



Assessment *for and of* Learning

Second Contact Session, 15.4.2019, 12:15 – 15:30
Theme “Peer-Assessment”

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Introduction

LECTURE

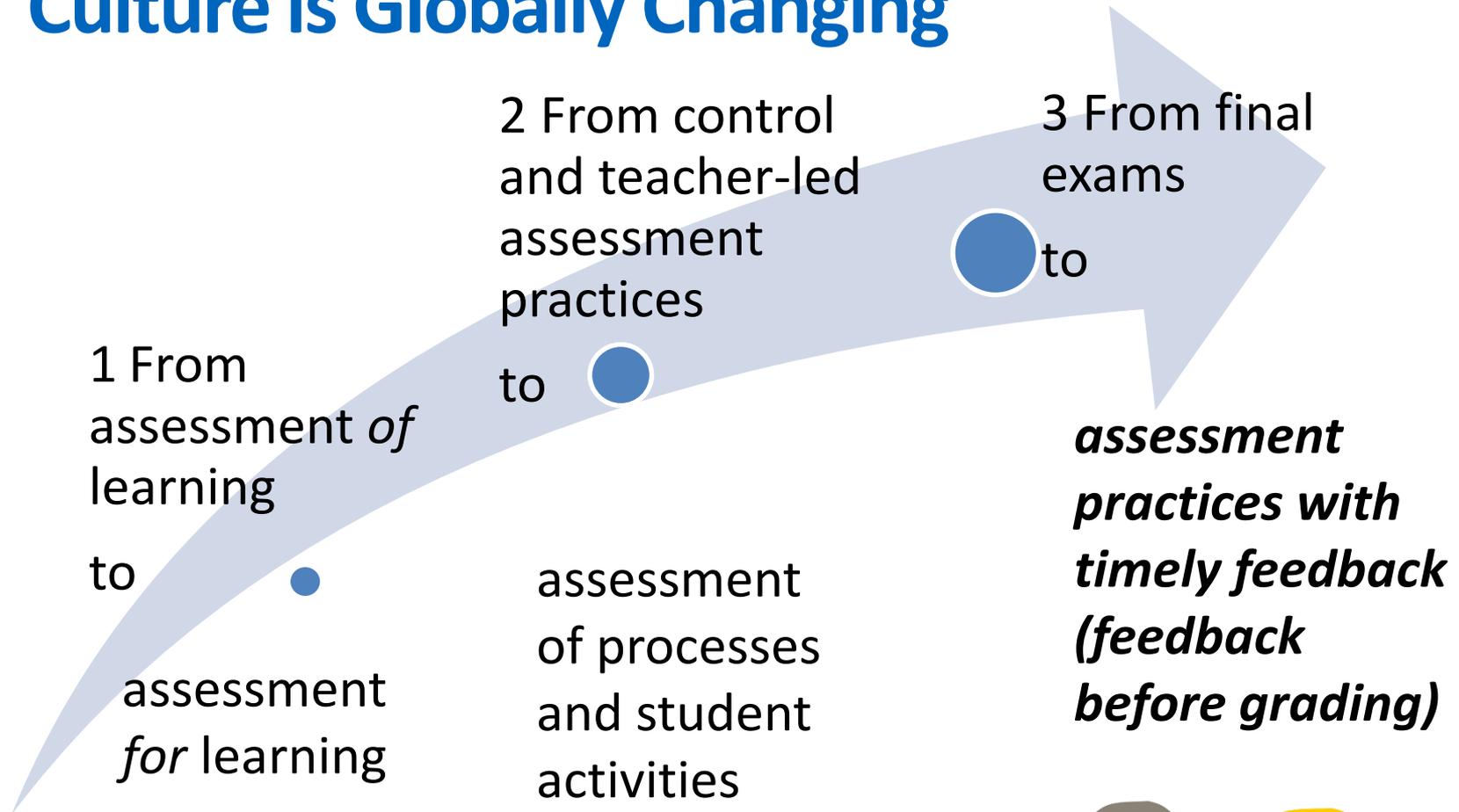
The link between student wellbeing and how the students' learning outcomes are assessed

CASES

Peer-assessment and self assessment



ASSESSMENT PRACTICES FOR CURRENT AND FUTURE LEARNING – Assessment Culture is Globally Changing



1 Birenbaum, 1996; Black, Harrison, Lee, Marshall & William, 2004; Brown, Bull & Pendlebury, 1997

2 Boud, 2000; Black et al., 2004; Bryan & Clegg, 2006; Kearney, 2013; Sluijsmans, Dochy & Moerkerke, 1999)

3 Boud, 2000; Black et al., 2004; Bryan & Clegg, 2006; Sluijsmans, Dochy & Moerkerke, 1999

See Virtanen et al 2015



Assessment Rubric

- a document that articulates the expectations for an assignment by listing *the criteria*, or what counts, and describing *levels of quality (standards)* from excellent to poor.

| | PASS | POOR | GOOD | EXCELLENT |
|------------------------------------------------|------|------|------|-----------|
| Knowledge Skill Professional practice | | | | |

Assessment Rubric

C
R
I
T
E
R
I
A

Quo-
tient
struc-
tures

Mathe-
matical
discus-
sions

- a document that articulates the expectations for an assignment by listing *the criteria*, or what counts, and describing *levels of quality (standards)* from excellent to poor.

Levels of Quality

Prerequisites

I can determine the cosets of a subgroup.
I can view a quotient group as a group and handle its elements like in any other group (e.g. determine inverse elements and powers).
I know how normal subgroups and quotient groups are related.
I can check in several different ways whether two cosets coincide.

