

Dynamic Assessment for Young Children - Theory and Application



Seminar

3rd June, 2018 (Sunday)

Workshop

4th – 5th June, 2018 (Monday – Tuesday) OR

6th – 7th June, 2018 (Wednesday – Thursday)

Venue: Campus, The Chinese University of Hong Kong

Presenter:

Professor David Tzuriel | *Ph.D. Bar Ilan University, Israel*

Dynamic Assessment (DA) refers to “an assessment of thinking, perception, learning and problem solving by an active teaching process aimed at modifying cognitive functioning” (Tzuriel, 2001). DA differs from conventional static tests in regard to its goals, processes, instruments, test situation, and interpretation of results. These differences are listed in Table 1.

DA is a technique that has made more and more appearance in contemporary psychology literature. It is a technique that differs much from traditional standardized assessment in that it seeks to understand the learner’s abilities by supporting learning development rather than identify where the individual is currently at. The assessment is a product of Lev Vygotsky’s research in the 1930s. Dynamic assessment is also used in the fields of education and speech pathology to assess children’s learning potential and capabilities. It has been applied in a wide variety of testing contexts and populations, including socially disadvantaged children, persons with mental retardation, deaf children, gifted disadvantaged children, penitentiary inmates, adults and children with learning difficulties, patients with brain damage, university students, preschool children, ethnic minorities etc. It can also be applied in kindergartens, primary schools, secondary schools.

Following the success of “Dynamic Assessment for Young Children – Theory and Application” Seminar and Workshop 2014 presented by Professor David Tzuriel, Department of Otorhinolaryngology, Head and Neck Surgery, The Chinese University of Hong Kong is glad to have invited Professor Tzuriel again to provide a 1-day seminar and 2-day workshop this summer 2018. The 1-day seminar and 2-day workshop target at speech therapists, psychologists, pediatricians, social workers, nurses, teachers, special education practitioners and parents. Upon completion of the 3-day seminar and workshop, participants will be able to equip with knowledge and theoretical foundation in applying DA to young children (4 – 7 years old) in the fields of education and speech pathology to assess children’s learning potential and capabilities.

Table 1: Major differences between DA and Standardized Testing (Adapted from Tzuriel, 2001)

| Dimensions of comparison | Dynamic Assessment | Standardized Testing |
|---------------------------|--|---|
| Goals of testing | <ul style="list-style-type: none"> • Assessment of change • Assessment of mediation • Assessment of deficient cognitive functions • Assessment of non-intellective factors | <ul style="list-style-type: none"> • Evaluation of static performance • Comparison with peers • Prediction of future success |
| Orientation | <ul style="list-style-type: none"> • Processes of learning • Meta-cognitive processes • Understanding of mistakes | <ul style="list-style-type: none"> • End products (static) • Objective scores • Profile of scores |
| Context of testing | <ul style="list-style-type: none"> • Dynamic, open, interactive • Guidance, help, and feedback • Feelings of competence • Parents and teachers can observe | <ul style="list-style-type: none"> • Standardized • Structured • Formal • Parents and teachers are not allowed to observe |
| Interpretation of results | <ul style="list-style-type: none"> • Subjective (mainly) • Peak performance • Cognitive modifiability • Deficient cognitive functions • Response to mediation | <ul style="list-style-type: none"> • Objective (mainly) • Average performance |
| Nature of tasks | <ul style="list-style-type: none"> • Constructed for learning • Graduated for teaching • Guarantee for success | <ul style="list-style-type: none"> • Based on psychometric properties • Termination after failures |

Professor David Tzuriel is a clinical and educational psychologist who has much expertise and experience on dynamic assessment of learning potential. He has received his BA (Psychology and Education) and MA (Clinical Psychology) degrees at Bar Ilan University. His doctoral studies were with Peabody College of Vanderbilt University (Nashville, Tenn.) in 1977 in Clinical Psychology. Part of his clinical practice was undertaken at the Eastern Pennsylvania Psychiatric Institute (EPPI) in 1976. Prof. Tzuriel is currently a Full Professor at Bar Ilan University. He was the Chairman of the School of Education at Bar Ilan University (2003-2007). He served as Editor-in Chief of the Journal of Cognitive Education and Psychology (2006-2011). He also holds affiliations with International Association for cognitive Education and Psychology (IACEP) being President-elect from 1997-1999 and President from 1999-2001. Professor Tzuriel hold both a teaching and research role at the university with particular research interests in Dynamic Assessment for Learning Potential; Cognitive Education Programs–Development of Thinking Skills and Peer-Mediation for Young Children: Effects on Mediation Teaching Style and Cognitive Modifiability ... just to name a few.

