BEFORE NEXT (2.) CONTACT SESSION

1.   Read two papers
2.   Write a short plan concerning the main assignment

1. To read for the second contact session about peer assessment

see MyCourses Materials Database Alphabetical order

1. Asikainen, Virtanen, Postareff, & Heino, P. 2014. The validity and students' experiences of peer assessment in a large introductory class of gene technology. *Studies in Educational Evaluation*, (43) 197-205 OR

2. Sridharan, B., Tai, J. & Boud, D. 2018. Does the use of summative Peer Assessment in collaborative group work inhibit good judgement? *Higher Education* (Accepted version)

3. If you have time, read about validity and reliability Crisp, 2017.

2. Write a short plan concerning the Main assignment: What is the main assignment you are going to do *(In the Box Tasks to do in this course)*

There is one main assignment to be done during the course. That can be done in pairs, in teams, or individually.

The product is '*Assessment matrix for (own) course'*, with a short plan how to use it for self assessment or peer assessment during the course. Also description of all the assessment practices is valuable.

The questions to answer: How the assessment matrix could be used for self-assessment or peer assessment? How the students can get timely feedback during the course?

FOR NEXT TIME
-First, select and name the course
-Think about the questions: What are the intended learning outcomes of the course? Can you implement self-assessment or peer assessment activities? For grading or for developmental purposes?
-Write a short plan/your thoughts at present: What is the main assignment you are going to do. Tell also, what kind of questions you have in your mind?
-Submit your plan to the discussion area DEAD LINE 15.11. 2018 in '*Tasks to do in this course*' which is open for all participants in this course.

If that is not a meaningful task, please, feel free to do something else. It must be aligned with the intended learning outcomes of the course, and time, but there are no other restrictions...
I suggest to focus on: How to implement self-assessment, or peer-assessment into learning activities? Show your input by compiling, e.g., Blogs, Rubrics, Video, Performance in Learning Challenge etc.

The image part with relationship ID rId2 was not found in the file.
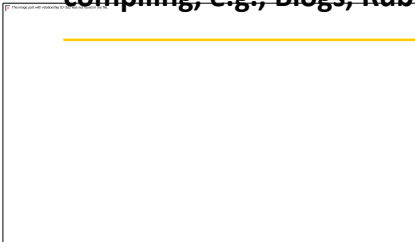
Assessment for and of Learning

First Contact Session, 22.10.2018, 12:15 – 15:45
Theme "Self-assessment"

Viivi Virtanen, Pedagogical Specialist
Kirsti Keltikangas and Maija Lampinen

Original photograph: Mikko Raskinen

''*If you want to change student learning, change the methods of assessment*''

(Brown et al. 1997)

Brown, G., J. Bull, & Pendlebury, M. (1997). *Assessing student learning in higher education.* London: Routledge.

My interests and background concerning assessment in higher education

- **A project concerning assessment practices in biosciences 2010-2011,**
  Data: teachers' interviews (Halinen, K. Ruohoniemi, M., Katajavuori, N. & Virtanen, V. 2012. Life science teachers' discourse on assessment: a valuable insight into the variable conceptions of assessment in higher education *Journal of Biological Education* pp. 1-7; Postareff, L., Virtanen, V., Katajavuori, N. &, Lindblom-Ylänne, S. 2012 Academics' conceptions of the purpose assessment and their assessment practices. *Studies in Educational Evaluation* 38, 3–4, 84–92.)

- **Implementation of peer assessment**   **Data: teacher- and peermarks; students' perceptions** (Asikainen, Virtanen, Postareff, & Heino, P. 2014. The validity and students'   experiences of peer assessment in a large introductory class of gene technology. Studies in Educational Evaluation, (43) 197-205)

- **Implementation of diagnostic assessment** **Data: Open questions, students.** Asikainen, Blomster, J. & Virtanen. EARli Congress paper 2017.

