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APPRECIATIVE EDUCATION TO ENHANCE QUALITY OUTPUTS THROUGH ASSESSMENT AND FEEDBACK PRACTICES Dr Isabel Coetzee: University of Pretoria Dr Tanya Heyns: University of Pretoria Introduction "Imagine a nursing education institution where nurse educators and students are valued, supported and empowered to strive towards educational excellence" Farrugia and Rietdyk (2004) The above quote adopted from Farrugia and Rietdyk (2004) in Rietdyk (2005:48) refers to the ideal environment in a nursing education institution (NEI) for educators and students to flourish within, thus an environment where they are valued, supported and empowered.

1Higher education is in a time of tremendous change, with many challenges as well as opportunities.

Within the nursing profession educators should facilitate learning in such a way that students are empowered to become future leaders in the profession and professional nurses who enter the profession with new idea, innovations and as self-directed learners with higher competency levels. As educators we should foster

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2In order to achieve quality education and training and higher competency
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educators are obliged to use continuous assessment and feedback in order to facilitate learning and ensure quality outputs.

11Assessment and grading practices have the potential not only to measure and report learning but also to promote

learning. Grading should not be designed to make comparative judgements amongst students, but rather focus on each student's abilities, strengths and learning needs that will enhance their learning by providing them with constructive feedback (Earl 2003). The preferred future of assessment is 'one that makes

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and stimulating further learning' (Earl 2013). Through assessment and feedback practices educators can deliver quality nurse practitioners which promotes the collective destiny (vision) set by the National Department of Health (2007:2) which

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by the Department of Health and the actual practice (through assessment and feedback) and then working out ways to close the gap and move towards quality education and training. Armstrong (2008:132) states that 'quality' has become a buzzword in today's society. Politicians assure the community that healthcare services will provide quality healthcare to the communities. Healthcare organisations guarantee a quality experience for patients and their significant others (families) if one using their services. Educators, on the other hand, strive to produce 'quality products' in terms of delivering competent and socially prepared nurse practitioners (Armstrong 2008:132). Educators, students and clinical facilitators should therefore determine a collective destiny for each programme offered at the NEIs. The educator should measure the outcomes through assessment and promote quality through feedback and plan and implement actions to refine the programme

2In order to enhance the knowledge, skills and academic outcomes of students.

Assessment and feedback is stressful and can be perceived as negative as the educators tend to focus on 'what is wrong' (). As an alternative, educators can use an appreciative inquiry approach during assessment and feedback practices. The focus of this article is to illustrate an appreciative approach towards assessment and feedback practices that can be used in programmes, modules, clinical practice to promote quality products and healthcare. Appreciative Inquiry A

2collaborative approach towards positive institutional (educational) changes that can be utilised is Appreciative Inquiry (AI). Appreciative Inquiry is a philosophy, a model of change, and a set of tools and techniques that supports discovery, dreaming, design and creation of a shared vision that inspires people in an organisation to move towards a collective destiny (Stefaniak 2007:43).

1Appreciative Inquiry, as Marjorie Schiller () has stated, is a "co-constructed practice informed by all those who work on creating the conditions for growth and change based upon seeking the positive core." In higher education the positive core is found wherever people are working in ways that enhance learning and enhance the mission and purpose of higher education. That positive core can be the basis for what the institution might do next. For us as

educators the positive core can be to strive towards educational excellence, which implies quality educations and training of our students, satisfactory academic outcomes and delivering quality students with a high skills level to the profession. As educators we should rethink our approach to transform educational practices and bring about positive change. AI is an emerging approach which is used to bring about organisational transformation. AI

> 10looks at issues, concerns and challenges in a different (positive) way

(Coghlan, Preskill, Tzavaras 2003).