I can formulate precise questions when I do not understand something.
I can talk about my solutions to other people.

Skills corresponding to grade 1

I can calculate with cosets. I can, for example, determine the elements of the quotient group $\mathbb{S}_4 / \langle (1234) \rangle$. I can also determine the elements of the subgroup generated by $(12) \langle (1234) \rangle$.
I can view cosets as equivalence classes, and know which equivalence relation defines them.
I can determine elements of a quotient ring and know how ideals and quotient rings are linked.

I present my solutions to other people.
I take part in mathematical discussions with my peers.

Skills corresponding to grade 3

I calculate with cosets fluently.
I can check whether an equivalence relation is compatible with a binary operation.
I know why the equivalence relation needs to be compatible with a binary operation when defining a binary operation for equivalence classes.

When talking to other people, I listen to them and react accordingly.
When talking to others about my mathematical thinking, I try to concentrate on the main ideas instead of technicalities.
I give feedback to others when their solutions are discussed.

Skills corresponding to grade 5

I can deduce the definitions of normal subgroup and ideal from the concept of binary operation compatible with an equivalence relation.

I give constructive feedback to others so that they can improve their work. I can find something positive and meaningful to say in other people's work.
I can summarise my solutions clearly, briefly and precisely.
When discussing with other people I can take their position and feelings into consideration. I try to make the conversations meaningful to all parties.



Why to involve peer assessment or self-assessment?

These are assessment practices that enhance student involvement in assessment by

- Engaging 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 and targets
 - Enhances ability to lifelong learning



Short discussion in pairs 5-10 min

What is in your mind?

After reading the papers ... thinking the peer assessment/self assessment ...

Questions? Conclusions? Suggestions?

A!

Aalto University

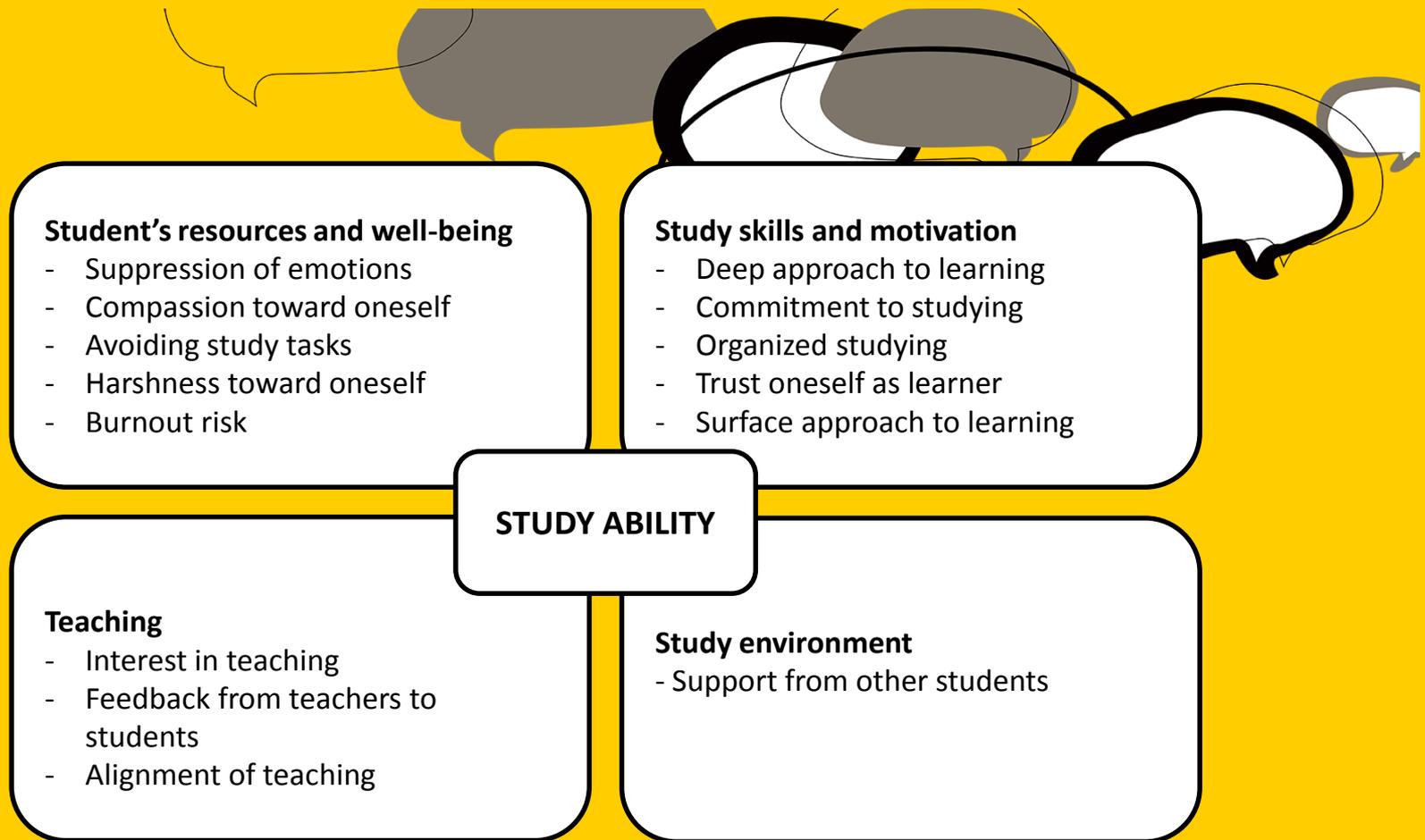


The link between student wellbeing and how the students' learning outcomes are assessed



Student wellbeing: *AllWell?* in a nutshell

- The *AllWell?* Questionnaire at Aalto 2017,2018, 2019
- Research-based instrument to explore students' experiences
- Target group: 1st year master's and 2nd year bachelor's students.
- Includes 75 questions, major part is covered by How-U-Learn instrument developed by the University of Helsinki.