- **Implementation of self-assessment**   **for summative purposes (University of Helsinki, Rämö, Johanna et al.); for formative purposes (Aalto-University Kangaslampi, Riikka)**

Programme today

12.15-14

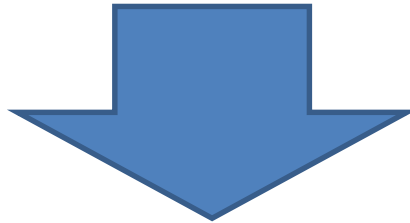- **Concepts of Assessment**
- **Own interests**

14-16

- **Johanna Rämö. Video. 6 min Self-assessment**
- **What we need for to self-assess own work or to peer-assess the others' work? Rubrics.**
- **The main assignment for each participant.**

What is assessment?

All forms of assessment provide estimates of the person's *current* status

results can be used for

Judgemental purposes
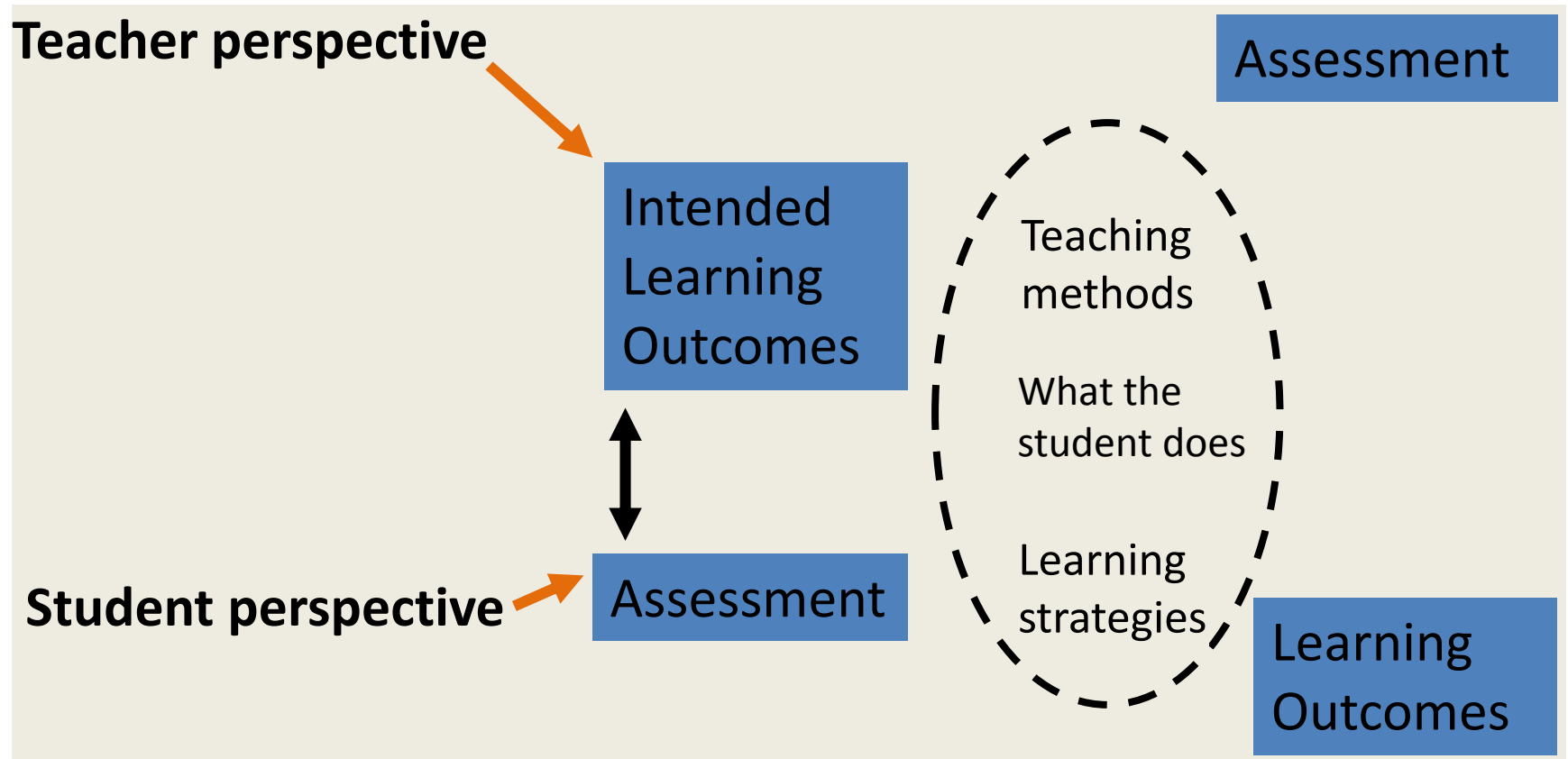
Developmental purposes