> 5When people focus on human ideals and achievements, peak experiences and best practices

rather than problems, challenges and conflicts, they tend to flourish (Mohr & Watkins 2002). 2 Discovering and supporting educators and students'

> 5passions, skills, knowledge, experience and successes will excite them and mobilise them to implement innovations

as suggested by (Mohr & Watkins 2002). In facilitation of learning the foundation of AI includes that learning

> 5from moments of joy (peak experiences), wonder and excellence – a radical departure from previous methodologies

(focussing on what is wrong), where nursing education institutions and all stakeholders (educators, students and preceptors) can flourish. For example the educator asks students at the end of a session, study theme, module, clinical accompaniment session or practical session 'What did you enjoy the most of today's activity.....? What was your peak experience....?. What was the best about.....?. These questions give the student the opportunity to reflect back on the learning experience and highlight the positive aspects that enhanced the learning experience. This opportunity to give feedback pertaining to the learning experience stimulates the students' internal motivation to learn more. The implication for the educator is to have direct feedback from students on what worked well and what they want more of in relation to the learning opportunity provided to them. AI

> 7looks for what is going right and attempts to purposefully move the organisation in that direction, reflecting the belief that the greatest potential for improvement comes from embracing what works well in an organisational setting. AI has been introduced as a method to design change, manage conflict, and build team strategies for a variety of

organisations (Havens, Wood & Leeman 2006:464; Erp & Lovrich 2006:2). AI

> 10and collaborative forms of evaluation practice emphasise social constructivism,

where positive/appreciative questions are asked to promote dialogue and interaction with educators, students and/or clinical facilitators and are used to give meaning and make sense of current educational practices. Furthermore,

> 10both Appreciative and learning- orientated forms of evaluation view inquiry as on-going and iterative and should be integrated into

everyday assessment of educational practices. Findings (feedback/inputs) should be used for decision making and taking action to enhance educational practice as suggested by (Coghlan, Preskill & Catsambas 2003).

> 10The power of AI is in the way in which students become engaged and inspired by focusing on their own positive experiences.

It is the view of Reed (2007:2)

> 4AI concentrates on exploring ideas that people have about what is valuable in what they do, and then tries to work out ways in which this can be built

on. The emphasis is firmly on appreciating the activities and responses of
people (students), rather than concentrating on their problems. The radical
aspect of AI is in the way that it challenges people to rethink their ideas on
how people work, how changes happens, and how research can contribute to
this process.

3This approach to personal and organisational change is based on the
assumption that questions and dialogue about strengths, successes, wishes,
hopes and dreams are in themselves transformational. It is based on the
belief that people, individually and collectively, have unique gifts, skills and
contributions and that the organisations in which they work are human social
systems where, through inquiry and dialogue, people can shift their attention
and action away from problem analysis to identify worthy ideals and
possibilities for the future (Moore 2008:

214). Thus AI

14refers to both a search for knowledge and a theory of intentional collective

actions which are desired

14to help develop the collective vision and will help a group, organisation or
society as a whole

(Cooperrider & Srivastva 1987:7; Watkins & Cooperrider 2008:1). Suggestions of appreciative questions that
will generate forward movement are: ? Think about a time that you as a student were performing at your
best, and

5you felt engaged and valued. Tell me a story about that time. ? What were
you and the other students doing? ? What

are your wishes for future students for this activity, study themes, module, or programme ext.? When asking
students what are their wishes for a specific activity, study theme, module, clinical accompaniment session
and/or practical session for example, the student have the opportunity to reflect on the "negative aspects"
but in a positive way. For example student may reflect they wish they could have more clinical
accompaniment sessions as they have learned so much during these sessions. This implies to the educator
that there is a need to increase the number of clinical accompaniment sessions as students indicated they
learn a lot during these sessions. Educator need to analyse the wishes as reflected by students to enable
them to identify areas/ aspects of the learning opportunity, study theme, module or programme that needs to
be refined. Students can reflect verbally (usually more informal assessment) or in writing (more formal
assessment) on a specific learning opportunity, study theme, module or programme. For example if the
educator accompanied student on a clinical ward round, she can ask each student in the group after the
ward round: What was your peak/best learning experience during today's ward round? and What are your
wishes for future ward rounds? Listening to the feedback of the students the educator gain insight in what
are students peak learning experiences which will increase the value of the ward round and what are the
aspect they want more of, this will indicate what aspect can be improved or enhanced during the next ward
round as a learning opportunity. For example if most of the student s reflects "Mam [educator] I wish we can
do a ward round every day..." indirectly they express a need to have more learning opportunities' by means
of a ward round. The educator must reflect critically on the feedback received and identify how the learning
opportunity can be adapted and refine. In this case the educator must reflect and plan ways

