

# ASSASSINS ASSESSMENT

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## WHAT IS EFFECTIVE ASSESSMENT????

- TO PROMOTE LEARNING



Assessment is not (just) a measurement of the outcomes of learning but an integral part of the process of learning.

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# HOW TO PREPARE ASSESSMENT FOR SUCCESSFUL LEARNING?



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- Design assessment so that **students want to learn**,
- Help students to develop ownership of the **need to learn**
- Use **contact time** with students
- Ensure students get **quick and useful feedback**
- Use assessment and feedback to help students to **make sense of what they learn**
- Get students to **deepen their learning** by coaching other students, and explaining things to each other,
- Allow students to **deepen learning** by assessing **their own learning**



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# A FIT-FOR-PURPOSE APPROACH TO ASSESSMENT



## First think:

- **Why** am I assessing?
- **What** am I assessing?
- **How** am I assessing?
- **Who** is undertaking the assessment?
- **When** should assessment take place?



## ▪ Choosing what to assess

- **Decide:** are you assessing
  - product or process (or both),
  - theory or practice (or both),
- subject knowledge as a discrete area or its application to professional or other contexts.

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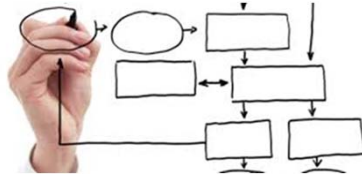
# METHODS OF ASSESSMENT

- Open-book or open-note exams
- Take-away papers
- Short-answer questions
- Essays
- Reports
- Multiple choice questions with feedback responses
- Sophisticated computerbased tests
- Portfolios
- Viva voce individual oral tests or interviews
- Presentations
- Posters
- Reflective journals
- Critical incident accounts
- Assessed seminars
- Annotated bibliographies
- In-tray exercises
- Artefacts
- Projects
- Case studies
- Simulations
- OSCEs (Objective Structured Clinical Exams)

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# ASSESSMENT METHODS USED IN AALTO



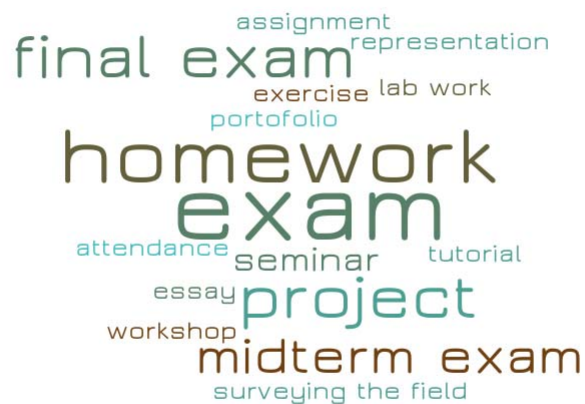
Examples from

- Dept. of **Applied Physics** – School of Science
- Dept. of **Chemical and Metallurgical Engineering** – School of Chemical Engineering
- Dept. of **Built Environment** – School of Engineering
- Dept. of **Chemical and Material Science** – School of Chemical Engineering
- Dept. of **Information and Service Management** – School of Business

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## DEPT. OF APPLIED PHYSICS SCHOOL OF SCIENCE