Certification purposes

Giving timely feedback
Supporting student learning
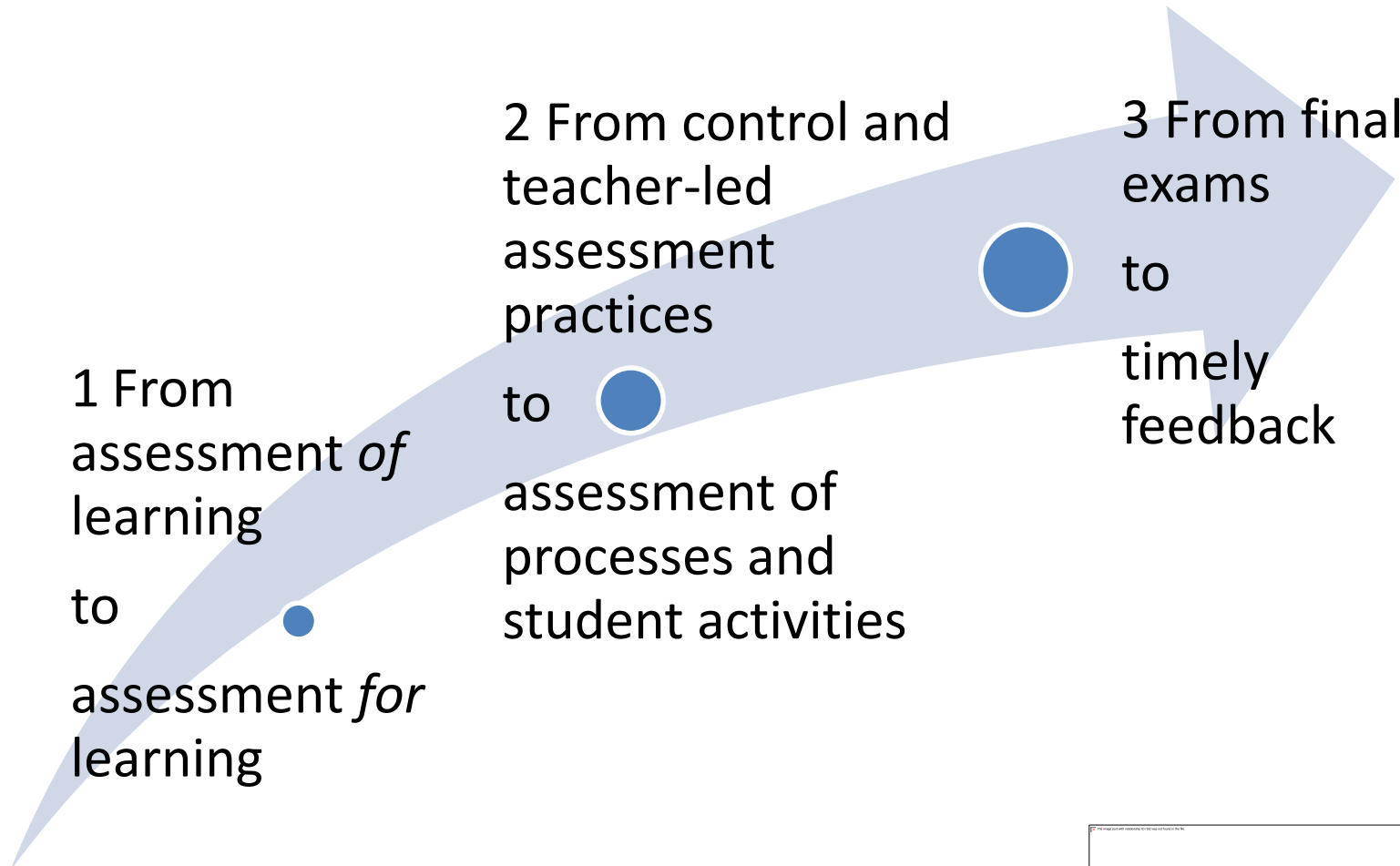Enhance current and future learning