30to provide more opportunities for students to participate in a

ward round as a learning opportunity. Traditionally educators focus on the negative aspect of a learning
activity, module, or programme as evident by the questions below and will not generate forward movement
that are usually asked namely: ? What is wrong with the ......? ? Why are the students performing so poor? ?
What is causing conflict between students and preceptors and who is responsible? Being asked to answer
questions which use negative language, students may experience feelings of failure and negativity, which in
turn has an adverse effect on innovation and creativity. These types of questions will not generate forward
movement and may cause demotivation and inability to plan actions to improve their academic performance
and outcome. Appreciative education At organisational (NEI) level, it is important for the educator to design
and implement an assessment and feedback system that ensures that these

2activities contribute to continuous learning, informed decision making, and

that the findings

will be utilised to enhance the educational practices as suggested by (Preskill & Catsambas 2006:46). A practical approach on how to utilise appreciative education is the six easy steps suggested by (Bloom, Hutson, Ye & Konkle 2013; Schiller ?) in your everyday educational practice will be shortly discussed. In Figure 1 a schematic presentation of the Six D phases will be illustrated. The six D phases that can be used in everyday educational practice include: ? Disarm: Recognise the

6importance of first impressions, create a safe, welcoming authentic environment ? Discover: Use positive open-ended questions to draw out what the students enjoy doing, their strengths and their passions. Listen carefully to

the answers. ? Dream: Assist the students to formulate a vision of what might become in the study theme, module or program and

6assist them in developing their life and career goals ? Design: Assist students to devise concrete and achievable goals

? Deliver: Support students follow through on their action plans. As educator one should support the students when they stumble, believing in their abilities and assisting them continuously

6to update and refine their goals /dreams as they go on ? Don't settle: Challenge the

students to proactively raise their internal bar of self-expectations Challenge student to set high self-expectations Create a safe authentic learning environment Disarm Use positive ended questions Do not Settle Discover Assist student to formulate vision Deliver Student follow through action plans Dream Design Assist student to devise achievable goals Figure 1: Six D Phase approach to educational practice (Bloom et al. 2013) Assessment: Appreciative educational practice Assessment should be structured in a way that it is on-going and provide an opportunity to make

11continual adjustments on the part of the educator and students as a means to advise maximum performance. The

three different approaches to assessment are as follow:

26assessment for learning (formative), assessment of learning (summative), and assessment as learning (self-

reflection) as suggested by (Earle 2003). All three these approaches should become part of the educators' everyday educational practice (Biggs 2000). Assessment for learning should be done in all stages of a programme – it should be done on a continuous basis, rather than at the end of the module/programme. Educators play the central role 6 during the assessment as the educator should utilise their personal knowledge of the student, their understanding of the context of the assessment and the learning outcomes to identify specific learning needs. Assessment for learning should be an interactive process with educators providing assistance as part of the assessment (Earl 2003). Feedback is provided on a one-to-one or small group basis. The educators collect a wide range of data so that they can, if necessary, amend the learning work for the students. The educator makes a judgement or grades a student's work by allocating a specific mark. The educator should

31keep a record of each student's progress

against the set learning outcomes. Recording keeping in this approach may include for example using a checklist to monitor and evaluate marks obtained for assignments, tests, portfolios and/or clinical assessments completed. Assessment of learning summarises what the students have learned at the end of a specific aspect of a programme e.g. a study theme or module. Traditionally it may take the form of a test and/or final examination and the questions are based on the content of the study theme or module and the results are expressed as a symbol score e.g. 75%. Feedback to students are provided to the entire group of students, focusing on general achievements and/or challenges identified during the assessment and not so much on individual aspects for improvement. For example the educator will focus the feedback on specific questions the class in general did not answer correct or misinterpreted. Assessment as learning includes both self - and peer assessment and promotes

9students to take more responsibility for their own learning

(Biggs 2000; Andrade & Du 2007). In view of Earl (2003) the ultimate goal of assessment as learning is where students as their own best assessors. Students as critical assessors should

33be actively engaged in self- and peer assessment. During the

assessment as learning process students make judgements of their own and their peer's learning. This process enable students to make sense of information related to prior knowledge as well as mastering the skills involved, work cooperatively and learning from critical appraisal received from peers. Furthermore giving and receiving feedback develops the students interpersonal skills, awareness of group dynamics, develop life-long evaluation skills about their own and others work. Taking the first step towards self-directed and life-long learning and students are able to

