “playful, aesthetic, performative practices of thinking/being critical” (Bayley, 2018, p. 91) as researcher I fictionalized the interview transcripts into stories. This is done in the spirit of arts-based method intended to draw empathy as opposed to the traditional academic style (Teman & Saldaña, 2019). I exploit storytelling for its polemical and persuasive potential. I

assume authorial licence within the gesture of storytelling by doing symbolic reconstruction of what is told to excavate meanings that will hopefully be acted on (Jackson, 2002).

Purpose of the study: What I hope to achieve

Far from detecting themes and constructing theory through a process of refining codes as in Grounded Theory method (Charmaz, 2001) my interpretivist treatment of documents and interview transcripts will keep intact actual contexts and whole stories and bring out various underlying meanings. Maintaining the richness, depth and situatedness of the experiences establishes my non-positivistic methodological orientation. Supporting important meanings that would otherwise be hidden by deductively invoking existing research and education outlooks encountered in published literature downplays the subjectivity and enhances the acceptability of my interpretation.

My intention in this study is not to evaluate programs but to pose questions to understand what assessment does to rather than for the individual. This will involve critically analysing curriculum documents and the narratives of recent graduates' memories, lived experiences and reactions. Although a dissertation is by nature monologic in the way it communicates, I anticipate that readers of this research study will have a sense that it is dialogic and interactive. I take an activist approach, one that is polemic, continuously stirring awareness and questioning. I am alert to examinations as "authoritarian techniques" (Campbell, 2010, p. 49) and which is equated with "educability" (Campbell, p. 52) and translates into regimes of regulation.

Structure of the study and rationale for structuring

Chapter one outline

In this chapter I have introduced my core concern driving the production of this study that investigates the overarching question of how assessment reflects the nature of the hidden curriculum in TE in two Trinidad and Tobago HE institutions. I have grounded my concerns in the historicist view purported mainly by Hoskin (1993) that within academic examinations alternatively termed assessment practices there are deterministic elements that owe their genesis to eighteenth norms.

I have explained my usage of the terms 'examination' and 'assessment' citing selected authors' opinions as well as quoting definitions. Added to this I have outlined the key chronological phases in educational assessment reform historically in places that influence theoretical and practice trends.

In the section 'Background to the problem' I have explored the role of public competitive examinations in sustaining a value system of linking personal prestige with examination performance and shaping the curriculum of schools and other formal institutions and the experiences therein. In the succeeding section I gave the historical background to TE in Trinidad and Tobago highlighting the predominant knowledge forms in TE curriculum over time.

The next section explained the explicit problem and introduced key elements that will be involved in the inquiry such as the issue of the effect of assessment experiences on the psyche and subjectivity of the individual. I then elaborated on the specific problems that I seek to understand through this study. Following this I stated my study purpose by explaining my personal stake and motive,

In the next section I explained the approaches that I will use to generate knowledge in this study. I indicated that I will be linking the textual with the social by using Critical Discourse Analysis methods to scrutinize the texts of curriculum documents and stance in educator published articles; Arts-based methods to re-story interview transcripts; and hermeneutic inspired approaches to do literary styled close reading and analysis of re-storied field texts.

Outline of succeeding chapters

In chapter two I begin with explaining geo-political issues that impinge on my selection of research literature for illuminating understanding of curriculum and assessment in both what I term dominant locales and the Trinidad and Tobago context. I then undertake discussion of research material that provides terminology and reference points for thinking about assessment in TE. Next, I explore research and archival material that serve as an explanatory base for the unique trends in TE scholarship, research, and teaching in Trinidad and Tobago. Following this I highlight some aspects of what I term state of the art assessment in TE. This feeds into discussion of research that develops my arguments about the psychological effects of assessment. Following this I explore alternatives to dominant TE trends.

In Chapter three I present the theoretical conceptualizations and methodological approaches used in this study. This is underscored by the place of Critical theory and related discourse analytical approaches. I also provide foundation for the arts - based and hermeneutic methods I have used for text production and analysis. A highlight of this chapter is the explanation of Foucauldian outlook on examination and assessment and how it features in the inferences in generate. Additionally, there is a discussion section on hidden curriculum themes

derived from research literature and the anticipation of how these themes will feature in the analysis of collected and generated texts from which meaning making in this study is derived.

Also, in this chapter I give account of my data sources; explain how data was processed; introduce discourse analytical tools that I will utilize; and explain in detail the way I will do hermeneutic close reading of the re-storied interview transcripts. Finally, I detail how I accessed data and recruited participants, explain ethical considerations and study limitations.

In Chapter four I make visible the analysis of curriculum documents from the two sites where the study has been conducted. Two articles related to teaching in the programs involved in this study are analysed for educator stance.

Chapter five has the storied texts that I derived from the interview transcripts of the six program participants. I illuminate the meanings in these stories by close reading and deductive interweaving of relevant literature, as well as Foucauldian and hidden curriculum themes.

The Discussion Chapter six integrates the interpretations made and meanings discovered in Chapters four and five putting them within the perspective of the central research interest, the nature of the hidden curriculum of assessment in the programs.

In the final Chapter seven I outline conclusions from respective facets of the study, and explore contributions for practice, further research and TE policy in Trinidad and Tobago.

CHAPTER TWO: Literature on assessment thinking – conceptualization, controversies, trends, shortcomings, directions

Introduction: Historiographic and comparativist slant justified

Postcolonial commentators ... would argue that absence of a curriculum component such as critical thinking ensures a 'tunnel' vision approach to life, and in the Trinidad and Tobago case, would guarantee a kind of 'voyeuristic gaze' upon Europe even after colonization had officially ended (London, 2002, p. 66).

As a scholar confronting issues from the geo-political site of the ⁴periphery, I admit to being caught in the dilemma of the Euro-American 'voyeuristic gaze' as explained in the epigraph above. My selection of pertinent research literature is done with the assumption that as far as educational theorizing, knowledge production and publication go, prominent scholars, researchers, and practitioners from influential locales (the centre), namely the US, UK, and Australia have pre-ordinate status in the English-speaking hemisphere. I have high curiosity for such knowledge that can be equated with the 'tunnel vision' alluded to in the epigraph.

At the same time, I am critically cautious to avoid universalism. A historiographic trajectory with a comparativist element therefore shapes the chapter. I take the historical slant in keeping with my research interest in relative continuity and change in the way TE is done in the context under study. This comparativist slant accommodates the complexity that attends attempting to understand local realities when considered against generalities and idealizations

⁴ The centre-periphery terminology was coined originally by economists to explain the power relations and patterns of "commercial transactions" between industrialized countries (centre) and Latin America (periphery) (Pinto et al., 1973, p. 35). Scholars have adopted the dichotomy as a generalized designation for situations where there is a disparity, for example in the proportion of knowledge production by places of influence on one hand and the consumption of this knowledge in subordinate locales. The centre/periphery notion is useful for interrogating the implications for concomitant devaluing of the indigenous (Odora Hoppers, 2000).

that originated in advanced industrial societies, in other words “cultural variation” (Jowell, 1998, p. 169). As Hayhoe (2016, p. 216) asserted, when tracing the emergence of education models “a historical perspective is crucial to comparative understanding”.

It is important to establish from the onset that robust theorizing and research has not yet emanated from local or regional scholars. To bear this out, Jerome De Lisle, the most prolific Trinidad and Tobago education researcher and author of a government commissioned report that investigated major assessment reform initiative stated: “There is surprisingly little basic research into assessment issues in Trinidad and Tobago” (De Lisle, 2010, p. 11). Topics in De Lisle’s oeuvre concentrated on assessment in the elementary school sector. These included: differential outcomes in 11 plus placement examinations (De Lisle et al., 2012); and evaluation of the continuous assessment program (CAP) instituted in the nation’s schools (De Lisle, 2015b, 2015a, 2016). In some articles De Lisle commented about the absence of formative assessment in the classrooms that he studied. This reticence is part of my underlying concern in this study.

Additionally, there is a notable absence of overt philosophical statements about TE curriculum and assessment outlooks in Trinidad and Tobago public policy and Higher Education Institution documents. Local researchers (George et al., 2002) who conducted their study in the primary school sector confirmed this. They found that “there was no clearly stated overall philosophy ... the curriculum was a compilation of courses in various disciplines [and] ... a body of knowledge which students must know to become good teachers” (George et al., p. 295).

Statements in a 2005 government document that launched major TE reform was limited to: “Teacher education training should be a major initiative to enhance the performance,

quality and output of the educational system” (Vision 2020 GORTT, n.d., p. 24). The plan mentioned professional certification for entry into teaching, continuous training, and continuous professional development opportunities to fulfil this goal. Beyond this there were no overarching philosophies about TE curriculum or assessment. The implications of lack of overt espoused curricular intentions suggest a hidden curriculum. Unearthing this will comprise a key aspect of my critical explorations of curriculum documents in Chapter four of this study.

To facilitate understanding of the trends, developments, and changes in thinking about assessment in TE, I launch the discussion by presenting foundational assessment conceptualizations. My intention is to provide terminology and reference points for comparisons about assessment TE in Trinidad and Tobago. I then present publications from Trinidad and Tobago researchers and policy archives that throw light on the unique issues surrounding TE curriculum and assessment in the local context. Next, I connect with reform movements in assessment in TE in the US and the UK. After this I argue for regarding assessment as an ideology with attributes of student as precarious worker. The culminating section of this chapter explores articles that point in the direction of moving away from the dominant assessment discourse.

Foundational assessment conceptualizations: Alternative assessment premises and promises

The following section refines major conceptualizations in assessment discourse: alternative assessment, authentic assessment, performance assessment and the summative/formative dichotomy. I explore the origins of these themes in the wider educational discourse and their applications in TE practice.

What has been termed Alternative Assessment can best be regarded as a perspective that advocated for more complex performance-based assessments instead of standardized multiple-choice tests (McNamara, 2001). This reformist thinking occurred in the 1990s milieu of dissatisfaction with the limited uses of traditional testing and attraction to more significant educational outcomes that could accrue from diverse assessment modes. The hallmark of alternative assessment is departure from the one right answer mentality and encouraging more complex, open-ended problems (Herman et al., 1992). The promises of alternative assessment reside in associated concepts – authentic assessment, formative assessment (FA); and Assessment for Learning (AFL).

Authentic assessment

Authentic assessment has been conceptualized in terms of its potential to compensate for the limitation of traditional written tests to connect with performance requirements in the real world. Advocacy for rethinking and re-designing assessment in HE, for example (Sambell et al., 2012) contrasted the traditional essay with what has been termed authentic assessment modes. The former, written under examination conditions, reproduced memorized knowledge obtained from lectures or assigned readings. The latter was held to be personally meaningful, socially contextualized, and fostered valuable long-term knowledge and dispositions. However, Sambell et al. showed that deliberate effort must be made to avoid the continued dominance of summative assessment. To achieve balance the authors suggested that educators minimize the tendency of students to view assessment as accumulating marks.

Herrington and Herrington (1998) convincingly illustrated the applicability of authentic assessment in TE in a study of teacher candidates working in groups to produce and deliver a

report in a simulated environment. The article included a delineation of authentic assessment theory and rationale. Elements of authentic assessment that Herrington and Herrington highlighted are fidelity to context; student gaining knowledge and crafting polished performance or product; complex activity with assessment integrated; and learning indicated in multiple ways.

Derived from a comprehensive study of the way the concept of authentic assessment was used in scholarly publications, attributes of authentic assessment that Frey et al., (2019) identified are: involving complex thought, intellectually interesting and personally meaningful; valuable beyond the score or grade and into the real world; student involvement in formulating scoring rules that they could use for self-evaluation. Villarroel et al., (2018) provided a blueprint for guiding authentic assessment that had roughly the same elements. These authors added realism and producing tangible products.

Villarroel et al., (2021, p. 991) condensed the authentic assessment model to three keywords “realism, cognitive challenge, and evaluative judgment”. They conducted training aimed to improve writing of test items with five psychology teachers in a Chilean university. Post-training test items were analysed using complex statistical measures to judge the extent of conformity to authentic assessment elements. Illustrative examples of pre- and post-training test items were included in the article text. Villarroel et al.’s (2021) integration of authentic assessment with the summative written test is based on the idea that the traditional written test could be given authentic assessment attributes. Their model excluded the element of student involvement in scoring rules and self -evaluation. This shows that authentic assessment accommodates variability in design.

The authentic assessment elements just listed coincide with core principles that Goos and Moni (2001) invoked as central to shaping teacher and teacher educator practice. These authors promoted contextualized preparation of student teachers to develop the knowledge, skills, and qualities necessary for sound decision making in assessment. The researchers highlighted that authentic assessment is distinguished by tasks with high inherent value for students and involved producing useful tangible artifacts that could be shared with a wider audience. Additional elements were the identification of performance standards, and inclusion of formal and informal peer assessment. Of import to the present study is the crucial conflict the authors raised of being required to report authentic performance in a single grade as opposed to descriptive analyses.

Formative assessment (FA)/Assessment for Learning (AFL) elements

Formative assessment (FA) falls under the umbrella of authentic assessment. Arguably the most widely cited and influential FA conceptual framework is Black and Wiliam's (1998) landmark research (OECD, 2005; Shepard, 2009) FA was conceptualized for application in the compulsory school sector. The core claim was that classroom assessment would produce gains in student learning far superior to existing 'traditional' modes that centred on the giving of marks and grading FA is principled on interactive exchanges during teaching rather than driven by end-point measurement (Black & Wiliam, 1998; Patricia Broadfoot et al., 1999). The teacher identifies learning needs or gaps in learning and gives support to attain a learning target.

The Assessment for Learning (AFL) notion is used interchangeably with FA in policy and scholarly documents (James, 2017). In this study I will use the abbreviations FA, as well as FA/AFL with the assumption that the conceptions are interchangeable. The conceptual

framework for FA adopted in the policy arena is predominantly informed by Black and William's (1998) research. OECD (2005) "what works" document derive six elements from exemplary contexts to situate FA in classroom culture: 1. Establish standards; 2. Gather information on current performance; 3. Use varied instructional methods to cater to varying learning needs; 4. Use varying approaches to assess student understanding; 5. Provide feedback on student performance; 6. Actively involve students (OECD, p. 44).

The related concepts of feedback, closing the gap and peer and self and assessment (PASA) have been used as orthodoxies to anchor the FA conceptualization in practice. Three conditions theorized by Sadler (1989) cited in Nicol and Macfarlane-Dick (2006) underpin feedback: 1. knowledge of what good performance is; 2. Comparing or relating good performance with current performance; and 3. Actions needed to close the gap between current and good performance. Peer and student self-assessment (PASA) is a category of feedback theorized as actively involving students in the process of assessment. Students take on a deeper role assessing the work of self and others.

Summative/formative dichotomy: Premises and promises

The research literature shows constant polarity as traditional and alternative assessment are presented comparatively in many instances, including advocacy for the learning benefits from alternative assessment. As shown by Anderson (1998) the outlooks of alternative assessment, constructivist theory and formative assessment differentiate from traditional summative assessment. A key point of difference is the source of knowledge and the means for attaining that knowledge. Summative assessment typically involves knowledge supplied by outside experts, taught by transmissive methods, and extracted as truths. The constructivist

perspective posits obtaining knowledge from student active participation with inquiry and exploring ideas.

FA has been touted as the panacea to the domination of education by high stakes summative assessment (Taras, 2002). For Taras, greater concern with grades than with learning defeats a fundamental aim of higher education, that of lifelong learning. The author showed that disproportionate focus on grading distracts from the quality of learning that could be enhanced when feedback processes are put into action, with feedback defined as closing the gap between actual performance and some reference level.

Formative assessment: Uptake in school classrooms

Over three decades after its initial promulgation in the late 1990s researchers continue to encounter lack of FA uptake in school classrooms. A study by Wylie and Lyon (2015, p. 157) that utilized a professional development model of FA implementation reported “uneven uptake of strategies ... by less than half” of 200 teachers after a two-year longitudinal study. The researchers concluded that alternative approaches are needed for high quality FA implementation. Similarly, drawing from a collaborative action research involving researchers and a science teacher Yin and Buck (2019) concluded that the current understanding and successful use of FA is below what is expected. Their finding, derived from a complex manipulation of teaching and assessment events, was that establishment of a culture conducive to FA requires systemic change. Indeed, Pryor and Torrance (1997, p. 156) had warned not to minimize how complex it is to realize the possibilities of FA. They pointed out crucial mediating factors of teacher understanding, and the “inter-psychological spaces and moments” of real-life classrooms.

FA as a pedagogical strategy

The promises of FA as articulated in the research literature makes it alluring to educators interested in effective teaching. Authors of studies conducted in the US (Leahy et al., 2005) and England (Marshall & Jane Drummond, 2006) have identified a common set of procedures or elements used to undergird teacher professional development for implementing FA. These are: sharing criteria, discussions, feedback, and student ownership including peer and self-assessment. However, research has shown that external intervention by tool developers and university support teams is necessary to increase FA utilization (Buck & Trauth-Nare, 2009; James, 2017; Otero, 2006; Yin & Buck, 2019).

It is important to point out that FA is not a type of instrument or test, but a set of processes for improving classroom instruction (Buck & Trauth-Nare, 2009). These authors explained that the context bound nature of FA required attention to the learning situation, the teacher's knowledge of students and specific instructional activities tied to lesson purpose. The interpretative aspect of FA means that teachers must act on evidence obtained through continuous elicitation to inform subsequent instruction. Another key feature of FA is students getting the chance to act on their own learning by using feedback.

Recent FA re-formulation and applications

Scholars have provided FA reformulations that educators in the TE community should find useful. Gu (2021, p.1) affirmed that FA retains its "intuitive appeal" despite implementation setback. The author articulated FA in terms of rounds or cycles of practice with each round involving four steps. He represented these steps in a diagram with formative purpose and formative effect as inputs and outputs respectively. The learning target is placed in

the centre and a cycle of activities represented as arrows leading into each other revolves around reaching the target. The activities are 1. Eliciting evidence; 2. Interpreting evidence; 3. Formative feedback; 4. Formative action. My recent attempt to apply this approach in teaching composing sentences using literary models to a group of students, confirmed its promise for careful and effective individualized instruction.

Xie and Cui (2021) researchers who were university supervisors described FA implementation as student teachers did writing instruction over series of lessons involving the stages of the writing process. Researchers supported the student teachers by having critical discussions with them. Formative elements included preliminary knowledge sharing by students being taught about the topic; teacher providing guidelines and models for study and manipulation; and self-assessment using a self-check mechanism and teacher working along with students to practice a skill. The FA procedures culminated with the teacher demonstrating a sample product for students to emulate and present in the next lesson. The formulations and implementations just described can serve as a trigger for thinking about FA applicability. It is not sufficient to merely articulate the tenets. The field is wide open for teacher exploration and experiment.

Reflection about FA

While the summative formative dichotomy facilitates thinking about how learning could be prioritized over grading, it does not remove the ultimate spectre of representing performance alpha-numerically, but merely defers it. To bear this out Allen (2013, p. 219) maintained that both approaches perpetuate techniques of making selves “amenable to government”. Additionally, scholars addressing the summative / formative;

traditional/alternative dichotomy, for example (Struyven et al., 2008) have shown that in the HE sectors student assessment preferences create a tenuous situation as far as clear choices go. It is thus useful to explore alternative ways to promote and recognize knowledge and capabilities produced in the educative process.

One option is to report results qualitatively (Lynch, 2001). Gibbs and Armsby (2011) promoted a system of levelled descriptors for judging capabilities that include an individual's prior learning. In this scheme assessment in higher education would be less concerned with awarding qualifications and more with "making what has been learned transparent" (Gibbs and Armsby, p. 394). Vos and Belluigi (2011) have argued for treating assessment as mediation. The assessor/educator is deemed to have refined judgement and seen as a mediator between the student and the professional community which is the notional repository of standards. The takeaway from the foregoing is that careful rethinking of assessment in TE that breaks away from the pre-formed mould will liberate both educators and students from the norm of assessment merely for certification.

Formative assessment and adult learning

It is important to make clear that in this study of assessment in TE my primary focus is on the unplanned effects on persons who participate in TE programs. Emanating from this is consideration about better education of teachers. My advocacy is for realization in the education community of the impact of certain practices and outlooks. This study stops short of promoting a particular instructional approach in TE as a way of mitigating the effects uncovered. Because the study is exploratory and interpretive, I offer no fixed answers about

ways to teach teachers. Instead, my aim is to stir awareness about how to alleviate possible deleterious effects of assessment.

In an upcoming section of this chapter on the topic of assessment as ideology and possible link with student precarity, I will explore articles that researched emotional experiences during TE. This exploration will link with my analysis of curriculum documents for what they imply about institutional practices. My investigation into assessment experiences using program participant narratives will consider in part beliefs about teaching learning operationalized in the experiences uncovered.

Having highlighted the main trends in thinking about assessment in education and the implications for practice in higher education and teacher education, in the following section I return to the Trinidad and Tobago past to explore the connection between the historical developments in the work of the teacher. I make a detour to Europe in the eighteenth century, the seminal period of the organization and purpose of schooling, the ways teachers were assessed as part of their preparation for teaching and how the latter relates to evolving TE assessment modalities. This content facilitates comparison with Trinidad and Tobago in the corresponding period.

[Framing schools and TE within the Trinidad and Tobago context: antecedents, conceptions, and consequences](#)

The historiography of Trinidad and Tobago TE that I presented in Chapter one showed that in the nascent phase of the mid to late 1800s public school provision and supplying teachers were co-dependent. Since there were no secondary schools available for the children of the formerly enslaved class, the catchment source for local teachers was the better

performing students of the recently created elementary schools. As historian Campbell (1996) explained, teacher training in effect substituted for secondary level education of local teacher recruits. Trinidad and Tobago TE therefore inherited a legacy of concentration on general education. It is worthwhile to think about how this legacy has evolved or been transformed, and whether TE as teacher professionalization - teacher candidate opportunities for knowledge production and field-based research feeding into reflective practice (Greenblatt, 2018; Kirkwood, 2007; Parkison, 2009).

An article by London (2002) is a valuable entry point. London identified curricular and pedagogical practices typical of the decades of the 1930s to the 1950s through studying archival data indicating what teachers did in school classrooms of the period. He argued that nineteenth century practices “have left their stamp on the contemporary curriculum” (London, p. 61). From examining schoolteachers’ notes of lessons by and obtaining personal testimonies London (p. 63) found that prevalent practices were “drill, recitation and repetition or the memorization of rules and tables”. The author thought that this prevented school students from critically examining what was learned, and from “arriving at conclusions based on sound reasoning”. To compound this, according to London, academic performance in the elementary school was governed by demotion and promotion based on an aggregate score. The work of teaching was accordingly circumscribed by judging pupils using numerical indices.

Almost eighty years after the period that London studied, Williams (2019) prefaced his research report of a longitudinal ethnographic study of a ‘high risk’ school in Trinidad with a jarring assertion of the influence of the colonialist legacy. The author said that outmoded aspects of the education system disabled citizens from being “critical minded and self-

decolonizing” (Williams, p. 93). He attributed teacher dispositions and practices in Trinidad and Tobago classrooms to the antecedent of colonial era curricular ideologies of education as order and control.

Resulting from detailed classrooms observations, Williams reported a plethora of toxic teacher practices including verbal and physical violence. The researcher quoted students saying “some teachers treat us like dogs and call children stupid and “ass” [es] (Williams, p. 100). Instances of abuse were accompanied by what Williams (p. 102) termed “antiquated modes of teaching”. The author registered that pedagogy was “frequently rote, didactic, authoritarian, culturally unresponsive, and lack [ing] any critical engagement”. After three decades shy of two centuries doing teacher training in Trinidad and Tobago, a question well worth asking is - how can TE transform the habits of mind exhibited by teachers in Williams’ study? For comparison, in what follows I insert a section on the historical background of TE. This is to facilitate reflection on the way assessment in TE takes place in the present.

[The work of teaching, TE curriculum and assessment: Europe in the 1800s](#)

Within the UK traditions TE evolved from the training modality of mid-nineteenth century when the requirement was demonstrating knowledge of the system, a set of mechanisms and procedures for instruction, as distinct from education Rich (2015). The phase of intense training college examinations followed in the latter part of the century (Larsen, 2011). Larsen provided a thorough account of these early processes for making persons ready for the classroom. The author stated that examinations were used both for certification and control. The institutionalization of standardization and marking of examinations as Larsen (p.

158) explained, fulfilled the purpose “through which the teacher could be more precisely graded, classified, and certified”. About the nineteenth century Larsen further wrote:

By mid-century, teacher training candidates were subject to a whole variety of examinations throughout their course of studies. Besides entrance examinations, there were practice teaching examinations, criticism lesson examinations, and regular examination practices for the final certification examinations (Larsen, p. 158).

Knudsen (2016) confirmed the historically significant function of competitive examinations for qualifying elementary teachers in England from 1846 onward. The system was organized whereby pupil teachers⁵ took three sets of examinations progressively over several years. Firstly, they took examinations in academic subjects over a five-year period under the mentorship of a senior schoolteacher. Secondly, they sat for the Queen’s Scholarship and if successful they enrolled in the training college for two years. Finally, they took the Certificate of Merit examination that qualified them to work in a school. As Knudsen explained, since competitive public examinations had been hitherto associated with the universities, these elementary teacher examinations added respectability to the job.

Interestingly, the retinue of examinations for qualifying teachers just described resemble what Trinidad and Tobago aspirants for the job of teaching underwent between 1870 to the 1950s as I described citing Campbell (1996). See the section “Historical development of TE in Trinidad and Tobago” in Chapter one. The issue of intense examinations as an effective

⁵ The term pupil teacher refers to young people who were recruited as teachers under a system of mentorship with an older teacher. By the 1860s in England this apprenticeship model was a cheap supply of teachers for the elementary schools that. At that time pupil teachers carried out the bulk of elementary teaching. It was essentially a school-based apprenticeship (learning by observation and doing) (Robinson, 2006).

means to prepare teachers is a decisive historical residue. The words in the autobiography of Eric Williams, the first Prime Minister of Trinidad and Tobago, throws light on the connection between teacher effectiveness and the examination driven pupil teacher system.

About what he witnessed about the system Williams (1969) stated “...what astonishes is not how bad the pupil teacher system, or lack of system, was, those who could not see the blind leading the blind, but how much was achieved despite it” (Williams, p. 36). William’s idiom of blindness fortuitously dovetails with a key dimension of this study the hidden curriculum, defined in part by Margolis (2001) as a deliberate decision not to see. It intensifies the intrigue about what education visionaries currently promote, instigate, and sustain.

[Residues of historical practices?](#)

A study by De Lisle De Lisle (2012) on the system of allocating places in Trinidad and Tobago secondary schools revealed an incorrigible persistence of valorisation of high stakes placement tests in the social imaginary and value system. De Lisle argued that the belief inherited from the colonial past in schooling and examinations as a sorting mechanism and barometer of personal worth displaces the possibilities of theoretically informed decisions. He described the policy decision making process as follows:

evidence was rarely used to guide these critical technical decisions. Instead, strongly held personal views or political realities tended to dominate both the dialogue and the policymaking (De Lisle, p. 119).

It is intriguing to find out whether decisions about assessment continue to be informed by personal predilection and socio-historically conditioned attitudes on one hand, or theoretical outlooks on the other.

De Lisle and McMillan-Solomon's (2015) inquiry into the unintended effects of high stakes testing on 10- to 12-year-old students doing the entrance examinations to secondary school provides further insight into the culture surrounding assessment in Trinidad and Tobago education institutions. The researchers used multiple sources of information (focus groups, diaries, drawings, photo-voice, photo-elicitation). They generated compelling and moving stories about negative effects from summative high stakes test preparation in a milieu of extreme social competition and irrational valorisation of testing.

The problem of children suffering as an unintended consequence of severe testing regimes can be illuminated by interrogating related beliefs in TE, since school practices relate to how teachers are encultured. Fathoming this hidden curriculum “unstated norms, values and beliefs transmitted ... through the underlying structures” Giroux (1978, p. 149) is part of my goal in this study. In what follows I present research that captured the subsequent realities of Trinidad and Tobago classrooms to enlarge the picture of prevailing educational beliefs and practices. In keeping with my interest in the connection between historical antecedents and contemporary practices, I begin with the insights offered by Bristol (2010) who dealt with the issue of colonialist residues.

Bristol (2010, p. 172) spotlighted the problem of teacher authoritarianism “assumed hegemony of the teacher” evidenced in teacher utterances denoting control and possession of

pupils, classroom, and classwork. The scholar characterized this as “plantation pedagogy” a term she originated to explain “residual mechanisms of fear and control inherited from a plantation society” (Bristol, p. 177). Aspects she identified were physical punishment; student intimidation; and teaching as uncritical knowledge importation and transfer to students.

Bristol supported her arguments with personal childhood memories of being flogged in school, as well as lack of culturally conscious teacher training in local institutions. She was further critical of pedagogical norms where students had minimal opportunities to construct new knowledge drawing on the indigenous. Bristol was acerbic about authoritarian teacher dispositions fostered in schools and local training institutions. She thought that this was not disrupted sufficiently, and that the intellectual processes of interrogating cultural and historical factors impinging on reality were not encouraged. For Bristol, awareness of ‘educational dependency’ in TE and forging a critical consciousness could lead to subverting the plantation pedagogy legacy as one does the work of teaching.

An earlier study of teacher interaction and the quality of contact with children in the Trinidad and Tobago classrooms echoed pedagogically unsound practices. Kutnick et al., (1997) observed that teachers showed overt preferences for girls over boys in their manner of responding to answers; statement about expectations for their attainment; and in giving punishment. Boys were on the receiving end of more threats, rebukes and name calling by teachers. Didactic style and one-way communication were the default mode of teaching. Sarcasm and corporal punishment were among the control techniques observed. These situations deepen the question of what impact has local TE had on classroom practices and the transformations needed.

Local TE research: Possibilities for transformation

The studies reviewed so far converge on blaming history for discordant teacher practices, with colonialist related conceptions being central. Authors are reticent about the role of effective TE as a vehicle of transformation. In what follows it becomes evident that Trinidad and Tobago practitioner research in TE is typified as seeking confirmation of program effectiveness rather than interrogating the possibilities for transformation.

Ali et al., (2012) faculty members teaching in one of the major local TE institutions published an article with the stated intention of program evaluation. The researchers sought the perspectives of multiple categories of stakeholders avowedly to generate “a joint construction of all participants’ views and realities through comparison and contrast” (Ali et al., p. 181). In the first section of this study recent major changes in assessment modalities were explained as:

The introduction of a portfolio, which was included as an alternative assessment component of the final teaching practice grade. The portfolio accounts for 25% of the final teaching practice mark, whereas, prior to its introduction, 100% of the final teaching practice mark was based on an assessment of classroom performance (Ali et al., 2012, p. 175).

Noteworthy in the above excerpt is that assessment change was communicated as an instrument rather than a theorized outlook. The pre-occupation was with the numerical worth of the ‘innovation’.

Stakeholder participants in Ali et al.’s study were high level Ministry of Education (MOE) officials, school principals, deans, and subject heads of departments from schools, and teachers who completed the Dip. Ed. Program. The research report contained numerous respondent

quotes about what participants got from the program in terms of rewards such as new pedagogical practices. This suggests that thinking about the purpose of TE and by implication the higher education institution was equivalent to consumer satisfaction and teaching as technique.

Yamin-Ali (2018) inquired into teacher educators' conflict with the institutional expectations at the School of Education (SoE), a major TE provider in Trinidad and Tobago. After probing the nature of the conflict through interviews with faculty, Yamin-Ali found that teacher educators expected their main role to be teaching and that publishing empirical research was out of their realm. The researcher restricted her focus to the internal ecologies of the institution and suggested that appropriate professional development could eliminate "conflict or incompatibility among members" (Yamin-Ali, p. 70). Broaching a possible agenda for institutional re-structuring or reform was a missing element of Yamin-Ali's study. Disinclination by local education thinkers to broach possibilities for transformation recalls William's (2019) claim mentioned earlier of disinclination to be critically minded and to self-decolonize.

An article by Geofroy et al., (2017) based in the same local TE institution above departed somewhat from the tendency to reify. They did a qualitative study of their efforts to modulate a post-graduate course offered to teachers. The purpose was to counteract the institutional norms of "top-down education administration and delivery modes of teaching [and]...individualized assessment focused on content" (Geofroy et al., pp. 35-36). As educators they reported engaging in introspection about their change efforts using elicited student feedback. Geofroy et al. (2017) hinted that there was lack of institution wide orientation to

change, and efforts at innovation undertaken by a minority group of educators were undermined by entrenched organization traditions.

A study from a regional institution that shares Trinidad and Tobago history adds to the picture of the socio-historical antecedents that likely impact on TE. (Bailey, 2007) investigated the lived experience of Jamaican teacher educators and found “retentions of colonialism that prevent teachers’ colleges from cementing their place as legitimate tertiary institutions” (Bailey, p. vii). Writing about teaching and assessment in teacher training colleges, Bailey (p. 27) informed that teacher candidates were pre-occupied with “completing assignments on time, amassing notes, and cramming for final examinations”. Furthermore, teacher educators had no say in these examinations except to complete a prescribed syllabus that they had not contributed to producing. Bailey mentioned a re-thinking on the part of the teacher-educators of their authoritarian pedagogy. However, it was indicative that the needed radical transformation of TE was not easily forthcoming given historical determinism and the dominance of oppressive elitism.

Trinidad and Tobago TE and assessment conceptions: Government plans

In Chapter one under the heading “Historical development of TE in Trinidad and Tobago” I explained the thinking about assessment in TE as evidenced by specific texts. The parameters and specifications of government policy documents presented next further exemplifies the assessment orientations in the minds of policy makers and the impact on local thinking and practice.

It is important to note that the Trinidad and Tobago higher education (HE) sector is a latecomer to TE. Campbell (1966) explained that since the 1850s the government was at the

head of teacher training. It was not until one hundred and twenty years later, in the 1970s, that TE with a professionalization dimension was offered in the local university (Quamina-Aiyejina et al., n.d.). In a subsequent section of this chapter, I will review articles that give a sense of the current thinking about teaching and educational assessment by Trinidad and Tobago HE practitioners. In what follows I draw attention to the influence of government originated documents on thinking about assessment in the school system.

A government policy document, the five-year education plan 1990-1995 (Ministry of Education, n.d.) specified all the areas of knowledge that teachers must obtain in education programs. It also explained how the teacher training course should distribute time devoted to academic content versus professional training. The apparent assumption was that teacher preparation must be externally prescribed by the Ministry of Education. In the view of the plan assessment should be both continuous and cumulative with a final examination. The statements about the knowledge involved were in the form of opinions. They were not supported by any disciplinary or theoretical framework, nor in reference to any experiential basis of practices to be improved. For example, one knowledge area was described thus: “comparative or applied religion, spirituality and ethics – for better functioning in our multi-cultural society” (Ministry of Education, n.d., p. 78). Interpretation of this curriculum element would have been left up to the imagination of those who must apply this policy statement. The document was wholly input based as it was not clear on conditions for implementation, neither were there criteria for outcomes.

Aversion to theory as an intellectual tendency of Trinidad and Tobago education administrators was evident in a Ministry of Education document guiding teachers for a

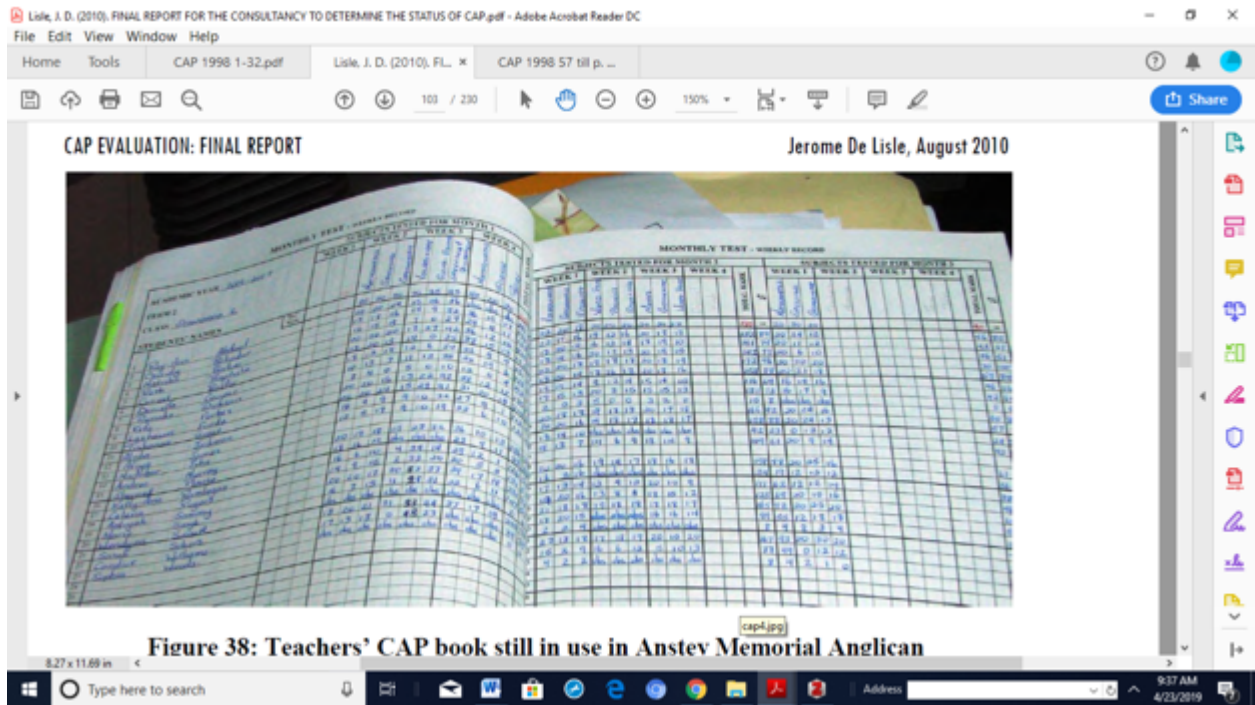
continuous assessment program (CAP) launched in 1998. The CAP pilot operational manual defined formative assessment as follows:

Formative assessment uses multiple forms of teacher made tests which are administered for all classes from First year infants to Standard five and post primary ... in formal ongoing assessment principals will reorganize scheduled testing periods/ activities (monthly tests and projects) to include those set by the Ministry of Education (Trinidad & Tobago Ministry of Education, 1998, pp. 45 -48).

The above version of FA as tests organized by school principals contradicted the idea of FA established in scholarly literature. The theorized outlook is that FA is carried out during instructional process using frequent, interactive assessments to identify learning needs, and adjusting teaching appropriately for the purpose of improving teaching or learning (Shepard, 2005). In a previous section of this chapter under the heading “FA as a pedagogical strategy” I identified strategies posited in the research literature for implementing FA. These included sharing criteria, discussions, feedback, and student ownership including peer and self-assessment (Leahy et al., 2005; Marshall & Jane Drummond, 2006). Additionally, according to Buck and Trauth-Nare (2009) FA is a set of processes and specific instructional activities tied to lesson purpose.

The government manual under discussion also contained multiple requirements and accountability devices to administer and report tests. The two images of the CAP record book below respectively from the MoE manual, and that De Lisle (2010) provided in his study of the

Figure 2: Image of completed CAP reporting book (De Lisle, 2010, p. 103)



De Lisle (2010) believed that under the program the understanding was that assessment meant testing “separated from instruction ... regarded as a chore ... unattached to learning” (De Lisle, p. 103). The researcher reported that there was no evidence that teachers were clear about the use and role of formative assessment and feedback. In his view absence of theorizing in the CAP plan led to weak knowledge and understanding among teachers.

Another government document that reported on primary school education (*Trinidad and Tobago Parliament, 2014*) illustrated the tendency to merely name assessment problems and not fix them. The report identified as a problem the dominance of traditional pen and paper tests focusing on subjects tested in high stakes examinations, and marginalisation of subjects such as Art and Craft, Physical Education, Science, Agricultural Science and Social Studies. Another government document (*Trinidad and Tobago Parliament, 2020*) identified

male underperformance at the secondary level as a major problem. One reason offered was lack of interesting pedagogy relevant to students' lives. The document did not mention research informed knowledge about TE program effectiveness as a possible variable influencing student academic performance in schools. The overall tendency seems to be avoidance of deep formal probing through well-theorized research.

Local educator assessment beliefs and practices

De Lisle (2015) in discussing the low uptake of formative assessment in Trinidad and Tobago elementary school classrooms speculated the cause as follows:

Although low assessment literacy could also be a contributing factor; it appears that the traditional teaching approach used in most classrooms in Trinidad and Tobago simply did not fit high-quality formative assessment practice (De Lisle, p. 95).

In the above De Lisle identified the variables 'assessment literacy' and 'traditional teaching' in relation to 'formative assessment practice'. Assessment literacy can be defined as ongoing awareness of the changes in perception of the functions of assessment in education (Smith, 2016). Underlying De Lisle's reasoning is that traditional teaching approach is consistent with lack of awareness in the changing functions of assessment. However, as the following two articles will show, a restricted view of assessment exists in the mind local HE practitioner researchers.

Brown et al.'s (2014) study conveyed the thinking about formative assessment by local scholars. The central informing idea of the inquiry was the formative use of summative assessment. The researchers inquired into the ability and willingness of primary teachers and school principals to interpret and use the data of national standardized test results as feedback

“in future curricular and pedagogical decisions on student learning” (Brown et al., p. 243). This outlook of treating external government sourced tests as formative assessment for teachers to act on echoes the conception of FA in a government document discussed previously under the heading “Trinidad and Tobago TE and assessment conceptions: Government plans”. Brown et al.’s inquiry utilized quantitative tools (search for variances and descriptive statistics) and qualitative methods (interviews and focus groups). The researchers’ position that data interpretation skills can in fact lead to success in teaching and learning in the nation’s schools leaves undisturbed the idea that ranking and sorting using tests naturalises failure of a significant proportion of the population (Wolf et al., 1991).

In a study on the topic of student inclusion, Birbal and Hewitt-Bradshaw (2019) practitioner researchers from a Trinidad and Tobago university, afforded access to course activities in TE. The article provided an idea about local educator thinking about assessment. The stated research purpose was to obtain students’ views and perspectives on the use of a specific teaching strategy. The article compared three case studies, where the successive cases entailed course re-design based on elicited student feedback from forerunning versions of the course. The researchers included verbatim quotes from individual and focus group interviews to compare student views about teaching and learning in successive course instalments.

In keeping with the topic of interest in the present study, I paid attention to statements about assessment in Birbal and Hewitt-Bradshaw’s article. In quotes responding to interview questions eliciting student views on course assessments in the final amended course, students expressed satisfaction with how objectives were aligned with outcomes, the variety of

assignments, and the target skills learnt. The final student view quoted was about insufficient time to complete assignments.

