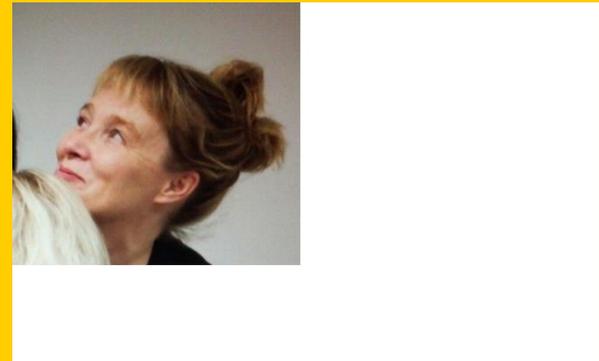


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Assessment *for* and *of* Learning

Third Contact Session, 20.5.2019, 12:15 – 15:45
Theme ‘Conclusions and Assessment Programme’
Viivi Virtanen, Pedagogical Specialist



12:15-13:45

Self- and Peer-assessment Course Design

14:00-15:30

Assessment programme



Second, since those skills are very difficult to learn, their teaching must be integrated in the whole curriculum, ensuring that each course takes some responsibility in teaching them and that we have a logical progression in using self-assessment in the whole curriculum.

Developing Assessment Practices

What is the situation now?

What is the purpose of assessment?

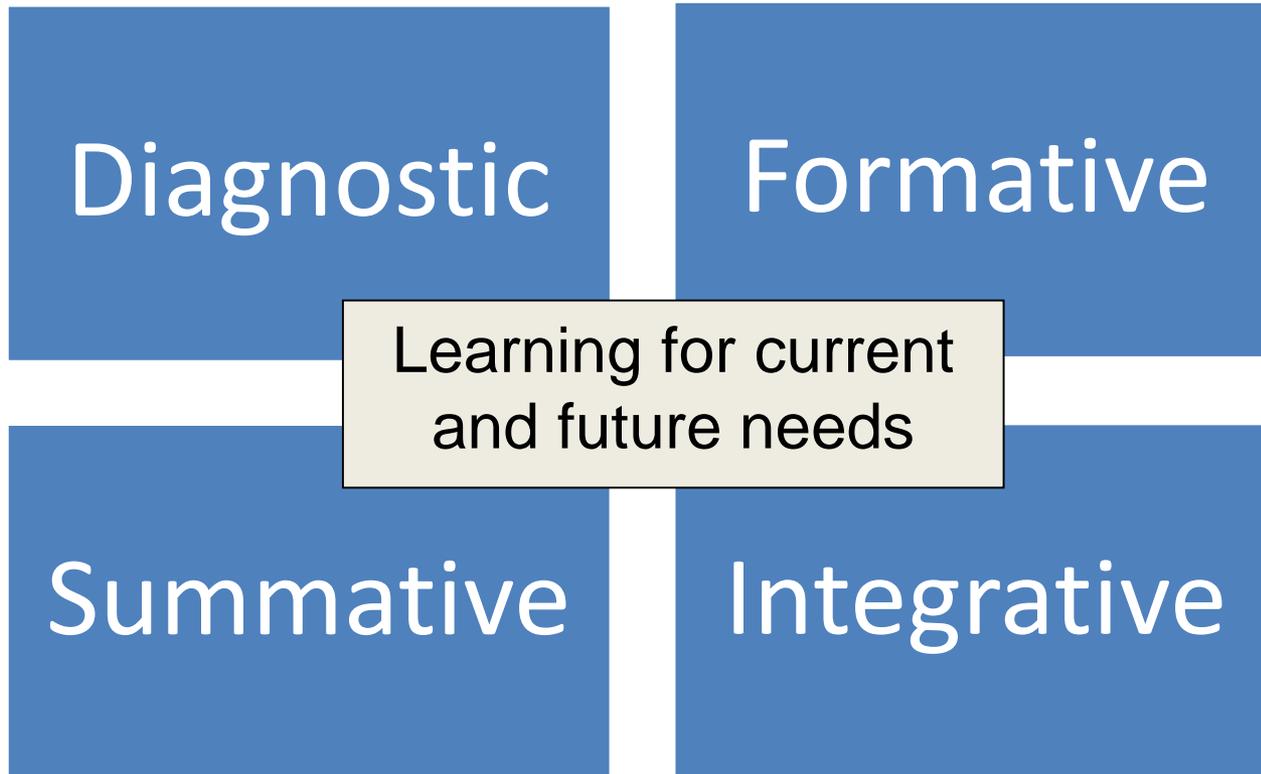
What are the values guiding the practices?