19learn directly by critiquing their own and others work

and become aware of their own learning style (Biggs 2000; Race 2001; Topping 2008; Nicol 2008). Students are enabled to identify their own strengths and learning needs (Andrade & Du 2007). The assessment as learning

24process occurs when students personally monitor what they are learning and use the feedback to

judge the quality of their performance according to the set learning outcomes. Students then are able to adjust or make changes in what they understand. An important aspect of assessment as learning is for

9students to continuously reflect on their work and make judgements on how

they can make the most of what they have learnt and engage in life-long learning activities (Boud & Falchikov 2006). Examples of when to use self and peer assessment ? Anonymously assess peers during a class presentation, using a rubric that was co-constructed by the educator, students and/or clinical facilitator (class, group or power point presentation) ? Peer assessment can be conducted as a small group activity e.g. discuss feedback amongst group members before giving feedback to peers ? Commenting on a draft/final project of peers (verbal or written comments) based on the leaning outcomes set for the task /and or a specific rubric ?

19Discussing and suggesting improvements to others (peers) work ?
Reflecting on

improving your own work ? Assess own work and proposing a final mark for an assignment A balance

32between assessment for learning and assessment of learning

is vital to ensure an integrative approach to assessment (O'Neill 2012). Students should be provided multiple assessment opportunities, constructive feedback and learning, to maximise human potential, development and optimise performance in an authentic learning environment where students can flourish. Assessment and feedback should be linked /integrated. Following assessment the educator need to provide the student with constructive feedback. Feedback: Appreciative educational practice

25Feedback is information about how the students' present state of learning and performance relate to

the set learning outcomes for the programme (Zimmerman & Schunk 2001). Assessment and feedback can be utilised to empower students to become self-regulated learners. In educational practice self-regulation is embedded in the active monitoring and evaluation of different learning processes e.g. learning outcomes, strategies used to achieve outcomes, the management of resources and external feedback (Pintrich & Zisho 2002). Feedback should

8be given as soon as possible after the completion of a specific learning task to

enhance learning. Feedback is regarded as a conversational process and both the educator and students should participate. Having a conversation with the student in a conducive environment during feedback may enhance the student's receptivity to feedback as power is shared between the assessor and the assessed (Nicol 2008). Feedback should

8demonstrate appropriate ways of enhancing the performance on the learning

task and of the strategies that will enhance the learner responsibilities to improve

performance (Hattie & Timperley 2007). Effective feedback principles which can be used by educators and/or clinical facilitators as suggested by Nicol and Draper (2008) and Kwong (2001) include: ?

8Design feedback comments that invites self-assessment and planning of future learning

(individual, small group or class) ? ? ? ? ? ? ? Engage students in conversations relating the purpose of feedback Clarify the goals, criteria and standards of expected performance Deliver

9quality feedback information that helps learners self-correct Provide opportunities to act on feedback

e.g. five an additional learning task

9Encourage interaction and dialogue around learning (peer, student and educator) Facilitate the development of self-assessment and reflection in learning Involve students in

decision-making about assessment practices (e.g. rubrics used for assessment) ? Support the development of

29cooperative learning groups (divide the class into cooperative learning groups

and provide students opportunities to work in these groups) ? Provide appreciative feedback, which influence students' motivation and self-esteem In view of

21Hattie and Timperley (2007) the main purpose of feedback is to reduce the gap between current understanding, performance and

the learning outcome. Three important questions should be asked when giving feedback: ?

20What are the outcomes? ? What progress is made towards the outcomes? ? What activities are to be undertaken to make better progress?

In relation to these three questions, the answers will provide

8appropriate ways of enhancing the performance on the learning task and pose strategies that motivate the learner to

take responsibility for learning and improve performance. It is very important that the educator provide opportunities for students to give feedback to each other e.g. following peer assessment. At that point the educator should provide feedback on the students' feedback given to peers to enhance the learning process. Hattie and Timperley (2007) are of the opinion that there are four levels of feedback. The first level of feedback focus on the learning task, indicating the creativeness of the work. This level of feedback should include directions to guide the student e.g. You need to include more about ... or You should also focus on ...The second level feedback should be aimed on the process followed to complete the learning task. This level of feedback is directed at the learning processes required to complete a learning task. For example: You should focus on ensuring that the discussion of the signs and symptoms are discussed in terms of the related pathophysiology....The third level of feedback should focus on the self-regulation level of the students, including greater skill in self-evaluation (assessment on learning). Students can be asked to reflect on the mark they should be given or reflect on what they have learnt whilst completing the learning task. This type of feedback influences the self-efficacy and self-belief of students, enhance internal motivation and self-regulation, which in turn increase their general performance in the module/programme. The fourth level of feedback is personal and is directed at the students "self". For example: You are a great student ... Well done, that is an excellent question ...