2019 AllWell? on Aalto level

- The students have received personal feedback on 22.2.2019
- Fruitful cooperation with AYY
- Increasing study well-being awareness in the community, see more:
<https://www.youtube.com/watch?v=ju57T9sYnrM>
https://www.youtube.com/watch?v=xG7_TVcB0HE&feature=youtu.be

- ❖ **Aalto level response rate has increased 2017 (29%) - 2019 (46%)**
- ❖ **programme / main level data in 2017 from 61 programmes; in 2019 from 109 programmes / mains**
- ❖ **About 20 % of students at Aalto are in burnout risk!**

Personal feedback from 13 scales. Example: Organised studying

2. Organised studying

Under -1: Take notice

Average

Over +1: Strength

2. Organised studying

| | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Under -1 | You might still struggle with planning and organising studies. You are recommended to pay attention to making your studies systematic and creating timetables for studying. For each course, check the objectives and core contents of the course and prepare a realistic studying timetable for yourself. Think about what your personal goals are for each course. Your calendar is the most important aid setting the pace for your studies, and it is worth putting effort into practising using it. Being organised often increases well-being. For further reading about self-management and time management. |
| Average | You don't clearly stand out from other students in this area. See text above and below. |
| Over +1 | Based on the questionnaire, you have a particularly organised approach in your studies. You set clear goals for yourself and know how to schedule your work. Systematic and organised work is often connected to effective university study. |
| | |

AllWell?

Read more



Success of Students study well-being project

The goal of the initiative is to enhance the success of students by advancing study support, teaching and learning services and focusing support.



Student support, guidance and study well-being

Study well-being is important in Aalto University and it is one of our strategic initiatives. We want to ensure the success of our students' capabilities and wellbeing in a multicultural and diverse community. Study



Individual study arrangements

Each Aalto student has a right to individual study arrangements due to an impairment restricting his/her ability to study or other health condition.



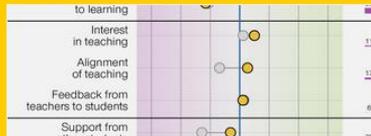
Starting Point of Wellbeing

The Starting Point of Wellbeing offers students advice and guidance on services related to wellbeing.



Personal Impact

Personal Impact brings to light already existing courses in Aalto University on values and meaningfulness, self-leadership, societal impact, human potential and well-being.



Study well-being questionnaire AllWell? and the development of teaching in Aalto University

With the help of the annual study well-being questionnaire AllWell?, we gain research-based knowledge for planning actions for pedagogical development. The summaries of



Academic advising

Academic advising is a part of advising system that covers the whole study path of the student. Attending academic advising is a part of studies.



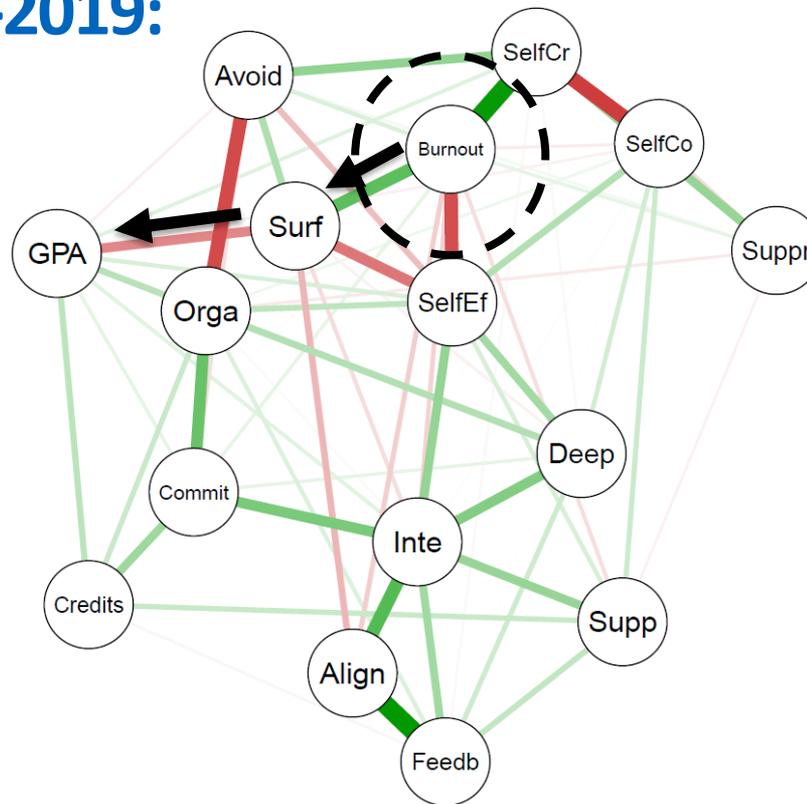
AllWell? questionnaire

The study well-being initiative Success of Students conducts the annual AllWell? study well-being questionnaire.