In Birbal and Hewitt-Bradshaw's study, FA elements were apparent in spirit if not in name. Discernible features were gathering information on performance and using varying instructional methods and approaches to assess student needs and understanding (OECD, 2005). This was operationalized, however in a summative manner as the information was collected at the terminal point of course delivery. The mention of a discussion component of the course, and student interview quotes affirming the benefits of peer interaction and mutual learning also instantiated FA. Feedback, instantiated in actions to close the gap between current and desired performance (Nicol & Macfarlane-Dick, 2006) could be seen operating where successive cycles of the course were improved. However, according to FA doctrine feedback should occur as part of the teaching learning processes.

It is worth considering whether formal assessment theory by way of FA doctrines informing course design could have led to more efficient processes. The problems that Birbal and Hewitt-Bradshaw had recounted about student suffering such as severe anxiety in the initial instalment of the course might have been alleviated.

The preceding established the Trinidad and Tobago climate for educational assessment as conditioned by a colonialist past and materialized in policy documents and practitioner research studies. As evidenced by researcher archival investigations, the work of the teacher was circumscribed by using numerical indices to communicate judgements about student learning. The picture that has appeared in the policy formulation arena is one where thinking about assessment is characterized by official predilection for opinionated rather than theory

driven ideas. Demand for precision in accountability trumped theoretical outlooks of assessment for learning. Additionally local HE practitioners are reticent about accessing and incorporating the contemporary assessment discourses. Ideas in the mainstream literature discussed in previous sections (Assessment reform historically); and (Foundational assessment conceptualizations: Alternative assessment premises and promises) did not appear in the deliberations of local practitioner researchers. This was seen where authors wrote about the introduction of portfolio as an innovative assessment mechanism in a TE program by mentioning its numerical value instead of theoretical justification regarding professional learning benefits.

In what follows, I trace the developments in assessment in TE in the US and the UK with the aim of finding out the attendant thinking, resultant structures, and experiences in places from which original research informed ideas are disseminated. Historically, graduation from a TE program through successfully fulfilling the assessment requirements had been assumed to be the mechanism for producing the good teacher. An issue of interest in this study is how assessment in TE has evolved over time in places that as indicated by citation trends in research about assessment reform, some regard as worthy of emulation. The section culminates with my arguments about assessment as ideology, the implications for student well-being, and discussing alternatives to counteract what I identify as student precarity.

[TE curriculum and assessment transformations in the UK and US: Last decade of the twentieth century to the first decade of the twenty-first century](#)

In the UK, culminating from critiques over at least the previous decade and a half policy preceding the turn of the 21st century was informed by the assertion that practical work should

take precedence over disciplinary based university courses. The new TE modality included more time in schools for teachers in initial training; a greater role for school mentors; and a national curriculum in four subject areas: English, Mathematics, Science, and ICT (Furlong, 2002). By 2011 continual reforms whereby school-based training was intensified led to TE being conceptualized in England as training and the appellation Initial teacher education (ITE) was officially replaced by Initial teacher training (ITT) (Knight, 2017). Officially published competency-oriented teacher performance standards accompanied by an inspection system under the Teacher Training Agency (TTA) guided the system of judging readiness to teach (Munday, 2016).

Like the UK, after continual critique, study, rethinking, reformation and even excoriation of TE in the US context, the focus moved from developing student teacher knowledge, skills, and dispositions, to introduction of standards informed performance assessment using evidence from multiple sources (Cochran-Smith, 2004). In 1994 novelty mechanisms such as portfolio production with entries consisting of videotapes of teaching, work samples, accompanied with teacher candidate written analyses and commentaries became main features of assessment in TE in one pioneering US state (Quatroche et al., 2002). In the late 1990s passing public examinations was replaced by demonstrating mastery of teaching as defined by a list of 10 standards after two years under the support of a mentor (Pechone & Stansbury, 1996).

The foregoing explored continuous tinkering with TE by policy makers. Reform attempts revolved around how teacher candidates could be best assessed to produce useful skills and

knowledge and other desirable professional attributes. The thinking about assessment evinced was one that leaned heavily on the idea of standardization and the value of performance assessments which when carefully designed and executed, led to teacher learning benefits. In what follows I explore the tensions in TE assessment involving performance assessment and standardization. An attendant question is how new TE assessment modalities positioned the teacher candidate either as an autonomous being or as subjected to imposed structures.

State of the art assessment in TE: Second decade of the twenty first century

By the closing of the second decade of the twenty first century teacher performance assessment (TPA) was the widely adopted mechanism for assessing teacher candidates in the US. This mandated, measurement-oriented summative assessment officially referred to as the edTPA, aimed to measure the teaching skills and abilities needed for effective teaching. Sources of evidence are authentic job related artefacts. Candidates were required to “document their plans and teaching for a unit of instruction, videotape and analyze lessons, and collect and evaluate evidence of student learning” (Darling-Hammond, 2014, p. 555). External scorers use a systematically validated rubric that reflect principles of effective teaching constructs to grade pre-service teacher candidate portfolios (Reagan et al., 2019). Defenders of the system have claimed that it is an objective and independent assessment of teacher performance embedded in practice (Whittaker et al., 2018).

According to some scholarly challenges to what I term this state-of-the-art TE assessment, there seems to be a turning of the tide on assessment ideals that privilege learning over control and regulation. Scholars raising objections to the edTPA, for example (Clark-Gareca, 2015) thought that completing requirements in response to the rubrics meant that

teacher candidate performance was more about responding to prompts than capturing actual teaching. Clark-Gareca (p. 219) was also concerned that the modality conflicted with the larger TE “mission of laying a scholarly foundation upon which future teachers can draw throughout their careers”. Other critiques are about the risk that the edTPA posed to rich teaching (Gurl et al., 2016; Kuo, 2018); that it was subtractive in certain aspects (Clayton, 2018); and favoured good writers while simultaneously compromising the formative principle (Paugh et al., 2018).

Writing as teacher educators in a visual arts teacher education program, Holland & Sheth (2018) raised objections to the way the portfolio was used to assess teacher candidates in the edTPA. They argued that the uniform tasks and top-down prescriptions undermined the individuation aspect of the portfolio. Also, for Holland and Sheth (p. 333) the standardized rubric to measure performance counteracted the goal of visual artist educators to be “critical, generative, socially just inquirers”.

The pattern that has emerged is that state of the art assessment in TE is governed by standardization and homogenization. All candidates must pass the same summative test scored with identical instruments. This goes against the grain of assessment discourses that promote attention to process within a formative ethos. In what follows I present the argument that the dominant assessment discourse that has the classical /traditional attribute of primacy attached to measurement (Saiz & Gómez, 2010) functions as an ideology.

Ideology defined

It is my argument that instituted belief structures involved in academic assessment as explored in this study constitutes an ideology. Here following London (2016) I take ideology to mean assumptions that have common sense status in society and accepted as given and true.

Ideology is connected to power as it is propagated through mechanisms that shape behaviour. Citing Althusser (1971) London explained that social institutions such as schools are part of an apparatus that through force or manufactured consent, generates and sustains widespread adoption of an ideology.

Drawing from Marxist conceptions of ideology, Gunderson et al., (2020, p. 393) explained that ideology is legitimated using “descriptive, explanatory, and/or normative claims” and reified (posited as natural and immutable) through control, promotion, and dispersion. Furthermore, Gunderson et al. (p. 393) asserted that “... over time, practices crystalize or solidify into structural forms (institutions) that, though created by individuals, are forced upon future individuals as an external force”.

[The ideology of summative graded performance-based assessment in TE](#)

As seen in the preceding section “State of the art assessment in TE: Second decade of the twenty first century” performance-based assessment for teacher credentialing has been constructed as an ideal option. The dominant assessment modality in the US is a portfolio produced in alignment with rubrics to be graded by an external scorer. The thinking behind this modality was that better testing would yield more effective teachers who are ready to teach (Greenblatt, 2018). Major proponents asserted that the language of the standards accompanying the portfolio production would raise teachers’ professional status (Darling-Hammond, 2004). The policy thinking was that less variability and more objectivity and reliability would ensue (Whittaker et al., 2018).

Confluence in thinking about this modality of assessment in TE across the national boundaries of the US and Australia show that ideology making processes - legitimation,

dissemination, and crystallization are at work. In an article by Allard et al., (2014) on authentically assessing pre-service teachers the authors stated that they modelled the Performance Assessment for California Teachers (PACT) system: “we drew on both the structure and the content of PACT to inform the design, implementation, and evaluation of what is known as the Deakin Authentic Teacher Assessment (ATA)”. The PACT, a system that used trained scorers to assess a Teaching Event (TE) portfolio that prospective teachers submitted as evidence of teaching proficiency was endorsed by over 12 teacher education institutions in California USA (Okhremtchouk et al., 2009; Pecheone & Chung, 2006). A later study from Australia, Adie, and Wyatt-Smith (2020, p. 269) asserted that final year teaching performance assessments judged by a validated instrument with scoring rubrics was the superior means of making “dependable judgements of pre-service teachers’ professional readiness”. These authors devoted their study to the concern of fidelity of adoption across TE programs in Australia.

Assessment ideology: Student as precarious worker

The dominant framing of assessment as calibrated performance through summative assessment directed principally at generating scores to grade performance overlooks or shrouds the dimension of what I term “student as precarious worker” (Roggero, 2011, p. 3). Adopted from the realm of labour relations, the precarious worker concept has attributes of ill-being, anxiety, stress, depression and insecurity (Monusova, 2019).

Student work demanded in the academic assessment context corresponds with the definition of work offered by Morini (2007). Discussing the nuances between intellectual work

and directly productive work within the fluid boundaries of the workplace in contemporary times, Morini (p.45) stated:

In work there is an excess of sense, meaning, symbolic production of which our subjectivity at work is of course a contributor since the economy of current knowledge translates thoughts, desires, impulses, and emotions into elements that can be quantified, measured, and expressed in terms of monetary value.

In the above, the last words 'monetary value' if substituted with 'exchange for credentials' would make Morini's delineation of work apt for explaining the nature of student work during assessment. Students completing assessment tasks in exchange for summative grades are in fact doing cognitive labour - "thoughts, desires, impulses, and emotions" (Morini 2007 above) into assessment products and performances. These are part and parcel of instituted belief structures and activities.

Bone (2021) explored precarity in academic work but confined the application to young academics seeking career advancement through attaining tenure contracts. The author viewed such persons as undergoing precarious employment (PE) since they were caught up in uncertainty, threatened well-being, work intensification, and unpredictability. This precarity as Bone explained was intensified by what was termed "cruel optimism" a term taken from Berlant (2011). It refers to desiring something for your flourishing that is fraught with obstacles. Engagement in precarious work leads to "feelings of stress, insecurity, lack of control, and a sense of limited freedom" Moss et al., 2011, cited in Bone 2021, p. 276).

In their study of emotions and assessment Boud and Falchikov (2007, p.146) cited research that took a psychoanalytic approach to studying emotion and learning and affirmed the “psychological work” involved. They listed the attributes of precarity such as those that I mentioned in the preceding - “anxieties triggered by experiences of failure, disappointment, and threat”. The authors elicited autobiographical writing about their assessment experiences from mature students aged between thirty and fifty years of age. The writings showed that effects of positive or negative educational and assessment experiences reverberated in attitudes to being assessed in the indefinite long term. Discussing the potential for redesigned teaching and learning that “help students to flourish” (Csillag & Hidegh, 2021, p. 39) argued that precarity is heightened when students are faced with traditional frontal teaching, asymmetrical relationships, compulsory work where creativity and critical thinking is not encouraged, and grades that depend on strict compliance.

[Student precarity: Research on emotions and interpersonal relations during assessment](#)

An element of assessment ideology is seen in the reification (naturalisation) of a high volume of work (portfolios that include artifacts and extensive reflection on videotaped lessons) required in the constricted time frame of a practicum. A research study by Reagan et al., (2019) into student participant perspectives about the performance assessment that they were subjected to is illustrative. The study sought to answer questions about teacher candidates’ perception of what an assessment tool measured and its value in supporting learning. The authors commented on “positive, significant correlations between [these] variables and the perceived value” (Reagan et al., p. 124) of the tool. Their conclusion showed a preference for reasoning that more assessment meant more learning: “these findings provide

empirical evidence for calls for multiple measures to assess teacher candidate performance and support candidate learning” (Reagan et al., p. 130).

The research report was studded with comments about assessment as measurement. For example: “what assessments purport to measure ... teacher candidates ... meaningfully and critically engag [ing] with the tasks embedded within them” (Reagan et al., p. 131). Qualitative questions brought out emotional and experiential issues such as the heavy workload and disproportionate prescribed writing tasks in relation to the actual work of teaching. However, the researchers interpreted this positively. They stated, “the participants typically recognized the reward for the work and even in some cases expressed joy and satisfaction”. This was contradicted by the words of the student participants as in below.

I never wanted to do the work. I was exhausted, I was constantly playing catch up ... I was constantly overloaded ... I mean it was absolutely terrible (sic) and I hated every minute of it, but I knew what I was signing up for (Meryl, quoted in Reagan et al., p. 127).

The elements of precarity in the above – exhaustion, overload, terror, hate is normalized by the educator researchers who thought that difficulties compensated for assumed reward.

Assessment as precarious work was also exemplified in Shin's (2021) inquiry into the emotive status, benefits, and downside of the edTPA. The researcher found an abundance of negative outcomes alongside reported benefits such as reflecting on teaching strengths through the videotaped lessons and learning about self through developing coping strategies. Numerous quotes attested to emotional and physical exhaustion, neglect of teaching, stress on

relationships including with the cooperating teacher and students. The researcher concluded that assessment was something to get over rather than accrue tangible or intangible gains.

In the UK context Hodkinson and Hodkinson (1999) studied teacher candidate experiences of assessment in school-based training. The excerpt below captured the voice of a student teacher about using study time, which is time set aside in the training context for reflection and doing university assignments to be handed in after school placement.

What I did find difficult was trying to do the college work at the same time, which I don't think is realistic ... I was doing all my lesson plans, teaching, marking homework, marking projects; and then trying to find time to do college work ... having to hand in everything in three weeks [after finishing in school], you're under massive pressure (Hodkinson and Hodkinson, pp 277-281).

The picture appearing in the quote above is one of assessment experienced as stressful and demanding. While the study was in the unique context of the model of TE in England, it did allow a rich, relatable picture of several dimensions of student teacher experience. The accounts obtained from students all converged on difficulties with coping with multiple demands to be done within limited available time. It exemplifies precarious work – stress, pressure, and deferred leisure.

Also in England, UK student teachers felt emotional turmoil when there was disparity between theoretical ideals promoted in university courses and in-service (resident) teacher practices during pre-service teaching practice. Rose & Rogers (2012) discovered this when they elicited data from pre-service early years teachers. This comprised critically reflective essays

and spoken narratives from focus group interviews about conflicts faced during field practice. The researchers used the words “emotional and cognitive dissonance” (Rose & Rogers, p. 47) to interpret participant responses. The research report detailed participants having to compromise principles with discrepant pedagogical practice resulting from top-down pressures such as externally mandated assessments for the children under their care. The researchers further reasoned that these pressures came from a complex interplay of “existing cultural values, societal beliefs and political trends that impinge upon the nature of the school microsystem (Rose & Rogers, p. 50). These inextricable influences combine to form the power dynamic impacting on student teachers’ work and emotions (intellectual and emotional labour).

Through teacher candidate written reports and learning logs written during practicum placement, Johnston (2010) researchers in Scotland, UK uncovered a hidden curriculum of student teacher facing adverse social relations while on field experience teaching practice. Noting the critical importance of this aspect of professional education, the researchers discovered that this workplace site was fraught with problems such as uncertainty, hostility, exclusion, and vulnerability. Johnson found that for preservice teachers, the crucial activity of lesson planning for assessment purposes was marred by fear of disapproval, no genuine opportunities for dialogue or feedback, and cooperating teacher intransigence or condescension. My argument about student precarity is borne out in this extract from the article - “many students found themselves having to negotiate a precarious path through power-laden interactions with teachers, making difficult decisions in situations which they often felt unable to win” (Johnson, p. 315). The precarity, power asymmetry, and sense of

defeat reported here coincides with my perception that assessment can be perilous for students.

From the Trinidad and Tobago context there is one study that captured teacher candidate emotions and interpersonal relations in the school placement dimension of assessment. George et al., (2002) observed and audio-taped post-conferencing sessions between lecturer/supervisors during field practice. They also interviewed trainees, supervisors, cooperating teachers, and principals of cooperating schools. While performance assessment was the intent of the practical teaching, George et al. thought that the dominance of the prescribed measurement instrument for assessment made this assessment static in nature and did not allow for student reflection and creativity. The researchers concluded that “survival seemed to be the main theme that pervaded trainees’ discourse and actions” (George et al., p. 301).

Factors that contributed to this included long hours of preparation, facing uncertainty about assessor’s judgement, financial constraints, and emotional vulnerability. Trainees intellectual labour was expended in pleasing both the cooperating teacher and the university supervisor as assessor by devising and teaching acceptable lessons. Above all the researchers thought that student experiences were underscored by idiosyncrasy on the part of some supervisors, anxiety, and mixed messages about what is good teaching.

The preceding personal insider and researcher narratives about emotional aspects of the TE experience has unveiled an issue germane to this current study. The literature selected drew attention to the aspects of assessment that cannot be captured by precise measurement.

The explorations lead to consideration of how elements opposite to those identified could alleviate assessment. De Caires et al., (2012) pointed out that alongside the variables of stress and vulnerability it is possible for students to grow in knowledge, skill and self-efficacy.

Alternative conceptualizations for improved learning and assessment in TE: the discourse of 'moving away from'

The idea of 'moving away from' appeared in articles where the authors were thinking about changes from restrictive time bound practices to fluid person centred approaches. The following articles represent alternatives in teacher professional learning and assessment. They exemplify reformed orientations where teacher educators model involvement and collaboration with student teachers during their formal learning.

Moran, 2007 (p. 419) expressed the goal of "moving away from prescribed notions of teaching toward one characterized by cycles of inquiry". The article documented the teacher-educator collaborating with preservice teachers to conduct action research. Learning processes replaced individual competitive assessment within group-based trial and error activities in learning to work with pre-schoolers. Instead of summative assessment the emphasis was on professional development in an open communication arrangement with ongoing support through "recursive cycles of planning, acting, reflecting and revising" (Moran, p. 420). The educator was positioned as provider of directions when and where appropriate, simultaneous with participating in the collaborations of the students. In turn, the student teachers were doing inquiry teaching whereby youngsters were guided to learn through inquiry. Ultimately the principles of inquiry learning were activated at multiple levels.

The words 'moving away from' appeared in the title of Waddell and Vartuli's (2015) article detailing TE reform that centred on field-based teaching of courses. Program design was informed by social constructivist pedagogy that posits building knowledge in social contexts and combining what to teach with how to teach it. There was a "focus on candidate dispositions" and "the use of assessments as authentic learning events" (Waddell & Vartuli, p. 4). Within this learner centred framework teacher candidates gathered understanding of student learning and used that knowledge to plan appropriate curriculum and interventions. Candidates were taught to create authentic assessments for use with the children they teach.

Watson & Robbins (2008, p. 315) promoted the principle of learning as "active engagement in constructing meaning and in 'doing' (practice/performance) something with knowledge". These authors' version of alternative assessment entailed generating constructs for assessing performance by consulting actors TLSAs (Teaching Learning Support Assistants) along with mentor teachers and managers, for performance judgement criteria. Descriptors generated from these consultations were refined to a set of constructs used for interviewing the TLSAs about their work. Additionally, self and peer assessment using the constructs, as well as the contents of a personal learning journal were used in meetings with their mentor-assessor for formal performance assessment and accreditation.

As the authors explained, this alternative when compared with 'traditional' assessment systems was less encumbered with paperwork and facilitated more authentic reflection. The view of knowledge expressed as detached competencies was replaced with more situated learning. Watson and Robbins' article also showed the benefits of educator as researcher

counteracting entrenched modalities. It is interesting that these authors found that the portfolio, otherwise viewed as innovative assessment was cumbersome and irrelevant in the contexts where they were working.

Gelfuso (2018) explored interactive planning and reflective conversations between teacher educators and pre-service teachers as a viable alternative to summative testing of content knowledge. This counteracts the approach of assessment as showing knowledge of what was previously taught. The author posited that creation of conditions for reflection on beliefs about literacy is a means for pre-service teachers to gain professional knowledge.

Gelfuso (2020) as a teacher educator doing self-study advocated a contrasting approach of purposefully designed collaborative planning for teaching with student teachers. The intention was to make sense of coursework and ensure that connections were made with literacy instruction. As the teacher educator/researcher explained, the interactions demonstrated the difference between conventional lesson planning and making decisions in continuous with a knowledgeable other. This model of teacher education provides an experiential in contrast to an exclusively textual base for professional knowledge during the formal education phase.

The articles reviewed in the preceding section documented reformist or innovative thinking about assessment in TE that pushed the idea of alternative to a level beyond normativity. These articles were authored by persons who took on the idea of change and teaching effectiveness.

Conclusion

In this chapter I refined major assessment conceptualizations: alternative assessment, authentic assessment, performance assessment and the summative formative dichotomy. One highlight of the thinking was that gains in student learning are expected from moving away from 'traditional' measurement-oriented assessment modes. I explored at length the promises residing in the notion of formative assessment (FA) both for learning in the compulsory school sector and in teacher candidate professional learning in TE. At the same time, I reviewed articles that dealt with less than desirable uptake of FA by teachers in school classrooms.

The next major element of Chapter two was a section devoted exclusively to the Trinidad and Tobago reality. The analysis of publications from local and regional scholars illuminated the socio-historical influences on contemporary practice norms. Within this I retrospectively traversed the path that assessment in TE has taken historically. I did this by using research about TE in nineteenth century England.

I used research by Trinidad and Tobago scholars to forge a line of causality between early designs of schooling and the way the work of teachers was conceived. I then invoked the research of scholars' that contained explanations for socio-cultural norms such as educator authoritarian tendencies; shortcomings in antecedent TE curricula; lack of educator awareness of the changing roles of assessment; negative fall-out from over-valorisation of high stakes testing for the young; unfavourable school classroom practices; and educator reticence with problematising structural issues in TE.

I next highlighted trends in TE modalities in the UK and the US over the twentieth century and into the twenty first. As I charted the trends in thinking about assessment in TE it

emerged that tensions persisted where policy directives maintained a summative measurement element. In this regard, I introduced the idea of assessment as ideology, and the probable effects.

In keeping with my central topic of interest in this study, which is teacher candidate experiences of assessment, I selected for review articles that afforded a look into what happened emotionally during the education experience. I then introduced articles where the authors pursued the idea of moving away from conventional assessment and ideas of teacher learning.

Chapter two covered the existing theoretical knowledge about assessment in education; what research studies revealed about the Trinidad and Tobago context; the historical and evolved trends in assessment in TE; further innovative thinking about assessment in TE; and attendant contradictions between the psychological dimensions of assessment and the dominant measurement outlook. In the upcoming chapter three I delve into my research purpose by describing and outlining the theoretical outlook informing analysis of collected and generated data.

Chapter three: Theoretical framework informing methodology

This chapter elaborates on the nature of the study. I briefly describe the research contexts and material to be collected, followed by the theoretical outlooks that inform the methodological tools to be used for analysis of material involved in knowledge generation. I then give further theoretical justification for text collection, generation, and interpretive approaches (arts-based storytelling) that I have employed. Following this I describe the data sources in greater detail and explain related ethical considerations. The succeeding section five presents the specific methods involved in textual analysis and sense making of the material used to answer my research question about the hidden curriculum of assessment in Trinidad and Tobago TE programs. The final section of the chapter outlines methodological limitations and validity issues.

Research contexts and materials used to answer the research question

The study is exploratory as it seeks insights in an aspect of education that has not received critical attention by local researchers. My research interest is in understanding assessment practices in TE in Trinidad and Tobago institutions. I spotlight both the textual (curriculum documents) and experiential (program participant narratives of assessment as told in interviews) as the basis for generating understanding. The documents and participants came from two HE institutions which offer (TE) in the country.

The programs are respectively a four-year Bachelor of Education program geared to primary school teaching; and an in-service post-graduate program for persons with content knowledge qualifications who have been teaching for several years. These two programs have been selected because they provide in person teacher education programs for the largest

proportion of persons teaching in the nation's schools in Trinidad and Tobago. There is one other private institution offering TE, but the enrolment is proportionally smaller (Kalloo et al., 2020). While not pursuing claims of generalization, the value of looking at two programs in this study allows more coverage, scope and interest than being confined to one program.

Theoretical outlooks informing the methodological tools to be used in analyses

The study is critical in orientation. I assume an ontological (nature of reality) position that education systems are imperfect. The critical outlook informing my inquiry holds that it is necessary to de-stabilize the taken-for-granted (Kanu, 2006). To do this I direct questions at the nature of institutional structures and practices as they impact on persons who participate in these systems. I share the thinking of hooks (2014) that that it is possible for the educative process to be liberatory and joyful in contrast to being rituals of control and domination.

This study takes an interpretive approach to knowledge. It is based on my epistemological position that knowledge is not absolute or fixed. Features of my epistemology (how I come to know) entail using existing frameworks and notions to interpret the texts of curriculum documents and researcher composed stories using study participant interview transcripts. Elements of interpretive research that Nordqvist et al., (2009) identify, support how I make meaning. Citing Denzin (2001) these authors articulated that in interpretive research, arriving at knowing is a tentative process of grasping and comprehending, and interpretations approximate translation. Additionally, Nordqvist et al., (2009, p. 299) posit that interpretive research is undertaken as a conversation, where conclusions and arguments are part of a "never ending debate".

As an interpretive researcher I generate meanings using extant interpretive tools. I support these meanings by introducing literature in an ongoing manner. I identify themes as they emerge from the interpretation and return to the empirical material to find support and illustrative examples to support understandings (Nordqvist et al., 2009).

Bricolage concept as methodological justification

The notion of bricolage as articulated by Kincheloe (2005) characterizes my research approach. According to Kincheloe bricolage is using the tools at hand to actively construct the research method, bringing personal understanding of the research context. I tinker with eclectic methods that have not been learned in advance. This eclecticism and tinkering with tools as they come to hand means that there are multiple facets done in an add-on, emergent fashion. I use the word ‘tinker’ in the spirit equivalent to Foucault when he said that the books he wrote are offered as tools for users to use however they wish (Foucault, 1974 cited in Motion & Leitch, 2007). I also use it similarly to the way another academic did as I explain below.

In illustrating the application of Foucault’s notion of ‘governmentality’ “a specific set of governing strategies” as an analytical tool, Andersson (2013, p. 63) cited and discussed multiple authors/academics who did the same. Andersson further detailed how she used another Foucauldian notion ‘genealogy’ as an analytical tool. Additionally, the academic explained that she incorporated Fairclough’s Critical Discourse Analysis (CDA) into her analytical project. She explained:

... in my study of handbooks, I brought the linguistic *craftsmanship* of critical discourse analysis into the analysis of governmentalities. This is not to say that these *linguistic tools* are a necessity for genealogical analyses; rather, they are a contextual *adaptation*,

an *adaptation* to the research question asked in this study (Andersson, 2013, p. 66, emphasis mine).

The words ‘craftmanship’ tools’, and ‘adaptation’ (Andersson, p. 66 above) echo the idea of tinkering, which in my view is the interplay of curiosity and experiment in the search for an effect that is unknown in advance but unfolds during the activity.

Equally, in discussing the imperative to satisfy academic conventions in scholarly writing, and the possibility of discourse analysts pose to breaching these conventions, Graham (2011) emphasised that sensibilities of uncertainty, doubt and reflexivity that attend the effort. Quoting Humes and Boyce, 2003, p. 180, Graham argued that “the search for clarity and simplicity of meaning is ... illusory ... to seek a definitive account is thus a misguided undertaking”. Further, Graham holds that interpretations are contingent, ‘truths’ are not final, but something made “little by little, ... [by] making modifications that are able if not to find solutions, at least to change the given terms of the problem” (Foucault, 1994, p. 288, quoted in Graham, p. 666).

The following elements of bricolage derived from Kincheloe give a framework for anticipating/imagining the elements of my study. The sensibility explained in the following informs my adaptation.

Interpretive bricolage. This means using various perspectives including the self in the interpretive process. These perspectives/interpretations are interconnected and relate to wider social, cultural, psychological, and educational structures.

Political bricolage. Material collected and produced is analysed to discern how different forms of power – discursive, disciplinary, regulatory, and coercive appear in the experiences.

Narrative bricolage. Research knowledge is shaped by the stories I compose from participant interview transcripts, and the interpretations I make to illuminate the research topic. The stories are not innocently told but reflect narrative traditions and formulae known to generate insights.

The three bricolage constructs above will be operationalized in the ways in which I make meaning of texts and fulfil my research purpose of understanding assessment in TE as configured and experienced. The study has an interplay of semiotics, phenomenology, and hermeneutics. Drawing from Manen (2016) semiotics is a linguistic oriented means of making sense of texts. This will appear in the use of critical tools informed by Critical Discourse Analysis frameworks. Phenomenology refers to lived experiences, aspects of situated doing, thinking, and feeling and how these are constructed or represented. Interviewee statements and stories generated will develop this aspect of the study. Hermeneutics is mining of the collected and generated texts for embodied as well as pedagogic and political (power related) meanings of lived experiences.

The reader might ask, what is the relationship between the interpretivist method and hermeneutics? As van Dijk (2011, p. 612) explained, hermeneutics was an early approach to interpretation related to “traditional, impressionistic literary studies and criticism”. van Dijk contended that hermeneutics was unsystematic and relied on style in expression and imitation of masters in literary criticism. For van Dijk, discourse analysis (DA) is contemporaneously doing

what hermeneutics has done traditionally. In the following, I elaborate on the concept of discourse, followed by outlining for the texts to be analysed in this study and the CDA tools that will be utilized.

Defining the construct of discourse

The concept of “discourse” provides ontology (the nature of knowledge) for my analysis of curriculum documents. Fairclough (2003) defined discourse as verbal language (spoken or written) when connected to elements of social life. Discourses are meaningful texts identifiable in a structured form, and function to create ways of acting and relating in the world. Texts in turn are made up of linguistic elements that create, reflect, re-create, and reify “underlying ideologies of what is assumed to be “normal” and “natural” and the acceptable ways of doing and being within the dominant perspectives of truth and reality” (Strauss et al., 2013, p. 316).

Citing Jäger (1993 and 1999), Wodak & Meyer (2001, p. 3) defined discourse as the “flow of knowledge” and “all societal knowledge throughout all time”. This knowledge “determines individual and collective doing and/or formative action that shapes society, thus exercising power”. Discourses are of interest insofar as they exercise power and thereby create effects. Instances are when discourses are institutionalized and regulated.

According to Foucault (2002, p. 54) discourses are more than language in use. They are “practices that systematically form the objects of which they speak” and these practices must be described and revealed. In this study van Dijk’s (2011) view that discourse is a complete communicative event that includes the intention of the speaker/writer is a guiding notion in my analytical activities.

Critical Discourse Analysis (CDA) as interpretive approach

For Fairclough (2003) CDA is fundamentally linguistic analysis of text that can also incorporate social analysis. The textual and social are intertwined as text producers' intentions are enacted when the targeted reader or listener interacts with the text. The critical discourse analysis (CDA) I will undertake seeks to unravel (untangle) and decipher selected university written communication for the way in which they induce behaviour and thus exercise power.

The following quote from Jahedi et al., (2014, p. 29) quoting Fairclough (1995b, p. 97) explains the CDA notion that I adopt in this study. I intend:

to make visible through analysis, and to criticize, connections between properties of texts and social processes and relations (ideologies, power relations) which are generally not obvious to people who produce and interpret those texts, and whose effectiveness depends upon this opacity.

To understand the discourses of curriculum documents, I combine the CDA conceptions to close read the data sets. I use a compendium of discourse analytical tools. These are obtained from Fairclough (2003) and others, for example (Angermuller, 2014; Angermuller et al., 2014; Fairclough, 2003; Halliday & Matthiessen, 2004; Thompson, 2013). Fairclough (2003) explicated these tools as the stock in trade of discourse analysts.

Hermeneutics as interpretive approach

Kinsella's (2006) explorations of the attributes of hermeneutics highlight aspects of the ways in which I come to know, my epistemology in this study. Following Kinsella, I assert that in keeping with the hermeneutic outlook my search is for understanding and interpretation less than it is for empirical verification. That situatedness is a key aspect of hermeneutic

interpretation also meshes with my approach. Situatedness, according to Kinsella (2006) citing Smith (1999) acknowledges that inquiry belongs to a particular social location in which the knower is located. My familiarity with the settings of the inquiry and the people involved as well as the traditions of practice allow me an insider vantage point that influences my focus and the kinds of interpretations I produce. A hermeneutic inspired approach will be used to draw out meanings from the interview texts.

Foucault (2002) stated that to linguistically understand discourses, it is necessary to show the rules from which they are constructed. To do this they should be examined to “establish [its] correlations with other statements that may be connected with it” Foucault (2002, p. 30). The procedure is to use “a corpus of statements ... then define, on the basis of this grouping, which has value as a sample” (Foucault, p. 30).

The sample of documents to be analysed for the respective sites named A and B is threefold. The first layer for Site A comprises a university prospectus and examination papers. For Site B it is a student handbook that has attributes of a syllabus. The second and third layer from both sites comprises educator published scholarly articles, and researcher composed stories derived from the transcripts of semi-structured interviews.

The CDA conceptions are presented next. I define the main linguistic concepts in the spirit of providing theoretical background and in a way to make the notions accessible to the layperson reader. These definitions are reinforced and elaborated in the flow of my analysis in Chapter four.

Grammatical mood, nominalization, pronoun use, modality

Grammatical *mood* according to Fairclough (2003) is related to the major sentence types. These sentence types are termed moods - imperative, declarative, and interrogative, and respectively function as commands, statements, and questions. Within discourse analysis the concept of grammatical mood is germane to the discussion about power relations. These forms indicate the stance of the text producer, their attitudes, beliefs and perspectives or social positioning (Strauss et al., 2013). Examining how varying sentence types categorized according to mood, are distributed in text can reveal how communicative intentions are realized.

The imperative mood takes the form of a major clause⁶ with a verb as the head word expressing the required action without a subject. For example, the verb 'design' in "Design an analytic rubric" expresses a command to do the action design. These "verbal processes" (Halliday & Matthiessen, 2004, p. 44) in the imperative mood give the questions the attributes of toned up force and command showing that institutional authority was at work.

The *declarative* mood takes the form subject or nominal group⁷ followed by a verb and other elements (Fairclough, 2003). For example, "Cognitive psychologists agree that concrete materials or manipulatives play an important role in the teaching and learning of early Mathematics". In this declarative statement the 'nominal group' "Cognitive psychologists" is followed by the verb "agree" and the other elements that complete the statement.

⁶ According to Thompson (2013, p. 17) a *clause* is "any stretch of language surrounded by a "verbal group". The term 'group' here means the components in a sentence that could be demarcated. A verbal group is the words that represent the doer of actions. Although the word group is used it can be a single word.

⁷ *Nominal group* refers to the words in a component that surround a noun (Thompson, 2013). For example, in the sentence [Understanding motivation] {is} [an essential aspect] [of your professional knowledge], the components in square brackets are nominal groups and the verbal group is in the curly brackets.

The declarative statement expresses ‘knowing that’ as distinct from ‘knowing how to’ (Van Dijk, 2003, p. 90). The use of the declarative indicates that the speaker/writer identifies as an expert or shows affinity with the knowledge expressed. Procedural knowledge, unlike declarative or assertive knowledge manifests in doing a skill or performing an action (E. Williams, 2018). This distinction becomes important in the upcoming text analysis as I critique the nature of knowledge promoted in assessment in TE.

The *interrogative* clause, identifiable as having two variants, the ‘yes/no’ type or the ‘wh’ element (Halliday & Matthiessen, 2004) poses questions as distinct from making knowledge explicit as happens in the declarative mood. Critiquing effective questioning in education involves examining whether they are closed and asked with the intention of completing a particular task, or whether they encourage inquiry. My analysis of interrogative use will consider whether examinees are treated as recipients or producers of knowledge.

Nominalizations are nouns derived from adjectives and adverbs that function like noun-like entities in the sentence. Because they appear in text as abstractions, nominalizations tend to create distance from personal involvement. Within textual practices these “inanimate nouns” are accorded agency in statements and contribute to eliding human agency and responsibility (Fairclough, 2003, p. 13). As “technical descriptions of processes and events” they are a proxy for expert knowledge, functioning as objects for discussion and manipulation (Yeung, 2007). Nominalizations could be loaded with information as in a “trash compactor” when a series of nouns are combined in a phrase (Gee, 2004, p. 52) and signal what the writer intends to be made significant, the topic to explore and what the reader should perceive (Fairclough, 2003).

When nominalizations express “a process as a thing” they could encapsulate the meaning of an entire sentence (Thompson, 2013, p. 242). In the textual analyses in Chapter four nominalizations are problematized because in the usage context, they do not merely function as compact forms. It is because the usage carries implications for exercise of power and agency (Van Dijk, 2008) that nominalizations are being made significant. Villarroel et al., (2021) have shown that when nominalizations in conventional examination questions are unpacked, meaning that the process is elaborated instead of compacted, the assessment task gains authenticity.

Pronoun use as a linguistic form is ascribed importance because of the implications for the representation and status of social actors. Scholars have found that usage of the pronoun ‘you’ in social exchanges have underlying norms concerning power relations and defining social situations (Brown & Gilman, 1960; Kashima & Kashima, 1998). The personal pronouns ‘I’, ‘we’ and ‘you’ have been identified as significant in academic writing for audience/reader inclusion or interaction. Kashima and Kashima (1998) held that explicit use of the first-person singular pronoun ‘I’ objectifies or makes prominent the speaker’s self. On the contrary, the second person singular pronoun ‘you’ objectifies the addressee, while its omission takes emphasis away from the salience of person addressed while focusing more on the context. Such “contextualization” (Kashima & Kashima, p. 466) influences the prominence of the work to be done or the content involved.

Modality has to do with how language may be used to create interpersonal meanings within a text. Modality “involves the many ways in which attitudes can be expressed ... signalling factuality, degrees of certainty or doubt, vagueness, possibility, necessity, and even

permission and obligation” (Verschueren, 1999, cited in Fairclough 2003, p. 165). According to Fairclough (2003, p. 168) “The archetypical markers of modality are ‘modal verbs’ (‘can, will, may, must, would, should’, etc.)”.

Gee’s theory: Language in use, social practice, identity

Gee (2004) held that language use is implicated with social practices which are in turn linked with access and distribution of social goods. Applied to education practice, I take social goods to refer to the tangible and intangible gains proffered to participants. Following Gee’s argument that we humans use language to make our institutions, analysis of language in use in “instituted genres” (Maingueneau, 2002) could generate understanding of how institutional communication structures such as those involving assessment operate. The following are the seven questions paraphrased from Gee: 1. What is made significant; 2. What practices are being enacted? 3. What identities are used, enacted, attributed? 4. What relationships are enacted? 5. What is taken to be good, right, normal, and correct? 6. What is connected or disconnected/relevant or irrelevant? 7. What language form is privileged? At the heart of the analyses that I undertake in Chapter four, is the effort to untangle how words and word combinations in curriculum documents enact the respective identities and social positions of educators and targeted readers of curriculum documents. These questions along with the linguistic tools explicated under the heading in the foregoing comprise will be used for the CDA of curriculum documents.

Foucault's notion of normalization

Additionally, Foucault's (2012) notion of "normalization" provides theoretical underpinning for linking the linguistic with the social. Normalization according to Foucault is a force exerted within examination practice.

it exercised over them [students] the constant pressure to conform to the same model, so that they might all be subjected to subordination, docility, attention to study and exercises, and to the correct practice of duties and all parts of discipline The perpetual penalty that traverses all points and supervises every instant in the disciplinary institutions compares, differentiates, hierarchizes, homogenizes, excludes. In short, it normalizes (Foucault, p. 183).

Foucault (2012) held that the eighteenth-century school examination was a knowledge exchange interaction where the teacher gave knowledge to the student who in turn gave it back to the teacher. The infusion of punishment in the operations of disciplinary power is a crucial feature that Foucault identified in historical practices of the school he described.

Foucault (p. 179) noted the indefiniteness of the domain of the punishable. By this he meant the multiple rules and regulations that children like prisoners had to follow or otherwise be punished for an offense.⁸ He viewed as "artificial" the order sustained by a programme of rules and regulations laid down that specified how pupils in school advanced or were retained.

⁸ This reminds of a situation that I encountered years ago in an elementary school where I visited as a university supervisor. The teacher had a book where he was recording the offenses of students in the class. He referred to two boys as "repeat offenders" (a term used for criminals in the media and adopted in local popular discourse). After discussing the implications of labelling these boys, one of whom could not read, the teacher agreed to destroy the book.

Foucault's further insight into the residues of schooling was that regulation, pedagogy, surveillance, and examinations were intertwined. Foucault posed the question: "Is it surprising that prisons resemble factories, schools, barracks, hospitals, which all resemble prisons?" (Foucault, p. 227). He answered in this statement: "they all tend, like prisons, to exercise a power of normalization" (Foucault, p. 307).

Foucault ended his book by indicating a starting point for "various studies of the power of normalization and the formation of knowledge in modern society" (Foucault, p. 308). I take this as a cue to read TE documents and interpret participant narratives for the possible ways in which school like activities – pressure to perform, subordination, docility, attention to correct practice, hierarchization, and homogenization feature.

My analysis will merge the interpretations from linguistic analysis of curriculum texts with the storied experiences of program participants to understand textual practices and the effects of these practices on the self. I will invoke Foucault's notion of language and power to generate inferences about the relation between the style of the text and the experience of power in the assessment event. Following Foucault (2002) I will question the text producer's motive (albeit unconscious) for discursive elements, that is grammatical forms, and consider the specific effects on the targeted reader. The analysis links with the notion that discourse, ways of speaking, writing and representing has inbuilt semiotic elements (Escobar, 1984) which function to fulfil communicator intentions with underlying control motives. An underlying question is whether, as Foucault asserted, the examination is a means of subjecting; a knowledge exchange interaction that historically functioned as regulation.