Professor Tzuriel has published extensively in peer reviewed journals with over 30 articles on cognitive modifiability; presented at international conferences over 100 times and run over 190 workshops on Dynamic Assessment internationally for over 30 years. He has published 4 books on dynamic assessment, including:

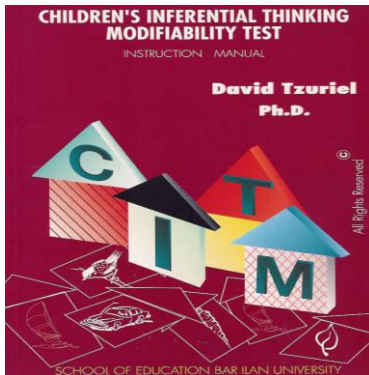
Haywood, H.C. & Tzuriel, D. (Eds.) (1992). *Interactive Assessment*. Berlin: Springer-Verlag.

Tzuriel, D & Klein, P.S. *Frame Test of Cognitive Modifiability*. Bar Ilan University, school of education.

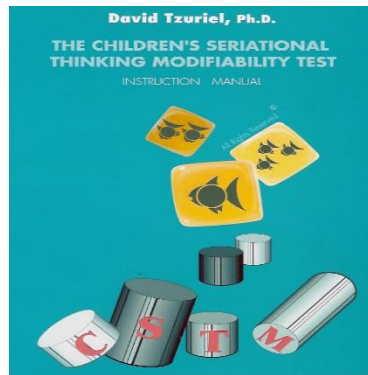
Tzuriel, D. (Ed.) (1999c) *Mediated Learning Experience: Theory, research and applications*. Haifa: Ach Press, Oranim College, and the International Centre for Enhancement of Learning Potential (in Hebrew).

Tzuriel, D. (2001) *Dynamic assessment of young children*. New York: Kluwer Academic/ Plenum Publishers.

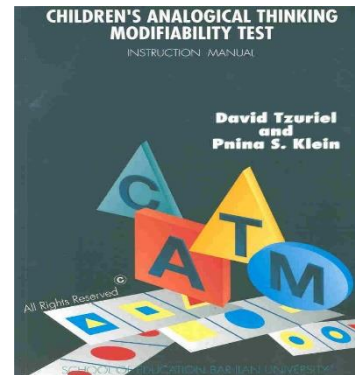
Professor Tzuriel has also developed seven dynamic assessment tests and intervention programs based on these tests. The tests are mainly aimed at assessment but also at cognitive intervention for 4-7 years old children in the development of deficient cognitive functions. The tests include:



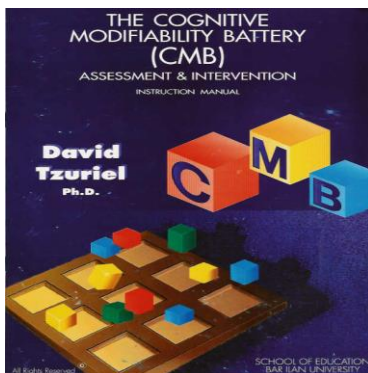
The Children's Inferential Thinking Modifiability Test (CITM)



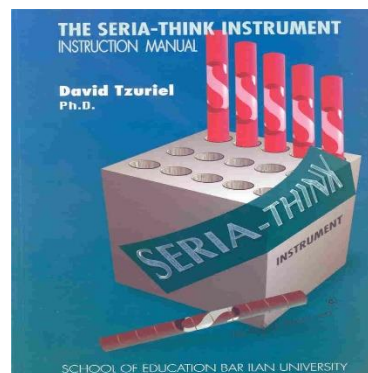
The Children's Seriation Thinking Modifiability Test (CSTM)