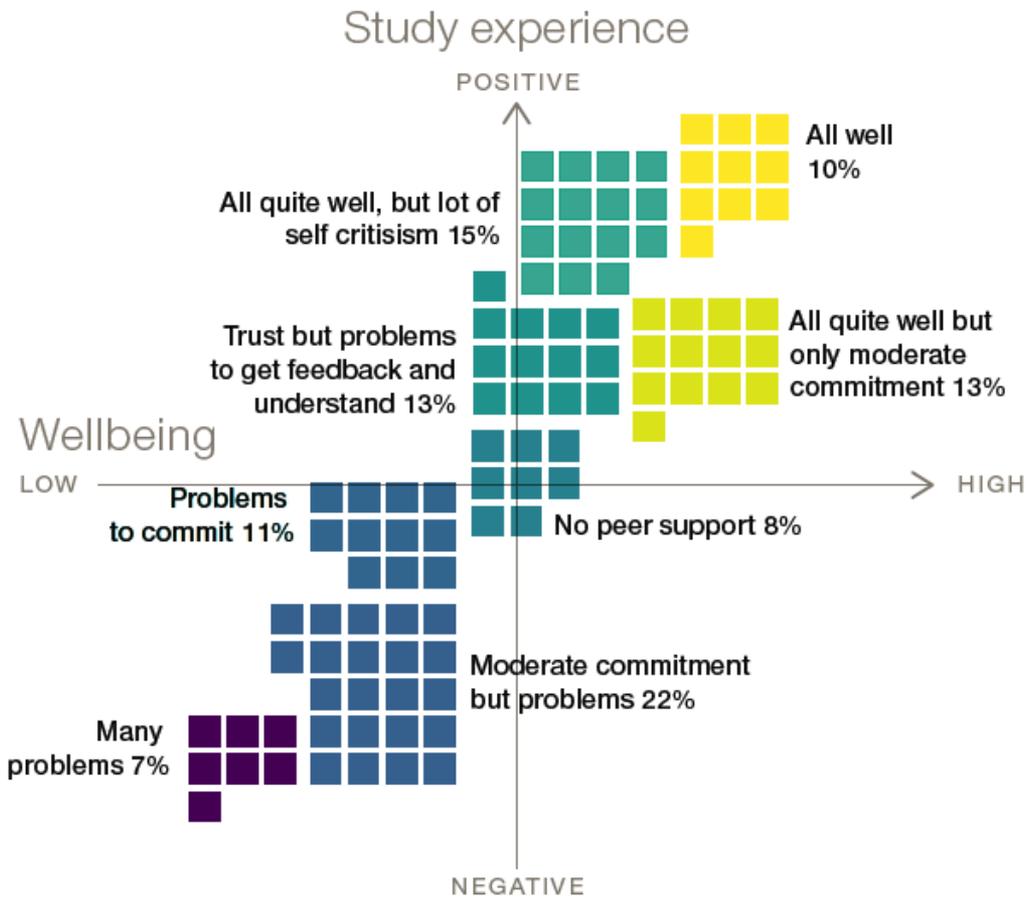


Main result 2017-2018-2019: High burn out risk

Students who have
burnout risk adopt
surface approach to
learning and get
worse grades