Stance and pedagogical reasoning in local educator academic writing

In this study I utilize the notions of linguistic stance and pedagogical stance to analyse selected publications by local authors. These frameworks facilitate discernment of the writer's thinking behind specific textual strategies. The assumption underlying the linguistic stance notion is that in writing academic articles, writers shape their texts in anticipation of possible refutation by readers (Hyland, 2001a). Pedagogical reasoning is a dimension of stance in that educator attitude is revealed in their ways of talking, enacting or presenting ideas related to teaching and learning (Mohamad et al., 2019). The words attitudes and beliefs are key for understanding stance, in that it incorporates how the writer regards the reader. Concerning pedagogical stance it is about how educators regard teaching and learning, what they emphasize, value or promote (Watkins et al., 2021).

I will adopt Hyland's (2005) conception of linguistic stance and engagement as the method for discerning educator attitudes in their published academic texts. According to Hyland, writers use strategies to convey commitment to the claims they are making, maintain credibility and build a convincing argument. Stance markers convey attitude to what is being communicated. Engagement strategies are elements that work to draw the reader into agreement or collusion with intended messages. These strategies are equivalent to persuasive techniques.

Stance markers

Hedges tacitly invite dialogue or leave space for ratification. Possibility modals such as 'might' and 'can' instantiate hedging. *Boosters* have the opposite effect of hedges. Writers use words such as clearly to assure certainty and reader acceptance of their claims. *Attitude markers* are inserted in text to add emotion and draw readers into agreement, assuming shared

agreement. Examples are words like hopefully, and remarkably that have an affective quality. *Self-mention* is defined by using to make their personal role prominent.

Engagement features

Writers deal with possible reader objection by using such devices as reader pronouns ‘you’, and ‘your’ to engage the reader. Personal asides occur when the writer interrupt the flow of the text and insert direct comments to the reader. *Appeals to shared knowledge* is an engagement strategy writers use markers to pre-suppose that the reader shares beliefs or recognizes something as familiar. *Directives* are engagement devices writers use by leading the reader. Phrases such as ‘it is important to note’ exemplify directives.

Stance as pedagogical reasoning

For Loughran (2019) educators pedagogical reasoning is made visible through explaining their classroom procedures to themselves and to others. This as Loughran explains, involves carefully creating pedagogical experiences, getting timely feedback on teaching and learning, and making refinements and adjustments for a reason. Further, when “teachers’ professional knowledge is developed, informed, enacted, and made clear ... expertise comes to the fore...” (Loughran 2019, p. 529). Watkins et al., (2021) detected stance understood in terms of educators’ pedagogical reasoning by considering teacher statements about student learning. They characterized stance based on what was commented on, recognized, valued and the actions that teachers took.

The linguistic approach to analysing stance involves annotation of a corpus of text for the frequency of stance structures or markers, linguistic elements theorised as indicating the author’s attitude. Examples of stance structures according to Biber (2006) are stance

adverbials, first person subject and modal verbs. Exemplar studies of linguistic stance are (Biber, 2006; Gray & Biber, 2012; Hyland, 2001; Hyland, 2005a, 2005b; McGrath & Kuteeva, 2012; Suau-Jiménez, 2020).

To analyse educator pedagogical stance, I select published articles containing statements that are indicative of what the writers believed or actions they took about teaching and learning. I will do close reading and commentary applying relevant concepts to make inferences about their stance, engagement strategies and pedagogical reasoning.

[Interview data and re: storying](#)

[Arts-based method and storytelling: Theoretical outlooks](#)

In my quest to stimulate discernment of features in assessment experiences I utilize an arts-based method in this study. For the purposes of preserving anonymity and in keeping with the motives of arts-based research methods “playful, aesthetic, performative practices of thinking/being critical” (Bayley, 2018, p. 91) as researcher I fictionalized the interview transcripts into stories. Influenced by ancient storytelling practices of using animals to think with, I metaphorically characterize the interviewees by giving them animal names while ensuring fidelity to what they said in in the interview. A core element of ancient tales is animals acting as humans to convey moral precepts. For example, Kershaw and Kershaw (2006) retold tales from Indonesia with loyal birds, a scheming crocodile and friendly monkey. That human and non-human animals have interrelated from time immemorial seems to naturalize the storytelling gesture that I have employed in this study.

Writing about arts-based research approaches Finley (2011, p. 561) shared that among the issues that the approach brings to the fore is “the persistent domination of positivistic

epistemologies in university systems from which most research emerges". In this study I do story making with some of the intentions that Finley has linked with arts-based methodology. I "make intentional use of the imagination" (Finley, p. 561) by conjuring up likenesses between the unique qualities and inclinations of participants inferred by their utterances and what I deem to be corresponding animals.

The folktale and Ananse trope as re-storying and critical tools

I take inspiration for re-storying of interview from the folktale. I am guided by Chilisa's (2012) view that: Folktales and stories serve as valuable tools for awareness-raising and that: "A simple yet poignant story can convey a contrary opinion without overtly disrespecting another's point of view" (Chilisa, p. 152). Allegories with animal characterization lure the reader/listener into deep thinking of underlying morals concerning human dispositions and relations. I hold that stories are communal products when there is a shared code of telling and receiving.

My use of animals is instrumental and could even be considered arbitrary and opportunistic. I do not strive for grand literary effects. I am careful in my symbol making to avoid devaluing of animals. I deliberately follow a hunch that animals have positive traits that correspond with the best in humans. The writing of Daniel Olorunfemi Fagunwa, a late Nigerian novelist supports this thinking. Writing about Fagunwa's work Coker (2021, p. 237) termed this thinking "animist consciousness", explained as making "creative corollaries" in a manner done in myths and fables.

The storytelling devices of innuendo, masking and nicknaming are culturally salient in a society where 'Nancy story (Ananse stories) and Signifying are ways of telling with roots traceable to ancient African oral arts, along a lineage that travelled with the Transatlantic slave

trade and re-appeared where the former enslaved reside in the Caribbean and the Americas.

The Ananse trope travelled from its birthplace in ancient Ghana to parts of the world where the descendants of captured and enslaved people re-located (E. Z. Marshall, 2009). Creative writers in the diaspora such as Salkey (1973) Salkey have appropriated these stories by re-modeling and re-purposing them for critical purposes. Anansi allows for masking and unmasking ... innuendo, subversion in a world where it is dangerous to speak out ... open confrontation is not part of the social code especially with authority. For instance, an Anansi tale could mimic the behaviour of a public official with whom a person has discontent (Marshall, 2009).

Gates Jr, (1983) in his theorization of signifying highlights the facets of African vernacular tropes that endow the sensibility with which I create the stories. Signifying as Abrahams (1970) quoted in Gates (p. 689) explained

... can mean any of several things ...the trickster's ability to talk with great innuendo ... the propensity to talk around a subject, never quite coming to the point ... a technique of indirect argument or persuasion ... a language of implication.

Behind my representation of the 'characters' in the stories is my thinking that subjectivities are produced through socialization in schools and other social institutions. Animals have been used as analogy and metaphor in various cultures to talk about human beings in the negative and positive. The reason is that animals are "good to think with" (Campion-Vincent, 1992, cited in (Benavides, 2013).

The stories I produce are constitutive of participant recollections, actions, thoughts, misgivings, insights, and exact voicings. I composed the stories to make sense of what was

narrated by participants and make them available for further sensemaking like an historical narrative (Popp & Fellman, 2017). In doing so I aim to make a wider set of meanings possible, exposing related institutional practices to critique. The effect generated is that of being evocative more than striving for objectivity. As Black (2006) explained, in the context of promoting interpretive research in the sphere of market research, maintaining the richness, depth and situatedness of the experiences establishes the value and impact of my non-positivistic methodological orientation.

I create metaphors for each of the participants by imagining likeness between their personal attributes as well as the experiences they narrate. The metaphor making technique is based on the resemblance between animals and humans. In the stories humans become bees, lionesses, hummingbirds, pigeons, flamingos, and swans. This giving a new name is not based on 'objective similarity' but on my subjective perception of similarity. Since metaphor, as Ricoeur explains is a technique of narrowing the gap between the ordinary and imaginative, to create semantic proximity between what seemed remote, incongruous and heterogenous (I take this to mean the concrete and abstract) its effectiveness lies in appreciating the relationship between what is normatively unrelated.

Theoretical justification: Storytelling

The storytelling approach I use is supported by existing theory. For example, Byrne (2001) in promoting hermeneutics as a methodology for textual analysis in qualitative research stated that it is appropriate to use texts generated by stories on equal footing with interviews, observations literature or other relevant documents. Meaningful pieces of information from generated texts are then interpreted for meaning.

Bruce's (2019) notion of *faction* also contributes to the way I have re-storied interview transcripts. Bruce argued that stories are a powerful tool for conveying critical perspectives and pointed out the contrast between traditional factual representation in research and approaches using stories or narratives. Faction as Bruce explained is bracketed on each side between fact and fiction. The factual aspect is that the data or information has been obtained "from a specific research context in ethical and methodologically rigorous ways" (Bruce, p. 63). The literary quality caters for the fictional aspect. The stories I have written share a few other criteria that Bruce discussed. They are controversial, in that the lines between fact and fiction are blurred. They also raise questions of subjectivity, authority, and authorship. This means that it is reasonable to question whether authorial bias has distorted the facts, and whether I have license to re-story or re-author the factual.

To remove doubt of veracity when I present the stories, I support them with verbatim quotes from the original interview. By doing this I can retain fidelity to the original narrative and at the same time engage the imagination and emotion through fiction. My orientation is guided by the view that "the affective approach to knowledge is epistemologically as valid as the objective empirical approach" (Mathebane & Sekudu, 2017). Also, my choice to present participants' narratives as whole stories gains justification from the idea that stories are "infused with life and meaning" (Cooper & London McNab, 2009, p. 200) and facilitate illumination and immediacy. In defence of my re-storying, I lean on the assertion of Richardson and St. Pierre (2005, p. 962, quoted in Bruce, 2019, p. 64) that "There is no such thing as "getting it right", only "getting it" differently contoured and nuanced" [emphasis original].

Hidden curriculum themes in published literature: Relevance to the study

In this study I invoke the hidden curriculum (HC) notion for its potential as an explanatory tool in understanding how assessment impacts on students. HC proponents hold that in formal education settings what is learned is less strongly influenced by the official curriculum than the hidden curriculum “the unstated norms, values, and beliefs transmitted to students through the underlying structures” Giroux (1978, p. 149). Jackson (1990) is credited to be the originator of the hidden curriculum label (Margolis, 2002). Jackson intimated that there is a hidden curriculum in the unquestioned necessity for school attendance. The expectations for school and classroom behaviour are ingrained through multiple daily rituals that have a constant undertone of coercion.

Giroux (2014) gave a picture of the conditions in public schools in the USA that provides a reference point for comparing the teaching and learning culture at the site of my study. Giroux linked the hidden curriculum with increased insistence on test standardization; associating student measurement with punishment rather than education; as well as repression of creative teaching. He further asserted that students’ passivity, obedience, and conformity are produced through a pedagogy that favoured memorization.

In relation to TE Ginsburg (1986) regarded as the HC, the contradictions in the socialization process of pre-service teachers. He problematized the unplanned effects of devaluing personal knowledge and molecularization of knowledge areas. Teachers in his view have been de-skilled as independent thinkers and re-skilled as technicians delivering the received knowledge of the formal curriculum. The implication is that assessment has a reductive effect on what knowledge is possible in both the TE and school curricula.

Accordingly, Orón Semper and Blasco (2018) argued that the HC lies in the gap between education conceived as compliance and training in competencies on one hand, and personal development through independent thinking and experimentation on the other. The authors posed questions about the way sanctions operate in the HE institution as a way of understanding the hidden curriculum. They cautioned that inflexibility within tight time schedules could lead students to receive the message that assessment rules are supposed to be rigid and governed by acrimony and frustration. Orón Semper and Blasco suggested that awareness of the hidden curriculum by teachers in HE could lead to consciously reversing its effects through forging stronger inter-personal relationships and re-evaluating predetermined, standardized, technical rules of engagement.

To investigate the hidden curriculum in academic programmes in one higher education institution, Barfels and Delucchi (2003) drew from Anyon's (1980) thesis that there are differential curricular practices and expectations in schools according to social class. These researchers argued that there was comparatively greater autonomy and encouragement of critical and analytical skills for students in the highest social group, with activities geared to preparation for future leadership roles. This is relevant for reasoning about the nature of knowledge, skills and psychological disposition encouraged in TE programs.

Craig et al., (2018) explored how the HC operated during orientation programs for medical school entrants. The authors argued that these sets of experiences are a significant threshold for professional socialization. Rites of passage that establish power, hierarchy and authority that reproduce cultural norms, are the heart of the HC for Craig et al. Their critique of the way in which the notion of professionalism was presented at the orientation program is

relevant for TE. They found that being professional was framed as a threat rather than pointing out the ways it could be accomplished. They problematized the way in which those in authority controlled the language of performance.

Margolis' (2002, p. 2) viewed the HC as those aspects of the curriculum that are deliberately ignored “a general social agreement not to see”. The author implies that institutional power covertly perpetuates ill effects. This inquiry into the hidden curriculum therefore entails making visible the effects of congealed traditions of assessment in TE. In my analysis of curriculum documents and narratives of TE program participants I will apply HC themes to understand what aspects of the hidden curriculum reside in attendant practices.

Data sources and related ethical considerations

Participant recruitment: Sampling, ethical considerations

Ethical clearance for this study was awarded by the University of Liverpool Virtual Programme Research Ethics Committee (VPREC) on February 4th, 2019 (See Appendix A). While the two institutions from which material for the study has been used were approached for permission, only the Site B Campus Research Ethics Committee responded to grant approval, which occurred in January 2019 (See Appendix B). The documents analysed in this study were all accessed from the World Wide Web and human participants were program graduates. Institutional permission from local sites was more of a courtesy than a requirement. There was no secrecy requirement for using these documents. There is no harm ensuing from the use of these documents, and the transformative benefits to the education community lies in the way the document analysis sets the stage for thinking differently. This position is consistent with this research project that has an activist and transformative outlook (Baez, 2002).

After receiving VPREC ethical approval, I attempted several ways to recruit participants. Communication through Site B official channels did not yield responses from students. I then hand delivered invitations to one class meeting and obtained contact information from persons indicating interest. After these persons graduated, I contacted them. Guidelines offered by Kirby et al., (2006) informed how I contacted participants. I was conscious of the importance of ensuring that agreement to participate was entirely voluntary, and careful not to let any previous familiarity with prospective interviews influence agreement to participate. To ensure that potential participants were fully informed. I avoided detailed verbal interaction about the project and relied on the invitation letter to communicate the purpose.

I approached Site A alumni for recruitment by hand delivering flyers at schools where I knew recent graduates worked. On the same day that I presented the flyer I took the telephone contact and e-mail addresses. I then sent invitation letters using the e-mail addresses supplied. I visited the first Site A participant to respond affirmatively and answered questions she had about the invitation letter. I then gave her the Participant Information Sheet (PIS) and contacted her after seven days had expired. She agreed to be interviewed at her home. At the time of the interview, she signed the consent form. I contacted the first Site B participant via email, using the contact information that I received when I had visited the campus. After she indicated willingness to participate via e-mail, I sent her the PIS and a copy of the interview protocol. The interview took place at a secluded office at the school where she worked.

Snowball sampling was then used by asking the first interviewee for referral. Derived from referrals I sent invitation letters to five Site A participants in total and four from Site B. After interviewing each participant, I did the transcription and composed the first drafts of the

stories. Over the period April to August 2019, I interviewed successive participants. While there were more invitees who indicated willingness to participate, I limited the number of participants to three from each site. This is because I judged that the depth and richness of the first set of interviews was adequate (Kirby et al., 2006; Merriam & Tisdell, 2015).

This comparatively small sample is acceptable because of my research interest in “common characteristics” (Schreier, 2018, p. 12) of assessment experiences. My inquiry sought participants who were relatively homogeneous (Kirby et al., 2006; Merriam & Tisdell, 2015) in terms of the purpose of the study. Inclusion criteria was having studied and recently graduated from the TE programs and being willing to talk about assessment experiences. All interviews except one lasted approximately one hour. One interview with participant three from site B lasted about thirty minutes.

An original research question in my research proposal which was framed in such a way that it could only be answered in collaboration within HE as participants was modified. This is because after sharing the researcher composed story with one educator who had agreed to participate, I realised that the collaboration that I had envisaged was not feasible. The research design was changed to researcher interpretation of stories.

[Institutional documents: Sample size, selection criteria and justification](#)

Since this study did not aim to evaluate programs but to understand experiences at the micro level the data set used is not expansive. The documents that I accessed for analysis were confined to what was available in the public domain of the World Wide Web. Different documents are available for analysis from the respective sites. They were, the university prospectus and examination papers from site A (The University of Trinidad and Tobago, n.d.)

and the student handbook that had a detailed program and course description equivalent to a syllabus from Site B (SOE, n.d.-b). The analysis that I have undertaken is not intended to be comparative. For each site my intention is to scrutinize curriculum documents as a precursor to gaining an understanding of the nature of assessment experiences.

Because my research is interpretative in nature, and I am interested in effects at the level of the person and did not seek empirical verification based on quantity the relatively small data set meant that I could focus deeply on the content of texts and experiences. I studied curriculum documents while formulating the interview protocol. While I did not seek correlation, I came to the interview sessions with some idea of the trends in the examination questions and the handbook.

The ethical principles of confidentiality and anonymity were respected. Interviews were conducted at a mutually agreed location where privacy was maintained. Participation was totally voluntary and the criterion of protection from risk of any form was established by signing the consent form. Participants were informed about the use to be made about the information they shared. Site A participants signed the University of Liverpool consent form at the time of the interview. Site B participants did the same with the consent form issued by their institution. Copies of the transcribed interviews and the re-storied version were e-mailed to each participant in turn. Site A Participant One made grammatical corrections and inserted some modifications to some of her answers. She sent me a three-minute voicemail commenting on her story and I responded with a voicemail of equivalent duration.

Subsequent participants acknowledged receiving the e-mail with their storied transcripts but made no comments. I later contacted one of the Site B participants and shared her story and the accompanying interpretations. She responded effusively about the literary aspects of the story and added that it caused her to do some reflection. Throughout this document direct quotes from interview transcripts use labels that anonymise the participants in such a way that no external person reading the document can link any statement with the participants. At no point in the interview was any other person named or implicated in a way that could adversely affect their reputation.

Description of curriculum documents analysed: Site A

For site A the sample comprised of questions from twenty separate courses from final examination papers, and course descriptions for six practicum courses from the university prospectus. The original corpus of examination questions was accessed from the World Wide Web (WWW) by searching Google. I downloaded several examination questions from courses where the cover page identified that they were from the education program.

The data set used was confined to the years 2016 through to 2018. From these I selected examination papers dated December 2016, through April and December in the years 2017 and 2018. Confining selections to this period meant that recency would enhance the validity of my inferences. The course codes suggested that the papers I selected spanned year one to year four of the four-year program.

According to the Site A university prospectus there are 49 separate courses in primary school specialization from which I have obtained material for this study. Within these courses there are nine subject areas. I included examination papers and course descriptions from seven

of the nine subject areas. Those excluded, 1. Agricultural Science and 2. Visual and Performing did not have a final written examination. Examination papers mostly carried a worth of 50 marks. This suggests that 50% of the student's final mark was earned from coursework. Typically, each examination paper had four to six questions and students had to respond in essay format. The sample analysed amounted to approximately 340 lines of text and 3600 words. The text was copied on to a spreadsheet and this facilitated close reading and cross comparison for features of interest.

Description of curriculum documents analysed: Site B

Site B data set comprised the relevant sections the 2019/2020 student handbook (SOE, n.d.-b) describing a post-graduate nine-month in-service course of study for teachers who have already been practicing as teachers for periods. The handbook satisfies the attributes of a syllabus in that it communicates key program information to guide program participant expectations.

Information in the handbook coincides with the following obligatory syllabus elements according to Parkes and Harris (2002): (i) it delineates responsibilities and expectations for attendance and tasks including assignments; (ii) it provides appropriate procedures and course policies ahead of time in anticipation of potential occurrences; (iii) it acts as a written contract making rules clear and giving accurate information that is legally binding. This includes rules about academic dishonesty, disclaimers, and statement of consequences; (iv) it describes the numbers and kinds of assessments and how they will be graded. Parkes and Harris also emphasize that the syllabus is a permanent record. It can be invoked for such things as accountability purposes. Of greater significance is the function of the syllabus as a learning tool.

Through the statement of goals and objectives it sets the parameters for what is to be learnt in advance. Implied in the foregoing is that graduate attributes are incorporated in the syllabus (Khan & Slotta, 2020).

In order to judge the extent to which the Site B student handbook corresponded to a generic set of 'moves' characteristic of the genre (Askehave, 2007) in terms of headings and sub-sections I compared it with others from other departments in the same university. All documents had the same moves in terms of headings and sub-sections. There is a significant exception with the Site B handbook. It is the lengthiest of all four student booklets examined, exceeding the second longest by 62 pages. The content in these surplus pages is explained by the fact that the writers of the booklet purposefully constructed it to function as a syllabus. Because the handbook had these elements, I use it in as equivalent to a syllabus.

Anonymizing the institution and documents

In addition to de-identifying the institutions using the appellations Site A and Site B, I also refer to the documents accessed using labels that strip identifiers. Since this study is not an evaluation of the institutions but a study of the phenomenon of assessment, I am not looking at the institution in its entirety, but specific aspects. For Site A, I analyse sections of the prospectus that comprise descriptions of the practicum courses. The practicum or teaching practice is a key aspect of TE and occurs through field placement. Examination questions represent the summative assessment of other courses. The term "handbook as syllabus" will be used throughout my analysis when referring to the Site B document. When dealing with authorship I do not aim to personalize or implicate any specific writer and I therefore use the term text producer or generic titles such as program director and educator.

Sampling of educator published articles

I include one educator published articles from each of the sites. This contributes to triangulating the meanings generated from analysis of curriculum documents. I do not take this small selection to represent the totality educator thinking in the programs. I include them to afford insights into the thinking about assessment from an additional perspective. The selection criterion was that the article content was directly about program curriculum activities. To ensure that I captured educators' beliefs, the excerpts that I select for commentary will be statements of reportage, rather than where they paraphrased the words of an external writer.

Close reading method

To generate meanings and arguments I employ close reading and commentary both for the CDA of curriculum documents and the researcher composed stories. Close reading as a textual interpretation strategy derives from the field of literary criticism. Its original application was the method promoted for students of literature to show understanding of literary works (Lockett, 2010). The following definition of close reading equally applies to the project of re-storying interview transcripts and interpreting their meaning:

In practice there is no formula for close reading. In private, it is a largely intuitive process whereby we explore and connect the textual features that attract our attention (Lockett, p. 406).

Close reading is a text processing method that entails reading and writing about the ideas and issues in the material. Thorough and methodical engagement with the text through reading and re-reading enables reflection on meanings and ideas (Boyles & Scherer, 2012).

My close reading is helped by bringing in background knowledge of my personal experience gained from decades working as a teacher educator preparing students for teaching and engaging with myriad educational issues. I substantiate interpretations with theoretical support and verbatim extracts from the original interview transcripts.

Analytical /interpretive method: Collected data

My analytic technique was adopted from Ziskin (2019) who offered five steps that I have modified to three as follows. See Appendix G for samples illustrating steps 1 and 2.

1. Low inference thematic coding. For Ziskin this entailed reading the material multiple times and coding excerpts by considering the research literature on assessment in education. My first step in analysing examination questions involved extracting the main clauses and enumerating the forms of knowledge, for example, content knowledge, and technical knowledge (Cochran-Smith & Lytle, 1999). For the handbook I used the “comments” function and noted ways in which assessment was configured. Appendix G.

2. Preliminary construction of claims. In the spreadsheet I used multiple codes consisting of the grammatical categories that Fairclough (2003) identified for undertaking CDA. I created what are equivalent to memos by writing commentaries next to significant segments. I studied, reviewed, reflected, eliminated, and revised these comments, then refined the preliminary annotations (See Appendix G).

3. Narrative reconstructions of selected examples. This is where I present the inferences publicly, stating my arguments and interpretations. Ziskin (2019) explained that this is equivalent to the writing up phase or the results section of a research project. Here I make

claims that are “dialogically open” (Ziskin, p. 617) and can be contested. Yet the rationality is supported by the ‘physical’ evidence of excerpts displayed in proximity to the argument. My ability to make sound, acceptable, unbiased claims is being tested.

Interpretive method: Generated data

To connect the textual with the social I interviewed graduates about their assessment experiences. The research questions guiding the inquiry have motives that resemble what Van Manen (2016, p. 7) said about phenomenological research. I desired to find out “the nature of events experienced” through accessing the “personal or individual” to understand the “whole, the communal or the social”. The stories afforded a look into how individuals functioned in the lifeworld of the institution while doing assessment. I questioned the participants phenomenologically, asking them what assessment was like in several different ways (van Manen, 2016) Appendix H.

Hidden curriculum themes informed the interview questions. The initial questions sought to capture socialization and culture, so I asked about assessment experiences while attending school as a way of inferring the educational culture regarding assessment, teacher values and practices. In asking this question I also wanted to trigger connections with more recent experiences in the TE program. I next asked what they found most memorable about assessment while studying in the TE program from which they had recently graduated. Further probing asked for details about these experiences so that a whole picture could be constructed.

Succeeding questions asked interviewees to specify examples of activities, knowledge involved, and challenges faced. I asked them to talk about authority figures who were involved. Because I wanted to know about values that propelled action I asked about their outlook on

success and failure, and the knowledge they found important. I further asked about what was involved in preparing for and doing assessments because I wanted to capture the norms and rituals that the individuals were involved in and how this reflected the institutional status quo. They were further invited to explain how success and failure were experienced. I also asked for describing words and symbols or a metaphor to encapsulate their experiences. In effect the sixteen questions in the interview protocol deconstructed the assessment experiences into salient aspects.

Storytelling strategy

Brockmeier and Meretoja (2014, p. 10) asserted the value of narrative to “figure out what one’s and others’ experiences, intentions, emotions, beliefs, desires, and anxieties could possibly mean”. The re-storying that I do with interview transcripts reflects the value of figuring out over precision in representation. Composing stories out of the interview interaction is for me a process of divining, in my own words a kind of internal figuring out. Adekson (2004, p. 8) explained that in the context of Yoruba traditional healing a diviner is one who consults the “divining chain ... through specific rituals and offerings” to predict the nature of a client’s problems.

This is not what I mean by divining. The process I undertake is first conducting and audiotaping the interview. After this I am consumed with the words shared. They live in me for hours overnight into the next day. In the process I think of an animal whose essence the person shares then I compose their story in my mind, saying parts of it over and over until I feel there is something shareable. I then listen to the recording and transcribe it. This entails multiple playbacks over days. I then research the animal my interviewer has become. This is to add

authenticity to the metaphorical portrayal. Then I write the story trying to incorporate those details and events of the transcript that will sustain fidelity to what was said. I consciously embed themes from the educational literature to add a polemical dimension to the story. In what follows I explain the theoretically informed model that I have adapted as the procedure for making meaning of the stories and presenting the meaning in an integrated fashion with the other facets of texts involved in this study.

Hermeneutic interpretation of stories: Integration and presentation of meanings and understandings

I derived a formulation for hermeneutic interpretation of the stories and structuring the presentation of understandings from Alsaigh & Coyne (2021). They had derived the approach from Gadamer's philosophy. Citing Gadamer (1976) the authors stated that "hermeneutics is the art of understanding and a theory of interpretation (Alsaigh & Coyne, p. 2). They modelled approaches to doing what they termed "hermeneutic interpretive phenomenology" from two works, Ajjawi and Higgs (2007) and Fleming et al., (2003).

Citing Gadamer (2004) Alsaigh and Coyne used the term "horizon" to refer to the understandings that come into view during the interpretive process. They explained that the researcher as interpreter fuses pre-understandings (knowledge from "being in the world") with new understandings (Gadamer, 1976, cited in Alsaigh & Coyne, p. 2). The postulation is that the researcher creates new horizons by going beyond what is familiar, including personal experiences and prejudices. I share this outlook because it coincides with my positionality of knower about the experiences into which I am inquiring. The stories that I compose illustrate

that the search for deeper understanding through hermeneutic interpretation produces rich textual descriptions.

Alsaigh and Coyne formulated the following diagram that captured five stages for doing a hermeneutic interpretive phenomenology study. The elements that author gave are explained under the diagram.

Figure 3 Diagram of the Gadamerian hermeneutic cycle (Alsaigh & Coyne, 2021, p. 7)

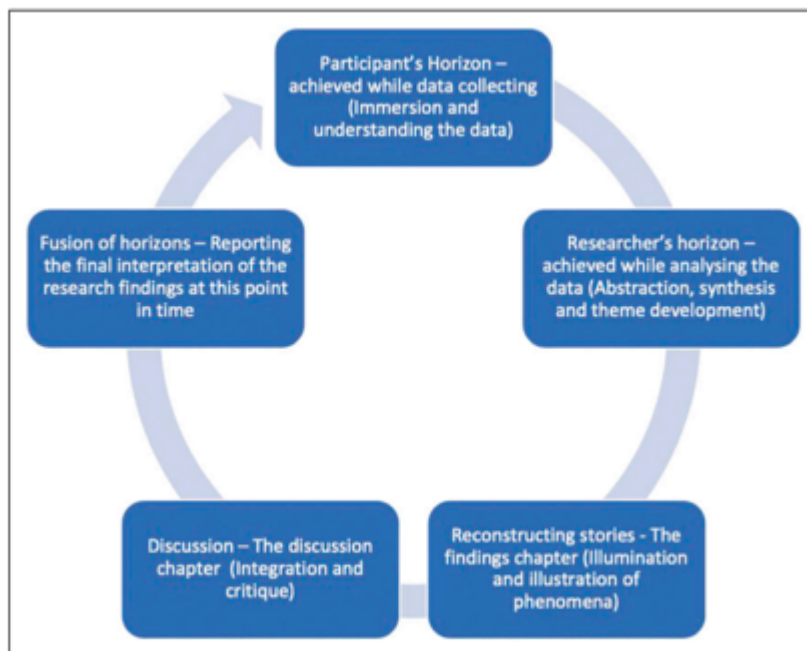


Figure 2. Completing the Gadamerian hermeneutic circle (the final interpretation of the research findings at this point in time).

1. Data collection, immersion and understanding data. As Alsaigh and Coyne explained this involved gaining understanding of the entire text of data, invoking pre-understanding and “immersion” by listening to the audio and reading the transcript several times. Transcripts were annotated for both researcher and participant ideas and meanings.

2. Analysing, abstracting, synthesis, and theme development. This entailed detailed understanding sentence by sentence, identifying participants “horizons” meanings of their own words and phrases.

3. Reconstructing stories – “Researcher horizon”. The researcher illuminated and illustrated of phenomena by organizing multiple codes and categories, generating sub-themes following Braun and Clarke (2006).

4. The discussion chapter (integration and critique). Meshing and elaborating themes, deepening understanding of the whole in relation to parts.

5. Reporting the final interpretation. Alsaigh and Coyne noted that the interpretation in their conclusion is not final, as the horizon for further understanding remains open.

The table below compares Alsaigh and Coyne’s approach with what I have devised for the present study.

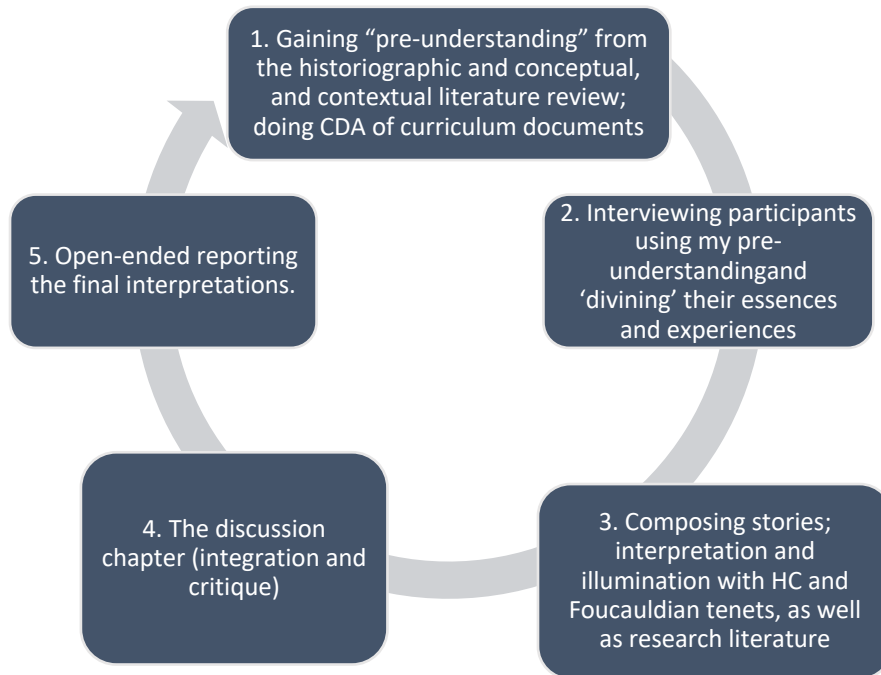
Table 2 Comparison between the phases for generating and presenting meanings in this study with Alsaigh & Coyne's (2021) formulation

Alsaigh and Coyne (2021)	Present study
1. Data collection, immersion and understanding;	1. Gaining “pre-understanding” from the historiographic and conceptual, and contextual literature review; doing CDA of curriculum documents
2. Analysing, abstracting, synthesis, and theme development	2. Interviewing participants and ‘divining’ their essences and experiences
3. Reconstructing stories – illumination and illustration of phenomena	3. Composing stories; interpretation and illumination with HC and Foucauldian tenets, as well as research literature

4. The discussion chapter (integration and critique)	4. The discussion chapter (integration and critique)
5. Reporting the final interpretation.	5. Reporting the final interpretation framed by Hidden curriculum themes and with supporting literature

Inspired by Alsaigh and Coyne the diagram below represents my steps to generating the re-storied texts and how the presentation of meanings and understandings is structured in this study.

Figure 4 Diagram of phases for generating, interpreting and presenting meanings and understandings in this study



1. Gaining pre-understanding from doing document analysis and interpretation. The content of Chapters 1 to 4 that give historiographies about educational assessment and local TE represent this phase. The pre-understanding from curriculum document analysis feeds into the interviews and stories.

2. Interviewing participants and ‘divining’ their essences and experiences and composing stories. In the preceding section entitled “Storytelling strategy” I described how I interviewed participants and prepared mentally for generating their stories from field texts.

3. Interpretation and illumination. Chapter five presents this phase as I present the texts of the stories accompanied by my subjective interpretations interspersed with HC and Foucauldian tenets, as well as relevant research literature.

4. Integration and critique in discussion chapter. Chapter six merges the interpretations of curriculum documents with HC and Foucauldian themes and research literature. This is done by folding previous layers into subsequent ones. Each layer comprises the respective main collected and generated texts explored in the study, the curriculum documents, local educator scholarly publications and researcher re-storied texts.

5. Reporting the final interpretation. In the final chapter I review the insights gained and link it with further understandings that look into the future of TE in Trinidad and Tobago.

Citing Fleming et al., (2003) Alsaigh and Coyne pointed out that Gadamer preferred using the terms “gaining understanding” instead of ‘collecting data’. In that spirit I use the words “meanings” and “understandings” instead of findings in the present study.

The following section explores limitations and validity issues pertaining to this study.

Methodological limitations and validity

I use the word limitation to consider benefits to the study that have been lost by the absence of identified elements or factors. A major limitation of this study is that it did not encompass the entirety of the assessment experiences within the institutions where the study was located. There are multiple facets to an education program from enrolment to graduation. My analyses involve a selection of documents and a small sample of graduates. The inferences that I draw are not intended to generalize about the program in its entirety, nor the minutiae of what individuals learned. My purpose of critically analysing documents is limited to concerns about reader text interaction. The stories of graduate experiences are valuable for deepening the reader's understanding by uncovering and clarifying meaning. They are limited to what the participants shared and do not claim to speak for and about the experiences of others.

A few factors reduced my options for accessing curriculum documents for this study. The first is that I undertook the study as a non-member of the institution. I had been employed at one of the sites previously and formulated my research proposal in anticipation of conducting the study while I was a member of that organization. However, I received a letter of retrenchment on account of cost-cutting that the university was undertaking. Site A had no Institutional Review Board to which I could apply for permission to conduct research. The President of the institution responded to my letter requesting authorization to conduct research with a statement that he thought my experiment would be biased. I resorted to using documents from the public domain and to advertise the study to alumni who had graduated.

I was successful in obtaining Site B institutional permission to conduct research. Two educators responded positively to my e-mailed invitation to participate. However, my study design required educators to devote considerable time discussing the trends identified in the interview transcripts. Because of low commitment to this extent of participation and the lack of participation from Site A, I changed my study design to exclude educators as participants and analysed the published texts that educators from both institutions had produced, to find insights into these agents' thinking and orientation.

In addition to the Site A prospectus and examination questions, and the Site B student handbook that I have used as evidence of the written curriculum, the written syllabi for individual courses would have given a broader aspect of the curriculum. Also, understanding assessment experiences through observing and interacting with participants would have had greater immediacy compared with the retrospective accounts obtained. Particularly for Site A, which had a twofold division of assessment into coursework and examination, I had no access to information about the coursework component. As stated on the cover page of the examination booklet the proportion of marks that the examination carried was 50%. No access to a significant component of assessment placed restrictions on the knowledge claims that I make.

Limitations regarding my positionality

This study is limited to the purpose that I have expressed, which is to be exploratory and provoke reflection. My research interest was in the processes involved while doing assessment in the local TE programs. Participants shared what was salient in their minds and the material captured was shaped by the questions asked. I was not invested in documenting exact events

or representing discrete facts. I did not encourage participants to talk about the actions of educators or to evaluate them. When they shared recollections where educators were mentioned, no specific person was identified but rather the interactional dynamics. Their narratives consisted of self-selected events of what was significant to them about their assessment experiences.

The inferences that I have made from analysing documents are conditioned by limitations of the CDA and storytelling methods. Waugh et al., (2016) has outlined critiques of CDA made by several writers. One critique is that CDA indulges in blaming rather than contributing alternatives and that it pays too much attention to the negative. Also, critics of CDA think there is over-reliance on the analyst's view of the text without incorporating the producers and readers in the discussion. According to Blommaert (2005) Henry Widdowson (1995, 1996, 1998) in a series of articles heavily criticised CDA for being biased and selective. I agree that caution must be exercised with imputing ill-intent to text producers. CDA does come across as attacking the text producer. As analyst I will mitigate this by ensuring the analysis is directed at the text conventions and not any individual. In fact, it is useful to point out that both text producers and readers are simultaneously subject to the power of discourse to "construe meanings and enact the power and value of [the] social institution" (Foucault, 1970, p.188 quoted in London (2004, p. 484).

Making truth claims when considering CDA critique

The first way in which I overcome the critique of CDA that it indulges in negativity, subjectivity and bias is to avoid communicating the truth claims that I make as findings. Instead, I present my claims as close reading of text in the act of generating meaning and

interpretations. I use the words 'meanings' and 'interpretations' deliberately in section headings and actual discussions instead of the word findings. This stance is supported by (Graham, 2011, p. 666) in discussing the elements of CDA and Foucauldian inspired critique. The author stated: "the aim ... is not to establish a final 'truth' but to question the intelligibility of truth/s we have come to take for granted". I do this by using linguistic concepts to speak about the working of language and its probable effects. The analysis attains neutrality since the focus is on texts and not persons.

In the narrative hermeneutic component, the reader will see that in the interpretive chapters, all statements are contingent on text in the immediate vicinity, allowing for reader scrutiny, meaning making and possible rebuttal. Additionally, instead of mining texts collected from participants for objective, final and irrefutable 'truths', I fictionalize them to open the readerly space for engagement through imagination and emotion. My interpretative statements are punctuated with citations from published authorities. This intertextuality, linking texts with other texts through quotes and citations (Waugh et al., 2016) sustains connection with the discourse and scholarly community through conversation among texts. It facilitates tracing "certain forms of argumentation between texts" (Horrod, 2020, p. 483). The answers contained in the texts provide solutions to the problems that I have critiqued.

CDA analysts must be careful in conveying the impression that all nominalization use is bad. My defence of the way I have analysed nominalization in curriculum texts is that it shows text producers using the form because it is a socio-culturally established way of communicating in the context of the academic genre of assignment prompts and examination questions. In the

instances where I have pointed out its use, I note that the writer was using forms to impose pre-formulated knowledge and engender a form of subjection.

The stories did not strive for exhaustiveness and exactness in representation, so conventional validity and reliability concerns might have been side-lined in favour of being evocative. In the scholarly pursuit of understanding I used approximations of allegory, innuendo, masking and nicknaming while ensuring fidelity to what interviewees shared. In an article written with other researchers of higher education (Belluigi et al., 2019) we shared how such figurative imagery is of value for exploring and evoking the hidden, tacit aspects of power and change within higher education. I acknowledge the risks of bias and subjectivity that come with my re-storying. The following discussion of validity seeks to discuss how such risks have been balanced.

Validity claims addressing my interpretation and re-presentation

The validity of knowledge claims that I make in this study rests on how credibly I have made inferences and interpretations of collected texts and the extent to which participants can recognize as real the way that I have represented them (Creswell & Miller, 2000). One way in which I have attended to validity is by saturating the extent of meanings extracted from the material. In the case of the curriculum documents, I built a sample from the corpus of examination questions that adequately captured a representation of courses that comprised the program. I studied the sample in a spreadsheet and used a variety of discursive concepts from the theoretical and conceptual frameworks to read, make sense of the material and derive inferences. Throughout the writing of the study, I continuously returned to the data set of

documents as well as the raw transcripts to comb all saliences that contributed to building my arguments and interpretations.

Member checking, sharing transcripts and researcher composed stories with individual participants was another way in which I build validity. I e-mailed the transcripts and generated stories to each participant to obtain their reaction. The extent to which this happened varied with everyone. I also sought to build validity by sharing the storied transcripts with external readers. Out of three educators only one responded with comments. The realization dawned on me that my method was outside of the expectations of academics with whom I shared the material.

Triangulation is another way I which I have built validity in this study. I have done this by using different sources of information from the research context that mutually verify each other - texts of examination questions, handbook as syllabus; educator published articles, stories generated from interview transcripts, direct quotes from interview transcripts. Each of these sets of materials comprise distinct layers that have unfolded and overlapped as the study ensued.

Interpretive validity (Cohen, Manion and Morrison, 2007, p.135) comes from utilizing the frameworks identified to “catch the meanings and interpretations”. In chapters three and four I offered multiple theorizations informing my methodology, beliefs about methods employed. CDA school of thought writers and exemplar studies (Angermuller, 2014; Angermuller et al., 2014; Fairclough, 2003; Mooney Simmie & Edling, 2019; Wodak & Meyer, 2001; Ziskin, 2019) provided tools and techniques and concepts for document analysis. Of note, Mooney Simmie and Edling (2019) held that discourse actively create social processes and

structures as well as mirror them. Their assumption that there is an ideological way of reasoning about how the teacher is conceived and how they are expected to relate to their students coincides with my purpose in analysis of curriculum policy documents.