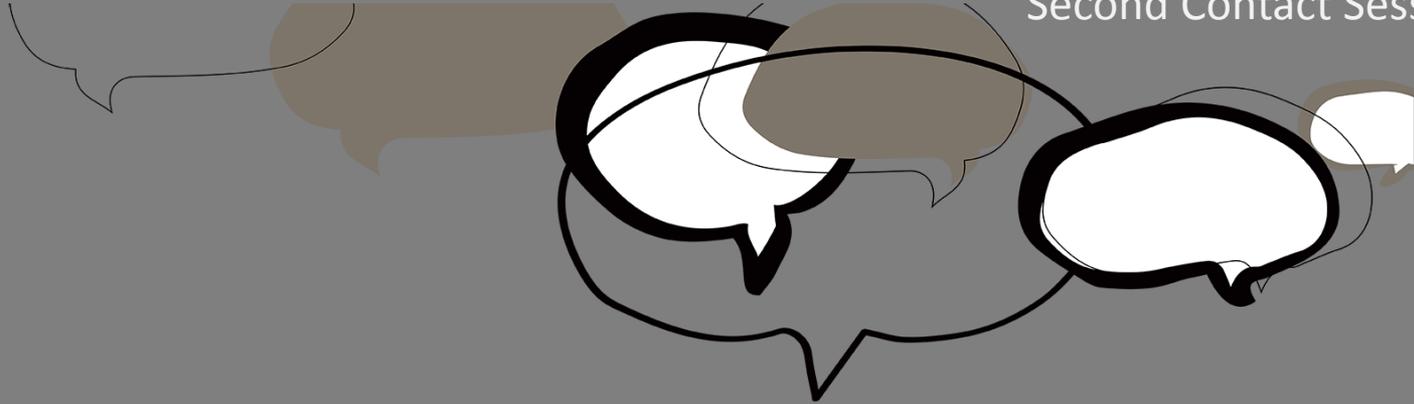
What is assessed?

Who acts as assessor?
Sources?

What methods to use?

Four different purposes of assessment





The link between student wellbeing and how the students' learning outcomes are assessed

Well-being

- Teaching methods
- Planning of studies
- Feedback
- Development
- Guidance
- Continuous vs project
- AllWell?
- Allocated resources

Results on Study questionnaire AllWell?

More constructive feedback is necessary, just saying: think about the solution... is not good enough advice, ARTS Achit Master 2019

More feedback. I may get to know my grade after exam, but how that helps my learning? BIZ 2019 MSc Marketing Student 539

Many courses on large projects will only be rated as a mere number in the air for any kind of comment that could be used to learn what went wrong
2019 CHEM MSc 832

Evaluative judgement

” The capability to make decisions about the quality of work of self and others ”

(Tai et al. 2017, 5, in Boud)

The ability to engage effectively in lifelong learning is a crucial twenty-first-century capability

Self assessment/Peer-assessment in various courses

- Meri Kuikka, Aaltonaut
- Karen Buurmans-Niemi ARTS
- Juanjo Galan ARTS – Peer/self assessment
- Maryam Roshan BIZ – Peer assessment/feedback
- Dina Mosslhy CHEM - Peer-assessment group work report
- Salu Ylirisku ELEC -
- Rainhard Findling ENG - Peer assessment
- Samuel Marchal SCI – Self assessment, MSc thesis
- Andriy Schevenko, SCI – Peer-assessment presentation
- Shiavats Khajavi, SCI – Peer-assessment group work report

	Self-/Peer-assessment	Formative/ Summative	Assessment method
Aalto MERI KUIKKA			
ARTS KAREN BUURMANS_NIEMI			
ARTS JUANJO GALAN			
BIZ David Dedrichs			
BIZ Maryam Roshan			
CHEM Dina Mosselhy			
ELEC Salu Ylirisku			
ENG Nataliy			
SCI Andriy Schevenko			
SCI Samuel Marshal			
SCI Siavatsh Khajavi			

Karen
Rainhard
Andriy

Juanjo
Dina
Meri
Samuel

Maryam
Natalia
Salu
Shiavats

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Self-assessment and peer-assessment in courses

From the papers you read

Input from the papers you read totally 15-20 min

1 Individual work

What are the 2 papers you read?