Aalto Master students

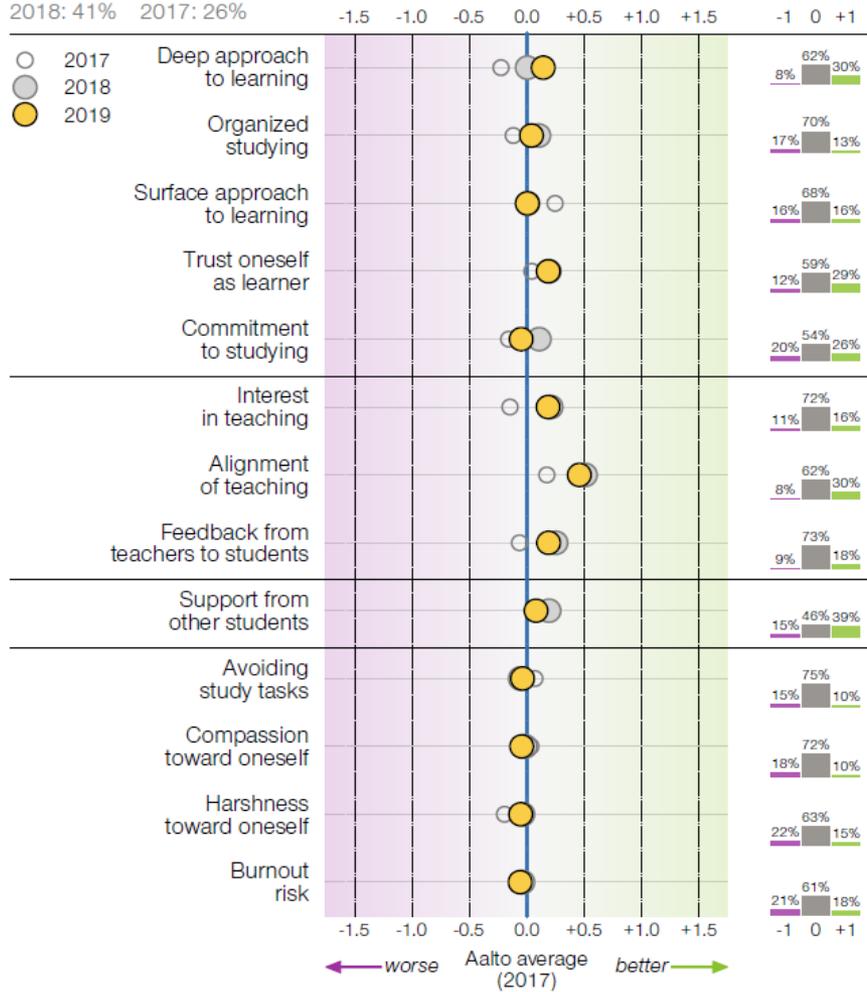


AllWell? 2018

Bachelor Entire school

N: 213, response rate 2019: 44%
2018: 41% 2017: 26%

Feedback 2019



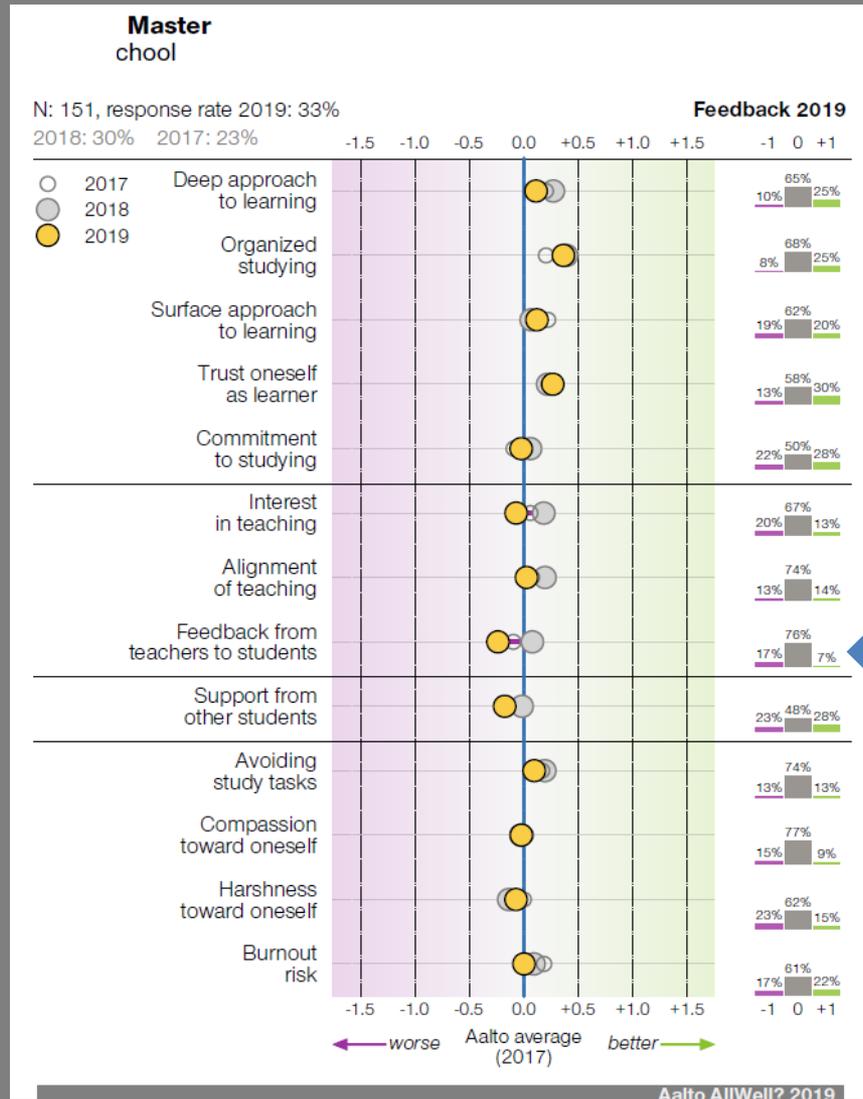
Variation between programmes

% of students who need support

| | Deep | Organized | Surface | Self-efficacy | Commitment | Interest | Alignment | Feedback | Support | Avoidance | Self-compassion | Self-criticism | Burnout |
|-----|------|-----------|---------|---------------|------------|----------|-----------|----------|---------|-----------|-----------------|----------------|---------|
| 10% | 12% | 23% | 15% | 19% | 15% | 14% | 14% | 16% | 17% | 15% | 20% | 19% | |
| 11% | 16% | 24% | 17% | 22% | 17% | 14% | 14% | 15% | 19% | 16% | 21% | 21% | |
| 8% | 17% | 16% | 12% | 20% | 11% | 8% | 9% | 15% | 15% | 18% | 22% | 21% | |
| 5% | 15% | 7% | 10% | 16% | 7% | 2% | 1% | 13% | 15% | 18% | 21% | 21% | |
| 3% | 27% | 45% | 27% | 27% | 36% | 27% | 9% | 18% | 36% | 27% | 18% | 27% | |
| 0% | 22% | 17% | 6% | 39% | 11% | 6% | 11% | 33% | 22% | 17% | 22% | 28% | |
| 15% | 31% | 31% | 23% | 31% | 23% | 0% | 15% | 38% | 8% | 8% | 23% | 23% | |
| 0% | 0% | 6% | 0% | 6% | 3% | 6% | 3% | 3% | 6% | 17% | 25% | 17% | |
| 18% | 18% | 27% | 23% | 14% | 14% | 18% | 14% | 9% | 9% | 9% | 14% | 18% | |
| 25% | 33% | 29% | 21% | 42% | 21% | 17% | 33% | 21% | 17% | 38% | 29% | 13% | |
| 14% | 14% | 29% | 14% | 14% | 0% | 0% | 14% | 14% | 29% | 0% | 14% | 43% | |
| 9% | 8% | 22% | 13% | 18% | 14% | 13% | 13% | 17% | 15% | 14% | 19% | 17% | |
| 10% | 8% | 19% | 13% | 22% | 20% | 13% | 17% | 23% | 13% | 15% | 23% | 17% | |
| 6% | 13% | 13% | 19% | 19% | 44% | 19% | 25% | 63% | 19% | 25% | 25% | 25% | |
| 0% | 0% | 17% | 0% | 17% | 33% | 33% | 0% | 17% | 17% | 0% | 0% | 0% | |
| 0% | 11% | 11% | 11% | 11% | 0% | 0% | 22% | 11% | 11% | 0% | 11% | 11% | |
| 14% | 0% | 14% | 14% | 14% | 14% | 14% | 14% | 0% | 43% | 14% | 29% | 43% | |
| 0% | 0% | 8% | 0% | 15% | 0% | 0% | 23% | 8% | 0% | 8% | 23% | 15% | |
| 14% | 2% | 30% | 14% | 23% | 19% | 16% | 21% | 28% | 7% | 21% | 26% | 16% | |
| 0% | 40% | 20% | 0% | 40% | 0% | 0% | 0% | 40% | 40% | 0% | 20% | 0% | |
| 7% | 4% | 7% | 19% | 26% | 15% | 11% | 11% | 7% | 11% | 11% | 22% | 15% | |
| 14% | 29% | 14% | 7% | 29% | 36% | 7% | 21% | 29% | 21% | 21% | 29% | 14% | |
| 40% | 20% | 60% | 20% | 40% | 20% | 20% | 0% | 0% | 20% | 0% | 0% | 20% | |