Because of the novelty of the arts-based method that I used, I sought support from writers who have theorized or practiced it. Providing the most solid support were words of Chilisa (2012) on folktale and allegory as vehicles for consciousness raising; scholars on African inspired tropes of 'Ananse storytelling' and 'signifying' (Gates Jr, 1983; Marshall, 2001, 2007; Salkey, 1973); and Brockmeier and Meretoja (2014) regarding the power of narrative for meaning making.

Van Manen (2016) has provided formulations about phenomenology (lived experience research) that justified the way I questioned participants, asking them in multiple ways about their assessment experiences to build a rich narrative for each of them. I was influenced by Van Manen's (p. 67) caution not to "indulge in over-interpretations, speculations, or an over-reliance on personal opinions and personal experiences". For this reason, I returned to my interpretations of collected and generated texts to check that they stayed close to the original utterances of participants.

Conclusion

In this chapter I have presented multiple outlooks and discourses that I will draw from to undertake my inquiry. I signalled my overarching Critical Theoretical outlook and outlined the bricolage concept according to Kincheloe (2005). I explained Foucauldian concepts in terms of their value for discussing the phenomenon of the examination. I provided grounds from which my perceptions and inferences about the workings of the examination and syllabus

genres will be launched. I provided the meanings of concepts central to the undertakings in this study. These include the key notions of 'discourse' and 'genre' as well as CDA tools.

Additionally, I outlined the notions of linguistic stance and pedagogical stance as well as the planned procedures that I utilize to analyse selected publications by local authors.

Various positions by authors whose academic interest is in narrative as an inquiry approach were juxtaposed to flesh out the attributes of my narrative/storytelling approach devised in this study. I further invoked the words of writers who define and advocate arts-based inquiry method. Additionally, I drew from several writers on about storytelling, folktale, animal stories and culturally unique traditions of telling to promote my re-storying that utilises the power of animals to think with. I then explained theories that support the fictionalizing I have done in this study.

Hidden curriculum (HC) themes from published literature were outlined in this chapter. I indicated that some of these themes will be used to illuminate HC manifestations when encountered in analysing the collected and generated texts that from which I generate insights and understandings in this study.

Participant recruitment, curriculum document retrieval, sampling and ethical procedures comprised the next section of this chapter. I described the overall document characteristics and the activities involved in inviting participants and conducting the interviews. Additionally, I gave reasons and selection considerations for including local educator publications among the texts scrutinized in this study.

In the next section I explained the notion of “close reading”, the term recognized for textual sense making technique. Flowing from this came an outline of the steps for CDA of curriculum documents and presentation of inferences and understandings generated. I next described the interview questions and activities involved in re-storying the interview transcripts. The theory informed model that I have adapted from extant literature fills the penultimate section of this chapter. My explanations of methodological limitations and how I have sustained validity occupied the chapter finale.

In the upcoming Chapter four I undertake interpretive commentary of curriculum documents. By utilizing DA terminology, I attempt to reason out what text features indicate about producer intention and possible effects. Also featured in the chapter is analysis of educator stance in their published articles to discern their pedagogical outlook. Intertextuality is invoked by extending the discussion with relevant statements from published literature.

Chapter four: Meanings generated from analysis of institutional documents and local educator published articles

In this chapter I present the readings and interpretation of curriculum documents and educator published articles. Analytical concepts adopted mainly from (Angermuller, 2014; Fairclough, 2003; Halliday & Matthiessen, 2004; Thompson, 2013) are utilized to linguistically analyse the features of text I have also derived ideas from other exemplar studies. For example, from Horrod (2020) and Yeung (2007) provided a model of inserting extracts into the research text and underlying the linguistic features that support the analysis. I employ close reading to fuse the hermeneutic view of textual interpretation as subjective (Smith, 2004), with CDA linguistic terminology and outlook that facilitate understanding about language use, text producer intention, and effects on targeted readers (van Dijk, 2011). Textual analysis is made visible by including multiple excerpts from collected and generated data in the text of the chapters.

The organization of this chapter reflects the dual nature of the study, whereby documents and participants have come from two sites. For each site there are two main components: 1. Understandings from analysis of curriculum documents; 2. Understandings from analysis of stance, engagement, and pedagogical reasoning in educator published articles.

Interpretations: Site A curriculum document analysis

Following is analysis of grammatical features in approximately 240 questions and sub-questions from 20 courses (12 questions per course). These questions are captioned as “Site A examination questions” throughout. Additionally, paragraphs from the university prospectus (The University of Trinidad and Tobago (UTT), 2017) that described practicum courses are

analysed. The text was copied verbatim, pasted in a spreadsheet, and annotated using the labels from discourse analytic tenets presented in chapter three. I use combined critical discourse analytical approaches from (Fairclough, 2003) and (Gee, 2004). Following Fairclough, I investigate the functioning of grammatical forms based on the predominance of linguistic features pronoun use, mood, and modality in the curriculum documents under study. I make inferences about how power is exerted and experienced and what this implies for TE assessment and curricular orientations. I also apply the following keywords from Gee's seven questions previously explained in greater detail in Chapter three: 1 Significance; 2 Practices; 3. Identities; 4. Relationships 5. Normal right, correct; 6. Connected/disconnected, relevant/irrelevant 7. Language privileged.

Examination paper format and structure

The examination papers have a standard format where the front page states the university name, title and course code, date, and duration of the examination. The number of marks for the entire paper and for the sub-questions, and instructions for choosing questions are also stated. The front page also has a paragraph warning about cheating, plagiarism, talking in the examination, falsification, and legal steps to be taken in case of violation. All examinations have a duration of 3 hours, one of the norms of the open book timed invigilated examination.

A key feature of the examination paper is the indication of marks to be earned for each item. The paper states how much the entire examination is worth, the percentage it contributes to the final grade earned in the course, and the value of each question. The underlying message

is that candidates are working to earn marks. This foregrounds and reinforces the element of assessment as a measurement.

Examination question analysis: Grammatical mood, nominalization, pronoun use, modality

Without exception I found that the examination questions in the data set corresponded to the same structure. The *imperative* form recurred in all the main clauses. In the sample of approximately 180 clauses 173 of the actions required were explain (47); discuss (30); give – 27; describe (23); state (17) identify (10); list (10); demonstrate (6); and create (3). I used the search function in the data set spreadsheet to find verbs such as formulate, explore, justify, clarify, reflect, and link, knowing that they require more than memorisation, and involve construction of understanding (Hopkins, 1997). I found the word ‘justify’ used only once. Of equal interest the word assessment occurred merely three times in a data set of just over 4000 words.

The verbs that recurred in the head position of the imperative clause commanded the action to be taken. In examples 1 to 4 below the expected response to the clauses, “Briefly describe four major characteristics...”; “Discuss four components ...”; “Explain integrated learning ...” is to act on the respective *nominalizations*, an equally significant recurring grammatical form.

Figure 5 Site A exam questions examples 1 to 4

1. Briefly describe four (4) major characteristics of high-quality assessment.
2. Discuss four components of a productive learning environment, explaining how each contributes to effective classroom management.
3. Explain integrated learning; give examples.
4. Briefly explain the dimensions of fluency.

The nominalizations “high quality assessment”, “productive learning environment” (Examples 1 and 2 above) are technical terms or abstractions from the realm of expert knowledge. They condensed what would otherwise be a longer clause to contain technical knowledge (Thompson, 2013). Because nominalizations compact ideas, they conveyed a sense of efficiency and brevity, limiting the scope of thinking.

A further pattern observable in the above examination questions was the word “briefly” and restriction of number of items to give in answers. The restriction through quantification is consistent with timed invigilated conditions where answers were being handwritten with information retrieved from short term memory. Success is being measured as the ability to memorize and reproduce identical pre-formulated answers.

The *declarative mood* was the next recurring structure, proportionally in a one to three ratio with the imperative. In all instances in the data set of examination questions this grammatical form expressed conceptual content. In example 5 below “Luke and Freebody (1990) developed the Four Resources Model ...” content is relayed by citing authorities and candidates must respond rote learned information. As seen in example 6, the declarative statements were structured with nominalizations “vocabulary knowledge” and “good predictor of reading comprehension attainment” in the subject and predicate positions of the sentence respectively. These nominalizations, consistent with the definition of the declarative mood, convey ‘knowledge that’ or ‘knowledge about’, disciplinary terminology that elides processes of ‘knowing how to’ or making meaning. It is therefore received knowledge. The usage of the declarative form in example 6 below precluded or foreclosed the opportunity for the examinees to question or debate the asserted knowledge.

Figure 6 Site A Exam questions, Examples 5, 6

5. Luke and Freebody (1990) developed the Four Resources Model of Reading to describe the “roles” played by readers when using texts.
- a. Give a detailed description of each aspect of this model.
6. A reader’s vocabulary knowledge is a good predictor of reading comprehension attainment.
- a. Discuss the skills displayed by competent vocabulary acquirers.
- b. Plan a vocabulary lesson to teach word meaning in context to a selected class from standards one to five.

The educators authoring these questions wanted to establish certainty in knowledge claims. The requirement in example 6(b) to “plan a vocabulary lesson to teach word meaning in context” exemplifies a view of teacher knowledge and skill as detached from experience.

In example 7 below (Figure 7) candidates are presented with a declarative statement using a string of nominalizations “orchestrated immersion, relaxed alertness and active processing”. An additional feature in the examples is the use of the modal ‘would’ and the direct address pronoun ‘you’ “how would you implement”. The candidate first had to submit to the imposed, declared knowledge, fixed pre-constructs, knowledge created elsewhere, then conform to the dictate of the imperative to ‘explain’. Simultaneously the possibility modal (Biber, 2006) ‘would’ put the candidate in a position to comply and supply an answer using information that is speculative or hypothetical, possible actions in the future; knowledge not yet explored or constructed.

Figure 7 Site A exam questions, examples 7, 8

7. Orchestrated immersion, relaxed alertness and active processing are three important techniques in the teaching/learning process that have emerged from the principles of brain-based education. Explain each of these techniques and discuss how you would implement each one in a named class when teaching a particular subject area.

8. A secondary school student may use adjectival predicates when doing expository or creative writing. Using examples of these demonstrate how you will teach him/her the English equivalent.

Question 8 above is a striking case where the text producer uses the modal 'may' with the nominalized form "adjectival predicates". Although there is a degree of uncertainty, a correct answer is required in the examination context. This deferral of immediacy makes the knowledge being given twice removed from reality and suggests that teacher education is an ephemeral endeavour, disengaged from the real world of teaching.

As seen in examples 9 to 12 below, the *interrogative mood* was another significant occurrence in the examination questions. The predominant form was the 'wh' type in the form 'What' + finite verb. Although the educator is asking for information, the answers are pre-determined because the knowledge is fixed in advance. The candidate is merely being asked to re-state knowledge. In question 10b "the components of a philosophy statement" narrow down the possible responses because exact responses are required.

Figure 8 Site A exam questions, examples 9 to 12

9. What is a health promoting school? Compare the Health and Family Life curriculum with the elements of the health promoting school.
10. a. Define the term philosophy.
b. What are the components of a philosophy statement?
c. In the context of education why is philosophy important?
11. What is the difference between a SIS and an SRS? Imagine you need to encourage and enable your students to work together in groups, which type of instructional software would you use?
12. In what ways can the Communicative Language Teaching improve the mastery of the intended learning outcomes of the English Language Arts curriculum?

There was one rare instance from the entire corpus where the examination question mentioned coursework or previous experiences for linking with the knowledge required in the examination (Example 13 below).

Figure 9 Site A exam questions, example 13

13. Compare the format of the instructional schedule, as practised in the coursework assignment, and the traditional compartmentalized lesson format. Discuss which format will be more effective in achieving the intended outcomes of the Primary School English Language Arts curriculum.

The requirement was to refer to nominalized entities “format of the instructional schedule”; “compartmentalized lesson format”. Yet a close analysis shows that the imperative stance of the text producer narrowed and circumscribed the response to future oriented, speculative action. The modal ‘will’ in “Discuss which format will be more effective ...” (example 13) is used to indicate knowledge that has not yet been constructed. Missing here is practice during

interaction, a key aspect of coursework and fieldwork promoted in the research literature. For instance, Peltier et al., (2021) conceptualized coursework as linked with fieldwork where methods learned in assignments are practiced through student teachers interacting with children during learning experiences.

In example 14 below, the candidate was being asked to create an assessment task in the decontextualized situation of a written examination. This touches at the heart of authentic assessment thinking. Wiggins (1990) in comparing traditional with authentic assessment questioned whether valid inferences of performance can be made from proxy items in tests. Researchers (Herrington & Herrington, 1998; Lund, 1997) promoted simulation to operationalize authentic assessment.

Figure 10 site A exam questions, example 14

14. Create and clearly describe a performance task that you would use in your classroom to evaluate students' understanding of a named topic. Highlight the conditions and guidelines that need to be carefully followed for successful completion of this task.

Practicum course descriptions

The practicum is an integral part of TE and decisive for teaching competency (Ortlipp, 2009). Eight practicum courses are outlined in the text of the prospectus. The signal words first, second, third ... final in the first sentences of these course descriptions indicate that these courses are sequentially related. In the excerpt below from the paragraph that prefaces the set of eight descriptions, the text producers assign agency to the inanimate “practicum courses”

while the “prospective teachers” are spoken about in the third person. Technical language expressed in the declarative mood replicates the style noted earlier in the examination questions. The writer parenthetically defines the pre-construct “practical knowledge” without attribution, thereby projecting the authorial self as expert.

Figure 11 Site A prospectus extract 1 practicum course description

The practicum courses ... aim to provide prospective teachers with opportunities to critically examine the practical experiences of teaching and develop and deepen their practical knowledge of teaching. This practical knowledge includes, but is not limited to, an understanding of the practical circumstances in which teachers work (personal practical knowledge); knowledge gained from classroom situations and the tasks of teaching (classroom knowledge); and knowledge of how to teach specific subject matter (pedagogical content knowledge) (Prospectus, p. 143).

In the excerpt below from the description of the sixth course in the series, attributes of the practicum are skill acquisition, reflection, and inquiry. There is a further stated connection between the practical and theoretical.

Figure 12 Site A prospectus extract 2 practicum course description

... *prospective teachers continue to engage in skill acquisition and reflection and add inquiry to their practice. It will help prospective teachers make further connections between the practical experiences and theoretical understandings that they developed during the *Foundation, Practicum and Pedagogy courses* (Prospectus, p. 144).*

Across all eight course descriptions the activity of lesson planning is given greatest prominence with the words ‘plan’ or ‘planning’ occurring (15 times) as in “plan and deliver and evaluate lessons” (Prospectus, p. 143). The next most recurrent verbal is ‘developed’ (6 times) as in “understandings that they developed” (Prospectus, p. 144). Since these course descriptions

provided an overview and were not the designated syllabus, there was sparse detail in the prospectus of how the aims were implemented. The realization of the stated intention in Figure 12 above, that connections will be made between the theoretical and the practical is crucial issue of interest. This key aspect of assessment experiences should feature in participant stories. In what follows I add to the picture of assessment practices by inquiring into educators' perspective as evidenced by their stance and engagement strategies published articles.

Interpretations: Site A educator scholarly publication, linguistic and pedagogical stance

In this section, following Hyland (2001; 2005) I identify strategies that educators employ to communicate their attitude (stance) to what they are writing about. Within this I look for the educators' *pedagogical reasoning*, the educational knowledge, skills, and attitudes they value. One article is reviewed below. The section is structured similarly to the previous one where commentary and verbatim extracts from the text analysed are alternated with my interpretive comments.

Joseph et al., (2013) four site A educators, published an article reporting on their experiment with differentiated instruction (DI) in a course they taught to undergraduates. The research literature reviewed in the article extensively explored the value of DI in teaching children. Joseph et al. reasoned that DI is equally useful for teaching in higher education. Verbatim testimonies from each of the educators detailed how they went about using DI with their students in a second-year curriculum studies course.

The authors used several boosting strategies such as synonyms of certainty to elaborate their messages (Hyland, 2001) and stamp their pedagogical beliefs (Watkins et al., 2021) into the arguments.

Figure 13 Excerpts 1 to 4 (Joseph et al., 2013)

1. I found that whole group teaching worked particularly well for introducing a new topic for discussion
2. The use of small groups of students with similar characteristics proved to be an excellent strategy
3. From my observation, it was quite clear that the visual learners preferred visual representations of their work as was evident in their presentations.
(Joseph et al., 2013, p. 34)
4. The majority of respondents (88%) indicated that they would definitely consider using differentiated instruction (Joseph et al., 2013, p. 37).

As seen in the extracts in Figure 13 above, the words ‘particularly’, ‘proved’, ‘quite clear’, and ‘definitely’ evoke assurance and certainty. The writers do this to boost reader acceptance of their claims about the usefulness of Differentiated Instruction. Joseph et al. have employed “subjective evaluation” [rather than] communicating “objective information” (Hyland, 2005, p. 180) to make claims.

It is noticeable, however, that the pedagogical activities were not described, making it difficult to discern the educators’ pedagogical reasoning. This is seen in excerpt # 3, where the notion of visual learning refers to the format in which students presented work, rather than the relevant learning resources and activities involved.

Additionally, instead of making instructional activities visible Joseph et al., used attitude markers (Hyland, 2005) to add emotion and draw reader agreement. The words “a breath of fresh air”, ‘lively and engaging’, ‘readily’, “very receptive”, “enthusiasm and interest”,

rapturous applause” “enthusiasm and interest” “cordial” (Excerpts 5 and 6, below), have an affective quality.

Figure 14 Excerpts 5 to 6 (Joseph et al., 2013)

5. The decision to differentiate came as a breath of fresh air ... in the end, class sessions were generally lively and engaging with optimum student participation in what might have otherwise been three hours of drudgery ... students readily agreed to explore the option ...

6. Students were very receptive ... they demonstrated much respect and appreciation for their peers, sometimes with rapturous applause (Joseph et al., 2013, p. 34)

These substitutions for actual student experiences attempt to have the reader agree that abstractions and emotions are adequate for giving account of pedagogical activities.

As exemplified in the excerpt below, teaching is presented generically using nominalizations as short-cuts without explicit description of what happened. This functions to occlude the pedagogical activities involved.

Figure 15 Excerpt 7 (Joseph et al., 2013)

7. “... use of tiered activities (a series of related tasks of varying complexity)” ... “use of flexible grouping, peer teaching, Whole group teaching” ... “engaging students in writing reflections in online journals”; designing or evaluating a curriculum”; “participating in concept checks” (Joseph et al., 2013, pp. 31-32).

By comparison, the following excerpt from an article an educator (Morrison, 2016) described what she did with students using the first-person point of view. This gives the reader a clear understanding of the teaching procedures.

On the night we discussed their research; I split my class into groups of 4-5 and had them give a round-robin explanation of the sorts of things they found in their research. After they each reported, I asked them to discuss their findings within a particular organizing frame. That frame was made up of the questions found in ... (p. 9).

The interested reader can visualize what happened, and an educator could possibly adopt the procedures in her practice. This is not the case with Joseph et al.'s account in excerpt 7 above. Missing from their article are specific descriptions of teaching activities used to activate differentiated instruction.

It is notable that while the authors used boosting strategies in presenting their experiment with DI, they instead used hedging in the opening and closing sentences of the article when addressing its adoption in the program, The possibility modals “may’ and ‘can’ ‘if ...then’ suggests that the writer is leaving space for ratification (Hyland, 2005).

Figure 16 Excerpt 8 Excerpt (Joseph et al., 2013

A close look at teacher education institutions may reveal that many instructors teach and assess every student in the same way using the same material without paying attention to learner variance If this is a true picture of our teacher preparation institutions, then a case can be made for these institutions to transform their programmes to reflect the realities of 21st century school (Joseph et al., 2013, p. 28).

If adopted more widely, a differentiated instructional approach has the potential to revolutionize teaching and learning at the tertiary level (Joseph et al., 2013, p. 39)

Regarding their beliefs about assessment Joseph et al. stated that “students who were exposed to a differentiated instructional approach generally obtained higher grades than their

counterparts who were taught in the traditional whole class instructional setting” (Joseph et al., p. 37). Using grades to represent the outcomes instead of qualitative statements about skills, knowledge and understanding shows affinity with assessment as measurement. This echoes the trends identified in the analysis of examination questions. It further suggests that the educators were focused more on giving of marks and grading than dealing with the substance of learning.

In the preceding section I used the discourse analytic method of looking at how the distribution of grammatical structures affected communicative intentions in examination questions and the practicum course descriptions. I also interrogated the texts by applying keywords from Gee’s (2014) seven questions. I considered the outlooks on knowledge evinced and the probable effects experienced by candidates interacting with the texts. My analysis found that grammatical forms functioned to structure examination questions in a way that fulfilled the knowledge interests of the educators as text producers. They encouraged pre-formed or speculative rather than generated knowledge. Educators’ use of boosting and attitude markers in their academic publication showed that they relied on non-epistemic means to draw the reader into accepting their claims. I now turn to analysing Site B document.

[Interpretations: Site B curriculum document analysis](#)

The document analysed hereunder is the Site B student handbook issued for (2019/2020) (SOE, n.d.-b), hereinafter referred to as the Handbook, 2019 – 20 when images of text are cited. I compared it with the previous version (2017/2018) (SOE, n.d.-a) and found that the wording and content were identical except for addition of more details about marks allocated. As the document informed, this is a post-graduate program where persons enrolled are in fact ‘teachers’ in their existing professional roles “The Postgraduate Diploma in Education

programme provides professional training for teachers who hold a first degree or equivalent and who are teaching at the secondary level” (SOE, 2019-2020 - b, p. 17).

Document features and layout

The document has multiple subsections with student handbook and syllabus ‘moves’, obligatory elements common to the genre (Askehave, 2007). Moves directly about assessment include regulations and penalties, direct address to students, tabulated schedules for submission dates, course descriptions, assignment descriptions and rubrics. Visually the document has numerous subsections in the form of paragraphs and bulleted sentences and lists. Assessment rubrics with multiple sections occupy several pages. These multiple partitions recall what Foucault (2012, p. 220) termed “perpetual assessment and classification ... ensemble of minute technical inventions that make it possible ... to control”.

Assessment regulations: Punitive turn

Prominent in the handbook was a tabulated alpha-numeric grading scheme and non-negotiable deadline dates fixed in advance in the section entitled “List of Assessments and Deadline Dates” (SOE, 2019-20, p. 27). This information preceded the description of courses. The prominent positioning of the grade scheme and deadline dates foregrounded the ideology of calibrated performance through summative assessment directed principally at generating scores to grade performance so that records of program completion could be generated. It is worth pondering whether student activity is influenced by the hidden curriculum of responding to rigid deadlines and conforming to a reward system underscored by penalties or everyday punishment (Gair, 2003).

The punitive within the institutional ethos was further operationalized in the cheating and plagiarism regulations of the handbook. The offence of cheating was defined by the handbook text producers as when a candidate “directly or indirectly give [s] assistance to any other candidate or permit[s] any other candidate to copy from or otherwise use his or her papers” (SOE, 2019-20 p. 21). A network of procedures, and at least five different authoritative persons or administrative officials were identified for investigating and determining whether a candidate is “guilty of cheating or attempting to cheat” (SOE, 2019-20, p. 21).

Figure 17 Extract 1 Site B handbook

Permission for extension is not guaranteed. Coordinators will make a decision in consultation with your supervising lecturer/tutor. Assignments submitted late without permission will be penalized. Such penalty will be determined by the Programme Coordinators using the schedule of penalties listed at the end of this section ... (Handbook 2019-20, p. 19).

Juxtaposed with the compliance element, in extract 1 above the series of warnings about late submission using the words permission and penalty sustained a legalistic and threatening tone.

The configuring of giving assistance as equated with criminality relates to the ethos of public competitive examinations. Adam et al., (2017) considered this view on plagiarism a moralistic and regulatory perspective as distinct from one about students’ development. This contradicts modern views of learning espoused in the educational literature, for example, learning as a social constructivist dialogic meaning making, collaboration and mutual support (Alt, 2017; Edwards-Groves & Hardy, 2013).

In the following section I seek to understand what the document reveals about the disciplinary and institutional outlook on assessment for educators and participants. I proceed by commenting on the prominence of the linguistic features: pronoun use; mood, nominalization, and modality.

Pronoun use and authorial self-projection

There are two welcome statements in the early section of the handbook. One was penned by the director of the institution and has his photograph nested in the first paragraph of text. The director used the first-person plural pronoun “we” and makes pronouncements about ‘teacher quality’, ‘teacher professional development’ and ‘good teaching’. He stated “... increasingly, we understand the job of a teacher as complex, demanding knowledge and insight into learning sciences and children” (Handbook, 2019/20, p. 10).

Personal pronoun use indicates how actors’ social positions were represented and legitimated. As a rule, the pronoun ‘I’ gives a clue of authorship, while ‘we’ and ‘our’ could signify social distance and “uncontested authority” (Angermuller, 2014, p. 132).

Figure 18, Extract 2 Site B handbook

The Diploma in Education is your first formal certification as a teacher. True, you may have been teaching for years or you may even have earned a subject centred B. Ed., however, it is still good to regard the Dip. Ed. as a platform and catalyst to your career (Handbook, 2019-20, p. 10, emphasis mine).

The power differential between the director who represents the self in the monarchical plural “we” and the addressee “you” is observable. The director asserted understanding of what is

complex while admonishing the targeted reader about what is “true” and “good” in an absolutist, omniscient fashion (Extract 2 above).

Also, in extract 2 above, the upholding of the “Dip. Ed” credential, as having agency to launch and catalyse one’s career, positioned the reader as submissive to the agency of an inanimate entity. Applying Gee’s (2004) question, ‘What relationships are enacted?’, the foregoing suggests that the usage of ‘you’ objectified the addressee and made prominent the perspective of the authoritative speaking voice (Kashima & Kashima, 1998).

The profusion of “you” and “your” in extract 3 below from the second welcome statement by the program coordinators shows that both text producers are governed by the identical genre conventions of pronoun use. However, in the second text, the writers also used the noun “colleagues” and the first- and second-person plural pronoun ‘our’ and ‘we’ to identify with the reader.

Figure 19, Extract 3 Site B handbook

In short, our purpose is to assist you on your journey towards ‘becoming’ by helping you develop mental tools and practical strategies; approaches to systematic thinking; and, above all, a deeper understanding of what we all do as educators.” (Handbook, 2019-20, p. 11, emphasis mine).

This usage of ‘we’ as identified above follows what Baecker (1998) citing (Muhlhausler and Harre 1990) noted. The pronoun ‘we’ could be inclusive, exclusive, and coercive. While it appears to draw the reader into teamwork, it could also secure complicity.

Modality, pronoun use, mood, power

In addition to the authorial style of using the pronoun 'you' to address the targeted reader, the text producers used the declarative and imperative mood to state unilateral, non-negotiable directives. In extract 4 below the phrase "you are expected" has the intention of extracting complicity. The passive impersonal tone of the writer "assignments designed for you" (Extract 4) suggests that the communicative space is non-dialogic, as instructions are handed down. The linguistic /grammatical forms at the micro level of the text locates the addressee in their designated social space of subordinate.

Figure 20 Extract 4 Site B handbook

Over the course of the year, you are expected to demonstrate growth in the ability to plan units and lessons related to curriculum-based learning outcomes. The following are the assignments designed for you to demonstrate this proficiency (Handbook 2019 -20, p. 57, emphasis mine).

In explaining how power operates with the pronoun 'you' Brown and Gilman (1960) posited that in a situation of power between at least two persons where one has power in terms of having control over the behaviour or another, power is non-reciprocal in that "both cannot have power in the same area of behaviour" (Brown & Gilman, p. 154). The asymmetry in educator student power is very explicit in the communication style and tone observable in Extract 4 above. Additionally, the underlying assumption is that a pre-defined set of competencies can be transmitted by specifying outcomes.

The linguistic form of the necessity modal 'should' used with the direct address 'you' and the imperative mood is another way in which I found that usage norms shaping textual

practices were implicated with the configuration of power in the handbook as syllabus. Extract 5 below was taken from instructions for reflective writing. That reflection is tethered to pre-specified variables “new learnings” bound with “participation in the course” goes against the ideal of independent thought. The will of the text producer regulates what is reflective thought.

Figure 21, Extract 5 Site B handbook

Reflective Comprehensive Summary (8 marks)

You should critically evaluate your new learnings in the Pedagogy as Process course, and give some projection of your continued professional development, especially with respect to enhancement of pedagogical skills. You should reflect on how your initial philosophy of education has been affected by your participation in the course. You can use a variety of modalities including song, drama, video, or text to express your changing philosophy and growth (Handbook 2019 -20, p. 59, emphasis mine).

The modal ‘can’ in the last sentence expresses permission, however the addressee’s choices do not extend to content and must do merely with form. The strict specification of the content of reflections leaves to question whether the educators writing the instructions were more interested in compliance than truth. It also poses the issue of whether reflective writing is about authentic transformation or following prescriptions. The notion of reflective practitioner that course designers employ here is construed differently in the research literature. For instance, Beattie (1997, p. 116) citing Edmunson (1990) asserted that the goal of teacher education is to educate students “to reason soundly about their teaching”.

Here reasoning is regulated by what the authorities deem to be significant, which is, accounting for participating in the course. This site B program is more in keeping with a convergent view of assessment, whereby outcomes are tied to pre-specified objectives. When

discussing how formative assessment benefits could be maximised in higher education, Yorke (2003) citing Torrance and Pryor (1998, 2001) suggested that a divergent assessment approach will give more open-ended tasks with a view to encouraging autonomy and lifelong learning.

Another way in which power relations were configured in the text of the handbook was the syllabus genre convention of giving agency to the inanimate course with the human teacher or student as the object of the action rather than the doer. I found the phrase with the course as agent “this course” 19 times, for example “this course focuses”, “this course attempts to induct teachers ...” (Handbook, p. 30). The phrase “the course”, for example “the course encourages... the course exposes ... the course demands ...” (SOE-b, p. 51) recurred at least 10 times. By comparison the phrase “teachers will” as in “teachers will respond” (Handbook, p. 51) occurred 12 times. This usage is replicated in all six course descriptions found in the handbook. This contradicts a view of agency where “the self is the protagonist who confronts and solves problems [to] ... develop a sense of competence and authority” Dozier et al., (2006, p. 12).

Positivistic action research and lesson planning

In extract 6 below from the rubric to assess the teacher’s action research report, framing the requirements are nominalizations expressing traditional scientific research elements - “description of the problem”; “usefulness of the study”; “literature reviewed”; “analysis strategies”; “data collection methods and analysis” (SOE-b, pp. 38-39). This suggests that the action research is for fidelity to methodology rather than reflecting on how teaching could be improved or how professional growth has happened. The personal seems denuded in this demand for objectivity. In keeping with the highly technician style and tone of the handbook as syllabus document, the reader is consigned to making meaning with preformulated constructs.

Figure 22, Extract 6 Site B handbook

The description of the problem, its context and history (global, regional, local, district, theoretical) thoroughly clarify the issue and research environment.

The usefulness of the study has been justified against the gains that it brings to the immediate participants (researcher, students, discipline, department and school) in terms of the investment in time or resources in the project.

The intervention as a probable solution has been thoroughly justified against the nature of the problem.

High level of critical analysis of the literature (pros and cons) to justify your choice of intervention. Includes current and/or seminal research. (Handbook 2019-20, pp. 37-38).

For example, in the phrase “The intervention as a probable solution” (Figure 20, Extract 6 above), elides the idea that action research is about making a difference to one’s everyday practice” (Reis-Jorge, 2007). The focus here becomes less on novice teacher inquiry and practical understanding gained through dialogue, aims that Carr (2006) contended rightfully belongs to Action Research. Bullock (2016, p. 389) argued that action research framed as “achieving bureaucratic aims ... [and] another university assignment to be completed” should be avoided. Also McAteer (2019) in addressing the question , what is Action Research, hinted that it is preferable to explore what it is rather than establish how to do it.

As borne out in extract 7 below assessment the educators conceived of lesson planning as classifying objectives by level and domain, and alignment with unit goals. Structure is privileged over content. The requirement of writing objectives in isolation from learners in context as shows that the text producer is more interested in technique than substance.

Figure 23, Extract 7 Site B handbook

Unit and Lesson Planning

You are to: (a) choose a lesson from your unit in (1), (b) identify the instructional objectives, presenting in a numbered list. (c) classify by levels and domains and (d) match these instructional objectives to associated unit goals and objectives. This assignment does not require you to plan an entire lesson.

You will be required to: (a) define the term instructional scaffolding, (b) explain the component parts of the process involved in providing instructional scaffolding, (c) construct a flow chart to show how you would use a specific set of instructional scaffolds to teach a major concept/skill and (d) explain the process depicted in the flow chart (Handbook 2019-20, p. 57, emphasis mine).

Since technical formality is what matters, participants might neglect ambitious teaching for the sake of compliance.

For the task on instructional scaffolding the emphasis is on accuracy - “construct a flow chart ... specific set of instructional scaffolds” (Extract 7 above). The descriptor in the rubric for teaching learning activities in a lesson plan conceptualized student learning as task completion with discrete subskills – “keen recognition of the sub skills required for performing the task” (SOE-b, p. 61).

In promoting the link between scaffolding and formative assessment Shepard (2005) thought that alternative constructivist or socio-cultural orientation would preserve the sense of learning being socially and culturally embedded. Formative pedagogy theorises teaching as cyclical questioning , reflecting and acting students’ responses and products, then devising more effective strategies (Buck & Trauth-Nare, 2009).

As seen in extract 8 below from the rubric that corresponds with the task in extract 7, the course designers promote an outlook on lesson planning that attends primarily to format. The word accurate is repeated in the rubric. Tasks for teachers in training are presented as a test with one right answer. A behaviourist orientation is at work where all learners are expected to demonstrate the same response to previous teaching or treatment (Merriam et al., 2006).

Figure 24, Extract 8 Site B handbook

High congruence between lesson purpose, unit goals and objectives, and instructional objectives; all objectives are 'measurable'; All objectives are meaningful; there is a mix of high- and low-order objectives, as appropriate to the purpose of the lesson; objectives are taken from each of the three domains, as appropriate to the lesson topic and/or concept being explored.

Accurate explanation of instructional scaffolding with relevant citations; accurate identification and explanation of components of scaffolding, based on lesson concept/skill to be explored (Handbook 2019-20, p. 63)

Missing from the handbook are discourses which encourage person-centric action in lived situations. Ideally as participants complete their TE programs, rather than writing detached lesson plans they benefit from critiquing their instructional decision making (Kohler et al., 2008).

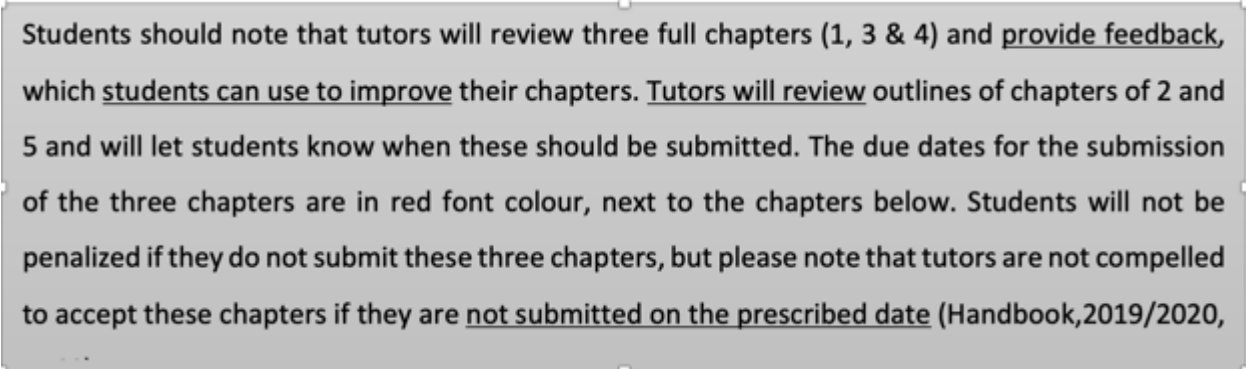
Conceptions of assessment

The view of 'self' or teacher identity (Gee, 2004) appearing in the document is one that must comply to instructions with multiple minute numerical marks attached. An example is this excerpt from a breakdown of marks allocated - "Lesson Plan Evaluation - 4 x 5 = 20; Session Plan Evaluation - 4 x 7 = 28; Total = 48" (SOE-b, p. 86). Sambell et al., (2012) argued that

although marks and grades direct students towards performance, they can also lead to concentrating on accumulating numerical gains at the expense of deep understanding. In the present instance, decomposing lesson planning according to rules and ‘strategies’ could amount to meeting requirements rather than contemplating how the planned activities allow students to grow in understanding and gain perspective. Ultimately this is a form of textual subjection or subordination that has the potential for encouraging a distorted view of self as merely a test taker.

To further get a sense of the assessment discourse prevailing in the institution, I looked at how contemporary assessment conceptions were operationalized. The word formative was mentioned once in the entire Site B document “The course emphasizes formative assessment for and of learning” (SOE-b, p. 31). In extract 9 below more words are devoted to due dates and warnings than the guidelines informing feedback.

Figure 25, Extract 9 Site B handbook



Students should note that tutors will review three full chapters (1, 3 & 4) and provide feedback, which students can use to improve their chapters. Tutors will review outlines of chapters of 2 and 5 and will let students know when these should be submitted. The due dates for the submission of the three chapters are in red font colour, next to the chapters below. Students will not be penalized if they do not submit these three chapters, but please note that tutors are not compelled to accept these chapters if they are not submitted on the prescribed date (Handbook, 2019/2020,

The conception of ‘feedback’ is contextually defined to mean tutors reviewing student chapters so that they can improve it. The probable reason for emphasis on deadlines is that allowance is being made for sufficient time to act on feedback. Boud (2007, p. 28) cautioned against

assessment activity following the “unilateral agenda of authority”. The writer thought that when feedback is construed as passively responding to the initiatives of others the development of more a sophisticated assessment discourse is inhibited. A more expansive and interpersonal vision of feedback (Boud & Molloy, 2013) envisages students actively using standards and criteria to build their capacity at making judgements.

The following excerpt from the section “Growth in assessment competence” (SOE-b, p. 60) revealed the Site B ethos concerning assessment paradigm.

Figure 26 Extract 10 Site B handbook

Choose a major concept, or topic, in your disciplinary specialization.

(a) Explain what you would want students to understand about the concept, if you were going to explore it via an instructional unit.

(b) Create a sample task that could be used for assessing students’ understanding of the concept or an aspect of the concept described in (a). State (i) the purpose of the task and (ii) what insights about the concept students will gain from performing the task.

(c) Create a rubric that assesses the task and describe how the rubric is to be used to assess the task.

2. (a). Identify and explain any TWO important principles of classroom assessment or test construction with examples and reference to supporting literature.

(b) Using an assessment which you have already constructed, such as an end of term test, perform a critique of it by: (i) assessing the extent to which it “conforms” to the two principles discussed in (a), and (ii) offering suggestions for its improvement, so that it aligns with the principles discussed (Handbook 2019-20, p. 60, emphasis original).

The instruction is for the program participants to create an assessment task for a concept or topic to be taught and an accompanying rubric describing how the task will be

assessed. They are further asked to explain principles of assessment or test construction and critique another assessment previously used against these principles. This suggests that assessment is conceptualised by the text producer as a tool administered rather than a process for improving learning. Assessment here is divorced from teaching and framed as task completion for bureaucratic requirements. The impression conveyed is that assessment is applying an instrument rather than a process of inquiring into students thinking during the activity as they move towards learning goals (Otero, 2006). The alternative FA framework promotes approaching assessment in terms of a triadic set of questions focused on student progression – where students are going, where they are now, and how they will get there (Gu, 2021; Otero, 2006).

In what preceded, I applied CDA tools to close read the Site B handbook as syllabus. I showed how genre elements fulfilled by grammatical forms influenced the way text producers communicated and functioned to position the reader as constrained by these text features. I also scrutinized and commented on how assessment discourse is configured in the handbook text. In the following section I present an analysis of educator stances towards assessment and teacher learning as evidenced in their utterances in published research articles.

[Interpretations: Site B educator scholarly publication, linguistic and pedagogical stance](#)

Yamin-Ali and Pooma (2012) investigated the outcome of the Site B program in terms of its impact on the professional identity of graduates. The researchers wanted to know “the influence of the [program] experience ... as it relates to [participants’] sense of professional identity” (Yamin-Ali and Pooma, 2012, p. 74). Research instruments were a survey and interview with three participants three years after completing the program. The variables that

the researchers identified as informing their interest were sense of self and self-efficacy as it relates to teaching, as well as teaching philosophy, conduct, competency, and preparedness. The findings section of the article was structured by alternating author commentary with supporting quotes from interview transcripts.

Stance and engagement features encountered in Yamin-Ali and Pooma's article coincided with their intention to make claims about positive program impact.

Figure 27 Excerpts 1, 2 (Yamin-Ali & Pooma, 2012)

1. Clearly, the professional development that these teachers were exposed to during the Dip.Ed. had served to refine their understanding of their professional identity. It was not that their professional identities did not exist prior to the experience, but that it was polished, refined, and clarified, and continues to evolve as the years progress (Yamin Ali & Pooma p. 79).

2. She therefore sees herself as a capable and competent teacher, and this she accredits to the programme. (Yamin Ali & Pooma p. 84)

The strategy of *boosting* (Hyland, 2005), using synonyms of clarity to secure reader acceptance of claims was used throughout the article. I counted fourteen instances of the word 'clear' and the word 'clarified' was used five times. In excerpts 1 and 2 above, Yamin Ali and Pooma used the word 'clearly' to add certainty. Additionally, words with an affective quality "polished, refined and clarified", "capable and competent", "accredits" are inserted in the text as *attitude markers* to draw readers into agreement. The pattern of boosting is repeated in the excerpts 3 and 4 below "It is clear...", "very positive", "especially", "strengths", "very evident".

The certainty adverb 'clearly' (Biber, 2006) that Yamin - Ali and Pooma (2012) used shows that the authors have a persuasive intent to get their audience to concur with assertions made.

Figure 28 Excerpts 3, 4 (Yamin-Ali & Pooma, 2012)

3. From the analysis conducted, it is clear that the Dip.Ed. programme had a very positive influence on the three participants' sense of professional identity, especially with regard to their sense of professionalism, their sense of self-efficacy, their ability to analyse their school context, their ability to reflect, and the awareness that their professional identity was constantly evolving.