What are the main points ? Use bullet points, 1-3.

2 Discuss together; share your conclusions.

Did you get new insights into the questions concerning peer assessment/self-assessment?

Karen
Dina
Andriy
Samuel

Salu
Maryam
DAvi
Natalia

Reinhard
Meri
Siavash
Juanjo

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1 hr Rubrics and sharing

Please, write and mark down to the timeline

- What kind of assessment methods are used? When?
- What kind of feedback do the students get? When?
- What kind of other activities? Lessons, group working, practicals...

Course Name	1 week	2 week	3 week	4 week	5 week	6 week	7 week
Assessment for feedback							
Assessment for grading							
Learning/ Teaching activities							

Karen
Salu
Andriy

Juanjo
Shiavats
Dina

Maryam
Reinhard
David

Natalia
Meri
Samuel

In Group; three roles, three sessions

1. TEACHER of the Course 1

Describe the assessment practices, learning goals and activities in your the course. Point out the purpose and use of self/peer-assessment

- What are the questions you still have?

2. Coach : Listen carefully, ask questions, share your ideas, help the one to find the solution/way forward by asking

3. Coach :

Add your comments, participate the discussion, but **take care of time, write down the memo/conclusion/questions for the teacher**

Discussion 20 MIN for each person

Goals: *What is the target and purpose of the assessment? How can you know you have reached the goal? What have you already done?*

5
min

Broadening thinking concerning the plan of assessment, looking for options:

*If anything were possible, what would you do?
What other perspectives could there be?* 10 min

10
min

Way forward: *What is the next step? What question do you still have in mind?*

5
min

NAMES	PEER/SELF TASK	ADD. INFO / QUESTIONS
1 Meri AALTD ENG Samuel sci	Peer MULTIDIS oral presentations Self MSc. Thesis Process + Thesis	SUPERVISOR
2 Rainer ELEC CS David BIZ MARYAM BIZ	Peer Assignments, Major Project SELF Case Participations PEER MSc-Course Final Project Plans	<ul style="list-style-type: none"> • Why not grade competitions? • Potentially involved grading: L&D, Design, Management • Why not feedback in the end → before before
3 Sam ELEC Karen ACOS Andriy SCI	Peer/self Diary, presentations, prototype, participation Peer assessment (formative) PRESENTATIONS Peer assessment (summative) solutions + presentations	<ul style="list-style-type: none"> Does peer review work with diaries? How to rework the simplified rubric by finding for my course? still working on my "process" rubrics as well... Should also self-assessment be closed?
4 DINA CHEM Siavash SCI JUANJO ARTS	peer assessment (Reports) Peer assessment of Simulation group work - Exercise with different stages peer/self/teacher Joint Diagnosis of... ... + rubrics	Combining teaching assistant assessment + peer assessment to combine the peer assessment with other feedback - Add Criteria & Rubrics in the peer/self assessment Questionnaires



BREAK
15 minutes



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Assessment Programme

Assessment program, Assessment system,
Programmatic assessment...

Current Themes in Higher Education Assessment

Professionalism and how it is assessed

Competence-based assessment

EPAs Entrustable professional activities

Sustainable Assessment

Assessment for Lifelong-learning

Sustainable Feedback

Evaluative Judgements

Assessment Programme

Advanced Assessment Course (Medical Education) London 2013

Professional Development in Assessment, Earli European Association for Learning and Instruction Sig1 Assessement Congress, Madrid 2014

**Medical: competencies as
7 roles
(CanMEDS)**

Medical expert
Communicator
Collaborator
Manager
Health advocate
Scholar
Professional

**Veterinary professional:
competency framework
(Bok et al. 2011)**

Veterinary expertise
Communication
Collaboration
Entrepreneurship
Health and welfare
Scholarship
Personal development

Essential in Professional in medicine and veterinary medicine

(Mossop 2012, Patja ym. 2014)

- **Technical Ability**
- **Social skills**
- **Values**
- **Ability to make decisions**
- **Behaving**
- **Empathy**
- **Self efficacy**
- **Knowing own limits**

What should be assessed?