Assessment guides student learning

Teacher perspective

Assessment

Intended Learning Outcomes

Teaching methods

What the student does

Learning strategies

Student perspective Assessment

Learning Outcomes

(Biggs & Tang, 2011)

Assessment Culture is globally changing

1 From assessment *of* learning

to

assessment *for* learning

2 From control and teacher-led assessment practices

to

assessment of processes and student activities

3 From final exams

to

timely feedback

1Birenbaum, 1996; Black, Harrison, Lee, Marshall & William, 2004; Brown, Bull & Pendlebury, 1997
2 Boud, 2000; Black ym., 2004; Bryan & Clegg, 2006; Kearney, 2013; Sluijsmans, Dochy & Moerkerke, 1999)
3 Boud, 2000; Black ym., 2004; Bryan & Clegg, 2006; Sluijsmans, Dochy & Moerkerke, 1999
 SEE Virtanen et al 2014 if you want to find the references)

Four different purposes of assessment

Diagnostic	Formative

Learning for current and future needs

Summative	Integrative
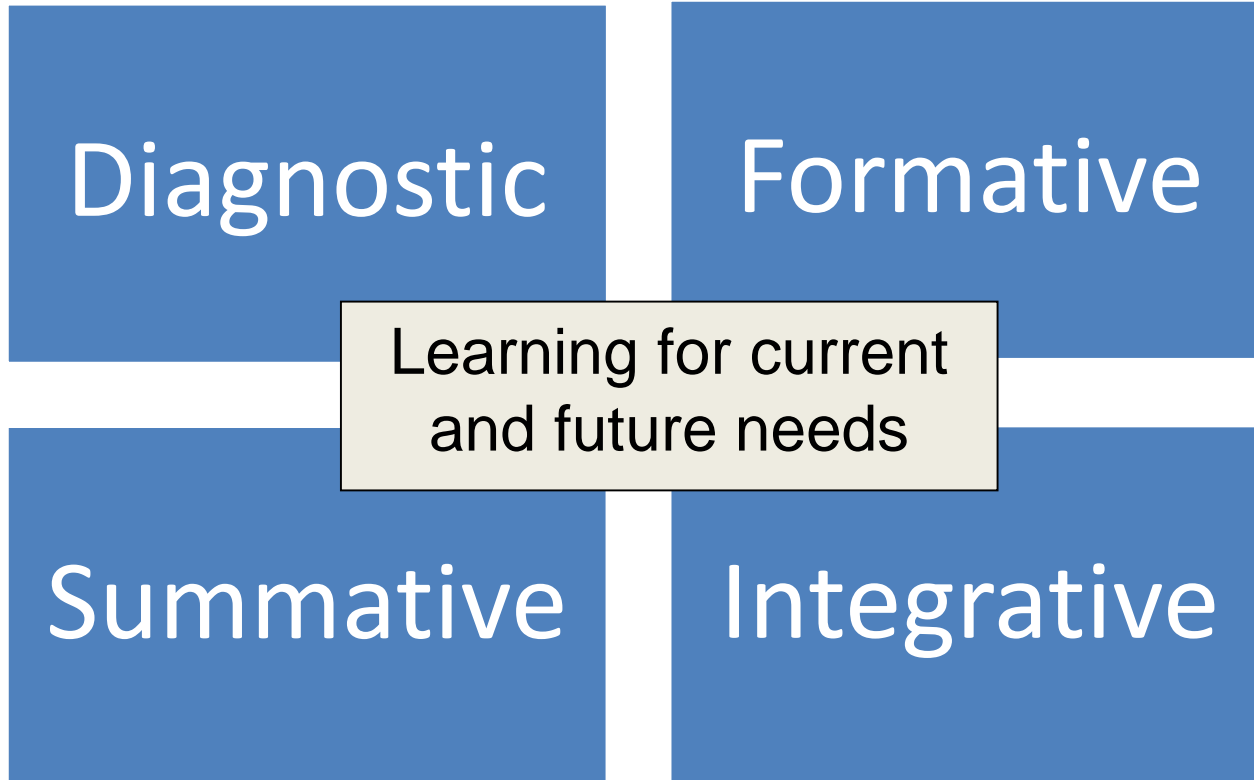
(Crisp, 2012; in Finnish see Virtanen et al. 2014)