4. One of the strengths of the influence of the Dip.Ed., ... It was very evident from their feedback that this is very much a part of who they have become (Yamin Ali & Pooma p. 88).

To realize their determination to convince about program success, the writers seem to be cajoling the reader into agreement. Their claim about program impact relies on using persuasive vocabulary.

In excerpts 5 and 6 below, attitude markers in the form of affective words are inserted in the text to add emotion and draw reader into agreement. Examples are 'great' to qualify 'impact'; "teaching was her calling". The writers assumed shared attitudes and values with the reader and rely on this rather than the epistemic to illustrate their claims. Using the rhetorical devices of persuasion through repetition of the words 'confident' and 'confidence' in successive sentences, the writers asserted rather than illustrate the effect of the program.

Figure 29 Excerpts 5,6, (Yamin-ali & Pooma, 2012)

5. In SS's view the Dip.Ed. had a great impact on her teaching philosophy. According to her, the Dip.Ed. helped her to realize that teaching was her calling. It enriched other aspects of her life. She became confident that she could handle all levels of classes. She became confident in her abilities to lead her students where they needed to go. She grew in confidence ...

6. She acknowledges that her confidence has increased as a result of the Dip.Ed. experience. She has confidence in terms of the method that she uses, and she is also confident in using the target language in the classroom (p. 84)

Evidence is substituted with emotive words. Yamin Ali and Pooma additionally used the engagement strategy of *appeal to shared knowledge* (Hyland, 2005) in the situated definitions of professionalism that they sustained. Below the participant believes that professionalism is about performing duty, having credibility, and being punctual. The authors' comment inferred that professionalism is a "sense" one has of self and "professional qualifications" obtained.

Figure 30 Excerpts 7, 8 (Yamin- Ali & Pooma, 2012)

7. ...the Dip.Ed. influenced her sense of professionalism. Her idea of it was clarified and she endorsed the programme for giving her the professional qualifications that made her the professional that she is today (Yamin-Ali & Pooma, p. 77, emphasis mine).

8. "... *performance of one's duties*" and —"*developing one's credibility ... looking at how you do things, what you do, when you do it, being on time and things like that*" (Yamin-Ali & Pooma, p. 78).

Yamin-Ali and Pooma (p. 87) concluded their article by using the engagement strategy of directives (Hyland, 2005). They stated, "one of the first things that can be noted is the teachers' high sense of professionalism and self-efficacy". Here they directed the reader to understand a

specific view of professionalism. The authors interrelated professionalism and professional identity and focused on how the nine-month program enhanced these constructs as indicated by statements graduates made three years after graduation.

The author's pedagogical reasoning, what they valued about professional practice knowledge and how it was promoted in the program received limited treatment. As explained in the theoretical chapter, pedagogical reasoning entails making visible what educators striving for expertise do to refine their practice. One way to achieve this is through explaining teaching procedures (Loughran, 2019). The following student quotes from Yamin-Ali and Pooma's (2012) are illustrative of what was mentioned about teaching procedures.

Figure 31 Excerpts 9 -12, (Yamin- Ali & Pooma, 2012)

9. "...I have been exposed to knowledge and skills and undergone a process ..." (Yamin Ali & Pooma, p. 79)
10. "...equipped me with the theoretical underpinnings of different approaches to FL [foreign language] instruction" (Yamin Ali & Pooma, p. 82).
11. "...it gave me an introduction to methodologies, approaches and unit and lesson planning ..." (Yamin Ali & Pooma, p. 82)
12. "I felt I came out of it having learned a lot – being exposed to the theories, pedagogies and the actual experience of learning about teaching as a Science" (Yamin-Ali & Pooma, p. 85).

The verb phrases "have been exposed", "equipped me", "gave me" "learning about teaching" mirrors the trend discussed in the handbook as syllabus where agency is accorded to the course. The single exception to assigning agency to an external, inanimate entity is where

the person used the words “the actual experience of learning about teaching” (Excerpt # 12 above).

It is noteworthy that quotes from statements that graduates made about pedagogical experiences in the site B program repeated exact phrases from the handbook. For example, “theoretical underpinnings” (Example 10 above) is found in each of the course descriptions (Handbook, p. 51). The absence of concrete statements by participants about what they as teachers ‘know and are able to do’ a signal refrain recurring in the published discourses about teacher learning, for example (Australian Institute for Teaching and School Leadership (AITSL), 2011; Lin, 2002; Mayer, 2013) pointed to the tendency of representing teaching ephemerally in the local TE spoken and written discourses that I have explored in this study.

Yamin Ali and Pooma focused on the positive aspects of the program that contributed to professional identity. It is necessary to point out that there are multiple and changing definitions found in the abundant literature discussing the teacher as professional (Bourke et al., 2015).

The preceding critiqued structural, ideological, and linguistic elements in the Site B handbook. I commented on communicative tone and author intention making inferences about subjectivity. I discussed the various grammatical elements and implication for reader positioning. The features of the handbook specifically dealing with assessment were critiqued for the outlook they evinced in relation to contemporary theorization. Analysis of educator stance and engagement strategies noted their use of persuasive strategies at the expense of epistemological reasoning.

Conclusion

In this chapter I have sought to uncover the way textual conventions as a domain of language shape practice. CDA framework shaped the interpretative approach that I used to generate meanings and understandings. Theoretically informing this approach was the assumption that discursive strategies in institutional genres sanction the exercise of power through interaction with the targeted reader.

Analysis of Site A curriculum documents revealed that testing of discrete, atomistic knowledge and skills to be the main assessment modality. All the examination questions required candidates to provide correct answers that had been fixed in advance in preference to eliciting insights about teaching gained from lived experiences inside and outside of the formal program.

My Site B document analysis illuminated how power and control realised through linguistic forms configured assessment and educator student interactions. I discerned that knowledge interests in the Site B program tended towards absolutism and technicization evidenced in a commanding style and narrowly specified tasks.

From critiquing educator published articles for stance and engagement strategies I noted extensive use of boosting strategies to substitute for adequate accounts of pedagogical activities. Educator affinity with assessment as measurement in the article echoed trends that I identified in the examination questions. I argued that the stance taken in the Site B educator was uncritical affirmation of the program, thus eliding possibilities for improvement through problematisation.

The upcoming presentation in Chapter five of study participants and the stories that I have composed from their interview transcripts expand the picture of assessment as configured and experienced. The meanings and understandings generated will be integrated in Chapter six.

Chapter five: Analysis of stories constructed from past student interview transcripts

In this chapter I present the researcher-composed stories derived from TE alumni whose insights were captured in interview transcripts. I first present each participant using their fictitious names, explaining my naming method by linking with the interview event. The presentation of the stories and analysis appears as story excerpts in text boxes accompanied by interpretive comments. My close reading entails acting as mediator between the text and imagined readers. I draw attention to the ideas and issues in the material. I will also expand the commentary by invoking relevant Foucauldian and hidden curriculum themes as well as statements from educational literature that contribute to illuminating emergent issues. When I use extracts from the interview transcripts as part of the discussion of issues in the stories, I use the labels Site A participant 1, 2 and 3 and Site B participant 4, 5 and 6 respectively

Participant information

Six persons all women shared their narratives of assessment experiences. As I explained in chapter three the snowball recruitment utilised referral in the participants' social network. No males were part of this network.

Site A participant 1 is Rena the Bee. I assigned the bee as her animal character because of the attitude to work that she evinced when talking about her feelings about personal achievement. When Rena introduced herself at the beginning of the interview, she mentioned that she had recently graduated with a Bachelor of Education degree. Rena came across as perspicacious, repeating several times her concern with earning the highest grades. She conveyed that she tirelessly worked for A grades during her studies and took low grades such as a C with as a personal defect. Rena narrated how she fell ill and was hospitalized during an

episode where she had difficulty with an assignment and almost failed. I came up with the image of a honeybee tirelessly searching after the best nectar for Rena. The metaphor she offered was 'light at the end of a tunnel'.

Site A participant 2 is Leah the Lioness. For the entire interview Leah exuded a fierceness of spirit and a sustained sense of anger and disquiet about her experiences while studying in the TE program. Leah gave compelling details of classroom tests when she was a child. She also shared striking memoirs of early career experiences of becoming a teacher. Because Leah had the spirit of resistance, her accounts of assessment experiences were filled with criticality. She anticipated that sharing her story would be a way to publicize her sense of grievance. Many of her answers to interview questions were analytical about aspects of the program. When asked for a metaphor to represent her experiences Leah stated in her characteristic ebullient tone "A jail with flames". At the end of the interview, we both agreed on the image of a lioness to represent her. Leah's critical outlook was not inconsistent with high performance. As she introduced herself, she mentioned that she had graduated 'magna cum laude'.

Site A participant 3, Sophie the Suave Swan got the name from her tone of her voice, unruffled temperament, and assertions about doing her personal best. These attributes reminded me of Swan Lake ballet performances. Sophie's story obtains its plot from what she narrated about individualized instruction with students who were falling behind. In fact, she was relatively reticent about her assessment experiences. Most of what she offered was about her unrelenting effort to perform well. The impression conveyed was that she glided through

the TE experience with minimal problems. Her metaphor to represent her experiences was “I fought a good fight”.

Site B participant 4 was effusive and forthcoming about her experience in the teacher education program. She had an acute ability to make connections with her past and present and all other elements of the program where she was enrolled. Her responses were intelligent, to the point, and fully detailed. I gave this participant the name “Three in One Bird” because she embodied the flamingo in appearance (tall and intent in demeanour); the hummingbird (energetic and untiring); and the pigeon (gregarious, based on her accounts of group interaction). The Three in One Bird stated that the metaphor for her experiences was that of a gardener tending to plants.

I called Site B participant 5 Felicity Frieda using the style in which racehorses are named. The image came from the impression conveyed that her adaptation to the educative process was akin to dressage. All her responses repeated a similar refrain using stock terminology from education or teacher training. In addition, she selected being well made up as her metaphor. She explained that facial make up was important to her, and that presenting her best self was her guiding image. After the interview uppermost in my mind was Felicity’s undaunted striving for personal perfection. She was patient and yielding while responding to the interview questions. Her demeanour was agreeable throughout. While thinking about her unflinching sense of goodness and the aura of purity she exuded as well as her glamorous self-presentation and orientation to high performance, the image of show jumping came to my mind. Hence my decision to use the analogy of training and preparing horses.

The final interviewee, Site B participant 6 got the name Nila Nightingale because she had the most unruffled personality and gave brief, pointed answers to the interview questions. I thought that this was equivalent to effortlessly whistling a sweet tune. She spoke about changes in her conceptions about assessment since childhood and through professional education. She shared a poignant insight about beliefs about assessment since gained childhood having to do with the one right answer orientation. Nila expressed that there was nothing problematic about her experience in the TE program. Probing questions in the interview revealed a disparity between her experiences of teaching and assessing her students and the dominant assessment culture of standardized exit tests.

Site A stories: Interpretation and analysis for relevance

Rena the Bee at the University for Worker Bees

In the first story below the metaphor of collecting nectar represents the protagonist Rena the Bee's attention to high performance and self-efficacy. Honey as one of the elixirs of nature corresponds with Rena's aspirations. Her striving for excellence equated with earning the highest grade.

Figure 32 Rena Bee's memories of school

Rena Bee attended the University for Worker Bees (UWB). As far back as Rena could remember she always went looking for the best nectar. She was very ambitious and the only nectar that would satisfy her was the type that made grade - A honey. Rena Bee could remember nothing special about learning when she was in the elementary school except writing notes and doing tests. It was the same routine every day. The Queen Bees did all the buzzing and writing on the chalkboard. The only buzzing practice worker bees got was when there was a spelling test and they had to spell words out loud. Then they got a little whack when they couldn't spell correctly.

About going to school as a child Rena recalled mostly copying notes from the chalkboard and doing tests. Teachers dominated the classroom talk “... the queen bees did all the buzzing”. Student talk happened only when there were oral spelling tests. This minimal opportunity to verbalize showed that learner passivity was normalised in school. The weekly spelling test with physical punishment for incorrect words was standard classroom practice.

As seen in part two of Rena the Bee’s story below during her secondary schooling years her experience of assessment was that teachers prepared students badly for examinations. There was no previous practice for oral Spanish examinations. She experienced failure, and examinations were associated with fear, anxiety, and dislike for the subject, elements of student as precarious worker discussed in Chapter two. An attendant question is what kind of teacher education is needed to improve the teaching and assessment practices of the teachers.

Figure 33 Rena Bee's memories of school

When Rena Bee moved up to secondary school nothing changed. At test time she was very, very nervous. She will never forget Spanish oral examination. Without the Queen Bee giving Rena any practice to prepare buzzing in Spanish she had to buzz Spanish aloud for the exam instead of writing. She was so nervous she could not make the faintest sound. Since that time Rena was always nervous and fearful when facing examinations. Worse yet she never liked Spanish. That was all to change when she went to the University for getting a Queen Bee degree.

Later when Rena attended the university, she had different experiences with assessment. As she told Sister Monkey, in the extract below (Figure 34) the university instructors used dramatization and group work for second language learning. This led to what can be viewed as emotionally satisfying assessment experiences for Rena, who affirmed that the way the subject was taught and assessed was useful for her future practice as a teacher.

Figure 34 Rena Bee: Assessment at University

One day Sister Monkey asked Rena Bee "What was most memorable about doing assessments when you went to University to become a Queen Bee?"

"I actually got to like buzzing in Spanish when I attended UWB" Rena responded.

"How did that happen?" asked Sister Monkey.

"That is because the Spanish instructors made us work in groups", Rena said. "We did a demonstration lesson about teaching road safety to young worker Bees. We had to do this by buzzing only using Spanish" she recalled. "That made it a good experience for me, because we could use that method to teach the workers when we became Queen Bees".

The university educators used one aspect of educator modelling, doing in practice what students are expected to do in their classroom. Modelling is distinct from the traditional transmissive approach of delivering information (Loughran & Berry, 2005). However, in the next episode we will see that another educator Mr. Badger did not exemplify the ideal of giving ongoing support to Rena when she had to do an assignment.

Rena is experiencing assessment as a crisis (Figure 35) as she was unclear about how to go about her assignment. Mr. Badger, the tutor who should be giving her support is inaccessible. Rena felt like being thrown into the deep end. The scenario of the student feeling lost when faced with assessment or feeling left behind in class is at the heart of concerns about good teaching. Rena's fear of not being able to graduate, in other words, fear of failure leaves the question of whether the assessment experience equates with being under duress, supplanting deep understanding and developing a positive attitude to assessment.

Figure 35: Rena Bee, assignment troubles

Mr. Badger the instructor had given an assignment to all the workers. He said that the workers had to use the latest technology tools for training worker bees. Rena listened intently to Mr. Badger but she could not understand the instructions. Instead of Mr. Badger demonstrating how to use the new tools, he only talked about them and sent Rena Bee and the other trainee workers to collect nectar using the tools he had mentioned.

Rena felt lost. She sat propping her chin until she got an idea. She went in search of Mr. Mouse.

"Hello Mr. Mouse" Rena Bee said, "Mr. Badger said that there is a new kind of nectar gathering technique that worker bees have to learn. If we don't, we won't be able to graduate to be Queen Bees and we will be workers all our life!" Rena cried.

"Sure, I can help you" said Mr. Mouse "I know the way to the forest where the new kinds of flowers are. Mr. Badger is my friend. We have collected nectar there using the latest tools.

In the episode below the metaphor "long dry season" taken from the local vernacular used for the drought-like weather patterns in the first part of the year suggests the aridity of the assessment experience. The three-hour sessions depositing nectar refers to the end of semester examinations.

Figure 36: Working for Grade A honey

It was a long dry season and Rena Bee had been putting in extra hours to collect the quota of nectar for earning a Grade A as one of the top worker bees. The bees had to attend three-hour sessions depositing nectar for the beekeepers to grade.

Rena and her friends worked themselves to a frenzy in order to show how much nectar they collected over the months. They both cooperated and vied with each other in their nectar collecting zeal. However, because some of them were so lazy Rena had to do double the work. She felt tired but she had to keep going. She had a very big challenge. Worker bees had to learn the latest technology for collecting nectar.

The bees working in groups as they “both cooperated and vied with each other” (Figure 36 above) to collect the best nectar refers to coursework components of assessment in the program. The bees working themselves “to a frenzy” is the actual cramming in preparation for exams that the interviewee described in this way.

When we get the study week the three to five days sometimes, we use that to kind of cram, because we can't really say we were studying at that point in time ... so that was the time we probably used to “study” in inverted commas (Interviewee 1, Site A).

The interviewee's distinction above between ‘cramming’ and ‘studying’ is salient against the backdrop of the CDA in Chapter four that highlighted the issue of Site A summative examinations predominantly encouraging memorized responses. When I probed further about the experience of doing examinations a crucial detail that Rena recalled was the attention to security. She stated “*Well from since primary school you always know that cheating was prohibited. You need to keep your focus on your paper and your paper only ... no cheating*” (Interviewee 1, Site A). Here assessment is both a test of memorized knowledge and a person's honesty. The residue of public competitive examinations is seen with the emphasis on security and working in isolation. Related to the hidden curriculum, Giroux (1978b) asserted that student passivity, obedience and conformity are produced through a pedagogy that favours memorization.

The aridity that Rena is facing in the next episode “I can't get nectar from the flowers in this field” is a metaphor for assessment tasks that are meaningless, mechanistic, and trivial, features linked with the problem of student disengagement and failure in school. This is an outcome of teacher detachment (Newmann, 1992) the kind of behaviour that Mr. Badger

showed in Rena's story. This situation exemplifies the hidden curriculum theme of leaders and authority figures being poor exemplars (Craig et al., 2018).

Figure 37: Rena Bee working for Grade A honey

Rena Bee trudged along with Mr. Mouse until they came to field with all the flowers you can imagine. The flowers were neon colored and brighter than anything she saw. However, when she tried to touch them, she found that they were not real flowers but just pictures.

"But Mr. Mouse, cried Rena Bee, I can't get nectar from these flowers, they aren't real!"

"You have to simulate," said Mr. Mouse.

"Simulate?" asked Rena Bee.

"Yes. You have to pretend they are real flowers, and pretend you are sucking nectar" Mr. Mouse said with an air of authority.

"That's impossible!" said Rena. "I have to tell Mr. Badger that I can't get any nectar from the flowers in this field".

"I'm afraid that you can't reach Mr. Badger right now," said Mr. Mouse.

"Where is he?" groaned the frustrated Rena Bee.

"Mr. Badger said that he is out of office because he is writing a book on the latest technology for worker Bee training" Mr. Mouse announced.

Missing from Rena's learning and assessment experiences are ideals derived from constructivism and formative assessment principles. Sadler (1989, p. 120) expressed one such principle in this way: "few physical, intellectual, or social skills can be acquired satisfactorily simply by being told about them. Most require practice in a supportive environment which incorporates feedback loops".

This lack of activation of feedback loops during teaching was seen in an article by local educator researchers (Birbal & Hewitt-Bradshaw, 2019) that I reviewed in Chapter two. For these educators, there was reticence to incorporate FA principles in course design. Feedback

was operationalized as acting on information obtained at the end of the course. As evidenced in Rena's story educator practice violated the principle by merely telling the student what had to be done. The problem of an unsupportive environment and absent feedback also caused Rena's sense of being lost while undertaking the assignment.

Having to collect nectar in virtual reality symbolises the lack of authenticity of the education experience. Principles of authentic assessment, student awareness of performance criteria, whether and assessment is integrated with instruction(Lund, 1997) if invoked here could alleviate Rena's dilemma. The section of Rena's story below (Figure 38) is tinged with negative feelings and the sense of being compromised.

Figure 38 Rena Bee does less than her best

Rena was tired and sick with disappointment after hours looking for the nectar and coming up empty. "I'm so lost!" she said to Mr. Mouse. She wanted to drop out and give up ever trying to collect A-grade nectar.

By now it was dark. Rena put her head down and fell asleep. She dreamt that she was going down a long dark tunnel. After waking up she felt like she saw a light. She decided to ask her good friend Di for help.

"Sure, I'll help" Di said. We have to do this in virtual reality. It is not the same as collecting real nectar but it is what Mr. Badger wants."

"Alright," Rena agreed. "We can do this."

Although Rena Bee and her friend Di Bee could not get real nectar from the virtual flowers, they worked out a way to pretend. They used Mr. Badger's tools and made a presentation. Rena Bee had to settle for nectar that would never make Grade A honey. However, Rena's heart was not in it, because she preferred getting nectar from real flowers.

In the interview she had recalled:

I was so lost, very, very lost. I was even more lost in the class, and when we got the assignment, I was so lost I didn't know what to do ... I ended up getting sick (Interviewee 1, Site A).

The state of loss that Rena described above coincides with the theme of precarity that I explored in Chapter two. When asked for a metaphor representing her assessment experiences in the program, Rena had said “a light at the end of a tunnel”. Her metaphor corresponds with the uncertainty and deferral of dreams of the good life that Bone (2021) argued were attributes of the precarious worker situation.

The final episode below narrates when Rena had to prove her worker bee skills. The episode came from these statements that the interviewee made about practical teaching assessment.

I believe that the time constraints put on us to teach a lesson which included three different objectives as well as activities and assess students' learning was unrealistic.

Was it even practical for that to happen in twenty-five minutes? (Interviewee 1, Site A).

Rena's concern about the constraints of the lesson format, a dominant linear model that specifies beginning with objectives and ending with evaluation has been promulgated since the early 1950s (John, 2006). The incorrigibility of this conception in the minds of those governing TE is evident in its appearance as a staple in the TE assessment modalities of the 21st century such as the edTPA in the US as discussed in Chapter two.

Figure 39 Rena Bee practice teaching

The next challenge Rena Bee faced was to demonstrate the important facets of nectar gathering to young worker bees. Under the watch of a senior worker, she had to ensure that the youngsters remained immobile while they were being instructed. Rena had to ensure they obeyed rules. The youngsters could not buzz without permission. They were allotted twenty-five minutes to learn. Rena's success was being judged by how well she controlled these youngsters while getting them to learn. By the end of the lesson Rena felt like she was about to tear her wings off. What if she failed!

She described it this way in the interview:

If the lecturer is not around, you the student would deal with the class more confidently. But as soon as the lecturer there, you start having panic attacks ... you know somebody is looking at you and is going to grade you (Interviewee 1, Site A).

Rena's "panic attacks" (interview quote above) echoes student teacher emotional states while on placement for teaching practice that research articles reviewed in Chapter two spotlighted. Johnson (2010) documented a plethora of difficult emotions including anxiety, vulnerability, unease, and disaffection. These experiences made the teacher candidate feel at risk.

[Leah the Lioness](#)

I now invite the reader to be entertained and edified by the story below from Participant 2. The words of the title "jail with flames" (Figure 40) was the metaphor that Leah gave to capture her experiences while enrolled in the TE program. The caged lions trapped in an inferno elaborate the metaphor of the jail with flames. This fictionalizing of Leah and her fellow students as lions entrapped sustains fidelity to what she narrated about a quarantine experience while enrolled in the TE program. At the time of the interview, she continued to express outrage about the experience.

Figure 40 Jail with flames

The two massive iron gates swung towards each other, and the lock clanged and clicked, shutting the young lionesses in the quarantine cage. After getting the Linguistics treatment in the morning they had to be kept in isolation so they would not infect the second batch that had to get the same treatment later in the day. Leah the leader of the pride let out a great deafening roar. She sprung toward the bars thinking she could get out, but her head hit the solid steel bars and she fell back growling with pain.

After pacing around the enclosure for several minutes the feisty lioness gave up and stretched out on the floor like the rest of her companions. She must have dozed off, then woke up to the smell of smoke. Grey dark clouds swirled among the lions as they dashed around frantically. Then they huddled in a far corner trying to escape.

Their roars were thunderous and hellish. No humans came to their rescue. The enclosure was manned by robots. The animals thrashed and shrieked as roaring red flames engulfed them. Leah woke up drenched in sweat. She shook her head relieved it was only a dream. Peering into the pre-dawn outside she heard the first cock crow and realized it was time to get out of bed to get dressed for writing another dreaded examination at the Cub Tamer Training Institute.

Leah felt that the university authorities behaved inhumanely and were robotic (inflexible).

Overall, she characterized her assessment experiences as dreadful.

Part 2 of Leah the Lioness' story below recalls her childhood experiences of assessment. Mental arithmetic like the oral spelling tests in Rena the Bee's story is a staple of teacher classroom tests. These tests gave Leah her early experience of failure, and combined with physical punishment, conditioned her emotions towards Mathematics in her adult life. Several issues are noticeable in this scenario.

Figure 41: Leah the Cub at School

LEAH THE CUB AT SCHOOL

When Leah was a cub and began attending the elementary taming school, she was lively and high spirited with a twinkle in her eye. Although she missed roaming freely, she was excited to learn new things. She got top awards in all subjects except one. That subject was Mental Arithmetic. The Tamer would tell the cubs "Take out your exercise books. It's time for Mental Arithmetic". The Tamer would then call out a sum and the cubs had twenty seconds to calculate and write the answer. Before Leah could start thinking the Tamer would say "Stop!" Then the same thing was repeated. Tears would well up in Leah's eyes. She loved being the brightest cub in the class, but she could not work out the answers so quickly. Then Leah had to line up with the other cubs and get lashes for every sum they got wrong.

The first is the loss of vivacity and its replacement with melancholy that the experiences of schooling created for the child. The high-spirited twinkle in Leah the cub's eyes was replaced with tears of bewilderment caused by irrational and insensitive teacher practices. These anxiety-inducing childhood experiences shaped Leah's beliefs about teaching. She was determined never to inflict the same practices on children.

Figure 42 Mathematics anxiety

Since those early years in her life Leah would get frightened whenever she had to do Mathematics. That is how she ended up enrolling in the Cub Tamer Training Institute. At first Leah wanted to work in a bank when she graduated from the secondary level. However, she had to do calculations to get the job. As she sat among the other applicants her head started to swim and she began to panic. The memory of doing Mental Arithmetic came back. Leah thought she had to think fast otherwise she would fail. And fail she did, so she could not realize her dream of working in a bank. From then on Leah decided to enroll in the Cub Tamer Training Institute. She thought to herself "When I become a tamer, I will never give the cubs Mental Arithmetic, because the only thing they will learn is how to avoid punishment".

Leah has stated in the interview:

*“I used to fear doing mental because it was like if I can’t do it fast enough, I can’t do it ...
So, the fear was just to pass not to learn anything. You just know you must pass”*
(Interviewee 2, Site A).

This fear of failure was ingrained during Leah’s childhood schooling is likely to continue into adult life. Concern about whether this fear is inscribed into the consciousness of all who have experienced this model of schooling should be urgent for all educators.

Part 4 of Leah the Lioness’ story below narrates the conflict that she experienced as an apprentice during her first immersion in the school system observing aspects of the school culture. In her mind the management techniques of the experts that she observed were contrary to her expectations of modern education of the young.

Figure 43 Great expectations: Modern lion taming

Leah had spent three years as an apprentice in an elementary school before enrolling in the Cub Tamer Training Institute. There she observed the methods that the experienced cub Tamers used to keep the cubs sitting passively in their little seats for long hours and waiting to do as they were told. She therefore could not wait to attend the university to become better at cub taming. As an apprentice she had observed how the expert tamers used praise, reward, punishment and regulating the cubs’ mealtime to ensure that they were docile and had self-control. She imagined then that she would learn modern methods at the institute, as well as try out some of the different taming ideas she had in mind. She thought maybe she could let the cubs play and explore naturally, so that their bodies would be supple and minds alert. Lion-hearted as Leah was, she thought to herself “Surely there must be more to cub training than making them obedient! Surely they could learn to find their own food instead of being fed bits and pieces to jump through hoops!”

The metaphor of teaching as lion taming and the regulatory and reductive curriculum as equivalent to jumping through hoops is consistent with historically conditioned school norms that Foucault traced to the eighteenth century. Foucault (2012, p. 185) stated: “Place the bodies in a little world of signals to each of which is attached a single, obligatory response: it is a technique of training, of *dressage* ...” (emphasis original). Teaching as lion taming also coincides with a hidden curriculum theme as expressed by Giroux (1978a, 2014) -insistence on test standardization and student measurement represses creative teaching.

Figure 44 Leah disappointed with modern cub taming

LIFE AT THE CUB TAMER TRAINING INSTITUTE

Things at the Cub Tamer Training Institute started off very well. Leah the Lioness learnt about mathematical reasoning and that each cub was unique. She was directed to find out how each cub was developing by keeping written records. This worked well because she could work with the strong and struggling cubs according to their individual needs. To Leah's dismay, this did not go much further. The first surprise Leah got was to be told that she had no tertiary level skills. Before long she found that the Master and Professor trainers were treating her as if she was a cub. Leah began to feel disappointed. No one at the Cub Tamer Training Institute seemed to be interested in the ideas that she had been thinking about. All the trainee tamers were given the identical things to do. Leah had expected to learn to be a better cub trainer. She had thought she would get practice working with cubs so they could excel. Instead, at the Cub Tamer University there was a curriculum with over forty courses and prospective Tamers had to complete these courses to earn credits and then be awarded a degree. So instead of learning to be a Tamer Leah found herself working at completing courses to earn credits and to prove that she had tertiary level ability. She found that she learned to be a university credit earner and not to be a competent cub tamer.

The episode of Leah the Lioness' story above (Figure 44) narrates her time while enrolled at the 'Cub Tamer Training Institute', the fictionalized higher education institution for TE. Her new learning included aspects of Mathematics that she had not known before. Leah also did hands on assessment with real learners, an authentic assessment approach that she found valuable. However, Leah had high expectations which soon became frustrated as the episode above shows that TE was configured as earning credits in disparate courses. During the interview Leah expressed her overall view of TE experiences in these words "*I learned how to be a university student. I barely learnt how to be a teacher*" (Interviewee 2, Site A). This is an indictment of the TE curriculum that ideally should attend to the complex processes of becoming a teacher. TE programme structure that compartmentalizes knowledge into separate courses has been problematized (Britzman, 1986; Hoban, 2005).

Additionally, Leah had a complaint that goes to the heart of arguments against summative assessment and advocacy for a formative approach.

We don't even know what we got correct in an exam. You don't get back your papers. You don't even know what you know from what you don't know. You don't get feedback you don't have corrections. So, at the end of the exam, you never know what you know
(Interviewee 2, Site A).

In the above quote, it is evident that final summative examinations did not serve a developmental purpose nor supported learning. The hidden curriculum here is that the TE program is failing to model and engender the progressive assessment practices that

differentiate assessment of and for learning. The likely result is that traditionalism and stasis prevailed.

Figure 45 More disappointment; too much testing

Leah had many talents, so she yearned for the opportunity to do dancing, drama, art and creative writing. Instead, she spent all her waking hours working for credits. Very often she would go without sleep. Leah's hair began to fall off in clumps. She drank coffee so she would stay awake to complete assignments. Some of Leah's friends were falling ill because meeting deadlines to earn credits was so demanding. Sometimes Leah couldn't tell day from night.

The most difficult thing for Leah is when she had to sit with all the prospective cub tamers in a room for three hours to answer multiple choice questions, short answers and write essays to earn credits. It meant sitting and trying to remember everything. Eventually it was like playing a game. She found a way to write what she was expected to say. The focus was on passing, not learning. She reconciled that she was just doing this because she had to. She asked herself "Why write about theories on paper instead of getting to apply them?"

The section above narrates the effects of a competitive, demanding assessment regime on the program participant. The episode corresponds with the following statements in the actual interview:

Weight loss, headaches, depression - Certain people attempted suicide, had suicidal thoughts. I am speaking on behalf of myself and my peers ... not eating for the entire day, trying to figure out if you took a bath the morning; overdose of coffee because ah mean caffeine will keep you up to finish this 100-page assignment; your hair thinning, anybody losing their hair ... (Interviewee 2, Site A).

The above quote ties with the trend noted in Chapter one of researcher pre-occupation with the inseparability between educational assessment and psychological stress. The theme of student as precarious worker also materialised in the foregoing. Emotional labour of assessment and personal ill-being are implicated. Is Leah exaggerating about the physical and emotional effects of doing assessment? Here are her words when asked about the knowledge and learning in the program:

Some of the topics were boring ... you learnt to play the game ... the authority figures do what they want any way ... it was like why we must suffer in three-hour exams and there is nothing else but doing it for the grade That's all you are focusing on passing not learning (Interviewee 2, Site A).

Leah's words in the preceding suggests that the experience of TE amounted to work that had paucity of meaning, compromised ideals, and made assessment oppressive and futile.

Figure 46 Leah Lioness: Cub taming practicum

CUB TAMING PRACTICUM

One day Sister Monkey met Leah while she was on cub taming practicum. "How is your practice to be a cub tamer going?" Sister Monkey asked.

"Not good at all" Leah said. "Do you know that I feel like I am going backward? I don't get to use the ideas that I gained from three years of being an apprentice tamer. Imagine that I am required to write lesson plans as long as ten pages. At fifty lessons that means five hundred pages of lesson plans. Leah said:

"They just wanted to see you teach in half an hour, you use your resources, you had your proper lesson plan. They are not even interested in what the cubs are learning. They leave before the end of the session".

Part 7 of Leah's story above (Figure 46) is about her field teaching experiences. In the TE curriculum assessment in practical teaching is a key element. The experience being witnessed is the teacher candidate being subjected to irrational requirements and a technicist teaching orientation that ignores the quality of both teacher learning and that of the children she was teaching. Leah's words in the interview were:

The lecturer wanted to do things done their way, no input from you. Practicum was not about if the children learn or not, because even sometimes they never even used to stick around to see. They just wanted to see you teach in half an hour, you use your resources, you had your proper lesson plan (Interviewee 2, Site A).

A distorted view of teacher learning during TE as conforming to prescriptions undermines teacher candidate autonomy and makes intellectual work an experience of subjugation rather than being generative.

Figure 47 Creative, critical teacher transcending barriers

Leah was angry and disappointed at the rules that limited how she trained the cubs. However, she had a passion for teaching cubs that went beyond mere taming. Instead of simply training the cubs to sit on stools and jump through hoops she decided to bring out their creativity. Leah taught the cubs to do different dances. Soon the cubs could dance the Bele and the Tobago Jig. Next, she taught them how to role play different characters. She read fables such as 'The Dog and the Bone', 'Sly Fox and Red Hen', and 'The Hare and the Tortoise'. The cubs listened and imagined. They drew pictures about the stories and impersonated the characters. At one time Leah made the cubs dress up to be different workers. Some of them dressed like electricians, and chefs, game wardens, bus drivers, dentists and gymnasts.

Because of her conviction about art and creativity, and that she enjoyed being a performer, Leah transcended boundaries and taught dance, storytelling, and art. She added authentic content to the curriculum and had students impersonate different workers in a unit she taught on occupations. In the interview Leah expressed her defiance in these words *“I am such a rebel! I think everything that I mastered was not anything that was supposed to be learnt there ... I like to break barriers, so I will always find something radical to discuss”* (Interviewee 2, Site A).

Leah self-identified as a rebel and gave sway to her drive to be creative and “break barriers”.

Figure 48 Leah Lioness: Award ceremony surprise

AWARD CEREMONY

Finally, the award ceremony at the Cub Tamer Training Institute arrived. All the trainee tamers had to present the cubs they had trained so they could be judged for how successful they were as tamers. Each trainee in turn entered the grand hall and directed the cubs to leap through the hoops as they were taught. To thunderous applause hundreds of cubs did the identical routine. Leah decided to be the last one to present her cubs. There was a loud gasp from the audience. Something was wrong. A group of cubs entered the hall dressed in Carnival costumes. To the sound of “Get something and wave” the cubs pranced around in time to the music. Another group of cubs entered dressed in gymnastic wear and did somersaults and splits. Next cubs dressed in wide brimmed hats and flouncy skirts and trousers, shaking shac shacs, playing cuatros and singing a parang song. Next a set of drummers entered, followed by stage assistants who placed a long pole no more than 30 centimeters off the ground horizontally across two vertical poles at either end. One by one each cub had to crawl under the bar with their face upwards. Each cub did this successfully without touching the bar. That was called the limbo dance.

In the penultimate episode of Leah the Lioness’ story (Figure 48 above) she defied the standards and superseded the judgement criteria by creating her own categories for performance. She gave free rein to her imagination, created shock and surprise but also elicited disapproval. She was critical and defiant and insisted on questioning. In that sense Leah did not

Figure 49: Cs get degrees

LEAH THE LIONESSE FINALE

Confusion reigned in the audience. All the other trainees were confused and so was the distinguished panel of Professors and Master Tamers who had to judge the presentations. Although many were delighted at the surprise performances that Leah's cubs did, they did not show it. Instead, there were muffled sounds of disapproval. Then the results were announced. There were shrieks of delight as the majority of persons were awarded A's. Leah's results were announced last. The president of the institute gave a long talk about the importance of sound lion taming, then announced that Leah the Lioness was awarded a Grade C. Everyone looked intently to see how Leah would react to her award. There was silence in the hall. Then suddenly a blast of music erupted. Outside in the courtyard Leah and her cubs were prancing to the soca tune "Raise yuh hand if you love this jam".

succumb to banking education, where she merely received deposits of knowledge (Freire & Macedo, 2000).

The final episode above expands on the interviewee's resigned comment "Bare minimum ... Cs get degrees". Being independent minded for Leah translated in culturally relevant teaching. This meant departing from the norm of training cubs to do more than jump through hoops. Instead of doing the identical routines she taught them national dances such as the Calypso and Limbo, and to play the local instruments, the shac shacs and drums. Indifference to the norms of competitive achievement meant foregoing high grades and pursuing rewards measured by fidelity to self and diverse ways of thinking and being. This made the difference between a psychic state of liberation on one hand, and repression on the other.

Sophie the Suave Swan gets it right

In the next story the character Sophie the Suave Swan got her name from being a self-assured high achiever. The image of a gliding swan suggests the perfection that she pursued. Sophie's most valued memories of assessment during her school years and while enrolled in the program were those that involved artistry. These however were rare as compared with the pen and paper assessments that dominated. Sophie had explained:

A lot you had to practically memorise ... I had to keep all that in my memory and then sometimes never use it ... a lot of the courses you had ... was practically regurgitating whatever you read, whatever was taught ... it was a bit regimented because ... you always want to ensure that your marks were on top.” (Interviewee 3, site A).

Figure 50: Sophie the Swan: Ahead of the competition

Sophie the Swan gets it right

Sophie the Suave Swan was one of the most accomplished performers to graduate from the academy. Although she did not get to use her flair to create her individual styles and techniques, she was proud of her impeccable record of straight A's. During her four years at the academy, she was always ahead of the competition. She had to memorize all the required routines and demonstrate her skill under strict time limits. But that never fazed her. Sophie graced her way around the pond because she had high self-efficacy. Sometimes when there were team competitions, she worked with others practicing routines. Occasionally teamwork disturbed Sophie because the others kept her back from demonstrating her flawless performances. She owed her success to constant training. She never shirked from challenges and steadfastly put in hours and hours of practice to maintain her record of never having failed in final competitions.

The teamwork mentioned in Part 1 of Sophie's story (**Error! Reference source not found.**) above would have related to the coursework component of the assessment. Notice that although collaboration was involved the tendency was for competition and rivalry to prevail "... teamwork disturbed Sophie because the others kept her back ..." . The words 'memorize', 'regurgitate', 'regimented' linked with ensuring high marks convey a sense of assessment as a reductive experience. The knowledge was useless except for giving back in exams. When asked during the interview: "Was the performance in the program connected with becoming a teacher?" Sophie answered: "*Not at all ... I think we just practically chased those grades*" (Interviewee 3, Site A, emphasis mine).

The issue of the quality of learning that timed summative examinations encouraged also comes into play. Sophie's individual expression and creativity became side-lined because of a fixed prescriptive curriculum and self-efficacy being defined as superseding the competition for high grades. In the interview she had said:

Your GPA could not fall under a certain [amount] (sic) or you would literally get kicked off your funding ... you need to have those grades and even if you wanted to add your own flair a lot of time you had to conform to what is required ... so that you can keep the highest mark possible (Interviewee 3, site A).

The above shows that there was enormous emphasis on earning high grades. The motivation behind performance was conformity as she had to confine her response to approved and required knowledge.

Part 2 of Sophie the Swan's story below (Figure 51) gives a window into her practice as a teacher after graduation. The mystique of teacher learning is unveiled here. This episode derives from what Sophie had narrated in the interview about adjusting her approaches in response to how individual children were learning in the classroom. At first her teaching goal was that the students would attain excellence and achieve identical outcomes. However, the reality of diverse abilities came to the fore. In the interview Sophie narrated:

... this child could not get through a pre-school level of reading, and he was in Standard 3. ... I started tailoring lessons to his level ... and that child was able to move up from last place to ninth place (Interviewee 3, site A).

Figure 51 Sophie the Swan: Training or teaching?

One thing that Sophie wanted to achieve when she got to train young swans was that they would achieve the same level of excellence that she did. In the first training sessions she demonstrated basic techniques in making perfect circles while the trainees observed. Then she put them to the test. To Sophie's horror only two of the trainees came close to doing what she had demonstrated. The others bumped into each other, going in all directions. Two of the swans did not even make an attempt. Sophie was horrified.

This was when she remembered that while at the academy, she had done a practice session where she had to work with one swan that was having difficulties gliding in circles. She had to observe the struggling swan in the pond and make notes about the problem the young swan was having with completing routines. Next, she had used her written notes to devise special lessons and taught the young swan ways to improve bit by bit. She gave the young swan feedback every time she practiced a new move and made sure she knew what she was doing well and what she had to do to perform better.

Sophie had credited the approach of individualized instruction that she used with the child to an authentic assessment project that she did while enrolled in the TE program. The lesson here is that teacher learning during formal TE connects with the real world when assessment tasks are purposely designed in keeping with authentic assessment principles.

Part 3 of Sophie's story below is about the successes she experienced as a teacher after graduating from the TE program. It is showing that a crucial aspect of teacher learning is interaction with real students.

Figure 52 Sophie the Swan: Teaching for success

Now that Sophie was in charge of this entire pond of young swans, she found that training them individually or in small groups for brief intervals was a better way to get them to do their best. After some time, Sophie was happy to see the struggling swans gliding along with the others with greater confidence. Sophie also planned to teach the pupil swans to make their own costumes. She remembered how much fun she had when an instructor had made her do that when she was in beginner's school. Sophie also took pictures of the surroundings and used them to make books for the swans to read. Soon the pupils were making their own books. Afterwards the swans were not just gliding around in circles. They were performing every imaginable move and having a great time doing it.