Collecting qualitative data by one open question

“What kind of changes or actions in teaching, supervision or services in your school, programme, or in university would help you to improve your well-being?”



I would also like constructive feedback on good performance. Sometimes I also want flexibility with regard to returns since xxxx. However, it is often mentioned that delays are rejected

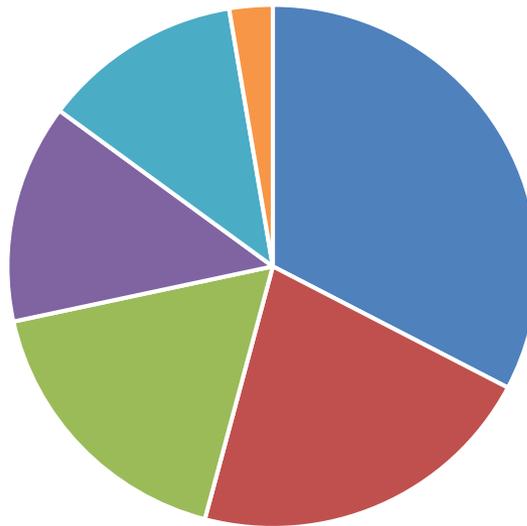
• Student MSc 3048

To be honest, I would really appreciate more feedbacks or even correction sessions concerning labs and projects during the class. Sometimes, I really have the feeling that you produce something, spend a lot of time and efforts in a homework and just get a grade at random, 2 months after. Even sometimes after the exam and after the end of the course period. What for now? Why should we care? I did care a lot for grades, still do a bit to be true. However, I am much more interested in learning. I am curious and really, really love to learn. I hate it when I just receive a grade and not even a comment. I want to know what the teacher think about the performance. Above all, what I did wrong, all my mistakes so that I can learn from it, grow bigger, wiser from this experiences. Right now, I have the feeling that those homeworks, those ongoing assignments are not here to help you learn but to assess your skills and understanding like a final exam would do. They become stressful and useless. Or else, it is the exam in the end that becomes superficial.

Master STUDENT 38 2018

BIZ 2019 AllWell

2019 BIZ 180 open responses



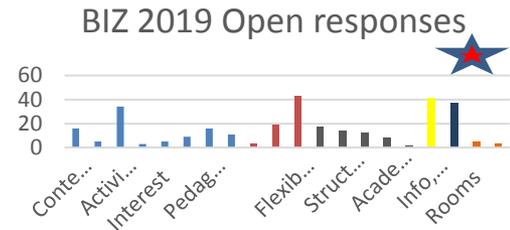
■ 1 TEACHING ■ 2 ASSESSMENT ■ 3 CURRICULUM ■ 4 INFORMATION ■ 5 COMMUNITY ■ 6 UNIVERSITY

Mostly, the students suggest Course-level improvements, (Teaching ja Assessment), but also programme level (Curriculum) and university level (University) structures and arrangements are mentioned. ehdotukset.

Supervision or guiding (Information) is mostly mentioned in sense of lacking information, but also support in learning is there.

The experiences concerning values, sense of belonging, students as partners, how students feel that their feedback is considered are grouped together (Community).

Community / "Students as partners"



Feels as if the space between students and proffs is distant. The Study programme could organise joint activities e.g. Christmas card making evenings, etc. Which students and Proffat welcome.

BIZ MSc 2019

More to greet professors and students. Reduce the perceived gap.

BIZ 1282

It Would be a good thing to be able to somehow follow the fact that professors and lecturers actually learn something from the course feedback, and not just to continue their own best habits. It is Too much to hear that almost all participants write feedback about the same shortcomings and bad practices, but they still pull the course from one year to the next.

BIZ BSc 1820

" Adding feedback would help you learn and understand what you did wrong, and then you do n have to think about it yourself. Most of the xxx courses only get a rating, and nothing else "

Master Student id10 2018

..., individual response and suggested improvement.

