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Aalto-yliopisto



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

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My Research: See TUHAT
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AllWell- Research-based Questionnaire

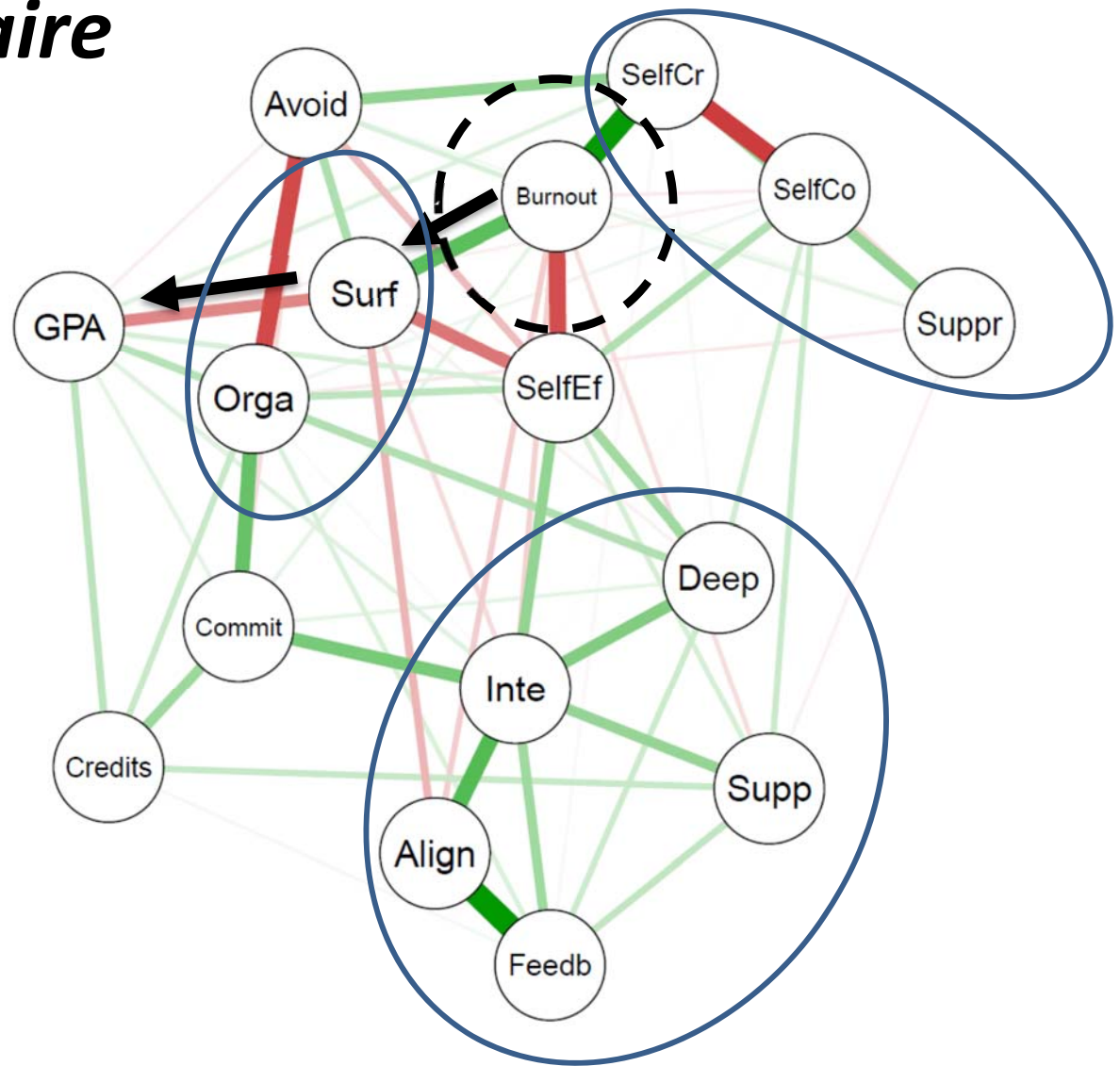
- Target group: 1st year master's and 2nd year bachelor's students.
- 75 likert scale questions concerning
 - Approaches to learning
 - Teaching
 - Peer support (learning environment)
 - Students' own resources

AllWell questionnaire

Network analysis

For to understand study-related risk of burn out it is essential to understand how student views oneself:

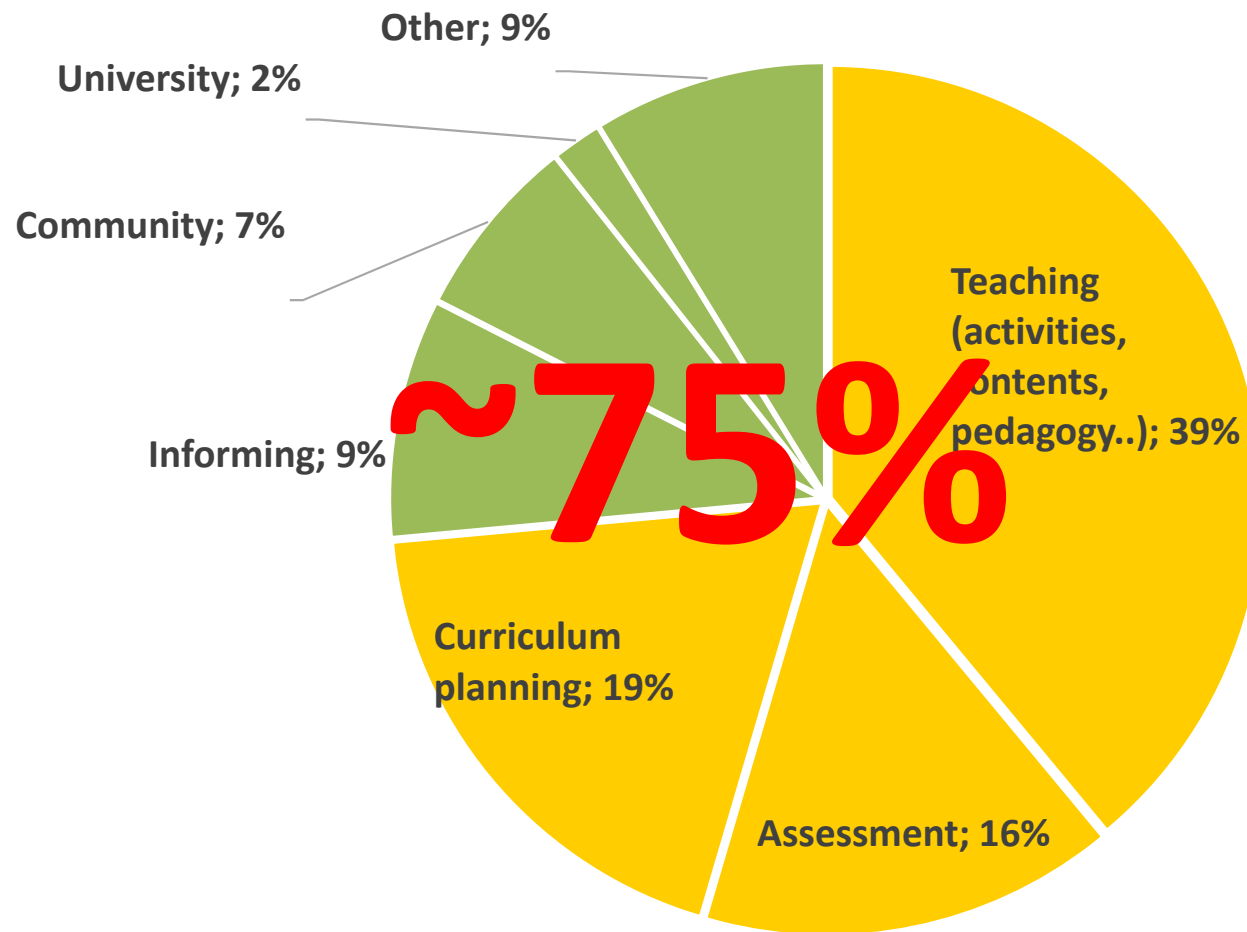
- 1) Difficulties in manage studies and understand the links between contents (surface)
- 2) Does not believe that oneself can success and learn (SelfEfficacy)
- 3) Does not accept failing or not being 'best' (SelfCriticism)



Collecting qualitative data:

“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?”