In the above episode the words 'happy' 'confidence' and 'great time' reflect the success that both teacher and pupils were experiencing. This optimism came from discussion in the interview of what Sophie came to learn about teaching in the real world of the classroom. When asked about her performance at the academy connected with being a teacher in the present, Sophie answered: "Ahmn, to be an A student is practically memorization. Whereas the teacher that you are now is mostly because of actual ahmn hands on experience. It's more a life

thing ...” (Interviewee 3, site A). The attendant question is whether the TE program is designed to maximise the hands- on aspect of teacher learning.

In the interview Sophie had shared that the lesson planning and simulated teaching done during the program was different from what obtained in the real world.

We would have lesson simulation where you practically teach a mini-lesson and then ... you plan for several lessons... when you go out into the school it's too much content, so you must break up that lesson from one lesson into several parts or maybe children learn it so fast it was like a revision (Interviewee 3, site A).

To further pursue the question of the effects of assessment experiences the final part of Sophie’s story below presents her reflections. Like her friend Rena the Bee, Sophie’s most significant memorable assessment experience while enrolled in the TE program was creating a lesson plan for teaching Spanish where dramatization was incorporated.

Figure 53 Sophie the Swan: Better assessment

Sophie reflected on her period of training in the academy. She remembered doing Spanish where she had to work in a team and create a lesson plan and incorporate dramatization within than lesson. She thought about a course where she was taught about how to go about setting examination questions. However now when she tried to use that method when setting tests in the manner in which she was taught she found that it was harder on the students. Now at the end of it all, her main thoughts about life in the academy was that she had fought a good fight and came out victorious.

Her recollection of being taught about assessment (Figure 53) above, involved how to create tests for her future students. The method promoted in the program did not work

because she found that it was harder on the students. The point illustrated here and discussed in Chapter four is that declarative knowledge tested in examinations is not commensurable with procedural knowledge gained in practice contexts. Sophie's metaphor for her experiences during the program was that of having done battle and emerged victorious. The idea of doing battle underscores conflict and corroborates my argument about the precarious element of assessment in TE. A question to consider is whether resolving the formative summative dichotomy by exploring the benefits of the former can alleviate this conflict.

Site B stories: Interpretation and analysis for relevance

In the following section I present the stories that I composed from Site B program participants' interview transcripts. In the story below, based on my subjective perception, the interviewee is fictionalized as having three different birds intermixed in her being.

The Three in One Bird- creature of energy and excellence

This story pays homage to the spirit of excellence exuded by The Three in One Bird. As author of the story, I created the three selves because I intuited there was more than one dimension to her being in the roles of teacher and TE student.

Figure 54: Hummingbird, flamingo, pigeon

The Three in One Bird

I want to tell you a story about this bird. She got her name from the saying: "killing three birds with one stone", which when translated means doing more than is humanly possible. The Three in One Bird had the qualities of more than one bird. She was a hummingbird, never stopping to rest, breathlessly whirring throughout the day, going from one flower to the next with her doctor beak, making the garden beautiful, being one with the flowers that gave her life. She was also a flamingo, standing tall, neck craned, always searching for what was next to be found, exuding the hues of what she ingested, not the bold pinkish orange hues of her namesake, but the aura of grace-like studiousness. And yes, the three in one bird was part pigeon. She fluttered among her many friends, pecking and sharing morsels of knowledge, sometimes flying high showing off her skills, and settling into her assigned place in the pecking order.

The Three in One Bird is the hummingbird: quintessential industrious high achiever; highly ambitious student with a strict work ethic who earns the highest grade. In appearance she was like a flamingo tall and elegant in demeanour. Like the pigeon this interviewee was gregarious. I got this impression from her accounts of group interaction. Also, I perceived that while she exuded the ideals promoted in competitive achievement-oriented education systems she became pigeon-holed by regulations. I gained the impression of her untiring approach to going about her day from the multiple obligations she fit into the time just before the interview and immediately after. Her words during the interview sustained the Three in One Bird's propensity to care and nurture others.

Figure 55 From hummingbird to pigeon

The three in one bird had these abilities to work ceaselessly, grace her surroundings, and be an enduring friend because her life's mission was to be a guardian of the system that humans constructed. Like the hummingbird she was the earliest of the early birds. It seemed that she never went to sleep. She had to whirl those luminescent feathers of myriad colors against the wind all the way from the south up to foot of the northern range. Since resting was not part of hummingbird's spirit she would hover restlessly, thinking of slowing down but finding it hard. She was forced to wait until the keeper of the pigeonholes opened the doors.

That was how the Three in One Bird gained her pigeon like qualities. She left her unstoppable verve outside and morphed into being one of the others, roosting and fluttering in and out of the holes. Since the "do as you are told" code was strictly applied the pigeons had to read the instruction booklet carefully. Everything was explained systematically. Their guardianship training was organized according to separate courses, with designated activities and most importantly the assessments. Each assessment requirement was described in perspicacious detail, organized into several subsections with the associated rewards and penalties for conforming (doing as you were told) clearly detailed. Such was the perfection of the system that the Supreme Guardians had devised.

She selected the metaphor of the gardener tending plants to represent her view of teaching and assessment and supported it with the following anecdote about relating with peers during the program:

One of the girls told me I am the MVP (most valuable player) of the group ... that's my personality. I made sure everybody was OK (Interviewee 4, Site B).

Part 3 below of the Three in One Bird's story below (Figure 56) narrates what happened when she attempted to transcend the barriers imposed by rules and regulations such as exceeding word limits in assignments. She made an unpredicted foray by flying higher than usual. She flew above the pigeonholes and soared into the unknown, the space of exploration and experiment.

Figure 56: Pigeon flight and return to safety

One day the pigeon self of the Three in One Bird attempted what was nothing short of the impossible dream. In her imagination she took off in a direction that not even the Supreme Guardians had gone. She flew high over the mountain range over the rainbow way up high, way over the limits of the number of words permissible. She went further and further into dreamland. There she thought of new guardianship codes such as training systems with descriptive feedback instead of numbers and grades. She even went as far as thinking of ways to solve the problems of the entire education system, that would liberate all the children, give them all a way to feel good about themselves instead of separating into pass and fail. Guardians would be trained to solve problems collectively not individually, since the issues were system wide. The Three in One Bird went into a trancelike state and it became dark. She looked down from the heights where she had soared and saw what seemed like the great flood. So mind-blowing were her ideas she felt an earthquake sensation. She was hearing the word fail, fail, fail echoing in a cavernous space. She was seized with unimaginable horror. Then like a shining light beam she saw one of the Supreme Guardians reaching out to her, re-assuring her to return to the safety of the coop, welcoming her into a blooming garden re-assuring her that everything will be normal once she conforms to the code.

This proved to be traumatic. The fear of failure that is core to the assessment experience was remedied by returning to the safe zone of compliance and obedience.

The idea for the dream episode came from what the interviewee shared about a recurring dream.

This recurring dream is that ... I am frantic because oh my God I don't know anything, and I am going into the exam, and I will fail the exam because I don't know anything. I am having this dream and it's so real ... as if I am still in school as if the exam is now ... as an adult in my 30s, even my 40s I am still thinking I have this ... exam to write and I am frantic (Interviewee 4, site B).

The threat of failure that the interviewee narrated in her recurring dream equates with the threat to the psyche posed by highly regulative school like social mechanisms embedded in the institutional practices. In episode 3 (Figure 56) The Three in One Bird had ventured into the space of creative thinking where education would liberate, and teachers could act independently and wisely. It turned out that such thinking was equivalent to a catastrophe in the real world.

In the dreamscape it was nightmarish because it amounted to facing the threat of failure that comes with non-conformity. To avoid the threat The Three in One Bird had to abandon her flights of fancy and return to the safety of prescriptive norms under the control of the Supreme Guardians. In the interview she explained that her focus in the program was completing assessments *“I spent a lot of time and effort focused on the assessments the content of it and completing the assessments”* (Interviewee 4, site B).

The hidden curriculum is discernible here in that teacher learning is configured around the pre-designed assessment format of handing in a document. In such a system the performances that determine success are limited to the conceptions of the course designers. This coincides with the HC theme - those in authority control the language of performance (Craig et al., 2018). Passing and failing happens within the limits of conventional assessment. This is seen in what The Three in One Bird divulged about her peers who had failed.

There were two students unfortunately who failed ... they were kind of depressed and they were thinking they were a failure, not a good teacher (Interviewee 4, site B).

Unenlightened views about the nature and purpose of assessment such as the pass/fail orientation perpetuates oppression by occasioning a diminished view of the self.

As shown in the interview except below, curriculum documents regulated experiences in a manner imposed from above. The Three in One Bird was totally compliant and unquestioning. In the interview she had stated:

In the handbook there was a whole section on assessment and it's itemized section by section and we got the rubric, so I made sure I understood what was expected and I simply followed what was expected the guidelines together with the rubric, so I knew what was expected (Interviewee 4, site B).

Additionally, the physiological impact of doing the work of assessment on the Three in One Bird is seen in this statement from the interview:

It was a nine-month programme, and the workload was heavy ... I remember this contact lens, I felt as if my eye was ready to pop ... where I was not supposed to have my lens on for no more than 8 hours a day, I was hitting over 18 hours with it on (Interviewee 4, site B).

Here the hidden curriculum of assessment having the effect of injury to health comes into play. Unseen or unacknowledged physiological outcomes are indistinguishable from overt cognitive and performance ones. Equally, any threats or injury to self or soul defined by (Foucault, 2012, p. 29) as “psyche, subjectivity, personality, consciousness” remain hidden.

Figure 57 Teaching the perfect lesson

The Three in One Bird was a perfectionist. She had planned the perfect lesson for the university supervisor to observe. Everything was written in the expected sequence, and she ensured that the requirement of technology integration was included. On the day of the examination everything started off well. She did her advance organizing by explaining to the students what they were going to learn. As the supervisor observed she confidently questioned the boys and received their answers affirmatively. All the while she checked to see that the designated activities were not exceeding the allotted time. Then the highlight of the lesson came. To integrate technology the boys had to type their answers. This was when panic set in. The boys did not have keyboard skills to type fast enough. They gave brilliant oral answers but got stuck in the first two words of their written sentence. The hummingbird self of the Three in one Bird seemed to flutter her wings in desperation. Yet, she kept her flamingo demeanor and persevered in prodding the boys to write their answers, trying to show that she could attain her objectives by the end of the lesson. The hummingbird was now giddy. She felt as if sucked in a vortex. For the first time she began to have doubts about this idea of teaching the perfect lesson. After that she reflected about how she could do things differently from what was demanded.

The episode above (Figure 57) puts to test the rectitude of one of the staple aspects of TE, the written lesson plan. Classroom teachers are required to present full plans in a standard format. Their instructional planning ability is then judged by an observer based on how faithfully and successfully the plan was executed. A contradiction emerged as The Three in One Bird conformed to the requirements of the scripted lesson by ensuring that the sequential phases were covered. However, an imposed requirement to integrate technology stalled. The students did not have the keyboard skills to type fast enough within the allotted time. In commenting on the event, the interviewee had stated, *“I ended up with a B+, but thankfully the rest of my practicum was very good, so I still ended up with 74, which was the A. So that to me was a little bit of failure”* (Interviewee 4, site B). Here we see subjection to the alpha-numerical

grading system, and regarding the experience in terms of success or failure instead of taking an inquiry stance of interrogating what the incident meant for understanding teaching.

Another example of contradiction ensuing within a compliance orientation is the Action Research project assignment that was part of the assessment requirement in the program where The Three in One Bird was enrolled. Supporting my comment in Chapter four under the heading “Positivistic action research and lesson planning” the action research assignment instructions and rubric emphasised research procedures and generating a product over lived experience. In the interview the three in One Bird stated:

The Action research - that was kind of the bane of my existence ... It was a lot of work crammed in those nine months. But again, we did that in the Dip Ed but in the real sense of things, in the real scope of things, I really can't say that I can do that again
(Interviewee 4, site B).

The contradiction here is that the university project did not coincide with the realities of the school. The interviewee further confided:

I have to say we are very restricted in the school structure. Whereas we would love to do all these things, assessment is pen and paper basically. The children write essays, do multiple choice, they write your structured questions and that's it (Interviewee 4, site B).

The above corresponds with articles reviewed in Chapter two, where university researchers collaborated with classroom teachers to promote formative assessment (Buck & Trauth-Nare, 2009; Yin & Buck, 2019). The researchers found that preparation for standardized examination conflicted with FA principles.

Figure 58 Finding the true self and teacher self

After that the Three in One Bird occupied her pigeon self among all her other pigeon friends pecking at the established order, striving for guardianship credentials. Sometimes they perched along the rows in the Amphitheatre, hooting imperceptibly as one of the Supreme Guardians dispensed morsels that they had to aurally imbibe. At other times they were divided into smaller teams, examining morsels, biting off whatever they could chew, then regurgitating whenever they were told to. The pigeons even got new clicking technologies to track their forays into unknown territory, signaling their return to the compliance code. The Three in One Bird became her Flamingo self when she plunged into the depths of her Flamingo element searching, scraping, discarding, then consuming and digesting all that was good to become a guardian of the system. She emerged exuberant, flushed with excited knowing. Surveying the vegetation, lush in some parts, sparse in others, she lived symbiotically, giving as much as she took. The young shooting up reeds loved her presence. Young and green they were assured that if they followed her example of making the best of whatever they found in their searching they would survive splendidly.

The episode above (Figure 58) corresponds with the participant's actual narration of her routines during the program. She was for the most part complicit and expressed appreciation for the experience. The episode dramatizes the reality of the classroom as a regulatory space where the hidden curriculum of schooling is actualised.

The Three in One Bird accommodated her herself among fellow pigeons. In literal terms this meant sitting in at lectures and following the prescribed procedures of group work. The imperceptible hooting of the pigeons corresponds with the classroom approved behaviour cultivated in schools – decorum, waiting your turn, passive listening, and directive compliance talk patterns. The 'clicking technologies' mentioned in the episode above refers to her description of how technological devices were included in the program. The experience for the

Three in One Bird was gratifying because there were learning opportunities to give expression to her flamingo self. When asked about what she learned in the program she stated:

I must say that I learnt quite a lot especially in terms of technology integration ... Also, even though I have been teaching metaphors as a teacher for the last nine years I didn't know that there were different types of metaphors ... and there were about seven or eight categories (Interviewee 4, site B).

The Three in One Bird was therefore positioned to obtain knowledge from educators. Her transformation from the pigeon self to the flamingo represents the utmost patience and diligence she exuded in her narration during the interview of how she participated wholeheartedly in the program. In that sense the Three in One Bird expressed her attributes as the ideal student. She embraced the educative experience with positivity and indeed conveyed ideal teacher qualities such as nurturance. She also valued the role of the educator in the metaphor she used for her experience:

I use the metaphor of the teacher as a gardener tending to your plants ... I saw that also in my immediate supervisor because she was that type of mentor. She was very much nurturing. She would identify strengths and weaknesses ... my direct supervisor ... would answer anytime we needed support, she was very, very supportive (Interviewee 4, site B).

The section below (Figure 59 To be teacher and human) is illustrative of how institutionalized education and assessment entailed a threat to the true self. As a high achiever The Three in

One Bird was constantly concerned with the grades that she had earned. For example, she responded to the question: “How were failure and success experienced”: with the following

I scraped that A ... I got 70 ... so, to me that wasn't a total success even though I did get the A ... when I checked my results once I saw the A's I felt relieved. I felt happy. I celebrated those successes and I felt happy (Interviewee 4, site B).

Figure 59 To be teacher and human

At the pigeon holes just at the base of the mountain range the Three in One Bird searched for an ideal spot. The booklet showed the tiers to be occupied depending on how well she adhered to the 'do as you are told' code. Her humming bird self kept up an infinitesimal whirring, recording it in a portfolio how her flamingo self dived among the reeds for hours on end, sometimes in the bright sunshine, enduring floods and even an earthquake. For that her pigeon self got the top rung of the holes. The Three in One Bird celebrated these victories. Although her humming bird self had at times doubted whether she could sustain her infinite and dizzying constancy, she proved that she could. She was now poised to be a perpetual guardian of the system, gracing her surroundings with her flamingo self.

The psyche of this participant was totally encultured and constructed in harmony with the norms of schooling, to convert, measure, represent and value learning experiences into numerical form. The Three in One Bird's story touches at the heart of my avowed purpose in this study that I explained in the introduction. There I indicated that my research interest was in the psychic effects engendered by assessment experiences of teacher education (TE) programs.

Unlike what is directly observable, the dream episode gave access to subterranean level of feeling and being, defined in the introductory chapter as the soul, which cannot be measured rationally or using technical judgement, the source of deep rich personal experiences (Sutton,

2017). It is also where fear of failure and self-doubt from being judged in tests and examinations reside.

In what follows I present the story and interpretation of Felicity Frieda, the second person from Site B whom I interviewed. As will be seen the motif of subjection and docility is sustained in the metaphor of education as dressage.

Felicity Frieda the Best Dressage trainee

Figure 60 Learning by testing under the whip

Felicity Frieda the Best Dressage Trainer

By the time Felicity the filly enrolled in the training program for show-jumping horses she had all the ideal qualities to be an efficient performer. Felicity was a vivacious and full of eagerness to perform at her utmost best. Her personal motto was "Be the best that you can be. Always present your best self". Her earliest memory of training as she matured from a foal into a young filly was of repeated testing. Felicity recalled: "Every Friday morning the dressage trainer would insist that we got tested. We got a test this week and we would get the same test next week and a result was to be shown without getting any correction, over, over and over again".

Felicity's memory of assessment during her school years was of Friday morning rituals of testing accompanied by physical punishment. Now as an adult that memory remained her most unforgettable. In the interview Felicity had reasoned about the repeated testing and physical punishment during her childhood schooling using the jargon of assessment as measurement discourse "*assessment is to test growth*" (Interviewee 5, Site B). James (2000) referred to this trend of schooling as children living measured lives.

Figure 61 TE perpetuates normalization

Not only did Felicity have memories of repeated testing. Being on the receiving end of the whip was also etched in her mind. She recollected that her first training phase ended in 2000. Felicity said, "Throughout my experience we got corporal punishment ... that for me was unforgettable in a negative way". Yet Felicity felt no bitterness. Talking about it after she had undergone training in the advanced program, she reasoned that what she understood was that "assessment is to test growth ... to test improvement and to test our skill ... basically to push forward and to see our growth".

Felicity's reasoning shows that she has become a normalized subject. She was inducted into the culture of schooling that took the form of preparing students for intense assessment. In the interview she had commented on the way children continued to be tested in schools in the present time. She noted that the school system continued to *"measure who got the highest in Math, who got the highest in English, who get the highest in Spelling ..."* (Interviewee 5, Site B). She had a vague sense that this encouraged an outlook that low scorers were incapable learners. Yet Felicity did not allude to a counter discourse to the measurement orientation. It is probable that this was not addressed in the TE program.

The upcoming section of Felicity's story "Advanced dressage" (Figure 62) takes us into her teacher education experiences. She was then under the command of higher-level trainers. The training system replicated an assessment regime with similar intensity to what she experienced during her elementary level training. In sharing her recollection of this experience Felicity displayed resoluteness in repeating stock phrases as if rehearsed.

Of interest in the episode is Felicity's use of the plural personal pronouns 'we', 'us', and 'ourselves' when talking about assessment during the TE program. This suggests a sense of

happiness to comply as a group member. Linguistic researchers on self-referencing in interpersonal relationships agreed that we pronouns indicate greater psychological inclusion, while 'I' "suggest [s] individuated experience" (Sillars et al., 1997, p. 406).

Figure 62 TE: Advanced dressage

As a trainee dressage trainer, no amount of assessment was too much for Felicity Frieda. She was full of appreciation for the paces the expert trainers put her through. The professional training system had the strictest assessment regime. The aim was to produce a horse who could perform a set of designated moves within a limited time. This is how Felicity described the system:

Assessment was pertinent for us reforming ourselves as professionals, ourselves as reflective individuals. So, assessment ranged from written assessments, presentations. It ranged from us assessing ourselves first before we assess the students. So, we had to be aware of what we wanted them to learn.

Felicity also explained that lesson delivery was the main mechanism demonstrating her professional learning. Of greatest importance in lesson delivery was testing that the knowledge was learnt immediately at the end of the performance. The allotted time for the performance event was divided into a pre-set sequence. Performance was judged according to how well the trainees stuck to this model. The expert trainers observed and judged performance by recording faults. These were then reported as scores. The aim was to perform with zero flaws and thus earn maximum scores.

By not regarding her individuality as important Felicity seemed to be submitting to the official discourse that homogenises program participants. She was equally complicit and unquestioning when talking about what being professional meant to her

To the question asking her to talk about her assessment experiences during the program she recalled in a very affirmative tone:

Right so the assessment during the teacher education program varied. We were also assessed in the classroom; we were assessed based on texts we had to read. We were assessed on presentations; online program where we had to account for 40% of a course

grade for being reflective individuals ... assessment was pertinent to us reforming ourselves as reflective professionals (Interviewee 5, Site B).

In the quote above Felicity repeated the pattern of pronoun use noted earlier as she used the plural personal 'we' and takes a position of group solidarity instead of the self-affirming 'I'. This suggests to me a tendency towards self-effacement consistent with denial of agency. The repeated assessments that she mentioned above functioned as agents of domination. Felicity's nominalizations above, "measurement of growth" and "teacher professionalism" corresponds to the pattern of usage in the handbook as syllabus document that I analysed in chapter four, where the human participants were textually acted upon by non-human agents (Modality, pronoun use, mood, power).

The handbook had assignment descriptions and accompanying rubrics with marks specified for decomposed aspects of written performances. By repeating the same refrain Felicity is showing that she had no orientation to question the status quo. The idea of pre-existing discourse having a normalizing and naturalizing effect, taken to be the proper way of doing and thinking is observable.

During the interview, when narrating about what she found unforgettable Felicity replied: *"Now in this setting there was one assessment to me that was unforgettable mostly because it showed us our flaws as a teacher"* (Interviewee 5, site B). While coinciding with the formative assessment notion of assessment to improve learning, the idea of revealing 'flaws' is also tinged with an element of subjection and imposition of precarity. In another statement explaining her understanding of assessment, Felicity had stated:

I learnt that assessment is a measurement of growth on both the teacher and the student. It cannot be pen and paper alone. Assessment can range from multiple forms. Assessment to me is a means of testing what knowledge the students have (Interviewee 5, site B).

By stating that assessment “cannot be pen and paper alone” Felicity is hinting at alternative assessment discourse that posits assessment is more than pen and paper tests. However, she reiterates the idea of testing as measurement. The terminology of formative assessment such as supporting learning, integrated with instruction, strategic questioning, sharing criteria, and appropriate feedback (Heritage, 2010; James, 2017; Swaffield, 2011) is absent.

In the concluding section below (Figure 63) Felicity’s story is about her narration of an incident where she taught a lesson under an arrangement where the students and the school were unfamiliar to her “*We were not told until two days prior as to what classes we were teaching* (Interviewee 5, Site B). Because of a disruption there was a delay in the starting time of the lesson and the number of students she expected to teach was reduced. During the interview while narrating this experience Felicity mentioned very little about what the students did. Instead, she spoke about how she had to adjust her strategies under the constraint of fixed allotted time for teaching.

Figure 63 TE: Advanced dressage; best self

Although Felicity stated that she was overwhelmed with the assessments in the training program she was so bent on high performance, that she still appreciated it fully. Felicity said:

It made sense to me and it allowed me as a professional to refine my idea of how I measure growth, how I measure learning and how I can tweak and enhance my pedagogy My feelings would be mixed but thoroughly I am pleased with what I learnt.

Felicity was particularly satisfied with the methods her trainers used. Even when she was plunged in the midst of uncertainty, such as performing in a strange territory with learners whose background she did not know Felicity rose mightily to the challenge. She was not fazed when the session started 20 minutes later than scheduled, and the group of 24 learners she was expecting boiled down to six. She improvised on the spot and fulfilled the most crucial requirement, to test what learning took place at the end of the session. At the end of it all Felicity felt proud. She said that it was about appearances. These are her words:

So, for me I like a make-up. This entire program in my mind looks like a well-made up face It takes you from where you are to presenting your best face to be in the public presenting what it means to be the best you.

THE END

Such was her conditioning in the belief that teaching is the enactment of a battery of formal techniques, Felicity was very upbeat about what she was able to accomplish despite the high level of uncertainty that she faced. It can be said that this is precarity normalized. She was satisfied that she was able to improvise and fulfil the requirement of assessing students at the end of the session. Felicity narrated:

I had a first morning class. It was cut short by twenty minutes because of a long assembly and only six students came to the class. Nonetheless I had to do my assessment after teaching ... to see if they understood the concept (Interviewee 5, Site B).

Felicity described how the university supervisor guided reflection on what happened during practice teaching.

After executing she asked you in front of your peers how effective you thought your strategies worked and based on the assessment you chose to assess your lesson ... you had to show if that assessment truly matched your teaching procedure and your objective and where it fell short you were asked to assess where you could change it
(Interviewee 5, site B).

Felicity's vocabulary in the above excerpt, 'executing', 'effective', 'strategies', 'teaching procedure', 'objective' reflects a technician outlook. The model of teaching and assessment at work here seems to be an efficiency-oriented implementing of techniques. She totally imbibed the view that lesson delivery where teaching was judged in an allotted time frame was the most valid way to demonstrate her performance. This thinking informed and shaped her interaction with the expert trainers (university tutors). Felicity's uncritical attitude to teaching as delivery utilizing techniques under the watch of a supervisor exemplifies what Allen (2013, p.220) in critiquing modern incarnations of education assessment thought that it was "moral coercion that operated through interpersonal relationships".

The closing extract from the interview that shaped Felicity's story state the metaphor she gave to represent her assessment experiences. Significantly, she affirmed that "a well made-up face" best expressed her outlook. In Felicity's view appearances mattered. I am left to ponder how much of the educative process that she underwent attended to what goes on

below the surface. Put differently, a question remains about whether deep understanding has been pursued.

The final story below is derived from Interviewee 6 Site B, Nila the Nightingale. This interviewee displayed a penchant for giving terse answers.

Nilā the Nightingale: Unruffled always

Nilā was self-satisfied and sedate. She gained her composure from remaining in the safe zone of giving all the answers she thought were correct ones. This habit of mind seemed to come from her personal style of being agreeable and uncritical. In the interview she had stated that from her early years she developed the belief that assessment was about giving either a right or wrong answer. This was sustained in the way she gave answers to interview questions.

Figure 64 Nilā Nightingale: Right answers only

Nilā the Nightingale

Nilā Nightingale whistled sweet tunes about her assessment experiences. Nilā's experiences with learning to sing as a young nightingale was to repeat melodies exactly as she heard them. She never thought that she could compose her own songs. All the songs she knew were committed to memory and she was able to perform them accurately because she had done numerous practice drills. Nilā said: "I always grew up thinking assessment was right or wrong". After the advanced training program, she sang melodies about multiple intelligences and teachers finding the right tools to bring out students' potential.

Nilā prided herself on being sedate. While other birds got excited and agitated during training sessions Nilā's feathers remained unruffled. Her tunes were of joy and appreciation. She said that she loved the subjects that she taught. She felt nothing but appreciation for her four-year teacher education program "It was really an eye-opening experience for me and I realized from all of the practicum sessions that I could make an impact on a students' life". When the authorities mandated an additional one-year post-graduate diploma, although she felt that she had sufficient learning she was satisfied that it was all good.

This uncomplicated understanding of assessment in education suggests that studying in the TE program did not engage in contemporary discourses of assessment as processes and activities of monitoring learning – using feedback, developing judgement, improving towards learning goals (Buck & Trauth-Nare, 2009; Leahy et al., 2005; Shepard, 2005). Ideally assessment sustains engagement along a developmental pathway (Sambell et al., 2012).

Figure 65 Nila Nightingale: Why caged birds sing

This is what Nila said that she learnt about assessment through her educational experiences:

... I learnt that assessment could be an oral report, it could be group presentations, it could be writing a poem, making up a song about an incident ... I learnt that assessment could be almost anything to test student's knowledge or competency in a subject or in a topic.

Nila's most valued memories were of going to different places and observing various species in their habitat. She gained understanding about different learners and their unique environments. When she had to demonstrate her whistling, she ensured that she knew what the objectives were and how they were being measured. She took comfort from the strong guidance of her tutors. Instead of feeling restricted she loved the sense of security. Nila said: "It wasn't really a restriction because we had to follow the guidelines. We had to follow the all the training syllabi, so it wasn't a restriction because they told us what they wanted us to look for".

In the section above (Figure 65) Nila's outlook on assessment is expressed as activities given to students for the purpose of testing – *"I learnt that assignment could be almost anything to test students' knowledge or competency ..."*. The above also conveys that Nila gained her sense of assurance from following the prescriptions for lesson planning and teaching - *"She ensured that she knew what the objectives were and how they were being measured"* (Figure 65). Nila gave the impression that her assessment experiences during the program were totally harmonious. She extolled the experience of visiting other schools and appreciating the diversity witnessed as most valuable. Her comfort came from the behaviourist orientation of the teaching learning experience as a linear process beginning with objectives and completed

with evaluation. The syllabi guided Nila's teaching activities and that was the source of her sense of assurance. The idea that student learning could be organised differently using a constructivist orientation whereby students gain deep, more sophisticated understanding through inquiry (Serrano Corkin et al., 2019) did not come into play.

To the interview question asking Nila "What was the most unforgettable experience during the TE program?" she replied: "... *probably the most significant assessment event was the portfolio that I had to do to sum up my experiences or all that I have learnt in the Dip. Ed program...*" (Interviewee 6, site B). The idea of the portfolio consisting of what was learnt in the program corresponds with my critique in chapter four (Extract 5 Site B handbook). There I pointed out that handbook instructions restricted the purpose of a professional portfolio as well as the idea of teacher reflection. Outlooks about professional portfolio development in the research literature are less restrictive. For instance, Denney et al., (2012) identified providing direct evidence of classroom activity; selecting artifacts and reflecting on how these artifacts demonstrate learning outcomes as the aspects of the teacher portfolio.

In part 3 (Figure 66) below of Nila's story she uses the pronoun 'they' to refer to the authorities and 'we' as the collective following instructions to "showcase all that we learnt". Nila's use of the pronoun 'we' suggests that the notion of the portfolio as an individualized document was elided. She views the activity as being part of a collective. The words "they gave us", and "we had to" suggests collectivisation and subordination in a culture of deference to authority (Orón Semper & Blasco, 2018). She then reverted to 'I' to describe what she undertook "I got to do a web page ...". This points to a normative dynamic of anonymous

institutional power exerted on the collective 'we', students, or program participants, while the individualised 'I' is showing autonomy in a limited way.

Figure 66 Nila: Simple tune; difficult question

What Nila loved most about the advanced program was the portfolio she had to produce. She crooned: "They gave us different aspects of assessment, technology integration and pedagogy. There were different aspects of the program, and we had to put it in a portfolio to showcase all that we learnt ... I got to do a webpage I got to be fancy and interactive with the viewers and I loved that".

If you asked Nila what she loved most she is likely to tell you that short, simple tunes are her favorite. Sometimes she tried some foreign compositions she found on the internet. However, she found it challenging to teach these tunes to some young birds who hated singing. These species of birds preferred to draw and play games. However, when they had to perform in the standardized contests, they got very low grades. Nila is left with a big question – how to get those in power to realize there is more to music than singing?

The last words of Nila's story (Figure 66) about being left with the problem of getting those in authority to understand came from her actual comment that the secondary school curriculum had a restricted view of student learning and assessment. In the interview she shared that the students she was currently teaching performed well doing creative activities such as drawing pictures. However, they failed at the standardized secondary school exit examinations.

My assessment will be to draw a picture on the mood of the story or the poem and that is not what is in the exam at the end of the day ... when they do end of term exam and they get 1, 2, zero out of 60 ... It is striking that they do so well in class but for the formal assessment they don't do well at all (Interviewee 6, site B).

The lack of success that Nila's students experienced is a reminder that assessment is concerned solely with assigning numerical value in exchange for learnable knowledge expressed in an approved code of writing school- like sentences, excludes a significant proportion of individual capabilities.

Conclusion

In this chapter I have presented and interpreted the stories that I generated from interviewee transcripts. The stories allowed access to memories of lived experiences of assessment. All stories incorporated experiences during schooling since interview questions deliberately targeted this. My intention was to get a sense of cultural or historical patterns in assessment beliefs and practices in Trinidad and Tobago education settings. When connected with adult experiences I was able to build insight about retention of or departure from historical practices.

The stories revealed continuity between childhood classroom and later adult experiences that had punitive elements. For example, participants remembered either being beaten or experiencing fear. Fear of failure, illness, repression of creativity and cultivation of conformity appeared in memories of assessment as adult students. The issue of what is good teaching emerged and accompanying this was how assessment in TE was operationalized by educators. A continuity was noticeable in how intense examination as a historical antecedent in TE located in the nineteenth century persisted in current experiences. This was evidenced in the way participants highlighted grade earning as a key aspect of assessment, being privileged over what they learned or ways in which they developed.

The effects of assessment experiences came out in the stories where emotions and bodily experiences were mentioned. In addition to experiencing physical and emotional effects, there was the dimension of personhood – who the participants became. This was revealed in their narrations of how they undertook assessment activities both as learners and as classroom teachers. My interpretations

brought out that these adults were predominantly disposed to do as they were told. Personal agency was translated as accomplishing institutional requirements.

In the following chapter I present an integrated discussion of the meanings and understandings derived from CDA of curriculum documents (Chapter four) and hermeneutic interpretation of stories (Chapter three). The discussion comprises the main ideas extracted from the text of the chapters. I mined the text for topic sentences and extracted key supporting details. The respective headings of this chapter represent the main ideas grouped according to how they coalesced. To derive the story themes, I extracted content words from the interpretive paragraphs of the stories, grouped them according to similarity then treated them as codes to which I assigned headings (See Appendix I). I then decided on a theme that best captured the recurrences.

Chapter six: Integrated discussion of meanings and understandings from document analysis and story interpretation

In this chapter I synthesize the meanings and understandings generated in a layered manner corresponding to the three data sources that I analysed. The synthesis proceeds by alternating the meanings that I derived from CDA of the curriculum documents, with sections of story interpretations that illuminate the textual analysis meanings. I simultaneously interweave in the discussion themes from the research literature and theoretical frameworks discussed in Chapters two and three.

Linguistic forms, text conventions, power relations

Linguistic forms and legalistic terminology facilitated and consolidated how power operated in texts. Foregrounded penalties and deadlines showed that text producers presupposed students' intention to commit offences. Warnings prefaced both the examination questions and handbook as syllabus, prominently inscribing in the texts the power to punish. This pre-occupation with misconduct synonymous with dishonesty and falsification derive from the tradition of high stakes examination administration of policing of candidates in public examinations (Kellaghan and Greaney, 2019).

The text convention of 'pronoun use' in the welcome statement of the Site B handbook coincided with the exercise of power. The program director used the first-person plural pronoun 'we' to represent the knowledgeable and powerful and make pronouncements supported with quotes from authoritative texts in a way that gave prominence to the speaking self.

The effect of penalties and authority encoded in institutional assessment texts played out in participants' stories. Rena recalled that she was conscious of keeping her eye on her paper and connected the expectations about security with how testing was done in school: "Since primary school you always know ... to keep your focus on your paper and your paper only ... no cheating" (Figure 38). The idea of assessment as policing, constraint, and a solitary activity seemed to have prevailed in adult education in TE. Institution outlook on examination security took on bizarre proportions in Leah the Lioness' story. The metaphor of being trapped in a blazing inferno came from a bitter memory of being quarantined and feeling that the institution authorities were robotic and insensitive.

The metaphor of the 'Supreme Guardians' in The Three in One Bird's story corresponded with how she regarded authority figures. She was for the most part complicit and agreeable. This was exemplified in her narration of sitting in at lectures and following the prescribed procedures of group work. Further, The Three in One Bird was gratified by having followed the rules and met deadlines. She narrated having to wait outside of the building when she arrived early (Figure 55). My interpretation picked up the irony that students are not rewarded for being early, but face the punishment of the uncompromising midnight deadline, a staple of rigidity in assessment regulations.

Pronoun use featured with similar effects in participants' talk about their assessment experiences in the TE program. I noticed a trend of alternating between the inclusive 'we' and the individualistic 'I'. For example, when talking about assessment both Felicity and Nila used 'we'.

... We were also assessed in the classroom; we were assessed based on texts we had to read. We were assessed on presentations, online program where we had to account for 40% of a course grade for being reflective individuals (Felicity Frieda).

In the above, assessment was operationalized as unilateral judgment by an assessor acting upon the assessed. It is unclear whether the collectivist sense comes from working collaboratively or whether the individual self is dissolved into the collective 'we' under the behest of the normalizing effect of institutional power. It appears that the assessment experience caused the subject position of the participants to be elided or repressed. They used the pronoun 'they' to refer to the authorities. Rarely did they use the self-affirming pronoun 'I'. The Three in One Bird had intimated that there were peers in the program who failed. This leaves to ponder how program designers conceived success at becoming a teacher.

Becoming a teacher: Emotions, psychic injury, and assessment

Anxiety, dreading failure, nightmare, injury, intimidation, sadness

Negative emotions appeared in participant stories about their most memorable assessment experiences both in schooling and as adults in the TE program. They narrated being anxious and dreading failure at tests and examinations, repeated testing accompanied by physical punishment for incorrect answers, and being beaten in Mental Arithmetic tests during their school years. Mathematics anxiety extended into Leah's adult life causing her to fail an entrance examination for employment. A recurring nightmare where she hears the word 'fail' repeatedly began for the Three in One Bird when she was in secondary school and haunted her into adulthood. Nila grew up with the belief that assessment was about giving one right answer

to questions in tests. This docility inducing effect of early schooling could restrict the inclination to think independently and to be self-confident.

Participants experienced injury to physical and mental health in the TE program. Rena felt lost to the extent of desperation and fell ill when having to do an assignment. In response to a question about the physical and emotional experiences involved in assessment Leah mentioned loss of hair, not eating properly, and suicidal thoughts. She used the words hate and frustrated when talking about the work to be done while studying. Another participant used the words relieved, happy and celebrated when talking about completing an assignment and earning a high grade.

The metaphors that interviewees gave to represent their assessment experiences were indicative of the emotional dimension of assessment. One participant gave the metaphor of light at the end of a tunnel. This suggests that affirmation came only at the end of the period of studying. Another participant offered the metaphor of doing battle and emerging victorious, while a third characterized her assessment experiences as being in a jail with flames. The Three in One Bird and Felicity used the words 'trauma' and 'overwhelming' to describe their overall feeling after completing the TE program.

That the element of suffering featured in these participants' narration of their experiences echo seminal view of the hidden curriculum as tolerance for regulation and discomfort associated with school classroom routines (Jackson, 1990). In the stories, the nature of professional socialization was prevalence of severity over compassion, caring and empathy. This echoes versions of the HC in the research literature (Craig et al., 2018; Orón Semper &

Blasco, 2018). As I argued in Chapter two, the student as precarious worker is part of the ideology of assessment that reified (posited as natural and immutable) (Gunderson et al., 2020) fear of punishment as an element of assessment. Also, as I pointed out in Chapter four (Gair, 2003) held that responding to rigid deadlines and conforming to a reward system underscored by penalties or everyday punishment is an aspect of the hidden curriculum in education.

Studies by local researchers reviewed in Chapter two corroborated negative school assessment experiences as an historical residue that has continued contemporaneously. Bristol (2010) described personal childhood memories of being flogged in school. Teaching methods involved student intimidation and uncritical knowledge importation and transfer to students. De Lisle and McMillan-Solomon (2017) unearthed negative effects of assessment in their study of 10- to 12-year-olds preparation for high stakes testing.

Fear, strict classroom regimes, anxiety, apprehension, sadness, and confusion were among the emotions experienced by the youngsters that the researchers uncovered. A regime of high stakes testing is the constant that perpetuates schooling as terror. It seems that the assessment experiences of adults in TE have the same effects experienced by young children in Trinidad and Tobago schools. An attendant question is whether teacher education in the local context has engendered a transformative outlook on assessment and teaching that eliminates the punitive. The institutional views of knowledge and assessment as manifested in Chapter four and recapped in the following illuminates this question.

[Institutional views of knowledge and assessment](#)

Grammatical forms: Site A examination questions

The Site A text producers constructed examination questions in accordance with pre-existing rules underlying grammatical forms. The imperative mood was the default mode conducive to the position of educators as authoritative figures posing questions in the form of commands. This appeared as a major clause that expressed a command to do the action specified. The verbs 'discuss', 'explain' and 'describe' were used predominantly. These "verbal processes" (Halliday & Matthiessen, 2004, p. 44) gave the instructions the attributes of toned up force and command showing that institutional authority was at work. Thus, the imperative form consolidated the text-producer's authoritative, non – negotiable stance.

Nominalizations represented the knowledge to be supplied in response to the imperatives. These compact forms condensed what would otherwise be complex operations into a phrase expressing technical knowledge with meanings already fixed (Thompson, 2013). It can be said that students were coerced into complicity when nominalizations were combined with the imperative mood. For example, in this context of the timed invigilated summative examination the command, "Describe four characteristics of high-quality assessment" (Figure 5 Site A exam questions examples 1 to 4) allowed no place for resistance since alternative interpretations would be grounds for failure (Bawarshi, 2003).

Coupled with nominalizations was the use of the declarative mood where the text producer asserted knowledge about rather than engaging candidates writing about 'how to'. Within this the interrogative mood was used to extract responses to questions whose answers were fixed in advance. Additionally, the use of the modal 'would' and the direct address pronoun 'you' in "how would you implement" (Figure 7) extracted submission to declared

knowledge created elsewhere. Simultaneously the possibility modal 'would' Biber (2006) encouraged speculative answers, knowledge not yet explored or constructed.

The linguistic forms with which Site A examination questions were structured, facilitated summative assessment involving learnable, memorized knowledge. Such knowledge compacted into nominalizations was static, and detached, divorced from inquiry and experience. Candidates were in fact being asked to reproduce without showing deep understanding. Assessment appeared to position the prospective teacher as a test taker who describes techniques. It is questionable whether the educator asking the question was expecting commitment to the response to be given beyond the context of the summative examination. Further, through doing this form of testing prospective teachers might come to believe that the only form of engagement necessary for showing learning is by cramming the right answers.

Textual norms: Site B framing of assessment

Site B assessment was framed solely within the realm of the course, viz., "assessments are designed to reflect the skills and content presented in the course" (Handbook, 2019 -20, p. 29). With humans relegated to secondary status by inanimate entities their power to create and imagine was being erased. The initial phrase of assignment instructions "you are expected to" (Figure 20) sustained respective positionalities of the locutor and the reader as authoritarian and submissive. The outlook on teacher reflection evinced was prescriptive as participants were required to respond to a set of questions and accompanying numerical marks - "You should reflect on how your initial philosophy of education has been affected by your participation in the course" (Handbook,2019-20, p. 59). This instruction was accompanied by a set of questions

and accompanying numerical marks signalling educator intention to circumscribe and restrict the nature of reflection.