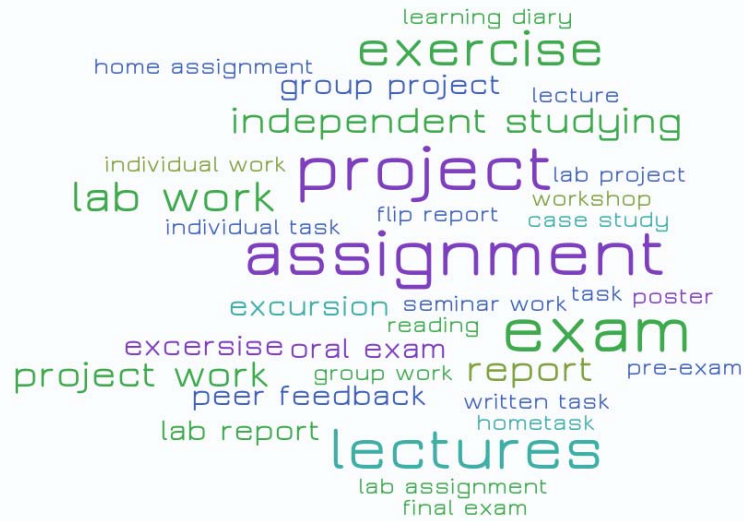


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# DEPT. OF CHEM AND METALLURGICAL ENGINEERING

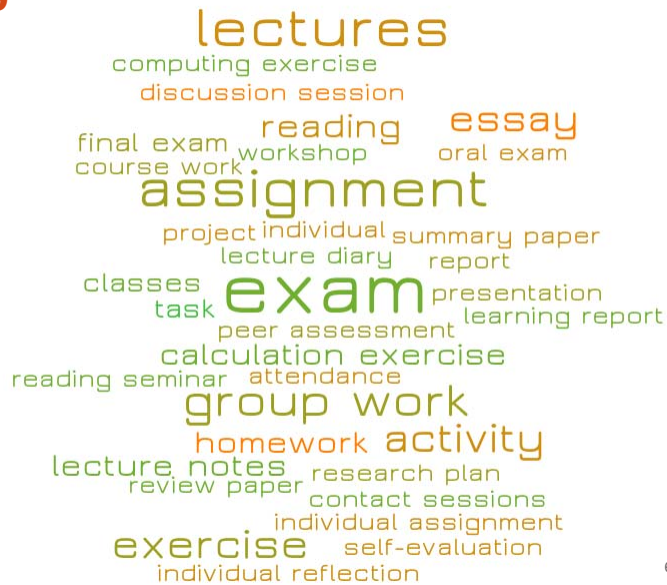
## SCHOOL OF CHEMICAL ENGINEERING



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# DEPT. OF BUILT ENVIRONMENT

## SCHOOL OF ENGINEERING



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# DEPT. OF CHEM AND MATERIAL SCIENCE

## SCHOOL OF CHEMICAL ENGINEERING

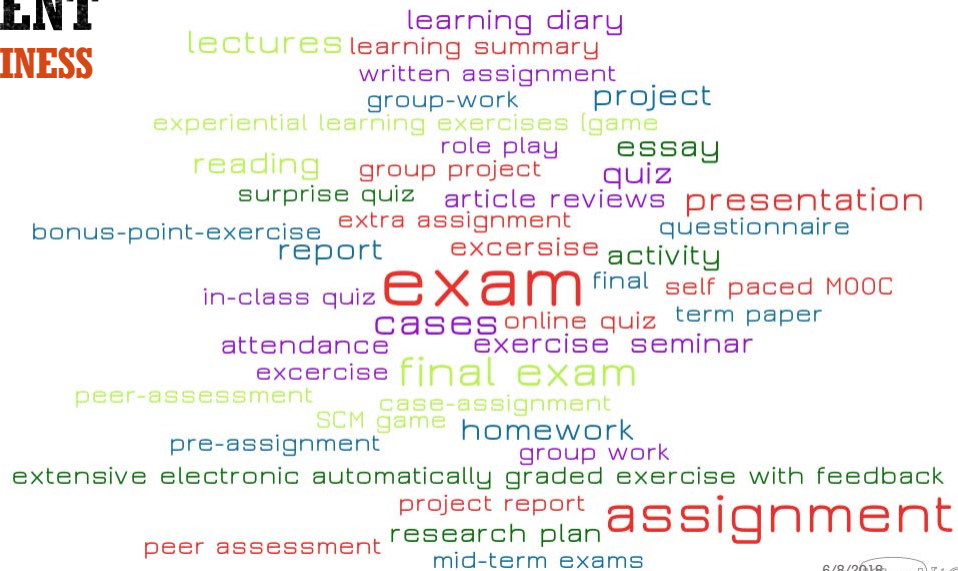


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# DEPT. OF INFORMATION AND SERVICE