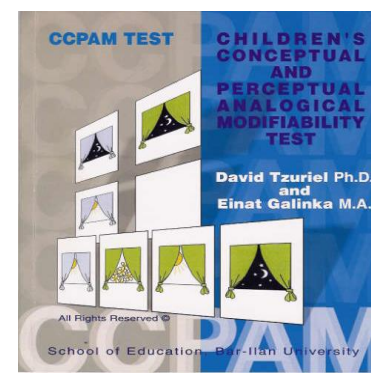
The Children's Analogical Thinking Modifiability Test (CATM)



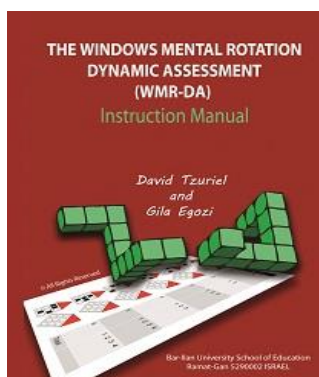
The Cognitive Modifiability Battery (CMB): Assessment and Intervention



The Seria-Think Instrument



The Children's Conceptual and Perceptual Analogical Modifiability (CCPAM) Test--Closed and Construction Analogies



The Windows Mental Rotation Dynamic Assessment (WMR-DA)

Interested readers may browse
<https://faculty.biu.ac.il/~tzuried/CV.html#4>
for more information about Professor Tzuriel.

Remark: The above test kits are not included in the registration fee of this seminar and workshop.

Organizers:

Department of Otorhinolaryngology, Head and Neck Surgery, Faculty of Medicine & The Institute of Human Communicative Research, The Chinese University of Hong Kong.

Target Participants:

Speech therapists, psychologists, pediatricians, medical doctors, teachers, special education practitioners, counsellors, nurses and parents.

Learning Objectives:

The objectives of the 1-day seminar are to present

- the Theory of Structural Cognitive Modifiability (SCM) and Mediated Learning Experience (MLE)
- different deficient cognitive functions
- validation of SCM and MLE Theory in Studies of Mother-Child Interaction
- the effects of dynamic assessment in Cognitive Education Programs (Instrumental Enrichment, Peer Mediation with Young Children, Bright Start)

The objectives of the 2-day workshop are to present

- the ways in applying dynamic assessment (DA) in young children (4-7 years old), since early educational decision may affect them in the future
- the theoretical foundations of the DA approach
- seven dynamic assessment tests for young children, including
 - The Children's Analogical Thinking Modifiability (CATM) Test
 - The Children's Inferential Thinking Modifiability (CITM) Test
 - The Children's Seriation Thinking Modifiability (CSTM) Test
 - The Windows Mental Rotation-Dynamic Assessment (WMR-DA)
 - The Children's Conceptual and Perceptual Analogical Modifiability (CCPAM), Closed and Construction Analogies Versions
 - The Cognitive Modifiability Battery (CMB): Assessment and Intervention
 - The Seria-Think Instrument

Proposed Activities:

- Lecture and presentation
- Demonstration of Dynamic Assessment with pre-school or school-aged children
- Discussion

Language:

Both seminar and workshop will be conducted in English only.

Seminar (3rd June, 2018 – Sunday)

One Day Seminar Agenda

| Mediated Learning Experience and Cognitive Modifiability | |
|--|---|
| Time | Program |
| 09:00 – 11:00 | <ul style="list-style-type: none"> The Theory of Structural Cognitive Modifiability (SCM) and Mediated Learning Experience (MLE) |
| 11:00 – 11:15 | <ul style="list-style-type: none"> Coffee Break |
| 11:15 – 13:00 | <ul style="list-style-type: none"> Deficient Cognitive Functions and Dynamic Assessment |
| 13:00 – 14:00 | <ul style="list-style-type: none"> Lunch Break |
| 14:00 – 16:00 | <ul style="list-style-type: none"> Validation of the SCM and MLE Theory in Studies of Mother-Child Interactions |
| 16:00 – 17:00 | <ul style="list-style-type: none"> Revealing the Effects of Dynamic Assessment in Cognitive Education Programs (Instrumental Enrichment, Peer Mediation with Young Children, Bright Start) |