15Conclusion 'The significant problems we face cannot be solved at the same level of thinking we were at when we created them." -Albert Einstein- Appreciative education is driven by a

shared commitment from educators towards students' to encourage success and approaching challenges as

opportunities for growth. Educators using appreciative education, derived from appreciative inquiry, to guide everyday assessment and feedback practices can impact positively on student performance and the quality of products delivered by NEls. Through using appreciative language during assessment and feedback and applying the Six D phases of appreciative education may enhance students' internal motivation, creativity and innovation. The attributes of using appreciative education enables educators to design for and deliver competent nurse practitioners that will provide quality healthcare. Appreciative education is destined to realise the co- constructed destiny of the Department of Health to deliver quality care to all citizens I South Africa.

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Assessment and feedback is stressful and can be perceived as negative as the educators tend to focus on 'what is wrong' (). As an alternative, educators can use an appreciative inquiry approach during assessment and feedback practices. The focus of this article is to illustrate an appreciative approach towards assessment and feedback practices that can be used in programmes, modules, clinical practice to promote quality products and healthcare. Appreciative Inquiry A

2collaborative approach towards positive institutional (educational) changes that can be utilised is Appreciative Inquiry (AI). Appreciative Inquiry is a philosophy, a model of change, and a set of tools and techniques that supports discovery, dreaming, design and creation of a shared vision that inspires people in an organisation to move towards a collective destiny (Stefaniak 2007:43).

1Appreciative Inquiry, as Marjorie Schiller () has stated, is a "co-constructed practice informed by all those who work on creating the conditions for growth and change based upon seeking the positive core." In higher education the positive core is found wherever people are working in ways that enhance learning and enhance the mission and purpose of higher education. That positive core can be the basis for what the institution might do next. For us as

educators the positive core can be to strive towards educational excellence, which implies quality educations and training of our students, satisfactory academic outcomes and delivering quality students with a high skills level to the profession. As educators we should rethink our approach to transform educational practices and bring about positive change. AI is an emerging approach which is used to bring about organisational transformation. AI

10looks at issues, concerns and challenges in a different (positive) way

(Coghlan, Preskill, Tzavaras 2003).

5When people focus on human ideals and achievements, peak experiences and best practices

rather than problems, challenges and conflicts, they tend to flourish (Mohr & Watkins 2002). 2 Discovering and supporting educators and students'

5passions, skills, knowledge, experience and successes will excite them and mobilise them to implement innovations

as suggested by (Mohr & Watkins 2002). In facilitation of learning the foundation of AI includes that learning

5from moments of joy (peak experiences), wonder and excellence – a radical departure from previous methodologies

(focussing on what is wrong), where nursing education institutions and all stakeholders (educators, students and preceptors) can flourish. For example the educator asks students at the end of a session, study theme, module, clinical accompaniment session or practical session "What did you enjoy the most of today's activity.....? What was your peak experience....?. What was the best about.....?. These questions give the student the opportunity to reflect back on the learning experience and highlight the positive aspects that enhanced the learning experience. This opportunity to give feedback pertaining to the learning experience stimulates the students' internal motivation to learn more. The implication for the educator is to have direct feedback from students on what worked well and what they want more of in relation to the learning opportunity provided to them. AI

7looks for what is going right and attempts to purposefully move the organisation in that direction, reflecting the belief that the greatest potential for improvement comes from embracing what works well in an organisational setting. AI has been introduced as a method to design change, manage conflict, and build team strategies for a variety of

organisations (Havens, Wood & Leeman 2006:464; Erp & Lovrich 2006:2). AI

10and collaborative forms of evaluation practice emphasise social constructivism,

where positive/appreciative questions are asked to promote dialogue and interaction with educators, students and/or clinical facilitators and are used to give meaning and make sense of current educational practices. Furthermore,

10both Appreciative and learning- orientated forms of evaluation view inquiry as on-going and iterative and should be integrated into

everyday assessment of educational practices. Findings (feedback/inputs) should be used for decision making and taking action to enhance educational practice as suggested by (Coghlan, Preskill & Catsambas 2003).