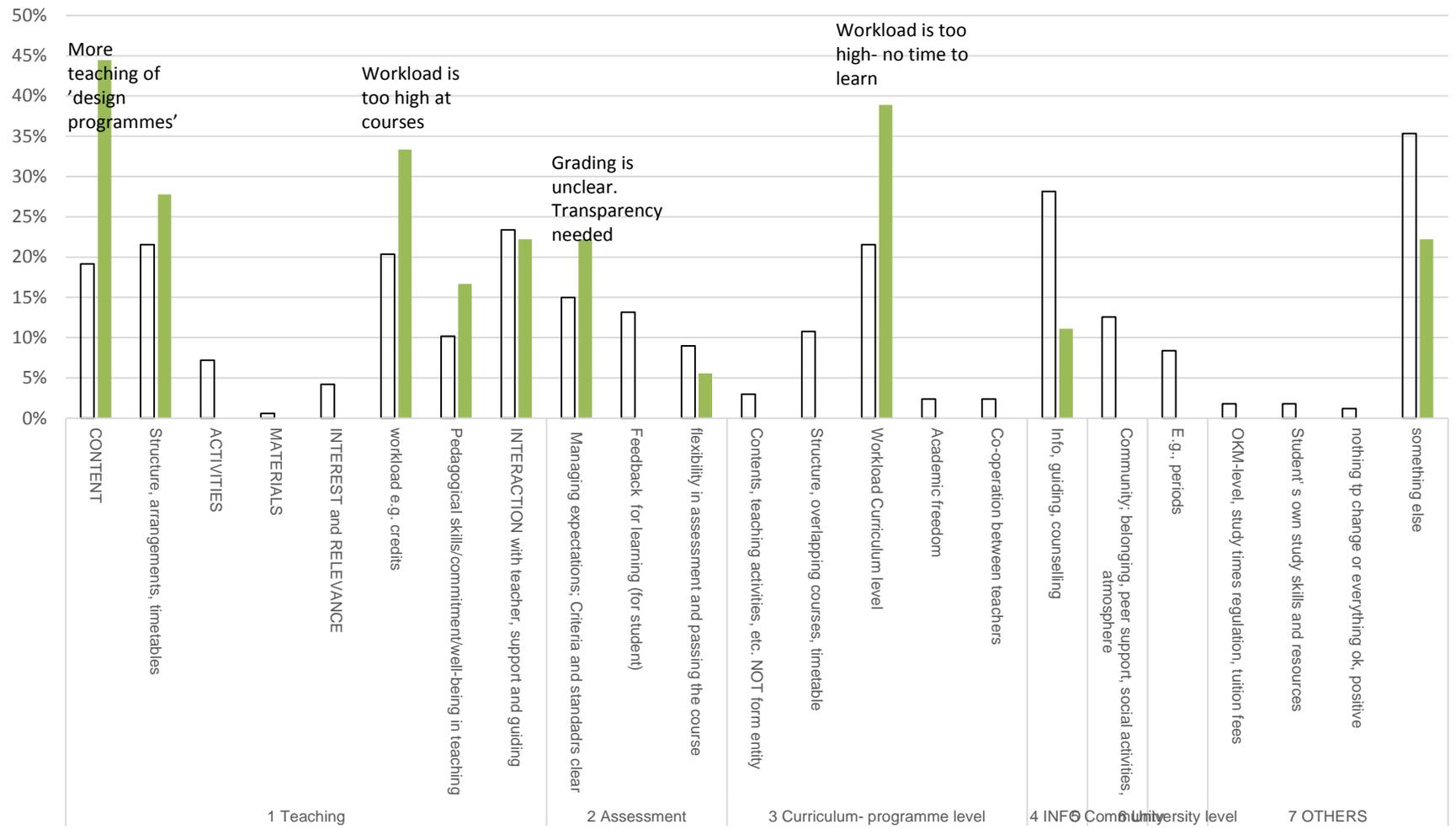
Master Student id21 2018

Being an international student I didn't have knowledge of Finnish education system and what the teacher expects here in the exam. and I learnt this when I didn't get good grades against my expectations me what does a teacher expects.... A solution should also be provided after exam so that there is a standard with which one can compare himself.

Master Student id59 2018

'Clearly stating assignments and getting feedback from teachers - that applies luckily only to few courses I had''

Mentioned in % of answers



ARTS ALL
 ARTS Arkkitehtuuri BA

- *" Alternative ways to conduct courses, not just all one and the same formula, even more than just 100% of the exam emphasis would remove the tutor's stress and bring value to the work done during the course "*
- *'The feedback could also be more accurate and varied; course number without explanations / suggestions for improvement is frustrating because it will not be able to improve for the first time. "* ARTS BSc
- *There is no feedback from all jobs, either at all, or at least during the course. The feedback helps the student to understand if he has learned the right thing and where to develop it. Returning jobs to a "black hole" in order to make the performance mark really foolish !!! BIZ*
- *Encouraging communality with courses rather than competition in grades, clear criteria of criticism, emphasis on cooperation and entrepreneurship and analyticism.*

- *" ... I have found courses required for the performance of which time does not match the reviews. This means a situation where, for example, 75% of the time spent on the course goes to the exercises but in the evaluation the weight of the assignments is well below 50%. In the worst case, 0% and the grade is determined solely on the basis of the Examination Exam. "* ELEC Student 2018
- *Opportunity to substitute exams for example with learning diaries, exercises, etc. "* ENG BSc
- *Courses should be some kind of interim review of the progress of a student at each course. It would probably help to raise your own investment in the course before the exam.* ENG BSc
- *Clearly tell FIRST what the course requires to get the rating x.* SCI BA
- *'The feedback could also be more accurate and varied; the course number without explanations / suggestions for improvement is frustrating because it will not be able to improve for the first time. "* ARTS
- *" I would like more personal feedback on my studies and more guidance especially in Master's degree studies. I feel that at the Master's level students are left to their own merit, and for example, the thesis is not adequately instructed "* CHEM MSc
- *" More feedback. If something is left unclear and it is asked, then the student should not be lynched but rather explained "* CHEM MSc 70