Enrollment Scheme (1-Day Seminar on 3rd June, 2018 – Sunday)

- Early Bird** (on/before 31 March, 2018)
Professionals / Part-time students
HK\$1,950
- Early Bird** (on/before 31 March, 2018)
Full-time students (*proof required)
HK\$550
- Normal** (after 31 March, 2018)
Professionals / Part-time students
HK\$2,550
- Normal** (after 31 March, 2018)
Full-time students (*proof required)
HK\$850

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Seminar and Workshop I

(3rd – 5th June, 2018 – Sunday -Tuesday)

Three Days Agenda

| Day 1: Mediated Learning Experience and Cognitive Modifiability | | |
|---|---------------|---|
| Date | Time | Program |
| 3 rd June, 2018 (Sunday) | 09:00 – 11:00 | <ul style="list-style-type: none"> The Theory of Structural Cognitive Modifiability (SCM) and Mediated Learning Experience (MLE) |
| | 11:00 – 11:15 | <ul style="list-style-type: none"> Coffee Break |
| | 11:15 – 13:00 | <ul style="list-style-type: none"> Deficient Cognitive Functions and Dynamic Assessment |
| | 13:00 – 14:00 | <ul style="list-style-type: none"> Lunch Break |
| | 14:00 – 16:00 | <ul style="list-style-type: none"> Validation of the SCM and MLE Theory in Studies of Mother-Child Interactions |
| | 16:00 – 17:00 | <ul style="list-style-type: none"> Revealing the Effects of Dynamic Assessment in Cognitive Education Programs (Instrumental Enrichment, Peer Mediation with Young Children, Bright Start) |
| Day 2: Dynamic Assessment | | |
| Date | Time | Program |
| 4 th June, 2018 (Monday) | 08:30 – 10:00 | <ul style="list-style-type: none"> Theoretical Introduction to Dynamic Assessment (DA) |
| | 10:00 – 11:00 | <ul style="list-style-type: none"> The Children's Analogical Thinking Modifiability (CATM) Test |
| | 11:00 – 12:30 | <ul style="list-style-type: none"> Demonstration of DA with Young Children and Discussion |
| | 12:30 – 13:30 | <ul style="list-style-type: none"> Lunch Break |
| | 13:30 – 14:30 | <ul style="list-style-type: none"> The Children's Inferential Thinking Modifiability (CITM) Test |
| | 14:30 – 15:30 | <ul style="list-style-type: none"> The Children's Seriation Thinking Modifiability (CSTM) Test |
| | 15:30 – 15:45 | <ul style="list-style-type: none"> Break |
| | 15:45 – 17:00 | <ul style="list-style-type: none"> The Windows Mental Rotation Dynamic Assessment (WMR-DA) |
| Day 3: Dynamic Assessment | | |
| Date | Time | Program |
| 5 th June, 2018 (Tuesday) | 08:30 – 09:30 | <ul style="list-style-type: none"> The Children's Conceptual and Perceptual Analogical Modifiability (CCPAM) test |
| | 09:30 – 10:30 | <ul style="list-style-type: none"> Demonstration of DA with Young Children and Discussion |
| | 10:30 – 13:00 | <ul style="list-style-type: none"> The Cognitive Modifiability Battery (CMB): Assessment and Intervention |
| | 13:00 – 14:00 | <ul style="list-style-type: none"> Lunch Break |
| | 14:00 – 15:30 | <ul style="list-style-type: none"> The Seria-Think Instrument |
| | 15:30 – 16:00 | <ul style="list-style-type: none"> Integration and Conclusion |

Seminar and Workshop II

(3rd, 6th & 7th June, 2018 – Sunday, Wednesday & Thursday)