This signalled educator intention to circumscribe and restrict the nature of reflection. Constriction of variables for reflection is counteracted by Schulz and Mandzuk (2005) who show that teacher reflection is multi-dimensional and inseparable from inquiry which in turn can take many facets.

In the Site B handbook as syllabus, grammatical forms for subject positions in the sentences of course descriptions predominantly assigned agency to non-human over humans as in “This course demands ...” (Handbook, 2019-20, p. 51). This indicated that the course was the higher authority with program activities fixed in advance foreclosing a transactional orientation. For portfolio production, prompts for technician, end point criteria restricted the contents. Rubrics with very precise numerical scores for discrete, decontextualized written content resembled traditional tests. The text producer positioned her/himself within adherence to traditional scientific research jargon at the expense of meaningfulness and relevance of the inquiry process for teacher learning that will feed into everyday practice (Reis-Jorge, 2007).

Additionally, the task in the Site B handbook under the section “Growth in Assessment Competence” (Handbook, 2019 - 20, p. 59) (Figure 26) configured such competence as ability to develop a tool to be administered, rather than a process for improving learning. This evinced that assessment in TE is regulated by the technician discourse of instructional planning and teaching as implementation of routines and formulas. Related to this the word formative was found only once in the entire handbook, and feedback, a core concept in FA discourse was

construed as educator communicating unilaterally. As I argue next, this assessment outlook impacted on program participants view of self.

Effects of textual norms: Cramming, policing, compliance, rivalry, quantified summative testing, normalization

I would sit down at hours and end, sometimes hardly sleeping and fighting off with the three four days that we have, and I sit trying as much to cram off as much as I could (Rena).

The metaphor of collecting and depositing nectar in Rena's story coincided with her description above of cramming for examinations. Assessment involving cramming detached knowledge corresponds with the textual norms described in the preceding section and detailed in Chapter four. In Leah's story, she thought that the final examinations in the TE program were futile because they neither facilitated feedback nor supported learning (Figure 44 Leah disappointed with modern cub taming). She complained of writing in three-hour examinations doing multiple choice questions, short answers, and essays. For her this was equivalent to merely playing the game just to earn enough marks to pass.

Sophie's story corroborated this when she admitted that the kind of examination preparation that she and her peers did was intended to pass without really understanding. Additionally, both Leah and Sophie mentioned a degree of rivalry among peers. For instance, when Rena, Leah and Sophie mentioned coursework, although collaboration was involved, they mentioned being graded unfairly compared with others. Leah mentioned strained friendships having to do with scoring higher than her peers.

Assessment and sense of self: Ambition, credential earning, winner, best self/ regulated self, creativity threatened

Well, the reward for me was feeling accomplished when I do something and getting that A or sometimes the B you know sometimes you not too happy when you get the B (Rena).

Participants' stories showed that assessment, achievement, and ambition were intertwined, and that educational assessment brought out positive personal attributes. They predominantly communicated accomplishments that participants valued, and this was expressed as grades obtained and credential earned.

The names I assigned to each character corresponded with their view of self as related to what went into attaining academic accomplishments. Rena the Bee was ambitious and pursued the highest grades with a strict work ethic. Sophie the Swan presented herself as being always ahead of the competition repeating flawless performances, taking the helm in doing group work and studying to pass examinations. The Three in One Bird, the self-assured high achiever pursued perfection with unceasing energy and conveyed her accomplishments by expressing positive emotions linked with the grades that she earned. Felicity Frieda embodied the idea of dressage. She was unflinching in her belief of the power of assessment to make her the best that she can be. When asked about assessment she used the official jargon stating that assessment is to test growth and a means of reforming the self in becoming a professional. Nila presented herself as unruffled. Her sedate demeanour was matched by the terse answers she gave to questions. The participants' overall uncritical attitude to assessment exemplifies what Allen (2013, p.220) in critiquing modern incarnations of education assessment regarded as

“moral coercion”. Allen further tied historically derived assessment practices to the formation of the modern soul.

The student as precarious worker materialised where the emotional labour of assessment and personal ill-being were implicated. The hidden curriculum of assessment negatively affecting physical health is indistinguishable from threats or injury to self or soul - “psyche, subjectivity, personality, consciousness” (Foucault, 2012, p. 29). The metaphor of teaching as cub-training and dressage for the cumulative effect of over-regulation in school and further education further suggests a displacement of true self, even humanity or essence for a compromised self that is presented to the public. In Freudian psycho-analytic terms, the super-ego.

Fear of failure and self-doubt from being judged in tests and examinations occurred in participants’ stories. As I showed in chapter two, research on teacher emotions in TE mirror these elements. For example, Shin (2021) uncovered teacher candidate emotional and physical exhaustion, neglect of teaching, and stress on relationships while satisfying requirements for the mandatory performance-based assessment in the US. Trinidad and Tobago researchers George et al., (2001) found that included long hours of preparation, uncertainty about assessor’s judgement that was at times idiosyncratic, financial constraints, and emotional vulnerability were sources of anxiety and stress for student teachers. That one participant offered a narrative about a dream to talk about her most memorable assessment experience suggested that the residual effect is at the subterranean level of feeling and being, defined in the introductory chapter as the soul, source of deep rich personal experiences (Sutton, 2017) where rational or technical measurement cannot reach.

Self-effacement consistent with denial of agency was suggested in participants' use of the plural personal 'we' instead of the self-affirming 'I'. This docility inducing effect corresponding with the belief that assessment was about giving one right answer is also psychic in nature as this could restrict the inclination to think independently and to be self-confident". Overall, I thought that the psyche of most the participants was totally encultured and constructed in harmony with the norms of schooling, to convert, measure, represent and value learning experiences into numerical form.

Leah was the only participant who had a non-compliant attitude. Her expectations of TE curriculum promoting modern approaches to educating the young were frustrated. She felt that the curriculum stifled her creativity as university teaching and learning was constrained by the focus prescribed activities to earn course credits. This did not coincide with her expectation that teacher learning would centre on progressive education practices. She turned her anger about constraining assessment into defiance and was determined to use creative activities during her practice teaching.

[Institutional pedagogical outlook: curriculum document and stories](#)

Inflexible, constraining, misplaced emphasis, transmissive, docility inducing

Practicum was not about if the children learn or not, because even sometimes they never even used to stick around to see. They just wanted to see you teach in half an hour, you use your resources; you had your proper lesson plan. Because blah, blah, blah. They did not care if the children learn or not (Leah).

I believe that the time constraints that was put on us to teach a lesson ... was unrealistic. Was it even practical for that to happen in twenty-five minutes? (Rena).

I don't know why a lesson plan must be ten pages, but picture 10 pages by 50. That is what 500 pages! Just for lesson plan ... and it was tiring ... (Leah).

Common to the above quotes is an institutional view of good teaching as exclusive attention to the written lesson plan to be taught in allotted time for being awarded a grade. Inflexible formal requirements were privileged over the urgency and substance of children's learning. Assessment was conceived as knowledge about, and teaching was construed as implementing techniques. Although Site B program participants did alternative assessments such as a reflective journal, portfolio and action research project, the thoroughly prescriptive, quantified parameters in the handbook were more akin to traditional summative assessment. Tight specifications of assessment tasks using numerous sub-divisions appeared as test items to be completed with numerical scores to measure performance.

In her narrative the Three in One Bird showed that the perfect lesson plan on paper could be thrown off by exigencies. Felicity's narrative about teaching a lesson where the focus was on doing the assessment at the end, suggested that the institutional outlook was that of valuing product over process. Sophie's story showed that after graduation she realised that instead of formulating fail proof plans, the work of teaching involves modifying approaches to suit individual learners. Leah's impression that the kind of teaching encouraged was equivalent to securing obedience and docility as in cub training suggests that a transmissive teaching ethos prevailed.

Coursework in TE: Detached or integrated from practicum?

In the participants' stories, the link between practicum and coursework was notably absent. When Rena and Sophie mentioned coursework, it was about having to disproportionately shoulder the burden of completion because peers did not do their share of the work and being graded unfairly. From the entire corpus retrieved, coursework was mentioned in only one examination question (Site A exam questions, examples 9 to 12).

The institutional outlook on teacher pedagogical skill judged as supervised, assessed practical teaching emphasising correct procedures originated in the 'criticism lesson' of the nineteenth century attributed to elementary school pioneer David Stow (Betchaku, 2007; Cruickshank, 1966; Stow, 1850). The trainee teacher had to 'perform' under the "watchful gaze of the inspector, training college masters, and his peers" Larsen (2011, p. 165).

That this outlook persists in the present is corroborated by a study of the practicum experience in elementary teacher training in Trinidad and Tobago (George et al., 2002). The authors reported that assessment took the form of supervisor judgement using an instrument where performance was decomposed into discrete items. While there was some variation, the default practice was interpreting the instrument in a static way. This, in the authors' view limited opportunities for reflection and creativity.

Coherence between coursework and clinical experiences is a key element theorized for successful TE programs (Darling-Hammond, 2014). The antithesis to testing detached knowledge in final examinations is integrated instruction and field work with an educator research component (Lipp & Helfrich, 2016). These educator researchers showed how fieldwork and coursework coherence can be enhanced by tutoring pre-service teachers about using

running records and guided reading, pretesting their understanding, followed by field placement to use these strategies with children. Pre- and post-immersion surveys and reflections were then analysed to determine instruction effectiveness and pre-service teacher learning. The 'test' is embedded in the practice context and the knowledge and understanding gained is securely established and documented.

Theoretical and research outlooks to counteract assessment as regulation

Contemporary inquiry-based outlooks on education encourage ambitious, in-depth, innovative teaching with active learning experiences. Constructivist or socio-cultural orientation that involves formative assessment would preserve the sense of learning being socially and culturally embedded, with teaching as a cycle of questioning, reflecting, and devising strategies (Buck & Trauth-Nare, 2009; Shepard, 2005). Teaching performance is judged on the nature of student learning rather than the acts performed by the teacher.

FA outlook promotes assessment as a pedagogical strategy where both teacher and students become aware of where they are in learning and work towards further learning (Gu, 2021; Otero, 2006). Within FA, assessment is embedded in instruction rather than appended to it. In the research literature a common set of elements are found that characterize this approach. These include, clarifying and sharing learning intentions, effective classroom discussions, providing feedback and activating student ownership (Leahy et al., 2005; Pedder & James, 2012). These features entail different patterns of teacher/student and students/student interaction with the focus on adapting instruction.

Alternative approaches explored in the literature review in Chapter two involved educators using student field teaching as a means of learning for both educator and student.

Moran (2007) reported an Action Research involving collaboration with student teachers who were teaching youngsters to learn through inquiry. Waddel and Vartuli (2015) designed an alternative TE model comprising field-based teaching of courses with field work aligned with coursework and closely supervised by educators and mentors. Gelfuso (2018) explored interactive planning and reflective conversations between teacher educators and pre-service teachers as a viable alternative to summative testing of content knowledge. Additionally, Gelfuso (2020) as a teacher educator doing self-study showed an alternative to educators positioned hierarchically as assessor making judgement through making sense of coursework while interacting with student teachers.

Program participant knowledge and skills about assessment; value of teacher inquiry

Missing from participants' stories was use of terminology to indicate that they had any encounter with scholarly discourses about assessment. The orthodoxies associated with alternative assessment, such as FA tenets did not appear in statements that participants made about assessment while studying in the program. One participant was adamant that she would not repeat doing action research. This is a glaring contradiction since theoretically this modality is theoretically conceived to generate usable knowledge and afford insight into one's practice (Bullock, 2016; Loughran, 2016).

The approach to teacher knowledge as imbibing and executing techniques has been termed "technical rationality" and contrasts with "engaged scholarship" (Valcke, 2013). Underlying technical rationality is an assumption that mastering "propositional (declarative) will automatically lead to its application" (Valcke, p. 57). Engaged scholarship on the other hand involves knowledge being used to solve problems in real situations. This coincides with

constructivist philosophy, active meaning making while participating in inquiry processes. Within constructivist informed practice, learning will come from immersive activities rather than passively acquired from an authority source (Alt, 2017). Attributes are conceptualizing, construction of meaning, and problem solving. Students gain deeper, more sophisticated understanding through inquiry and tangible representation of concepts (Serrano Corkin et al., 2019).

Related to constructivism is authentic assessment as espoused in the scholarly literature as involving complex thinking; intellectually interesting and personally meaningful; valuable beyond the score or grade and into the real world; and student ownership by involvement in formulating evaluation rules (Frey et al., 2019; Herrington & Herrington, 1998; Lund, 1997; Villarroel et al., 2018). Herrington and Herrington (1998) operationalized authentic assessment by having student teachers consult a multi-media resource about new assessment strategies used in schools. They were asked to prepare a written report assessed by the lecturer and an oral presentation to a simulated staff meeting assessed by peers. The authors argued that this assessment format is different from the traditional essay, since it allowed time for crafting and polishing, and accompanied additional support material.

In their work with pre-service teachers Goos and Moni (2001) operationalized authentic assessment by simulating cross disciplinary professional seminars in Mathematics and English Language arts. Students presented assignments where they identified and critiqued teaching resources. The educators taught feedback techniques to student teachers who used this knowledge to provide feedback to their peers. Opportunities for students to exchange materials and engage in the same kind of evaluations done by their lecturers were highlights of

this non-traditional assessment. However, the issue of having to ultimately report performance as a single grade remained unresolved.

[Educator stance in published research in relation to the preceding](#)

My analysis of an article published by four Site A educators, found reliance on persuasive strategies more strongly than epistemic grounds to support claims about teaching a course where differentiated instruction was the major feature. The educators offered proxies for instructional strategies in the form of generic, nominalized phrases. Readers who are interested in the explicit activities that took place so that they could learn about pedagogical approaches to enact with differentiated instruction will find instead promotional type statements such as “class sessions were generally lively and engaging” (Joseph et al., p. 34). It is significant that while the authors boosted the value of the innovation in the article, they hedged about its adoption in the program.

The Site A educators judged the outcome of their experiment by citing the higher grades earned by the experimental group (the article did not describe how teaching was done with the control group). This echoed the trend discerned in the analysis of examination papers that assessment is predominantly conceived in terms of earning grades in summative tests. None of the tenets of the contemporary assessment theories were mentioned in educator scholarly writing.

My reading of Site B educators’ scholarly publication suggested that their thinking about the possibilities of TE was tethered to promoting the value of the program. The study utilized evidence of three graduate testimonies three years after program completion. Numerous

boosters as well as attitude markers, attempted to draw the reader in, as the authors asserted rather than illustrated the value of the program. This deference to the power of the program echoes the thinking noted earlier where invisible or intangible mechanisms secure institution members collusion and compliance.

Verbatim quotes in the educator article from participants about pedagogical activities in the program predominantly ascribed positive outcomes to inanimate entities. There was absence of concrete statements by participants about what they as teachers 'know and are able to do' a signal refrain recurring in the published discourses about teacher learning. See (Australian Institute for Teaching and School Leadership (AITSL), 2011; Lin, 2002; Mayer, 2013). There is a tendency to represent teaching ephemerally in the local TE spoken and written discourses that I have explored in this study.

Conclusion

In this chapter my integration of the meanings and understanding derived from analysis of curriculum documents and interpretation of stories were merged to see the links between the textual and the social as far as assessment is configured and experienced in the TE programs. The homogeneous style of examination questions; learning as memorising pre-constructed knowledge; assessment as accumulating marks for doing a plethora of minutely defined tasks; textual norms that sustain educator power, restrain student agency, and forestall creativity were among the meanings generated.

The emotional dimension of the Hidden Curriculum was a theme emanating from the stories. Negative emotions coincided with research in Trinidad and Tobago schools that found assessment perpetuates schooling as terror for young children. Adults narrated the same

affects experienced by young children. The theme assessment as policing, constraint, compliance, and a solitary activity was relayed. Personal beliefs and knowledge gained from interacting with children were not involved.

The understandings about textual practices were linked with the social. I perceived that a restrictive knowledge outlook foreclosed possibilities for teacher social action. For example, Action research parameters emphasized technique over learning for everyday practice. Living knowledge was excluded from the portfolio in favour of test-like responses. I noted coincidence between a decontextualized outlook on knowledge and the educator stance in their published articles. Proxies for instructional strategies elided the substance of teaching in the same manner as examination questions.

The issue of teaching as performativity valued over genuine student learning appeared as practicum was experienced as a supervised, assessed event centred on correct procedures. This contradicted contemporary inquiry-based outlooks that promote teaching as a cycle of questioning, reflecting, and devising strategies. Connected with this was the dominant outlook of assessment as grades obtained and credential earned and generating uniform outputs. I judged this to exemplify normalization in the Foucauldian sense.

Formal contemporary discourses such as constructivist philosophy and the authentic assessment outlook did not feature directly in the texts or stories. However, two participants shared that they were afforded practice with assessing children's literacy levels and devising instruction accordingly. This makes a case for practical, hands-on knowledge versus the

declarative knowledge, which as indicated from the documents of one Site, dominated the assessment experiences.

To link the meanings and understandings about assessment presented in relation to the research question driving this study, I next provide the following graphics showing the hidden curriculum themes in relation to the main meanings generated. Each HC theme is matched with samples of supporting extracts. The implications stated will be elaborated in the next and final chapter. This filtered account illuminates the elements most pertinent to the research question driving this study:

In what ways does assessment reflect the nature of the hidden curriculum in teacher education programs in Trinidad and Tobago?

Figure 67 Graphic - Hidden curriculum theme 1: Schooling norms of passivity, obedience, conformity, undertone of coercion

HC 1. Schooling norms of passivity, obedience, and conformity; undertone of coercion (Giroux, 1978; Giroux, 2014; Jackson, 1990; Craig et al., 2018).

Foregrounded penalties and deadlines showed that text producers pre-supposed students' intention to commit offences.
Grammatical forms infused and naturalized power relations
Learnable, memorized knowledge divorced from inquiry and experience encouraged cramming for examinations
Teaching was equivalent to securing obedience and docility as in cub training
Fear and anxiety associated with doing assessment was common to all the stories.

IMPLICATION 1: Value of CDA; Pedagogical potential of stories; Teacher educator/student educator collaboration

Figure 68 Graphic- Hidden curriculum theme 2: Devaluing personal knowledge, lack of critical thinking, assessment inflexibility

HC 2. Devaluing personal knowledge; lack of critical thinking; assessment inflexibility (Barfels and Delucchi, 2003; Ginsburg, 1986; Orón Semper and Blasco, 2018)

The knowledgeable and powerful make pronouncements supported with quotes from authoritative texts
Punishment of the uncompromising midnight deadline.
Imperative form consolidated the text-producer's authoritative, non – negotiable stance
Questions whose answers were fixed in advance; assessment involved cramming detached knowledge
Constriction of variables for reflection; rubrics with very precise numerical scores for discrete, decontextualized written content resembled traditional tests
"She ensured that she knew what the objectives were and how they were being measured"

IMPLICATION 2: Formative assessment as pedagogy; Strengthening coursework practicum link

Figure 69 Graphic - Hidden curriculum theme 3: Rites of passage that establish power, hierarchy, and authority

HC 3. Rites of passage that establish power, hierarchy and authority; control language of performance, acrimony frustration and threat (Craig et al., 2018; Orón Semper and Blasco, 2018)

Assessment is operationalized as unilateral judgment by an assessor acting upon the assessed.
Power to create and imagine was being erased

Written lesson plan privileged over the urgency and substance of children’s learning.
Assessment conceived as knowledge about; teaching construed as faithfully implementing techniques, e.g. scaffolding

The candidate is being asked to create an assessment task in the decontextualized situation of a written examination.

IMPLICATION 3: Moving beyond legacy approaches to judging teaching

Figure 70 Graphic - Hidden curriculum theme 4: General social agreement not to see ... university teaching produces ideology

HC 4. “General social agreement not to see ... university teaching produce ideology”
(Margolis, 2002, p. 2)

Missing from participants’ stories was use of terminology to indicate that they had any encounter with scholarly discourses about assessment.

One participant was adamant that she would not repeat doing action research. “Not at all ... I think we just practically chased those grades”.

The educators offered proxies for instructional strategies in the form of generic, nominalized phrases. Authors asserted rather than illustrated the value of the program.

IMPLICATION 5: Usefulness of stance analysis; Research into TE program impact and effectiveness; Research-based TE reform

Chapter seven: Conclusion

Introduction

My purpose in this study has been to interrogate the ways in which assessment in Trinidad and Tobago TE programs is configured, enacted, and experienced. I sought to understand the hidden curriculum, defined as those elements of institutionalized education experiences that are contradictory, unplanned, and unacknowledged. My interest in the residues of historical practices was used as a unifying thread to both explore and argue about possible retention of those aspects of assessment that are less than salutary. This research interest was fulfilled by analysing institutional texts, and to a lesser extent, educator scholarly publications for what they implied about practices in two local TE institutions. I also interviewed program graduates and interpreted the re-storied interview transcripts. Through this I have captured some of the thinking and realities of the education of teachers in the specific contexts from which the material was drawn.

In this chapter I draw together the main understandings from document analysis and interpretation of re-storied participant interview transcripts and show how my insights about the issue posed in the research question have been enhanced. I then explore the implications of these understandings for practice and give areas for further research. Finally, I explore possible policy directions then conclude the study. An epilogue is added to illuminate the possibilities for assessment in Trinidad and Tobago TE considering existing decision-making structures.

7.1 Institutional documents: CDA rationale and method

In the Chapter four analyses of curriculum documents, I was influenced by Foucault's (2002) suggestion that to linguistically understand texts, the way in which statements correlate

with each other should be examined. To do this, using CDA tools and notions, I scrutinized the statements in curriculum documents (examination questions and assignment prompts and rubrics) for patterns in usage of grammatical forms and implications for targeted reader impact.

The grammatical forms that I located were those identified by CDA theorists (Fairclough, 2003; Halliday & Matthiessen, 2004; Thompson, 2013). I discussed nominalization use (Figure 5); how grammatical mood and modality related to educator knowledge interests (Modality, pronoun use, mood, power); how pronoun use, and modality reflected the respective social positions of the authoritative text producers and the relatively subordinate targeted reader with implications for student agency (Angermuller, 2014; Baecker, 1998; Kashima & Kashima, 1998) . I also drew attention to pronoun use in statements extracted from interview transcripts, leading to my inference that assessment was operationalized as unilateral judgment by an assessor, for example (Figure 63).

7.2 Participant interview text: Hermeneutic re-storying and interpretation

To stimulate discernment of features in assessment experiences I utilized an arts-based method to re-story participants' interview transcripts. I metaphorically characterized the interviewees by giving them animal names while ensuring fidelity to what they said in the interview. My re-storying was inspired by ancient folktales that use animal characterization to lure the reader/listener into deep thinking. I created metaphors for each of the participants by imagining likeness between a selected animal and their personal attributes and experiences narrated. Theoretically, storytelling was justified as a key aspect of the hermeneutic approach (Brockmeier and Meretoja; 2014; Byrne, 2001). The hermeneutic interpretation entailed close

reading and commentary wherein as researcher /interpreter I fused my pre-understandings with new understandings to create new meanings (Alsaigh & Coyne, 2021).

In what follows I present the filtered meanings and understandings about assessment in the Trinidad and Tobago TE programs from which I have retrieved material. The presentation is block formatted in the following order:

1. Statement of hidden curriculum (HC) themes (See Hidden curriculum themes in published literature: Relevance to the study, in Chapter three for full discussion)
2. Discussion of the HC themes using supporting material from CDA and hermeneutic interpretations
3. Implications for practice and /or research

The sectioning of the presentation is for the purpose of chapter organization. There is a degree of overlap in the elements and supporting material for respective HE themes, since no real demarcations exist in what is a whole experience.

7.3 Hidden curriculum in assessment in Trinidad and Tobago TE

HC theme 1. Schooling norms of passivity, obedience, and conformity; undertone of coercion (Giroux, 1978; Giroux, 2014; Jackson,1990; Craig et al.,2018).

The hidden curriculum notion originated for explaining the regularities implied to have an undertone of coercion in school classrooms (Jackson, 1990). Participant stories revealed elements of passivity, obedience, and conformity. These were activated in their interaction with institutional texts that fulfilled educator intentions.

The stories revealed that while assessment produced subjectivities of being an efficient and excellent performer, an accompanying result was an uncritical stance towards experiences evidenced in being complicit and unquestioning. Self-efficacy was tied to examination success and participants talked about assessment exclusively by recounting grades earned. Thus, the

dispositions and qualities engendered through assessment was an interplay of passivity, conformity, and dedication to excellence. Tolerance for suffering was intermingled with ability at hard work. This translated into agreeableness and compliance, deferring to the judgement of those in authority. These qualities are the virtues cultivated in a system where the regulatory mechanisms that could suppress creativity prevailed (Edwards & Blake, 2007).

Text features included foregrounding of penalties and legalistic warnings that pre-supposed students' intention to commit offences. Genre elements such as warnings about dishonesty in examination questions are a throwback to the secrecy and security ethos of public competitive examinations that inform the mission of schooling (Brooks, 2008; Kellaghan & Greaney, 2019).

Educator dominant social positioning was signalled by pronoun use, as in the Handbook welcome statement, where the text convention of a single speaker using the plural pronoun 'we'; and the pronoun 'you' to address the targeted reader enacted power differentials. In the context of summative examinations, questioning predominantly employed the imperative and declarative mood. These grammatical modes supported the custom of framing statements in a way that constricted the knowledge involved in responses. Learnable, memorized knowledge compacted into nominalizations and divorced from inquiry and experience was elicited. The verbs describe, discuss, and explain dominated over investigate or analyse. Within this the interrogative mood was used to ask questions whose answers were fixed in advance and merely required recall from short term memory.

Additionally, the use of the modal 'would' and the direct address pronoun 'you' encouraged speculative answers. This elided the widely accepted principle of constructing knowledge as part of the educative process (Alt, 2017; Lalor et al., 2015; Tynjälä, 1998). Candidates were in fact being asked to reproduce without showing deep understanding or ownership. Text layout in the handbook as syllabus comprised multiple sub-sections that decomposed assignments into multiple compulsory tasks. There was no room for deviation from the prescribed sequence so possibilities for experimenting with diverse, dynamic approaches were elided.

Physical punishment featured in all participants' memories of schooling. A hidden curriculum of institutional mistreatment in the TE program emerged as one participant narrated that she and her peers had negative emotional experiences including suicidal thoughts. When asked to talk about their most memorable assessment experiences during childhood and while studying in the program, fear and anxiety associated with doing assessment was common to all the stories. Participants gave stories about falling sick when having to do an assignment. Concerning human relationships there were hints that although peers collaborated, competition pervaded and, in some cases, friendships turned to rivalry in the pursuit of high grades.

7.3.1 Hidden curriculum theme 1: Implications for practice

Value of CDA

The interpretive activity that I undertook showed the value of CDA for enriching awareness of the influence of linguistic norms on text production. The critique of curriculum documents may provide a stimulus for rethinking the way assessment in local TE is

conceptualized and enacted. Minott (2011) argued that during professional education CDA of curriculum documents can be used for pursuing reflective practice (questioning assumptions and values); and critical literacy (interrogation of texts). Luke (2013) supported the idea that students can be taught to understand how grammatical features function in texts to enable critical engagement. Teaching critical literacy is beneficial for both teacher and student understanding of how texts work. This could lead to resistance of customary ways of writing examination questions and examination prompts. Renewed approaches can be informed by authentic assessment principles as in the example below.

In chapter two I reviewed one example that Villarroel et al., (2021) provided for rethinking the style and intent of examination question and assignment prompts (Authentic assessment). The researchers trained university professors to rewrite test items that followed authentic assessment principles. Instead of prompts consisting of a single imperative statement asking for memorized knowledge, post training items had multiple components. These included real life scenarios from which candidates had to make inferences, arguments, and suggestions.

Pedagogical potential of stories

The stories that I composed from interview transcripts captured effects of assessment that students are not likely to share unless elicited purposefully and sensitively. The critical, didactic, and pedagogical potential of these stories could be explored in the TE program by discussing the multiple embedded issues such as lack of educator engagement with students when given assignments, understanding of good teaching, and classroom assessment beliefs and practices that hurt children.

Janzen (2015) showed how in-service teachers discussing literature in “literary response groups” enabled sharing tensions that teacher protagonists experienced when implementing the “normative” curriculum. Reading and writing stories of assessment experiences can have a liberatory effect. Attending to the messages by infusing them in critical collaborative conversations (Edwards-Groves & Hardy, 2013) could enhance the institutional ethos as far as freedom of thinking goes. Students can also be encouraged to compose their own stories for further processing and contemplating with others about those aspects of experience that will otherwise go unnoticed.

Teacher educator and student educator collaboration

Teacher educator and student educator collaboration could remove the traditional power authority barriers in assessment. The teacher educator does self-study with students as joint learners in instructional planning and teaching (McGlynn-Stewart, 2010). Teacher educator action-research involving collaboration with student teachers doing inquiry-based teaching is another option (Moran 2007). Gelfuso (2018, 2020) promoted a novel approach involving educator student collaboration to build knowledge and understanding about teaching. Invoking the idea of the teacher educator as a knowledgeable other, this author captured pre-service teacher thinking and reasoning through reflective conversations to work out misunderstandings about teaching literacy. The alternative role of the teacher educator from being directive or prescriptive to that of mutual learner will facilitate knowledge building and lead to new understanding of the purpose of assessment beyond a way to earn credentials.

Among the elements that Villarroel et al., (2018) identified in a blueprint for authentic assessment was student involvement in formulating scoring rules that they could use for self-

evaluation. Collaborative creation of criteria for work to be produced should be informed by alertness of the power of the marking rubric to shape assessment. Because rubrics include and exclude, they determine what matters (Clayton, 2017). It makes sense that TE should involve development of the intellect through engaging in activities that use the mind well. Wolf et al., (1991, p. 33) inferred that this meant learning as encouraging thinking over “the possession of information”.

HC THEME 2: Devaluing personal knowledge; lack of critical thinking; assessment inflexibility (Barfels and Delucchi, 2003; Ginsburg, 1986; Orón Semper and Blasco, 2018)

Ginsburg (1986) thought that teachers were de-skilled by side-lining their personal knowledge in favour of being skilled in technique. Barfels and Deluchi (2003) problematized class-based curriculum content with those of lower social status denied opportunities for critical thinking. Orón Semper and Blasco (2018) questioned sanctions in the HE institution, inflexibility within tight time schedules that conveyed messages of rigidity and acrimony.

Writing essays in three-hour examinations was viewed as “playing the game” filling pages to earn enough marks to pass often without deep understanding. No participant talked about formal knowledge or skills emanating from assessment, elements associated with the professionalization agenda of TE (Agarao-Fernandez & Guzman, 2007). Students were predominantly disposed to do as they were told; ensuring deadlines were met to avoid penalties and failure.

In the participants stories the way in which they went about doing assessment for the most part showed that they were agreeable and complicit. All participants mentioned the

grades they earned when defining their success or talking about what they gained from studying in the TE program. Personal qualities and sense of self were therefore intertwined with academic achievement. Valorisation of high grades coincided with a predominant understanding of assessment as measurement in the institutional contexts.

Gair (2003) held that responding to rigid deadlines and conforming to a reward system underscored by penalties or everyday punishment is an aspect of the hidden curriculum in education. I discerned the subtlety of the HC in the obliviousness of the participants to the oppressiveness that they underwent when complying with assessment requirements. One example was an episode where a participant had to teach a lesson to unfamiliar students and the time was cut short for reasons outside her control. Her narrative focused on having accomplished the formal requirement to assess the students at the end of the lesson. This suggested that the institutional outlook was that of valuing product over process.

Intensifying the HC of assessment inflexibility and rigidity was the restricted opportunities residing in the kind of knowledge required. In my analysis of Site A examination questions, I noted that there was minimal link with coursework and practicum or clinical experiences. Assessment conceived as knowledge about, and teaching was construed as implementing techniques. The constricted variables for reflection in the site B program contradicted the theoretical view of teacher reflection as thinking about practice. In addition to prompts confining reflection to strictly educator framed issues, rubrics with very precise numerical scores further circumscribed the thinking of the students.

Participants' stories abounded with the issue of needing to foster appropriate teacher knowledge. Narratives revealed that assessment was writing in examinations without deep understanding. Additionally, participants narratives conveyed that assessment was operationalized as unilateral judgment by an assessor acting upon the assessed. There was the perception that the power to create and imagine was erased. One participant defied this by being indifferent to the lure of high grades and chose to do teaching that was culturally salient (Figure 47 Creative, critical teacher transcending barriers).

7.3.2 Hidden curriculum theme 2: Implications for practice

Teacher assessment capability; formative assessment as pedagogy

As Anderson (1998) argued, Alternative assessment informed by the principle of constructivism departs from 'teaching about', to 'learning how to'. The teacher encourages students to be active in seeking out their own meaning instead of imposing supposed truths. Sambell et al., (2012) warned about the lure of rigour residing in the conventional closed book examination where students are coached to perform well on tests. The authors advised that when FA principles are applied, students are encouraged to explore without pre-occupation with grades. Instead, the focus is on good quality learning.

Given the acclaim and acceptance for FA in the wider discursive community, it is worthwhile to use existing theory as a reference point for developing local praxis. Although studies reviewed in Chapter two revealed a low FA uptake in school classrooms, this does not necessarily negate the promises of FA as theorised. FA is posited to improve classroom pedagogy. Proponents claim that the quality of teacher student interaction is enhanced as the demands of summative tests influence instruction less; and more students benefit from

classroom teaching (Black and Wiliam,1998). Both teacher and students become aware of where they are in learning and work towards further learning (Gu, 2021; Otero, 2006).

For FA to be implemented, teachers must have university specialists working along to provide direct induction (Buck & Trauth-Nare, 2009; Otero, 2006; Yin & Buck, 2019). In the Trinidad and Tobago context, this means that the higher education institutions must specifically work on having a cadre of teacher educators who specialize in Alternative assessment. A possible model for FA implementation and dissemination is that espoused by Otero (2006). This author recommended as a starting point, teacher educators finding out what teachers in training and existing teachers already know and understand about assessment, then being closely involved learning along with them how to teach with applying FA principles.

In a similar vein Leahy et al., (2005) promoted the approach of disseminating the value of FA through workshops. Experts introduce FA tenets to teachers, who are in turn asked to share what they did. Exemplary strategies are then catalogued for dissemination. Additionally, teachers sharing experiences in learning communities and publishing research studies can promote and formalize insights about formative assessment for learning.

Strengthening coursework practicum link

The alignment between coursework and practicum in TE is held to be a crucial means of building practice knowledge by connecting university classroom teaching with practice through interacting with children. One local study (Ramsook & Thomas, 2016) investigated whether students had applied knowledge taught about constructivism in their practicum. However, the study did not expand on how participants were specifically guided to make the coursework practicum link.

Research about the connection between coursework and teacher candidate learning showed that it is necessary for teacher educators to unite skills and knowledge taught in the academic setting with field teaching experiences (Lipp & Helfrich, 2016). Ways to increase the coursework link with teaching as explored by Jensen et al., (2018) included teacher educator modelling, incorporating materials from real classroom practice in the campus classrooms, and greater emphasis on pupil learning during university teaching.

An additional alternative for deepening knowledge is the authentic assessment informed approach of student generation and presentation of products in a simulated or real professional seminar or exhibition. As suggested in the research literature, students can be empowered to formulate assessment criteria as a way of strengthening their capabilities at judging work quality (Herrington & Herrington, 1998; Sambell et al., 2012; Villarroel et al., 2018; Watson & Robbins, 2008). In their work with pre-service teachers Goos and Moni (2001) operationalized authentic assessment by teaching feedback techniques to student teachers who used this knowledge to provide feedback to their peers in simulated professional seminars.

HC THEME 3. Rites of passage that establish power, hierarchy and authority control language of performance, acrimony frustration and threat (Craig et al., 2018; Orón Semper and Blasco, 2018)

Craig et al., (2018) explored the HC for medical school entrants that is relevant for TE. Issues included the functioning of power and hierarchy. Orón Semper and Blasco (2018) argued for reversing assessment rules that caused acrimony, threat, and frustration. The authors

suggested that this could be reversed through stronger inter-personal relationships and revisiting technical rules of engagement.

The metaphors that interviewees gave to represent their assessment experiences were indicative of the emotional dimension of the HC. One participant gave the metaphor of light at the end of a tunnel. This suggests that affirmation came only at the end of the period of studying. Another participant offered the metaphor of doing battle and emerging victorious, while a third characterized her assessment experiences as being in a jail with flames. The Three in One Bird and Felicity used the words 'trauma' and 'overwhelming' to describe their overall feeling after completing the TE program.

The hidden curriculum of assessment negatively affecting physical health is indistinguishable from threats or injury to self or soul - "psyche, subjectivity, personality, consciousness" (Foucault, 2012, p. 29). The cumulative effect of over-regulation in school and further education suggests a displacement of true self, even humanity or essence for a compromised self. For Trinidad and Tobago student teachers, long hours of preparation, uncertainty about assessor's judgement that was at times idiosyncratic, financial constraints, and emotional vulnerability were sources of anxiety and stress for student teachers (George et al., 2001).

One participant's talk about a recurring dream suggested that the residual effect of assessment is at the subterranean level of feeling and being, the soul, which is where residues of personal experiences reside (Sutton, 2017). Self-effacement and denial of agency are docility inducing effects of assessment that is psychic in nature since they manifest in personality traits

such as inability to think independently and be self-confident. Overall, I thought that the psyche of most the participants was totally encultured and constructed in harmony with the norms of schooling, to convert, measure, represent and value learning experiences into numerical form.

The observed practice lesson, the staple of TE was conducted in the manner of the criticism lesson that dates to the nineteenth century. The practicum format that participants described was the teacher educator as a visiting observer during field placement. They described being questioned among peers about the correctness or errors of their teaching. Assessment of teaching was narrated in terms of success or failure at completing formal lesson delivery in the allotted time. The teacher candidate performed under the gaze of university tutors and peers and was interrogated about the rectitude of her procedures. Participants talked about surviving the event, and the grade earned rather than what it meant for understanding teaching. Strict demand for perfect lesson delivery was a source of stress.

One Site A participant's description of the volume of lesson plan pages suggested a degree of absurdity. Requiring a lesson plan to be written in the isolated context of a timed invigilated examination disregarded the idea of learning as individualized struggle by a student in school. The demand that a portfolio containing lesson plans that comply with formal criteria such as objectives being measurable and observable, denuded from teaching the element of responding to uniqueness and interactivity of the learning situation. In this regard, the written lesson was plan privileged over the urgency and substance of children's learning.

7.3.3 Hidden curriculum theme 3: Implications for practice

Moving beyond legacy approaches to judging teaching

Regarding the above Chicoine (2004) citing Dewey [1918] (1966) reminded that knowledge in teaching is tentative and experimental, and not absolute. Citing Clarke and Peterson (1986), Knight (2001) asserted that teachers do not plan in the way promoted in legacy (criticism lesson) practicum. The author claimed that instead of outcomes used to determine teaching activities, the focus is on matching content to good learning activities, then using outcomes to check if the plan being implemented has worked.

Oo et al., (2021) showed that teacher educators must go beyond teaching assessment principles in university classrooms by researching how students were implementing FA strategies during practicum after doing a relevant preparatory course. Student responses to questions framed according to FA elements facilitated self-monitoring and reflection on the threats and affordances to FA implementation. Similarly, in the spirit of formative assessment as supportive of learning teacher Xie and Cui (2021) researchers who were university supervisors, supported the student teachers during practicum by sustaining critical discussions about implementing writing instruction over series of lessons involving the stages of the writing process. The educators gained understanding of the student teacher processes that could be fed into subsequent course design.

John (2006) advanced compelling arguments about the traditional lesson plan by exploring multiple alternatives. The author traced the origin of what he termed this dominant model to the early 1950s. John critiqued the lesson plan discourse for the underlying assumption that identical outcomes are applicable to all students, and for not recognizing the

negotiated and spontaneous nature of teaching. The FA framework has additional possibilities to those that John offered. A model offered by Gu (2021) comprises four steps that operate as rounds, instead of the traditional linear lesson plan. Instead of the notion of objectives Gu used the term learning targets.

To counteract the positioning of students in the dominant assessment discourse as passive recipients of assessment acts (including practicum feedback) Boud (2007) promoted the idea of shifting the attention of assessment to forming personal capabilities for engaging in professional work. For Boud, these capabilities include engaging in further learning during professional practice, deploying assessment strategies that involve enhancing personal judgement to positively influence one's learning, using reflexivity and self-regulation to construct a view of oneself as a learner, and transferring what is learnt from the context of the course or program to the professional setting. Teachers who experience FA in higher education where they are encouraged to develop skills, knowledge, and judgement instead of valuing work for the marks earned, are likely to transfer this approach to their future teaching.

HC THEME 4: "General social agreement not to see ... university teaching produce ideology" (Margolis, 2002, p. 2)

Margolis (2002) discussed the HC by indicting tendencies in the university to ignore crucial issues. The author implied that problems persist because of connivance by the powerful. Missing from participants' stories was use of terminology to indicate that they had any encounter with scholarly discourses about assessment. The goal of TE as enabling teachers to read widely and engage in original, independent thinking was not apparent in the forms of assessment and the documents that I scrutinized. In the examinations candidates were asked to

reproduce pre-formulated knowledge. Lack of allusion to scholarly discourses or to knowledge engendered from personally involved inquiry activities suggested a prevailing view of the teacher as technician implementing strategies.

An action research project prescribed for participants in one of the sites of this study was configured as adherence to traditional scientific research methods. One interviewee was adamant that she would not repeat action research in her future practice. The TE program must revisit the rationale for teacher doing action research and clarify whether the purpose is for the teacher to meet the same methodological requirements applicable to expert university research on one hand, or whether it is a reflexive process from which the teacher and her students benefit (Reis-Jorge, 2007).

7.3.4 Hidden curriculum theme 4: Implications for practice

Directions for research

In Chapters one and two, I presented the transformations in thinking about educational assessment generally and specifically to TE as appeared in dominant discourses over the 19th to the 21st century. Within this I mapped the Trinidad and Tobago historiography. My avowed purpose has been to understand the dynamic at the micro level. My forages into the histories, policies and practices of selected dominant locales have brought me to the realization that there is no superior practice to emulate or borrow from. A confident and assertive voice about the situated (knowledge in practice) Trinidad and Tobago education sites needs to be heard.