- Concerning veterinary medicine; often complaining are due to something else, not 'Veterinary expertise'
- How the student acts/behaves may reflect how they act as professionals in working life
- Students need to learn how to behave and act as a professional, they do not need to do that automatically

What to do?

A curriculum is a good metaphor;

in a program of assessment:

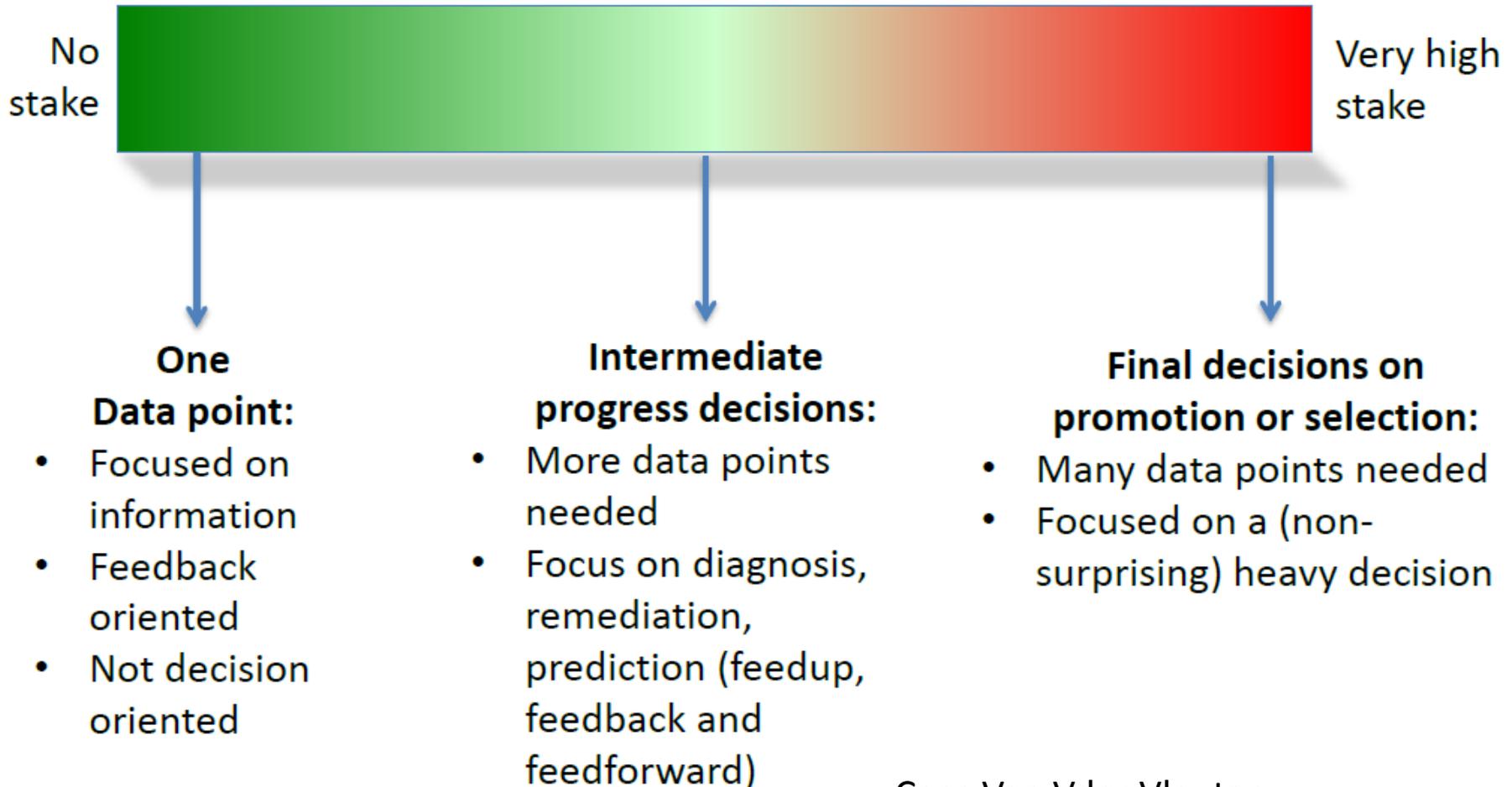
- Elements are planned, arranged, coordinated
- It is systematically evaluated and reformed