Three Days Agenda

| Day 1: Mediated Learning Experience and Cognitive Modifiability | | |
|---|---------------|---|
| Date | Time | Program |
| 3 rd June, 2018 (Sunday) | 09:00 – 11:00 | <ul style="list-style-type: none"> • The Theory of Structural Cognitive Modifiability (SCM) and Mediated Learning Experience (MLE) |
| | 11:00 – 11:15 | <ul style="list-style-type: none"> • Coffee Break |
| | 11:15 – 13:00 | <ul style="list-style-type: none"> • Deficient Cognitive Functions and Dynamic Assessment |
| | 13:00 – 14:00 | <ul style="list-style-type: none"> • Lunch Break |
| | 14:00 – 16:00 | <ul style="list-style-type: none"> • Validation of the SCM and MLE Theory in Studies of Mother-Child Interactions |
| | 16:00 – 17:00 | <ul style="list-style-type: none"> • Revealing the Effects of Dynamic Assessment in Cognitive Education Programs (Instrumental Enrichment, Peer Mediation with Young Children, Bright Start) |
| Day 2: Dynamic Assessment | | |
| Date | Time | Program |
| 6 th June, 2018 (Wednesday) | 08:30 – 10:00 | <ul style="list-style-type: none"> • Theoretical Introduction to Dynamic Assessment (DA) |
| | 10:00 – 11:00 | <ul style="list-style-type: none"> • The Children's Analogical Thinking Modifiability (CATM) Test |
| | 11:00 – 12:30 | <ul style="list-style-type: none"> • Demonstration of DA with Young Children and Discussion |
| | 12:30 – 13:30 | <ul style="list-style-type: none"> • Lunch Break |
| | 13:30 – 14:30 | <ul style="list-style-type: none"> • The Children's Inferential Thinking Modifiability (CITM) Test |
| | 14:30 – 15:30 | <ul style="list-style-type: none"> • The Children's Seriation Thinking Modifiability (CSTM) Test |
| | 15:30 – 15:45 | <ul style="list-style-type: none"> • Break |
| | 15:45 – 17:00 | <ul style="list-style-type: none"> • The Windows Mental Rotation Dynamic Assessment (WMR-DA) |
| Day 3: Dynamic Assessment | | |
| Date | Time | Program |
| 7 th June, 2018 (Thursday) | 08:30 – 09:30 | <ul style="list-style-type: none"> • The Children's Conceptual and Perceptual Analogical Modifiability (CCPAM) test |
| | 09:30 – 10:30 | <ul style="list-style-type: none"> • Demonstration of DA with Young Children and Discussion |
| | 10:30 – 13:00 | <ul style="list-style-type: none"> • The Cognitive Modifiability Battery (CMB): Assessment and Intervention |
| | 13:00 – 14:00 | <ul style="list-style-type: none"> • Lunch Break |
| | 14:00 – 15:30 | <ul style="list-style-type: none"> • The Seria-Think Instrument |
| | 15:30 – 16:00 | <ul style="list-style-type: none"> • Integration and Conclusion |

Enrollment Scheme (1-Day Seminar & 2-Day Workshop)

The above 2-Day Workshop I and Workshop II are identical in agenda and enrollment fee.

- Early Bird** (on/before 31 March, 2018)
HK\$4,950
- Normal** (after 31 March, 2018)
HK\$5,500

Online Registration

Enjoy an Early Bird Rate Now!

<https://cloud.itsc.cuhk.edu.hk/webform/view.php?id=4535832>

Continuous Professional Development:

The Continuous Professional Development points to be granted by the professional bodies related to the event participants including speech therapists, psychologists, pediatricians, psychiatrists, social workers, occupational therapists, etc. will be confirmed later.

Remarks:

Should the program be cancelled due to Black Rainstorm warning signal, hoisting of typhoon signal No. 8 or above, or other unforeseeable circumstances, the organizer will cancel or re-schedule the program whenever possible.

All video or audio recording, or through the use of mobile devices for filming or photography is prohibited during the seminar and workshop.

Information & Enquiry:

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