## MANAGEMENT

### SCHOOL OF BUSINESS

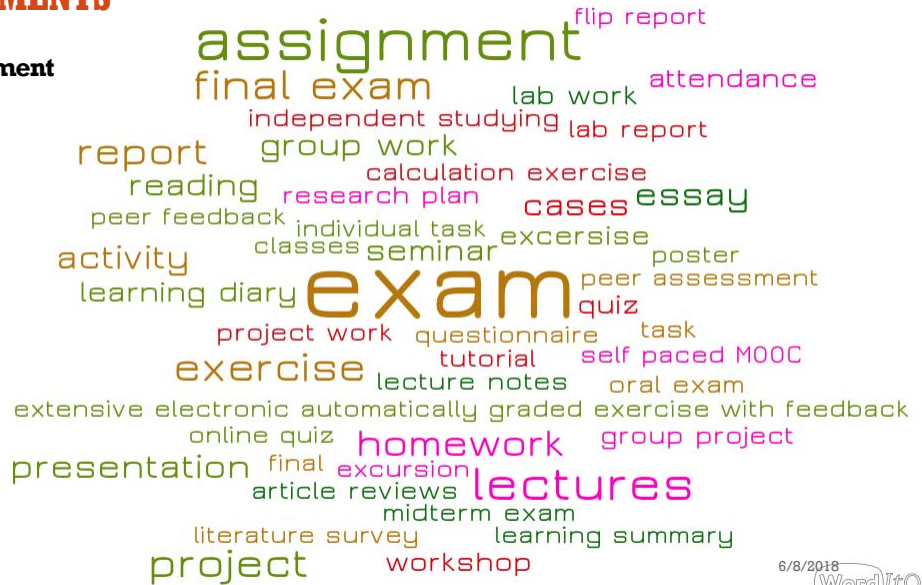


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# SYNTHESIS / ASSESSMENT METHODS