The purpose of assessment

1. Assessments tasks designed for *to facilitate,* by giving timely feedback, and   *test* current learning

      - e.g., diagnostic assessments so that both students and teachers know the level of students' prior knowledge

      - e.g., feedback before the final exam, or grading the essay

2. Assessment tasks designed to enhance future learning

      - e.g., self assessment and peer assessment based on criteria

Teacher

Peer assessment
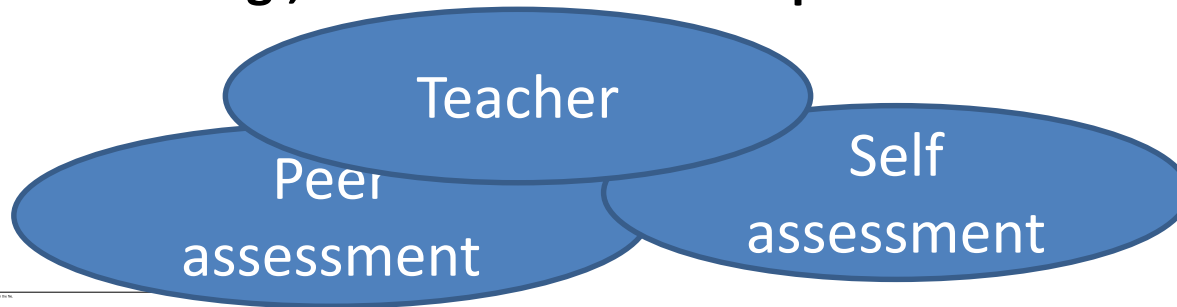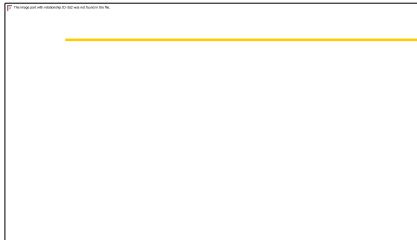
Self assessment

(Crisp 2012, Virtanen et al 2014)

Why to involve peer assessment or self assessment?

Student involvement in assessment

- **Engage students with criteria and standards, while students apply them to make judgements**

- **The understanding of criteria and standards**
  - **Enhances understanding of the content**
  - **Enhances evaluation skills**
  - **Enhances group working skills**
  - **Enhances ability to identify own competences**

Falchikov & Goldfinch 2000; Virtanen et al. 2014

The Accurancy and Consistency of an assessment

Validity

… how well the test measures what is it supposed to measure

Reliability

--- is the degree to which an assessment tool produces stable and consistent results.

- e.g. students receiving same grade at different years at same test show similar standard of knowledge
- Different raters agree in their assessment decisions

See also Crisp, V. 2017 Exploring the relationship between validity and comparability in assessment. London Review of Education, 15, 3.