Research from high income 'prestigious' countries is oblivious to what happens in places such as Trinidad and Tobago. Exemplars cited in Chapter one of the present study (Lewin & Stewart, 2003; Steinbach, 2012) were done under the banner of development assistance or invited consultancy respectively. These studies highlighted deficiencies and proffered solutions, the viability of which

appears not to have been put to test. We must overcome the dilemma of being spoken about (conflation of grammatical third person with geopolitical *Third World*) by foreign originated research.

My study of the research literature about what I termed state-of-the-art assessment in TE is rife with contradictions. In the US, the edTPA, a mandated system for credentialing beginning teachers, represented the pinnacle in thinking about assessment in TE, as it was held by proponents to be an objective, independent, superior means to secure teacher candidate professional readiness (Adie & Wyatt-Smith, 2020; Whittaker et al., 2018).

However, the mechanism was critiqued for narrowing the educative and reflective experience (Clayton, 2018); and for posing disadvantages to persons in the category of minorities and those teaching special education students (Kuranishi & Oyler, 2017; Petchauer et al., 2018). Researchers have documented high student stress in completing the assessment (Bergstrand Othman et al., 2017; Shin, 2021). Kuo (2018) argued that professional standards were misused in the edTPA. The scholar recommended a modality that attends to process and dialogic interaction between the student teacher and educators, wherein rubrics are not used to fail or punish but for considering, questioning, and examining issues.

Research into TE program impact and effectiveness

Judged against the voluminous research produced by scholars from what I have termed the dominant locales of the world, the Trinidad and Tobago education experience is under-researched. I found no published research on the topic of assessment in TE. The most prolific local education research focused on assessment in the primary school sector (De Lisle, 2010, 2015a, 2015b; De Lisle et al., 2012; Lisle, 2013; Lisle & McMillan-Solomon, 2015). Studies documenting TE curriculum processes and outcomes in Trinidad and Tobago institutions are

relatively minuscule. A great deal of what happens is therefore invisible to others outside of the specific institutional settings.

A possible way to fill this gap is through survey type research using open-ended questions such as one done by Okhremtchouk et al., (2009). The instrument questions were informed by concerns arising from pre-service teachers doing a teacher performance assessment embedded in practicum. Respondents were asked about skills learnt, and improvement in instructional strategies; what reflection about personal practice revealed, and how their ability as teachers to assess student learning improved. Most critically, survey questions asked about the affective impacts and personal experience of the assessment. The knowledge provided more information about how to better prepare teachers.

Research with the purpose of understanding student experiences while undertaking activities in a TE program could inform TE curriculum renewal. In chapter two I reviewed articles that researched several dimensions of teacher candidate experiences. These included disparity between theoretical ideals and situated practices (Rose & Rogers, 2012); problems such as adverse social relations including hostility, exclusion and vulnerability during practicum placement (Johnston, 2010); the content knowledge demonstrated, as well as constraints faced relating to formal curriculum mandates (Anderson and Stillman, 2010; Hodkinson & Hodkinson, 1999). Methods included multiple before and after interviews with individuals as well as large groups and dyads (Hodkinson & Hodkinson, 1999); verbatim quotes from participant reflective writing and critical incident writing (Rose & Rogers, 2012); and supervisor written observations reflections, combined with individualized student information and semi-structured interviews

(Anderson & Stillman, 2010). These exemplars are available to inform directions for research in the Trinidad and Tobago context.

Research-based teacher education and TE reform

The trend of research-based teacher education is linked with teacher empowerment. In the country Norway Afdal and Spernes (2018) described activities for engendering reform in TE that would accommodate the pre-service teacher as researcher. That study provided an exemplar of the sophistication required to recursively design and revise new courses and research their implementation. Similarly, an article that I reviewed in Chapter two (Waddell & Vartuli, 2015) showed the necessity for TE reform to be guided by robust theory and empowered leaders. Social constructivist pedagogy informed the program design that entailed relocating TE to field-based teaching of courses.

Implications for policy

There is no overt public policy in Trinidad and Tobago for linking student academic performance with the way teachers are prepared in TE programs. Interrogation of what teachers know and can do after graduating from TE is absent. In a Trinidad and Tobago government document addressing boys' underperformance in the education system the statement appeared that the university "proposes to develop robust in-house mechanisms ... to evaluate teacher education programmes" (*Trinidad and Tobago Parliament, 2020, p. 52*).

One notable knowledge gap is the effect of participation in TE programs on how graduates approach teaching. Unless local scholars investigate the effects of TE on what happens in schools there will be no knowledge to inform program improvement. Two articles reviewed in chapter two pointed out that in Trinidad and Tobago classrooms, teachers

perpetrated unsavoury practices such as verbal abuse of students and gender discrimination (Kutnick et al., 1997; Williams, 2019). The absence of any direct mention of the socio-cultural contexts of classrooms in the curriculum documents explored in this study suggests that local TE elides the social and emotional.

Although participants from one program were required to do an action research project, there was no hint from study participants that social consciousness raising and of understanding complex psycho-social issues was part of the curriculum. In Chapter two I critiqued an evaluation study as consumer satisfaction type of research about what participants got from the program. Policy formulation on the impact of TE should involving sponsoring research that follows teachers in schools and classrooms after graduation to obtain information about the difference TE is making.

Conclusion

My explorations in this study suggest that an ethos of rigidity prevailed in the TE programs from which collected and generated texts have been scrutinized. A comparison between 2017 to 2020 versions of the Site B handbook that I analysed found no changes in the program design. A notable trend discerned from exploring the curriculum texts and engaging with program graduates is the negligible mention of research or theoretically informed knowledge about assessment. I was also hard-pressed to find published research detailing TE program activities. The outlook seems to be consolidation rather than interrogation.

The modern incarnation of normalization appeared in institutional documents. These included the homogeneous style of examination questions; learning as memorising pre-constructed knowledge; assessment as accumulating marks for doing a plethora of minutely

defined tasks; textual norms that sustain educator power, restrain student agency, and forestall creativity. To accommodate transformative discourses in a traditional TE program, elements to be addressed, include heavy course load and broad content in restricted time frames. A study based in a regional HE institution (Mitchell Jarrett, 2020) revealed that curriculum planners and administrators are not sufficiently sensitive to the significant demands on students' time and energy by personal commitments that must be managed along with university studies.

Contemporary inquiry-based outlooks on education encourage ambitious, in-depth, innovative teaching with active learning experiences. Constructivist or socio-cultural orientation that involves formative assessment would preserve the sense of learning being socially and culturally embedded, with teaching as a cycle of questioning, reflecting, and devising strategies. It seems useful to foster in teachers a wider understanding of assessment beyond earning marks in summative tests for program completion. There is the risk that teachers will transfer such practices as encouraging cramming for examinations and an attitude of severity and power to punish in as normal to assessment. To mitigate the TE program should accommodate reflection on such practices. The potential for alternative discourses such as FA that encourage teaching focused on supporting learning are worth exploring.

The onus is on TE programs to take a bottom-up approach to infusing contemporary assessment discourse more strongly in the thinking within the education community. This means that existing programs must be re-designed so that future teachers experience assessment that moves away from a traditional punitive orientation. Assessment in the professional program that emphasises collaboration and judged qualitatively rather than quantitatively is thought to generate useful, meaningful knowledge. I hope that educators and

other emancipatory minded persons will find enlightening the analytic treatment of texts done in this study, and that the stories will stir thinking about effects I have unearthed.

Epilogue

Convinced about the power of the story to carry meanings, I present the following that fictionalizes an assessment event while I was working in one of the programs from which material for this study was obtained. The story shows the decision-making process for assessment results. Featured in the story is the concern with which I opened this study – the power of the numerical mark in assessment. The idea that one percentage point can make a difference underscores the irony of numerical grading. The story leaves the message that congealed institutional structures, unless attended to will be an aspect of the hidden curriculum that obstructs the inclusion of liberatory ways of thinking about assessment.

Figure 71 Sister Monkey at the Assessment Meeting Part I

Sister Monkey at the Assessment Meeting

The assessment meeting was to verify the grades students received in coursework and final examinations. It began with Python Head of the campus on the plains saying a brief prayer for the meeting to proceed in a respectful manner. Everyone was seated around the big table in the conference room. Next to Python Head of the campus on the plains was Sister Tiger, deputy head of the campus in the mountains. The great ones, coordinators of the various subject areas, were seated around the table.

Brer Hyena was not a coordinator, but he was required to be present. Sister Leopard, Sister Pea Hen, and Sister Butterfly were all coordinators. All others were academic support staff – one examinations officer and three administrative assistants. Sister Monkey sat in one of the chairs against the wall along with Sister Horse.

As the first course to be verified was one that Sister Monkey had taught, she looked on and listened intently. Python Head of the campus on the plains had sheets of paper generated from the grade

management system. Each coordinator had copies of the same document. The grade verifying went on like this. Python Head examined the sheets for students with an 'F' meaning fail. He called the students name and identification number and asked the coordinator the reason for the F. A variety of explanations were given. In some cases, the student had never attended class.

In other cases, the exam marks out of 40% was too low. This meant that with a combined course work mark out of 60% the student did not earn the required 50% to pass the exam. One student had 49%, and after discussion Sister Tiger proclaimed that the student will not be afforded the facility of 'modified assessment' meaning no consideration for extenuating circumstances.

The academic support staff consulted their records to confirm such cases. Sister Monkey and Sister Horse whispered between themselves that Student Support services should be present at assessment meetings so that they could give more information about what was happening with individual students.

Figure 72: Sister Monkey at the assessment meeting Part II

This straightforward routine took a sudden turn when all grades were verified (meaning students failing were affirmed) Python Head asked Sister Leopard if she had anything to say. Sister Leopard gave highlights of instructors' comment about the exam. Then she mentioned that some persons were deviating from the agreed departmental plans. Sister Monkey knew then and there that she was that 'person' that Sister Leopard was referring to. She declared that she had no problem with being associated with the word 'deviant'. She offered to justify the deviations she had made and that she was prepared to share what she had done with the students she taught.

This is when things got heated. Sister Peahen was emphatic that we should be working as a team, and when the team made decisions there should be conformity. Sister Monkey pointed out that there was a lot of previous discussion about the need to give students multiple tasks and feedback to improve their performance. Sister Leopard commented that the marks of some students were very high. Sister Monkey retorted that if her students' marks were high, it was because they had gotten several opportunities to improve performance after feedback (the principle at the heart of ongoing assessment). She repeated her offer to share what she had done with her students. Sister Peahen refused this offer. She said she was not interested.

"I don't care, then", Sister Monkey replied, insisting that she teaches according to her beliefs.

Now Python head brought things to order. He advised that these matters are better discussed at a departmental meeting and the fracas subsided. Sister Monkey left the room thinking about all the things that have been pre-occupying her lately – teacher learning and essential knowledge, alignment of assessment with course content and outcomes, and assessment for learning.

She remembered that recently she was trying to convince other Great Ones that assessment meetings should be internal to the department, where the various issues related to student performance explored. She asked herself "What is it that the Great Ones are refusing to learn about when they decline her offer to share her ideas?"

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Appendices

Appendix A

Virtual Programme Research Ethics Committee (VPREC) ethical approval

 UNIVERSITY OF LIVERPOOL		ONLINE PROGRAMMES
Dear Veronica Farrell		
I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.		
Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)	
Review type:	Expedited	
PI:		
School:	HLC	
Title:	Residues of historical schooling practices? A narrative inquiry into assessment in Teacher education programs in Trinidad and Tobago	
First Reviewer:	Dr. Arwen Raddon	
Second Reviewer:	Dr. Deborah Outhwaite	
Other members of the Committee	Dr Marco Ferreira (Chair) , Dr. Lucilla Crosta, Dr. Rita Kop, Dr. Mike Mimirinis, Dr. Mariya Yukhymenko, Dr. Greg Hickman, Dr. Deborah Outhwaite	
Date of Approval:	4/02/2019	
The application was APPROVED subject to the following conditions:		
Conditions		
1	Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.



This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at <http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc>.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

Please note that the approval to proceed depends also on research proposal approval.

Kind regards,

Lucilla Crosta

Chair, EdD. VPREC

Appendix B

Site B Campus Ethics Research Permission



THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE, TRINIDAD & TOBAGO, WEST INDIES
OFFICE OF THE CAMPUS REGISTRAR

• Telephone: (868) 662-2002 Ext. 82000/82001 • Fax 645-3275 • Email campreg@sta.uwi.edu

4th January, 2019

Ms. Veronica Farrell
673 Aileen Avenue, Palmiste
San Fernando

Dear Ms. Farrell

Re: Research Request

We note your request seeking permission from The UWI to conduct certain research on Campus pertaining to assessment in Teacher education programs in Trinidad and Tobago.

Your expressed assurances that the information obtained through your proposed research will be treated confidentially and that the said information would be used solely for the expressed purpose, are also duly noted.

Having considered your request, the utility of your proposed research is duly recognized and supported. Accordingly, it is within this context and in consideration of the assurances provided by you that permission is hereby granted to you to conduct the requested research, subject to your acceptance and confirmation (by signature) of the attached Assurance Form.

The said Assurance Form is to be signed and returned to the Campus Registrar's Office prior to the commencement of the research at The UWI St. Augustine Campus.

Please be so guided and best wishes to you in the conduct of your research.

Yours sincerely,



David Moses
Campus Registrar

Encl. (Assurances Form)

Appendix C

Site B Campus Ethics Student Consent Form

What will happen if I drop out of the study early?

You can withdraw from participation in this study when your initial contributions are member checked (consultation with you to verify accuracy of transcribed data) without explanation. If you are happy with the information you have given to be used

What are my responsibilities if I join and what about confidentiality?

For this study I will be asking to meet with you in person at four times over a period of approximately nine to twelve months. This requires significant time with envisioned deep engagement and presents a risk of imposition. You will be allowed to opt

What if I get hurt in the study?

There are no activities in this study that are expected to cause hurt or expose you to danger. Some of the assessment experiences you will describe might involve strongly felt emotions including elation and frustration. I will use my lifetime of

CONSENT

I have read and understood this explanation. The researcher has also explained the study to me. I have had a chance to ask questions and have them answered to my satisfaction. I agree to take part in this study. I have not been forced or made to feel like I had to take part.

I have read the attached experimental Subject's Rights, which contain some important information about research studies. I have also read the Authorisation to use my Private Health Information. **I must sign this Consent Form, the Experimental Subject's Rights and the Authorisation to use my Private Health Information. I will be given a signed copy of each to keep.**

Print Name of Subject

Signature of Subject

Date

Signature of Person conducting the informed consent discussion

Date

Role of person named above in the research project

Signature of Second Witness

Date

This document was approved by
Campus Ethics Committee on:

January 16 2019

By Chairman:



This document expires on:

January 15 2020

Appendix D
Letter of Invitation

YOU ARE INVITED
**TO PARTICIPATE IN RESEARCH ON ASSESSMENT IN TEACHER
EDUCATION**



Dear student,

I am Veronica Farrell, an educator committed to transformative learning in teacher education.

I am embarking on a study of the unintended effects of assessment experiences on course participants in teacher education programs in Trinidad and Tobago and I am inviting you to participate. The study is entitled: **Residues of historical schooling practices? A narrative inquiry into assessment in Teacher education programs in Trinidad and Tobago.**


Your contribution to this research project is an opportunity to document what you have experienced and share your insights about improving assessment in the teacher education curriculum. The research report will be disseminated among program designers and will possibly influence how teacher education programs could be improved for the benefit of future teacher candidates.

If you are willing to talk about the emotions, interactions, challenges and accomplishments you experienced as you undertook assessment (doing tests or quizzes, assigned group and individual oral and written presentations, simulated professional activities and formal examinations) within the program where you have studied, please complete the table below and e-mail to: veronica.farrell@online.liverpool.ac.uk.

You will then receive documents giving full details of the study so you can make an informed decision to be recruited as research participants/collaborators contributing to knowledge building in education in Trinidad and Tobago. Please note that because of limitations in the number of persons I could logistically interact with, recruits will be decided on **first to respond basis. However because of the disproportionate male female enrolment ratio, an affirmative quota is reserved for males who express their interest to participate.**

Appendix E

University of Liverpool Participant Consent Form


UNIVERSITY OF LIVERPOOL

Committee on Research Ethics

PARTICIPANT CONSENT FORM

Title of Research Project: Residues of historical schooling practices? An inquiry into assessment in teacher education programs in Trinidad and Tobago
Researcher: VERONICA FARRELL

Please
initial box

1. I confirm that I have read and have understood the information sheet dated 25th March 2019 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.
3. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.
4. I agree to take part in the above study.

_____ Participant Name	_____ Date	_____ Signature
_____ Name of Person taking consent	_____ Date	_____ Signature
_____ Researcher	_____ Date	_____ Signature

Principal Investigator:
VERONICA FARRELL
673 Aileen Avenue, Palmiste,
Sao Fernando, Trinidad
Cell- 1 868 578 7217 veronica.farrell@online.liverpool.ac.uk

1

[Version 2.1 June 2013]
Optional Statements

- I understand that confidentiality and anonymity will be maintained and it will not be possible to identify me in any publications.
- I agree for the data collected from me to be used in future research and understand that any such use of identifiable data would be reviewed and approved by a research ethics committee.
- I understand and agree that my participation will be audio recorded and I am aware of and consent to your use of these recordings for producing a doctoral thesis.
- I understand that I must not take part if I am enrolled as a student for the duration of less than one semester (four months) or teaching in the program for a minimum of one year of the university calendar (institution 2) OR if I graduated earlier than 2016 (institution 1)
- I agree for the data collected from me to be used in relevant future research.
- I would NOT like my name used and I understand and agree that what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this project can be recognised only by me.
- I understand that my responses will be kept strictly confidential. I give permission for members of the research team to have access to my anonymized responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.

Appendix F

Participant Information Sheet (PIS)

1



PARTICIPANT INFORMATION SHEET (PIS)

Dear past student,

You are receiving this document because you have responded affirmatively to my letter of invitation to participate planned study: **Residues of historical schooling practices? An inquiry into assessment in teacher education programs in Trinidad and Tobago**.

To re-iterate, I am undertaking this study as a part of the Doctor of Education Program while registered at the University of Liverpool (online), under the supervisory guidance of Dina Belluigi and Dr. Peter Kahn. I am hoping you will choose to actively participate in this study, as insights from your experience will help illuminate teacher education pedagogical practices and inform enhanced institutional effectiveness. In addition, I am hoping that through our engagements that there is potential for you to benefit through giving voice to your experiences, having them documented and contributing to understanding of teacher education in the academic community and beyond.

My research proposal has been approved by both my primary and secondary supervisor, and ethical clearance has been granted by the University of Liverpool's research ethics committee as well as the Campus Ethics Committee, University of the West Indies, St Augustine.

Communications we will have in relation to this research study are confidential. It is important for you to understand why the research is being done and what it will involve. I describe this in the Participant Information Sheet (PIS) on pages 2 to 9 of this document. Please take the time to read it carefully. To summarize:

We will engage in a to-and-fro conversation. During these engagements, we'll meet to talk about your recollections of assessment. I will make notes as we go along, and will audio record our conversations, so that all the insights along the way are carefully collected and analyzed, to inform the analysis.

I will e-mail after the next seven days to confirm your decision. We will then meet at a designated time and place (congenial in terms of comfort and privacy). The accompanying

consent form when signed confirms your intention to participate based on your study of this PIS document.

Thank you for reading this and the very important information that follows below.

PIS CONTENT

Purpose of the study

The purpose of this study is to arrive at an understanding about how prospective and practicing teachers in teacher education programs experience their studies. To do this we focus on assessment experiences. I will facilitate program participants' talk about significant or memorable retrospective episodes where assessment is integral. This will include talking about memories, motivations, emotions, challenges faced, interactions that happened, and your personal views on what you accomplished.

After you have checked the transcripts of your interview responses I will then work along with you to produce an Ananse story using the information you have given. I use the Ananse story structure because everyone in our society is familiar with the 'nancy story'. Your 'stories' - fictionalized, anonymized interview responses will be presented for educators in the program to undertake a process of contemplation and reflection. This is in keeping with a critical emancipatory motive (considering how imperfections could be fixed and bring joy and relief). Their contemplations will be considered in view of officially stated curriculum rationales and will lead to considering possible contradictions and possibilities for change.

Why you been chosen to take part

I am inviting you to take part in this study because you have studied in a teacher education program and therefore ideally placed to provide important insights. I have contacted you through this e-mail information that you supplied in responding to my letter of invitation for this study. The collective voice of your fellow course participants will be prominent and central to the knowledge and understanding emerging from this study.

Do you have to take part?

You do not have to take part in this study, but your contribution will be highly valued. Your participation will require considerable deep thought and about two hours of your very valuable time spread over about three meetings, with an optional fourth meeting. Participation is voluntary and you are free to withdraw at any time without explanation and without incurring disadvantage in any way whatsoever.

What will be the process/ procedure if you chose to take part?

The following graphic on page 3 outlines the approximate duration of meetings and what will happen each time. Please read carefully.

Appendix F (cont'd - 3)

3



Expenses and / or payments

There are no payments or material rewards offered for participating in this study.

What are the risks in taking part?

There will be no risk to your current study. We will meet in a neutral space. I have been careful to ensure that the study does not 'target' specific institution or individuals, but really focuses on assessment more broadly. As such, I do not foresee physical or reputational risks coming out of your participation in this study. If at any time during our engagement you experience any discomfort, threat or risk please inform me immediately.

Are there any benefits in taking part?

I believe there are benefits to participating in this study. The questions you will be asked in the study invite contemplation on how assessment experiences have impacted on your learning as a prospective or practicing teacher and how you foresee you will enact assessment with the students you will teach.

The recollections you are asked to make will encourage personal reflection. You also get to feel as if you have a voice that could contribute to decision making since educators who have influence will be engaged in reflecting on the experiences you have shared during the interviews. By the culmination of the study your understanding and thoughtfulness about the impact of assessment in education settings should be enhanced. This renewed understanding is anticipated to generate a more informed outlook on pedagogy and assessment.

Participating in the study also provides you first-hand experience of post-graduate level study in our field. You'll get to experience some of the central processes and methods of data collection from primary sources, and get insights through the back-and-forth process of how analysis and interpretation work.

However, it is important that you know that your participation in this study carries no material benefits.

What if you are unhappy or if there is a problem?

If you are unhappy, or if there is a problem, please contact me in the first place VERONICA FARRELL, 378-7217, so that I can try to help. Your feedback is very important to the study's integrity and also to my learning process. If you remain unhappy or have a complaint which you feel you cannot come to me with then you should contact the Chair of the Liverpool Online Research Ethics Committee at liverpooethics@liverpool-online.com When contacting the Chair, please provide details of the name or description of the study (so that it can be identified), my own name as the researcher and details of the complaint you wish to make.

Will your participation be kept confidential?

The interactions and responses from your participation will be recorded in all of the following ways:

-
1. • A private research log with some verbatim responses and comments
 2. • Audiotape of interviews/conversations
 3. • Your individual written comments, compositions, reflections, recommendations. These will be incorporated anonymously in the research report

All written records will be kept secure in a locked cabinet at my home. All transcribing of audio records will be done exclusively by me the researcher. Transcripts will be kept on my password secure computer.

All participants' identities will be anonymized using an agreed pseudonym. Participants' roles, status and institutions will be de-identified by removing any references to geographical location, and presented in such a way that no reader but the individual participant can recognize him or herself in the report. The nature and content of your participation as an individual will not be mentioned by the researcher to other duly recruited participants in any way except anonymously using codes.

All data collected will be cleaned of identifiers and transcripts will be generated using pseudonyms. Anonymized data will be retained for at least five years. Participant permission for using the data in any publications apart from this thesis is built in to the active consent procedures structured with the project plan.

What will happen to your story and the study?

Your interview responses will be transcribed and anonymized using a pseudonym, re-constructed to seem like fiction then, shared in the first instance with educators who have decision making influence in the program. In a second optional phase these stories will be

shared with other participants with you included (optional) in a one to one discussion session with me the researcher. Comments and insights shared in this latter session will inform the data analysis results appearing in the published report.

The anonymized stories of all participants will appear either as a whole or in the form of shorter direct quotes in the thesis document that I produce. I will constantly refer to all participants' stories in the analytical sections of the thesis. All participants will have access to the thesis produced from this study. I will send by e-mail an electronic copy.

What if I decide to stop taking part?

Do think carefully about the commitment required based on all the foregoing information. I am excited to have you contribute and get to know your story. However, you can withdraw from participation in this study at any time, without explanation. If you are happy with the information you have given to be used despite your withdrawal, this will be done with your expressed written consent. Otherwise you may request that they are destroyed and no further use is made of them. Please be clear that your information may only be withdrawn prior to anonymization.

For further questions contact me the researcher:

VERONICA FARRELL, 673 AILEEN AVENUE, PALMISTE, SAN FERNANDO, TRINIDAD

veronica.farrell@online.liverpool.ac.uk 1 (868) 378-7217

Appendix G

CDA coding sheet images

Step 1 – Low inference thematic coding Site A examination questions

This involved extracting the main clauses and enumerating the forms of knowledge, for example, content knowledge, and technical knowledge.

Initial Step 1 – Low inference thematic coding of examination questions.

Codes derived from Cochran-Smith & Lytle (1999) "Knowledge practice relationships"

1. Content or subject matter knowledge (CK)
2. Disciplinary theoretical knowledge (DTK)
3. State of the art knowledge – (STAK)
4. De-contextualized knowledge (DCK)
5. Communication, literacy skills, COMM
6. Lesson planning – (Knowledge in Practice) (KIP) - LP
7. Cultural contexts of schooling inquiry (Knowledge of Practice) (KoP) Cultural contexts of schools (CCS)


245 Examination questions from 25 courses were coded (approximately 10 questions per course).

There were no questions about Knowledge of Practice (KoP), which is about the cultural contexts of schooling or inquiry.

CK	DTK	STAK	DCK	COMM	KIP/LP	KoP/CCS	TOTAL
73	83	66	16	3	4	0	245

Step 1 – Low inference thematic coding Site B handbook

I used the "comments" function and noted ways in which assessment was configured using my preliminary understanding.

Reflective written assignment (1000 words)	20%	Response & reflection to given case geared to explore the theme: "Becoming a teacher" (1000 words).	11:55 p.m. upload to [redacted] by Sunday 2017.
Group Assignment- Oral presentation (20 – 25 min)	40%	Small group oral presentation on school case of choice.	Friday 25th August 2017, 10:05 a.m. – 12:15 p.m. presentation. 
Written assignment (2500 words)	40%	Written essay on education	5 p.m. upload to [redacted] by Sunday 2017.

So far the only instance of face to face, interactive communication, implying, collaboration, interaction summative approach dominates - will see how the written essay is assessed

Step 2 – Preliminary construction of claims Site A examination questions

In the spreadsheet I used multiple codes consisting of the grammatical categories derived from Fairclough (2003) and themes from the research literature.

<p>1. Text selection is critical to the development of students' reading comprehension. [declarative]</p> <p>a. What text factors should the teacher consider when selecting books for readers? [QUESTION] 12</p> <p>Discuss ONE (1) reading comprehension strategy that can [PASSIVE] be used to support students' understanding [nominalisation] of the text. IMP C59</p> <p>2. Explicit strategy instruction is at the core of good comprehension. [declarative]</p> <p>a. Discuss the importance of teaching BEFORE, DURING and AFTER reading strategies. [nominalisation]. IMP C60</p> <p>b. Select ONE (1) strategy and explain how it can be used [PASSIVE] in a reading lesson [nominalisation]. IMP C61</p> <p>3. Jo worthy and Karen Broaddus believe that fluency gives lives language its musical quality; its rhythm and flow, and makes reading sound effortless. [declarative]</p>	<p>Answer all questions in this section (each answer should be about 1 paragraph long.</p> <p>1. a. Give a detailed definition of classroom Management [pre-construct] IMP C71</p> <p>b. Explain the 'proactive approach' to Classroom Management. Give a classroom example. [pre-construct] IMPC73</p> <p>c. List 3 factors to be considered when rules are being formulated for a class. IMP C74</p> <p>d. What is a transition? [QUESTION] 18 [pre-construct]</p> <p>Give one classroom example. IMP C75</p> <p>e. A major factor in good classroom</p>	<p>1. Briefly describe four (4) major characteristics of high-quality assessment. [pre-construct] IMP C99</p> <p>State one specific way in which each characteristic can [PASSIVE] be enhanced [modalized] by the teacher to ensure quality. (16 marks) IMP C100</p> <p>2a. Clearly describe in detail an example of a performance task that can be used [PASSIVE] in a named class level to assess learning in mathematics OR language arts. IMP C100</p> <p>Ensure that the objectives to be achieved are also stated</p>
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Step 2 – Preliminary construction of claims Site B handbook

<p>Course Description: This course attempts to induct NHA teachers into the set of key issues and concepts required to make sense of the complexities of teaching and learning Nominalisation and the complex world of the school. It is divided into three modules. In Module 1 the participant is introduced [PASSIVE] to concepts in sociology, psychology, philosophy, language, HFLE and academic writing. In Module 2 some key issues in education NOM are dealt with. In Module 3 students [HUMAN AGENCY ACTIVE VOICE] (HAAV) advance key issues of their own choice that they consider critical to their practice. Assessments are designed [PASSIVE -IMPERSONAL] to reflect the skills and content presented in the course. As such, participants would be required [PASSIVE IMPERSONAL] to respond in writing to 2 case studies, present a group report focused on an issue of choice in a group setting and present a written analytical discussion on an issue in education.</p> <p>Philosophy</p> <p>Discussion of philosophical questions will:[NOMINALIZATION]</p>	<p>classroom or in the wider school and reporting on it. It introduces NHA participants to the concept 'the reflective practitioner' and provides NHA the framework for teachers and administrators to interrogate their evolving professional identity, that is, "what it means to be a teacher/ administrator" and what constitutes their work. It lays the ground work and provides NHA the platform for the conceptualization and enactment of an action research project in relation to the teaching of disciplinary content by facilitating teachers'/administrators' critical reflection on self- their personal and professional identities and values, the general educational context and that specific to their current experience- the school in which they function. "A series of nominalizations specifying in advance the outcome of reflection)</p> <p>This is a preliminary course nominalizations (underlined) as agents in school/classroom-based enquiry, which provides NHA participants with initial training to conduct practice-based enquiries. Nominalisation It does so by affording opportunities and contexts NHA leading to development of the reflective habit [DISTANCING; IMPERSONALIZATION] and by taking participants</p>
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Appendix H

Interview protocol

INTERVIEW PROTOCOL

TITLE OF STUDY:

Residues of historical schooling practices? An inquiry into assessment in Teacher education programs in Trinidad and Tobago

RATIONALE AND RESEARCH QUESTIONS

I am utilizing Polkinghorne's (1995, p.7) definition of story as "reports of remembered episodes that have occurred.

Assessments mean – tests, quizzes, written take home assignments, final exams, group projects, oral presentations, performances, simulated professional activities and receiving results

1. Tell me about an unforgettable assessment event from your past.
2. Talk about assessment experiences during a Teacher Education program.
3. What was the most unforgettable assessment event?
4. What presented the greatest challenge?
5. What knowledge did you gain?
6. What activities were involved in gaining that knowledge?
7. How much of your time and effort went into assessment activities?
8. Who or what was most central to the experience, i.e., what was the main focus?
9. Who else was involved – peers, students, others in your care, authority figures?
10. What words best describe your feelings, reactions, physical responses to your recollected assessment experiences?
11. What was the sequence of your actions, i.e., how did you go about completing the tasks?
12. What rules and regulations were involved? What was their impact?
13. How did space, landscape, distance affect your assessment experiences – the physical spaces where you work, e.g., the building, classroom, library, vegetation, distance to travel, access to services, administrative set-up?
14. How was failure and success experienced?
15. What comparisons and images come to mind, i.e., symbols, metaphors you will use to compare or represent your experiences?
16. What are your overall views about assessment, teacher learning and pupil learning?

Appendix I

Story motifs for themes

Motifs for theme 1

Story motifs for conversion into themes for Discussion chapter

The content words (words with specific meanings as distinct from *function words* that carry less meaning) were extracted from my interpretive comments on the stories and the accompanying verbatim quotes from the interview transcripts. Words that were synonymous or had similar associations were then grouped and I assigned a theme (group name).

Theme 1 – Assessment as negative and positive emotions

These motifs connote the negative aspects of assessment. There is irony or contradiction as the difficult experience was connected to happiness. An unfavourable grade could reverse a positive emotion

preparation, anxiety, fear, emotions, teacher education, affects in school, exemplary assessment, fear, duress, no deep understanding, positive attitude, aridity, meaningless, Quarantine, anger, entrapment, jail, outrage, tears, lashes, frightened, head started to swim, lashes, punishment, oral spelling tests, loss of vivacity, melancholy, injurious, physical health, weight loss, suicide, not eating, hair thinning, going to the bathroom, frustrating, hated, defied, passion, conviction, art, creativity, rebel, break barriers, critical, defiant, questioning, breathless, beautiful, give life, whirring – ceaselessly striving; nurturing, behaving correctly. Existentially nature world constructed by humans – soul survival... results A's I felt relieved. Happy, celebrated successes studious, sharing, showing off skills, Ideal qualities, efficient performer, vivacious, eager, perform at utmost best, Not getting any correction; docility inducing effect of early schooling; repeating stock phrases as if rehearsed. Nila gave the impression that her assessment experiences during the program were totally harmonious, portfolio enjoyable; I interpret this as an extent of denial.

Motifs for theme 2

Theme 2 -Assessment and sense of self

These motifs denote the effort involved in doing assessment and the underlying attitudes, beliefs, achievement orientation, dispositions, motives and values.

Ambition, grades, punishment, Self-assured high achiever, perfection, accomplish, flair, individual style, ahead of the competition, More than humanly possible, pecking order, industrious high achiever; highly ambitious, strict work ethic, highest grade; ideals promoted in competitive achievement-oriented; untiring, multiple obligations, care nurture, gardener tending plants, made sure everybody was OK, Rituals, testing, physical punishment, repeated testing, physical punishment, what being professional meant to her; lesson delivery where teaching was judged in an allotted time frame was the most valid way to demonstrate her performance; self-effacement consistent with denial of agency; nominalizations "measurement of growth" and "teacher professionalism", "measurement of growth" and "teacher professionalism" correspond to the pattern of usage in the handbook as syllabus document; "Assessment was pertinent to us reforming ourselves as professionals, ourselves as reflective professionals". Nila's demeanour suggests that she exists in a totally unproblematic world. No orientation to critique or questioning the status quo.

Theme 3 – Institutional pedagogical outlook

These motifs relate to teaching and learning. They derive from re-storying participant talk about assessment experiences while attending school, work while attending the TE program including practice teaching. Pedagogy motifs also appeared in participant talk about teaching children in classrooms.

good teaching, learner experience, teacher/educator practices, beliefs, exam, modelling versus transmissive teaching, inhumane, robotic, dreadful, mental arithmetic, insensitive teacher practices, passive cubs, docile, methods, obedient, modern management techniques, creative teaching, mathematical reasoning, cubs unique, dismay, disappointment, no tertiary skills, deadlines, multiple choice, short answers, essays, passing, learning, play the game, field teaching, practical teaching, 19th century, inflexible educators, lesson plan, going backward, ten pages, fifty pages, absurd, practice as teacher after graduation, adjusting approaches, individual children learning, classroom, teaching goal, attain excellence, achieve identical outcomes, reality of diverse abilities, pre-school level of reading, child move up from last place to ninth place, basic techniques, making perfect circles, practice session academy, swan difficulties gliding, individualized instruction, authentic assessment, teacher learning real world, examination questions, future oriented, individual training, small groups, brief intervals, struggling swans, greater confidence, make books, swans performing individual moves, having a great time 'happy' 'confidence' success experiencing, optimism learn about teaching, real world of the classroom, emergent question, TE program designed, maximise, teacher learning, work in teams, dramatization, method did not work, declarative knowledge, procedural knowledge, doing battle, conflict; collaboration, individual competition, individual

expression. Workload was heavy. instructional planning ability judged faithfully and successfully the plan was executed Perfect lesson, pre-set sequence, allotted time limit, attain objectives by the end of the lesson, do differently from what was demanded – imposed requirement stalled; do as you are told; safety; sitting in at lectures prescribed procedures of group work, classroom approved behaviour cultivated in schools – decorum, waiting your turn, passive listening and directive compliance talk patterns; Teacher educator qualities - my immediate supervisor because she was that type of mentor. She was very much nurturing. She would identify strengths and weaknesses ... my direct supervisor ... would answer anytime we needed support, she was very, very supportive; teaching a lesson to students with whom she is unfamiliar, coincides with a technician view of teaching as implementing pre-determined strategies. mentioned very little about what she had taught the students. Instead, she spoke about how she had to adjust her strategies under the constraint of fixed allotted for teaching satisfied that she fulfilled the requirements such as evaluating students at the end of the session. Multiple intelligences and teachers finding the right tools were an echo of the refrains she would have heard repeated in lectures and talks in the didactic space.

Theme 4 – Institutional assessment outlook

The activities involved in doing assessment is the unifying element in these words. They reflect the institutional outlook because the activities were done in compliance with established norms, expectations and demands.

traditional three-hour examination, cramming, memorization, HC, passivity, conformity, memorization, Grade A, group work, doing all the work, authentic assessment, over forty courses, earn credits, no hands-on assessment, real learners, professionalization, secondary school, three essays, three hours, high grades, correct teaching, compliance and obedience (Bourke et al., 2015). Competition, conflict, strained friendships, survival strategies, minimum performance, memorize, strict time limits, required routines, self-efficacy, team competition, practice routine, teamwork, kept back, flawless performance, success, constant training, maintain record, steadfast, hours of practice, never failed, final competition, artistry rare, pen and paper dominated, memorise, regurgitate, top marks, memory, never use it, chased grades, high grades, GPA, fall below, kicked out, marks on top, assessment pen and paper basically; write essays, multiple choice, structured questions rules and regulations school consolidate traditional practices earning high grades, motivation, conformity, confined response, approved required knowledge, assessment pen and paper basically; write essays, multiple choice, structured questions rules and regulations school consolidate traditional practices portfolio designed only what could be quantified within the scales of the rubric. work ceaselessly, grace, guardian of the system, hover restlessly, forced to wait, unstoppable

verve, do as you are told, instruction booklet, separate courses, subsections, details, penalties, perfect system, supreme guardians, midnight deadline, staple, rigidity in assessment regulations, enforce subjection and compliance. Performance is indistinguishable from avoiding punishment, assessment as measurement discourse “assessment is to test growth”, children living measured lives, normalized subject, inducted, culture of schooling, preparing students for intense assessment, children continued to be tested in schools in the present time. She noted that the school system focused continued to “measure who got the highest in Math; did not allude to a counter discourse to the measurement orientation. It is probable not addressed in the TE program, under the command of higher-level trainers; displayed resoluteness in repeating stock phrases as if rehearsed “then I assess so I am going to see if this topic is assessed from this skill so that is one way in which it has changed” – behaviourist – assessment as technique applied externally; coincide with the section of testing for assessment competence in the handbook; to create an assessment and explain how they would apply it.

In critiquing extract 11, I drew attention to the operative outlook whereby participants were required to create an assessment and explain how they would apply it

ties her satisfaction with refining her idea of “how I measure growth, how I measure learning’ shows the tenacity of the idea of assessment as measurement being promulgated in the program. Assessment came in terms of what I wanted them to know and to connect to their level and to see if they understood (glimpses of the FA outlook without the orthodox terminology). HOWEVER – assessment is looking for precision, rather than affect, and growth over time; safe zone of giving all the answers she thought were correct ones; focused on giving concise right answers; “to test knowledge or competency in a subject”. This comes across as a simplified view; “to test knowledge or competency in a subject”. This comes across as a simplified view.

Theme 5 – the Hidden curriculum

I assigned this categorization to these elements because they represent what is beneath the surface of experience and emerged from elicitation in the interviews. Many of the words come from my subjective interpretation and application of tenets from HC and Foucauldian discourse.

arid, meaningless, illness, hospitalization, simulated flowers; inauthentic assessment product; heart not in it; **insensitive teacher practices**, HC assessment as mistreatment, apprentice teacher; regulatory reductive curriculum, lion taming, Foucault, dressage, **learning to play the game**, HC Margolis, denial, silence, suppression, Foucault (p. 182), pressure to conform, subordination, docility, standardization, repress, measurement, **just like secondary school, three essays, three hours**, HC, Giroux, repression, competitive, demanding assessment, break barriers, critical, defiant, questioning, opposite of Freire, banking, docile, problem posing, dialogical, Being, independent minded, culturally relevant teaching, normalisation, creativity became side-lined, fixed prescriptive curriculum, self-efficacy being, superseding the competition, curriculum documents regulate experiences; manner imposed from above. The Three in One Bird was totally compliant and unquestioning. regulatory mechanisms, suppress creativity (Edwards & Blake, 2007) prevailed over the academic. Foucault (2012, p. 219) expressed insights about timetabling that are pertinent here. curriculum documents regulate experiences; manner imposed from above. Dreamscape, nightmarish, threat of failure that comes with non-conformity [distortion of the psyche] safety of prescriptive norms, control Supreme Guardians restricted school structure; “commonly held understanding of what is valued” subterranean, psychic effects introductory chapter as the soul, which cannot be measured rationally or using technical judgement threat of failure recurring dream threat to the psyche highly regulative school like social mechanisms embedded in the

institutional practices, wise thinking versus subjection to the alpha-numerical grading system, and regarding the experience in terms of success or failure instead of taking an inquiry stance of interrogating what the incident meant for understanding teaching. **imposed requirement; do as you are told;** I ended up with a B+, complying with subjection to the alpha-numerical grading system, regarding the experience in terms of success or failure instead of taking an inquiry stance of interrogating what the incident meant for understanding teaching. fear of failure that is core to the assessment experience was remedied by returning to the safe zone of compliance and obedience. Complicit and expressed appreciation for the experience. The episode dramatizes the reality of the classroom as a regulatory space where the hidden curriculum of schooling is actualised. **Safety sitting in at lectures prescribed procedures; talk patterns** regulated – complexity of being human and functioning in the world of regulation. Established order; credential earning educative experience positivity and indeed conveyed ideal teacher qualities nurturance. Multiple selves – educated, true, compromised ... indistinguishable ... Ideal, tiers, do as you are told, pecking order, Question - did the portfolio capture the emotional, lived experiences? complicit and unquestioning; The idea of pre-existing discourse having a normalizing and naturalizing effect, taken to be the proper way of doing and thinking is observable. Assessment as revealing teacher 'flaws' is also tinged with an element of subjection and imposition of precarity. how much of the educative process that Felicity underwent attended to what goes on below the surface? Put differently, has deep understanding has been pursued? TE program elided solving urgent educational problems.

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