10The power of AI is in the way in which students become engaged and inspired by focusing on their own positive experiences.

It is the view of Reed (2007:2)

4AI concentrates on exploring ideas that people have about what is valuable in what they do, and then tries to work out ways in which this can be built

on. The emphasis is firmly on appreciating the activities and responses of people (students), rather than concentrating on their problems. The radical aspect of AI is in the way that it challenges people to rethink their ideas on how people work, how changes happens, and how research can contribute to this process.

3This approach to personal and organisational change is based on the assumption that questions and dialogue about strengths, successes, wishes, hopes and dreams are in themselves transformational. It is based on the belief that people, individually and collectively, have unique gifts, skills and contributions and that the organisations in which they work are human social systems where, through inquiry and dialogue, people can shift their attention and action away from problem analysis to identify worthy ideals and possibilities for the future (Moore 2008:

214). Thus AI

14refers to both a search for knowledge and a theory of intentional collective

actions which are desired

14to help develop the collective vision and will help a group, organisation or society as a whole

(Cooperrider & Srivastva 1987:7; Watkins & Cooperrider 2008:1). Suggestions of appreciative questions that will generate forward movement are: ? Think about a time that you as a student were performing at your best, and

5you felt engaged and valued. Tell me a story about that time. ? What were you and the other students doing? ? What

are your wishes for future students for this activity, study themes, module, or programme ext.? When asking students what are their wishes for a specific activity, study theme, module, clinical accompaniment session and/or practical session for example, the student have the opportunity to reflect on the "negative aspects" but in a positive way. For example student may reflect they wish they could have more clinical accompaniment sessions as they have learned so much during these sessions. This implies to the educator that there is a need to increase the number of clinical accompaniment sessions as students indicated they learn a lot during these sessions. Educator need to analyse the wishes as reflected by students to enable them to identify areas/ aspects of the learning opportunity, study theme, module or programme that needs to be refined. Students can reflect verbally (usually more informal assessment) or in writing (more formal assessment) on a specific learning opportunity, study theme, module or programme. For example if the educator accompanied student on a clinical ward round, she can ask each student in the group after the ward round: What was your peak/best learning experience during today's ward round? and What are your wishes for future ward rounds? Listening to the feedback of the students the educator gain insight in what are students peak learning experiences which will increase the value of the ward round and what are the aspect they want more of, this will indicate what aspect can be improved or enhanced during the next ward round as a learning opportunity. For example if most of the student s reflects "Mam [educator] I wish we can do a ward round every day..." indirectly they express a need to have more learning opportunities' by means of a ward round. The educator must reflect critically on the feedback received and identify how the learning opportunity can be adapted and refine. In this case the educator must reflect and plan ways

30to provide more opportunities for students to participate in a

ward round as a learning opportunity. Traditionally educators focus on the negative aspect of a learning activity, module, or programme as evident by the questions below and will not generate forward movement that are usually asked namely: ? What is wrong with the ......? ? Why are the students performing so poor? ? What is causing conflict between students and preceptors and who is responsible? Being asked to answer questions which use negative language, students may experience feelings of failure and negativity, which in turn has an adverse effect on innovation and creativity. These types of questions will not generate forward movement and may cause demotivation and inability to plan actions to improve their academic performance and outcome. Appreciative education At organisational (NEI) level, it is important for the educator to design and implement an assessment and feedback system that ensures that these

2activities contribute to continuous learning, informed decision making, and

that the findings

will be utilised to enhance the educational practices as suggested by (Preskill & Catsambas 2006:46). A practical approach on how to utilise appreciative education is the six easy steps suggested by (Bloom, Hutson, Ye & Konkle 2013; Schiller ?) in your everyday educational practice will be shortly discussed. In Figure 1 a schematic presentation of the Six D phases will be illustrated. The six D phases that can be used in everyday educational practice include: ? Disarm: Recognise the

6importance of first impressions, create a safe, welcoming authentic environment ? Discover: Use positive open-ended questions to draw out what the students enjoy doing, their strengths and their passions. Listen carefully to

the answers. ? Dream: Assist the students to formulate a vision of what might become in the study theme, module or program and

