EXISTING ASSESSMENT PRACTICES: A DETRIMENTAL FACTOR FOR THE VALUE OF COGNITIVE DIVERSITY IN MATHEMATICS CLASSROOM

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This is an auto/ethnographic study within the framework of multi-paradigmaticresearch design which aims to explore 'how the existing assessment practices diminishing the value of cognitive diversity among students in mathematics classroom?' In doing so, I have concluded with various evidences regarding our existing assessment practice which is caused to hinder the role of cognitive diversities among students in mathematics classroom.

BACKGROUND AND PROBLEM STATEMENT

In the context of Nepal, most of the teachers of mathematics till are not ready to accept the importance of the cognitive difference among students (UNESCO, 2009, p. 26.). Furthermore, they are ready to accept such differences as the barrier for creating the meaningful teaching-learning environment. In this context, the current assessment practices may also be considered as one of the factor promoting to neglect the value of cognitive difference among students in mathematics classroom. So, how the current assessment practice is responsible to promote cognitive gap among students is considered as the major problem of the study.

Research question

How have the existing assessment system been hindering the value of cognitive diversity among students in creating a meaningful teaching-learning environment in the classroom?

Understanding the cognitive diversity

Diversity can be categorized into two broad categories as surface-level and deep-level. The deep level diversities can be defined as the differences among people's attitudes, belief, and values (Laio, Chuang & Joshi, 2008), which is considered as the concept of congnitive diversity in the present study.

RESEARCH METHODOLOGY

I followed multi-paradigmatic research design and thus, I have tried my best to create a multi-paradigmatic research space as a synergy of the well-known paradigms as interpretivism, criticalism, and postmodernism (Taylor & Medina, 2013). I have chosen auto/ethnography as a method of inquiry by which I have got a floor to express my deep-seated unfolding lived and living experiences acquired during my learning and teaching career and to make some insight about the different kinds of diversities, their impact and a vision for the best practices. I perceived writing narratives as the method of inquiry in my research.

REFLECTION AND CONCLUSION

Based on various evidences, I came to realize that the majorities of the teachers are not ready to go beyond the structured mindset relating to the assessment as just leveling our students, which is fostering to create the vast distances between the cognitive levels among the students. Therefore, I realized that the existing assessment as to grade students through unusual practices (Linn & Grondund, 2000) are more or less responsible to hinder the role of cognitive diversities among students to create the creative environment in the classroom.

References

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