Findings based on qualitative data

- **Students are interested and engaged in learning *for future***
- **Students are frustrated if they feel that teaching, *assessment methods*, too tight schedules, curriculum or other practices do not help (or let) them to learn *for future***

ASSESSMENT PRACTICES FOR CURRENT AND FUTURE LEARNING

- Demand of variety to assessment methods: rewarding also for doing, for the process, for creativity (What are the ILOS).
- Also self-assessment for to understand the standards and criteria.
- *(Current evaluation methods don't always support learning; focus is on performance. Students feel they don't get enough feedback to be able to learn and develop)*

GROUP

1 Karen Buurmans-Niemi Design Process /Product
Juanjo Galan GIS excercises Master
Meri Kuikka team work in multidis teams

2 Andriy Shevchenko
Shiavats Khajavi
Samuel Marchal
Maryam Roshan

3 Salu Ylirisku
Dina Mosselhy
Natalia

(Rainhard Findling, travel)



Aalto-yliopisto

Peer-Assessment

Why do we use peer-assessment?

TASK: Discuss, design, suggest assessment practices for a course. Three different courses or contexts.

Focus on the question: **How to use peer-assessment/peer feedback in the course?**
For grading? For to get/give feedback?

1. Discuss what the student should learn. Name some targets.
2. Discuss about how to grade, so, how to assess that the students have achieved the intended learning outcomes.
3. How the students are engaged with the rubrics?
4. How to organize peer-assessment?

Give one or more solutions. In the end, make a poster. Discuss together what are the main points you want to present to the others in 5-7 minutes

In groups: Peer-Assessment

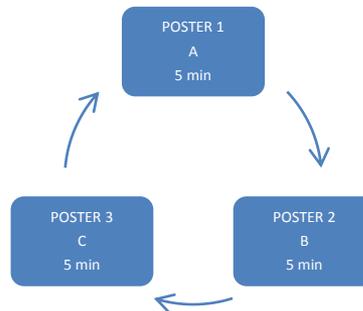
TIMETABLE: Working 30 min, Presenting 30 min

Working: In each GROUP 1-3, label the members A,B,C

- Design and plan the contents together

Presenting: 15.00 poster presentation, "Gallery walk" in new groups.

- During the walk each member will present own poster



GROUP 1 Design Course – working in groups

TASK: *How to use peer-assessment/peer feedback in the course?*

1. Discuss what the student should learn. Name some targets.
2. Discuss about how to grade, so, how to assess that the students have achieved the intended learning outcomes.
3. (Rubric is available, you can modify.)
- 4. *How the students are engaged with the rubrics? WHAT KIND OF TASK? WHEN? SHOW IT in timetable***
- 5. *How to organize peer-assessment?***

Give one or more solutions.

In the end, make a poster. Discuss together what are the main points you want to present to the others in 5-7 minutes

1 week

2 week

3 week

4 week

5 week

6 week

7 week

GROUP 2: Master course with the final product 'poster'

TASK: *How to use peer-assessment/peer feedback in the course?*

1. Discuss what the student should learn. Name some targets.
2. Discuss about how to grade, so, how to assess that the students have achieved the intended learning outcomes.
3. (Rubric is available, you can modify.)
- 4. *How the students are engaged with the rubrics? WHAT KIND OF TASK? WHEN? SHOW IT in timetable***
- 5. *How to organize peer-assessment?***

Give one or more solutions.

In the end, make a poster. Discuss together what are the main points you want to present to the others in 5-7 minutes

1 week

2 week

3 week

4 week

5 week

6 week

7 week

Lecture course. The final product is 'Learning Diary' (small group) or 'Exam' (large group)

TASK: *How to use peer-assessment/peer feedback in the course?*

1. Discuss what the student should learn. Name some targets.
2. Discuss about how to grade, so, how to assess that the students have achieved the intended learning outcomes.
3. (Rubric is available, you can modify.)
- 4. *How the students are engaged with the rubrics? WHAT KIND OF TASK? WHEN? SHOW IT in timetable***
- 5. *How to organize peer-assessment?***

Give at least 2 solutions (exam/learning diary)

In the end, make a poster. Discuss together what are the main points you want to present to the others in 5-7 minutes

1 week

2 week

3 week

4 week

5 week

6 week

7 week



Aalto-yliopisto

POSTERS

Separate figure files attached into MyCourses

Questions Concerning our Course?

15th May Dead line for assessment rubric with plan + reference to at least 2 papers

- 2 papers to read before last session; either any of those in the course materials, or you can find the papers by yourself

*Assessment & Evaluation in Higher Education,
Studies in Educational Evaluation*

Learning@Aalto - Assessment for Lifelong Learning



When

22.5.2019 11:00 – 16:00

Registration

Free Entrance

Event language(s)

English

Where

[A Grid](#)
Otakaari 5

22.5.2019 Aalto Learning@Aalto - Assessment for Lifelong Learning
Interested in to participate in planning the Assessment Workshop?
Your rubrics ? Could you share them?



Assessment guides student learning

Teacher perspective

Intended Learning Outcomes

Assessment

Student perspective

Assessment

Teaching methods

What the student does

Learning strategies

Learning Outcomes



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 | |