6assist them in developing their life and career goals ? Design: Assist students to devise concrete and achievable goals

? Deliver: Support students follow through on their action plans. As educator one should support the students when they stumble, believing in their abilities and assisting them continuously

6to update and refine their goals /dreams as they go on ? Don't settle: Challenge the

students to proactively raise their internal bar of self-expectations Challenge student to set high self-expectations Create a safe authentic learning environment Disarm Use positive ended questions Do not Settle Discover Assist student to formulate vision Deliver Student follow through action plans Dream Design Assist student to devise achievable goals Figure 1: Six D Phase approach to educational practice (Bloom et al. 2013) Assessment: Appreciative educational practice Assessment should be structured in a way that it is on-going and provide an opportunity to make

11continual adjustments on the part of the educator and students as a means to advise maximum performance. The

three different approaches to assessment are as follow:

26assessment for learning (formative), assessment of learning (summative), and assessment as learning (self-

reflection) as suggested by (Earle 2003). All three these approaches should become part of the educators' everyday educational practice (Biggs 2000). Assessment for learning should be done in all stages of a programme – it should be done on a continuous basis, rather than at the end of the module/programme. Educators play the central role 6 during the assessment as the educator should utilise their personal knowledge of the student, their understanding of the context of the assessment and the learning outcomes to identify specific learning needs. Assessment for learning should be an interactive process with educators providing assistance as part of the assessment (Earl 2003). Feedback is provided on a one-to-one or small group basis. The educators collect a wide range of data so that they can, if necessary, amend the learning work for the students. The educator makes a judgement or grades a student's work by allocating a specific mark. The educator should

31keep a record of each student's progress

against the set learning outcomes. Recording keeping in this approach may include for example using a checklist to monitor and evaluate marks obtained for assignments, tests, portfolios and/or clinical assessments completed. Assessment of learning summarises what the students have learned at the end of a specific aspect of a programme e.g. a study theme or module. Traditionally it may take the form of a test and/or final examination and the questions are based on the content of the study theme or module and the results are expressed as a symbol score e.g. 75%. Feedback to students are provided to the entire group of students, focusing on general achievements and/or challenges identified during the assessment and not so much on individual aspects for improvement. For example the educator will focus the feedback on specific questions the class in general did not answer correct or misinterpreted. Assessment as learning includes both self - and peer assessment and promotes

9students to take more responsibility for their own learning

(Biggs 2000; Andrade & Du 2007). In view of Earl (2003) the ultimate goal of assessment as learning is where students as their own best assessors. Students as critical assessors should

33be actively engaged in self- and peer assessment. During the

assessment as learning process students make judgements of their own and their peer's learning. This process enable students to make sense of information related to prior knowledge as well as mastering the skills involved, work cooperatively and learning from critical appraisal received from peers. Furthermore giving and receiving feedback develops the students interpersonal skills, awareness of group dynamics, develop life-long evaluation skills about their own and others work. Taking the first step towards self-directed and life-long learning and students are able to

19learn directly by critiquing their own and others work

and become aware of their own learning style (Biggs 2000; Race 2001; Topping 2008; Nicol 2008). Students are enabled to identify their own strengths and learning needs (Andrade & Du 2007). The assessment as learning

24process occurs when students personally monitor what they are learning and use the feedback to

judge the quality of their performance according to the set learning outcomes. Students then are able to adjust or make changes in what they understand. An important aspect of assessment as learning is for

9students to continuously reflect on their work and make judgements on how

they can make the most of what they have learnt and engage in life-long learning activities (Boud & Falchikov 2006). Examples of when to use self and peer assessment ? Anonymously assess peers during a class presentation, using a rubric that was co-constructed by the educator, students and/or clinical facilitator (class, group or power point presentation) ? Peer assessment can be conducted as a small group activity e.g. discuss feedback amongst group members before giving feedback to peers ? Commenting on a draft/final project of peers (verbal or written comments) based on the leaning outcomes set for the task /and or a specific rubric ?