But how? (the literature provides extremely little support!)

Competence based

	A Discipline expertise	B Collaborat ion	C Communic ation	D Entrepren eurship	E Personal developm ent	F etc.
Course 1	X	X				X
Course 2	X		x			
Course 3	X				x	
Course 4		x	x			
Course 5 etc.	X			x	X	

Continuum of stakes, number of data point and their function



References

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- Dijkstra, J., van der Vleuten, CPM. & Schuwirth, LWT. 2010. A new framework for designing programmes of assessment. *Adv Hlth Sci Educ* 15(3):379-393.
- Van der Vleuten, CPM., Schuwirth, LWT., Driessen, E., Dijkstra, J., Tigelaar, D., Baartman, LKJ. & van Tartwijk, J. 2012. A model for programmatic assessment fit for purpose. *Med Teach* 34(3): 205-214.



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Next steps – What to do

Study right form

- Fill the study right form and submit the file into my email (viivi.virtanen@aalto.fi) or MyCourses
- Any work to be done? Deadline 31.5.2019 (ok?)
- Credits will be registered altogether June 2019

Next steps for additional 2 (54 hrs work) credits to do

21.5.2019-15.12.2019

1. **Implementation** (your teaching is your work, not calculated into the credits)
2. **Reflection** includes reading, text, and discussion of 2 hours
3. **Sharing to the community, e.g.,**
 - a) December 2019 Learning@Aalto event
 - b) Workshop for the academics in your school/main/programme
 - c) Other way, e.g., Pedaforum, international seminars, congresses

Read more in next page

Developing assessment practices at own major, programme, etc. (54 hrs= 2 credits)

Next 2 credits is about: Developing assessment practices at own major, programme, etc. (54 hrs = 2 credits).

This is based on the plan you did during the spring 2019 part of the course (3 credits).

The 2 credits part includes three steps (Option A, B), or do not hesitate to suggest your own way of learning more about assessment! Hence, Option C is up to you.

- 1 step) Option A) Implementation (your own plan or part of it in practice), or Option B) Read more and make a programme-level plan for developing Assessment Programme.
- 2 step) Then, reflection with peer group and Viivi. During autumn 2019, one face-to-face session of 2 hours.
- 3 step) Finally, sharing with academic community. (E.g. by participating in December 2019 Learning@Aalto)
- Think about what is your way to complete the 2 credits part. Then, start the 2 crds course by writing a suggestion, in which you tell 1) when you will implement and what, 2) when you would like to have the face-to-face session; and 3) a suggestion about how you would like to share the experiences of peer/self/other assessment. Submit the short suggestion into MyCourses, dead line 15.6. 2019.

Next steps for additional 2 (54 hrs work) credits to do

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First, write a short suggestion in which you tell what is your
when is your teaching with a suggestion about, *how you would like to share the experiences of peer/self/other assessment* Submit into MyCourses, dead line 15.6. 2019

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when is your teaching with a suggestion about, *how you would like to share the experiences of peer/self/other assessment* Submit into MyCourses, dead line 15.6. 2019



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Don't hesitate to contact me in issues concerning
assessment/student learning/teaching/well-being
viivi.virtanen@aalto.fi

Assessment in this course

Intended learning outcomes	(What to do) to pass
to identify the resources of assessment practices <i>in supporting learning process</i> ,	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, readings, 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)
Other	

Learning@Aalto - Assessment for Lifelong Learning

The event is open for all Aalto people who feel enthusiastic about learning and assessment practices.



Wed 22 May 2019 at 11-16

Otaniemi AGrid

Free but register until 15.5.2019