Assessment in this course

| Intended learning outcomes	(What to do) to pass
to identify the resources of assessment practices in supporting learning process,	Participation in-class and readings; knowing the purposes of assessment, self assessment, peer assessment, assessment for life long learning, sustainable assessment
to analyse and compare various assessment and feedback methods in related to validity and reliability,	Participation in-class and readings, and doing the assignments; The link between intended learning outcomes and 'what the student does' and assessment methods; can give justifications
to implement self- or peer-assessment in own teaching,	Main assignment done (matrix and plan in 3 crs course) + 2 credits implementation and reflection
(to evaluate the assessment and feedback practices in a programme or major and to participate in developing the practices)	Participation in the 3. contact session and the activities there (+ 2 credits sharing)

Problems

1. Lack of prior knowledge

2. Students do not know how they are assessed; survival strategy is surface learning

3. ''Students prefer final exams'' "Students dislike group work"

Students approach is positive to the assessment methods that they view supporting their learning and being fair
Segers et al. 2003; Stuyven et al. 2005

Solutions

1. Digital exam before the course, giving feedback

2. Transparency. Describe the 0-5 grades. Let them practice the assessment. Tasks during the course, peer assessment.

3. Teach them the learning culture. E.g. Use Self assessment in first courses. Use research data not rumours and feelings. Explain why the methods are used.
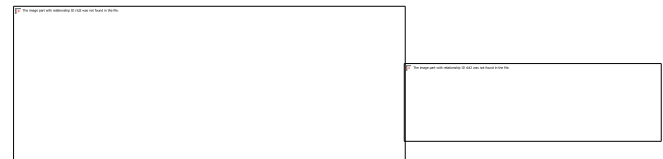
References

- Asikainen, Virtanen, Postareff, Heino (2014). The validity and students' experiences of peer assessment in a large introductory class of gene technology. Studies in Educational Evaluation, (43) 197-205
- Biggs,J- & Tang, C. 2010 Teaching for quality learning at university. Textbook.
- Birenbaum, M. (1996). Assessment 2000: Towards a pluralistic approach to assessment. Teoksessa M. Birenbaum & F. J. R. C. Dochy (toim.), *Alternatives in assessment of achievement, learning processes and prior knowledge* (s. 3–30). Boston: Kluwer.
- Black, P., Harrison, C., Lee, C., Marshall, B. & William, D. (2004). Working inside the Black Box: Assessment for learning in the classroom. *Phi Delta Kappan, 86* (1), 9–21.
- Boud, D. (2000). Sustainable assessment. Rethinking assessment for the learning society. *Studies in Continuing Education, 22* (2), 151–167.
- Boud et al. 2018. Developing Evaluative Judgement in Higher Education. Routledge.
- Crisp 2012 Our materials
- Brown, G., Bull, J. & Pendlebury, M. (1997). *Assessing student learning in higher education.* London: Routledge.
- Bryan, C. & Clegg, K. (2006). *Innovative assessment in higher education.* New York and London: Routledge.
- Durette, B., Fournier, M. & Lafon, M. (2016) The core competencies of PhDs, Studies in Higher Education, 41:8, 1355-1370.
- Kearney et al. Our materials
- Sadler, P., & Good, E. (2006). The impact of self- and peer-grading on student learning. Educational Assessment, 11(1), 1–31.
- Segers, M. & Dochy, F. (2006). Enhancing student learning through assessment: Alignment between levels of assessment and different effects on learning. Studies in Educational Evaluation, 171-179.
- Sluijsmans, D. & Prins, F. 2006. A Conceptual Framework for Integrating Peer Assessment in Teacher Education. *Studies in Educational Evaluation*, 32,1 6-22.
- Sluijsmans, D., Dochy, F., & Moerkerke, G. (1999). Creating a learning environment by using self-, peer-, and co-assessment. Learning Environments Research, 1(3), 293–319.
- Virtanen, V., Postareff, L. & Hailikari, T. 2015 Millainen arviointi tukee elinikäistä oppimista? Yliopistopedagogiikka. 22, 1, 1-11. (Abstrat in English How to reform assessment practices for lifelong learning?)