19Discussing and suggesting improvements to others (peers) work ?
Reflecting on

improving your own work ? Assess own work and proposing a final mark for an assignment A balance

32between assessment for learning and assessment of learning

is vital to ensure an integrative approach to assessment (O'Neill 2012). Students should be provided multiple assessment opportunities, constructive feedback and learning, to maximise human potential, development and optimise performance in an authentic learning environment where students can flourish. Assessment and feedback should be linked /integrated. Following assessment the educator need to provide the student with constructive feedback. Feedback: Appreciative educational practice

25Feedback is information about how the students' present state of learning and performance relate to

the set learning outcomes for the programme (Zimmerman & Schunk 2001). Assessment and feedback can be utilised to empower students to become self-regulated learners. In educational practice self-regulation is embedded in the active monitoring and evaluation of different learning processes e.g. learning outcomes, strategies used to achieve outcomes, the management of resources and external feedback (Pintrich & Zisho 2002). Feedback should

8be given as soon as possible after the completion of a specific learning task to

enhance learning. Feedback is regarded as a conversational process and both the educator and students should participate. Having a conversation with the student in a conducive environment during feedback may enhance the student's receptivity to feedback as power is shared between the assessor and the assessed (Nicol 2008). Feedback should

8demonstrate appropriate ways of enhancing the performance on the learning

task and of the strategies that will enhance the learner responsibilities to improve

performance (Hattie & Timperley 2007). Effective feedback principles which can be used by educators and/or clinical facilitators as suggested by Nicol and Draper (2008) and Kwong (2001) include: ?

8Design feedback comments that invites self- assessment and planning of future learning

(individual, small group or class) ? ? ? ? ? ? ? Engage students in conversations relating the purpose of feedback Clarify the goals, criteria and standards of expected performance Deliver

9quality feedback information that helps learners self-correct Provide opportunities to act on feedback

e.g. five an additional learning task

9Encourage interaction and dialogue around learning (peer, student and educator) Facilitate the development of self-assessment and reflection in learning Involve students in

decision-making about assessment practices (e.g. rubrics used for assessment) ? Support the development of

29cooperative learning groups (divide the class into cooperative learning groups

and provide students opportunities to work in these groups) ? Provide appreciative feedback, which influence students' motivation and self-esteem In view of

21Hattie and Timperley (2007) the main purpose of feedback is to reduce the gap between current understanding, performance and

the learning outcome. Three important questions should be asked when giving feedback: ?

20What are the outcomes? ? What progress is made towards the outcomes? ? What activities are to be undertaken to make better progress?

In relation to these three questions, the answers will provide

8appropriate ways of enhancing the performance on the learning task and pose strategies that motivate the learner to

take responsibility for learning and improve performance. It is very important that the educator provide opportunities for students to give feedback to each other e.g. following peer assessment. At that point the educator should provide feedback on the students' feedback given to peers to enhance the learning process. Hattie and Timperley (2007) are of the opinion that there are four levels of feedback. The first level of feedback focus on the learning task, indicating the creativeness of the work. This level of feedback should include directions to guide the student e.g. You need to include more about ... or You should also focus on ...The second level feedback should be aimed on the process followed to complete the learning task. This level of feedback is directed at the learning processes required to complete a learning task. For example: You should focus on ensuring that the discussion of the signs and symptoms are discussed in terms of the related pathophysiology....The third level of feedback should focus on the self-regulation level of the students, including greater skill in self-evaluation (assessment on learning). Students can be asked to reflect on the mark they should be given or reflect on what they have learnt whilst completing the learning task. This type of feedback influences the self-efficacy and self-belief of students, enhance internal motivation and self-regulation, which in turn increase their general performance in the module/programme. The fourth level of feedback is personal and is directed at the students "self". For example: You are a great student ... Well done, that is an excellent question ...

15Conclusion 'The significant problems we face cannot be solved at the same level of thinking we were at when we created them." -Albert Einstein- Appreciative education is driven by a

shared commitment from educators towards students' to encourage success and approaching challenges as

opportunities for growth. Educators using appreciative education, derived from appreciative inquiry, to guide everyday assessment and feedback practices can impact positively on student performance and the quality of products delivered by NEIs. Through using appreciative language during assessment and feedback and applying the Six D phases of appreciative education may enhance students' internal motivation, creativity and innovation. The attributes of using appreciative education enables educators to design for and deliver competent nurse practitioners that will provide quality healthcare. Appreciative education is destined to realise the co- constructed destiny of the Department of Health to deliver quality care to all citizens I South Africa.

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