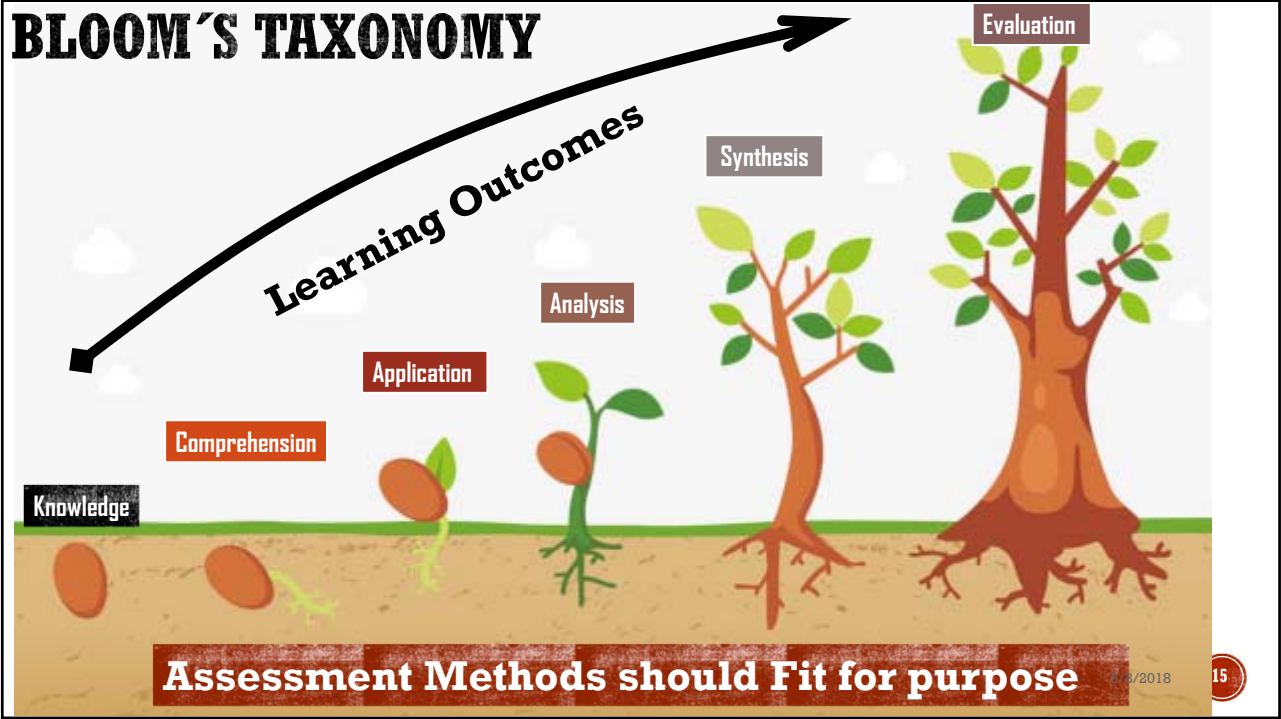
## ALL FIVE DEPARTMENTS


- Total number of assessment methods: **100**.
- Those with minimum frequency of 2: **47**.
- The highest frequency is **79**: 'Exam'




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# BLOOM'S TAXONOMY




Learning stages/Outcome	Assessment type	Why?/Comments
<b>Knowledge</b>	Eg: Spot exercises, Take away papers, Short answer question, multiple question and answer, oral question in class	Knowledge is basic foundation on which the student could build his understanding of his subject it involves in recognizing and remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. Assessment methods are focused only on knowledge/facts then on process.
<b>Comprehension</b>		
<b>Application</b>		
<b>Analysis</b>		
<b>Synthesis</b>		
<b>Evaluation</b>		6/8/2018 

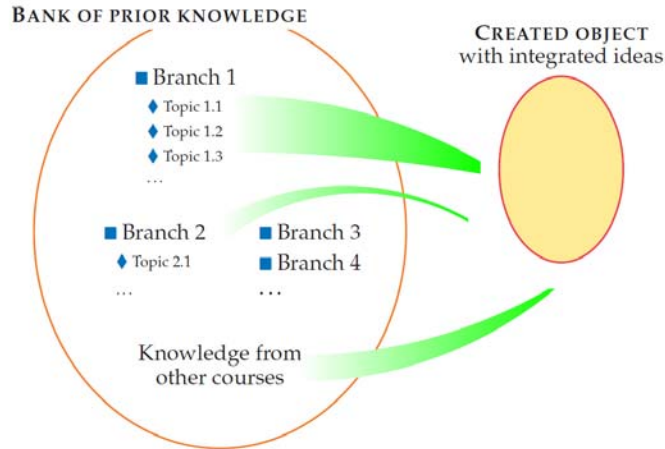
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# SYNTHESIS



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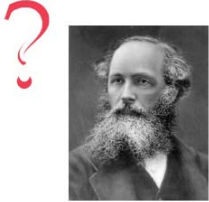
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<b>Synthesis</b>	E.g. essays, project works, presentations, posters, seminars	Focus on assessment methods encouraging students to relate knowledge in different problems, topics or even fields through a special issue
<b>Evaluation</b>		


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# EVALUATION









Remember  $\Rightarrow$  Understand

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Analysis & Synthesis ➔

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<b>Evaluation</b>	E.g. essays, project works, presentations, posters, proposals	Focus on assessment methods encouraging students to estimate the significance of methods, inventions, discovery of materials or key persons, via a comprehensive understanding and systematic description of relative knowledge.

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