AllWell? 2019 open responses, N=951



***More direct and
written feedback
from teachers***

Master Student id10 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

***..., individual
response and
suggested
improvement.***

Master
Student id21 2018

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

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

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)

ASSESSMENT PRACTICES FOR CURRENT AND FUTURE LEARNING – 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 ***assessment practices with timely feedback (feedback before grading)***

1 Birenbaum, 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

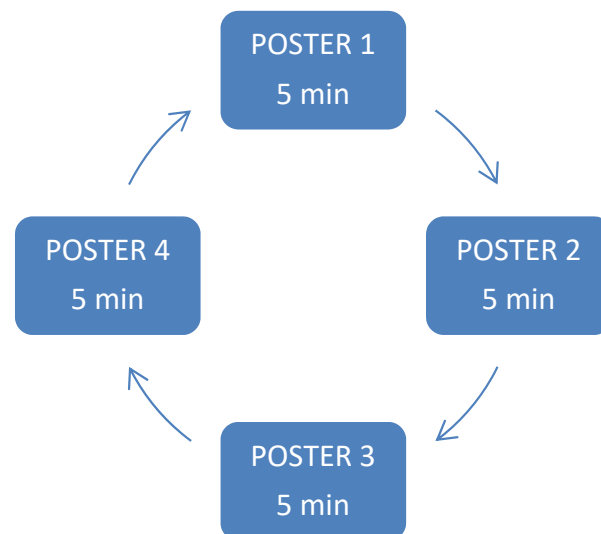
See Virtanen et al 2014



In groups: How to give timely feedback?

TIMETABLE: Working 20 min, Presenting 20 min

- Make a poster together
- "Gallery walk" in new groups. In poster walk presentation each member will present own poster



TASK: Discuss, design, suggest assessment practices for a course.

Focus on the question, **how to give timely feedback.**

But discuss also how to grade, so, how to assess that the students have achieved the intended learning outcomes.

Make a poster, and discuss together what are the main points you want to present to the others in 5 minutes

1 :How to give timely feedback for students taking large class, first-year lecture-based course?

- Discuss, design, suggest assessment practices for a course.
- Discuss what are the typical challenges.
- What are potential assessment methods for judgemental or developmental purposes?

Here, you can also suggest any assessment methods that are not usually used.

TASK (Poster 2): Discuss, design, suggest assessment practices for a course.

Focus on the question, how to give timely feedback.

Discuss also how to grade, so, how to assess that the students have achieved the intended learning outcomes.

2) Group working skills are one of the core competences included in both bachelor and master degrees.

How to assess group working skills? How to give timely feedback for group working skills for first-year students?

TASK: Discuss, design, suggest assessment practices for a course.

Focus on the question, how to give timely feedback.

But discuss also how to grade, so, how to assess that the students have achieved the intended learning outcomes.

- 1) Large class, first-year lecture based course
- 2) Group working skills, first-year students
- 3) Group working skills, fifth-year students
- 4) Major studies, graduating master students

The intended learning outcomes of the course says, e.g., that after taking the course student has an ability:

- to use expertise/disciplinary knowledge in resolving multidisciplinary problem,
- to create new solutions.

TASK (Poster 3): Discuss, design, suggest assessment practices for a course.

Focus on the question, how to give timely feedback.

Discuss also how to grade, so, how to assess that the students have achieved the intended learning outcomes.

3) How to give timely feedback about group working skills for fifth-year students?

How the group working skills could be assessed?

Here, you can suggest any assessment methods that are not usually used.

4 : How to give timely Discuss, design, suggest assessment practices for a course.

- *The intended learning outcomes* of the course says, e.g., that after taking the course student has an ability:
 - to use own expertise/disciplinary knowledge in resolving multidisciplinary problem,
 - to create new solutions.

What are potential assessment methods for grading?

Here, you can suggest any assessment methods that are not usually used.

Literature

- 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.
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More references for modern assessment, see the literature in: Virtanen, V., Postareff, L. & Hailikari, T. 2015 Millainen arviointi tukee elinikäistä oppimista? Yliopistopedagogiikka. 22, 1, 1-11. (Abstract in English How to reform assessment practices for lifelong learning?)

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Extra materials



We have a problem!

PROBLEM: The risk for burn out is high at Aalto among students

ONE SOLUTION concerning teaching:

Programmes can focus on assessment methods, practices and culture for to change them so that student involvement is increased

(impact on self efficacy beliefs)





Assessment tasks to give feedback

1. **Assessments tasks designed for *to facilitate*, by giving timely feedback**
 - e.g., diagnostic tasks so that both students and teachers know the level of students' prior knowledge
 - e.g., peer feedback before grading the project, transparency in criteria
2. **Assessment tasks designed to enhance future learning**
 - e.g., self-assessment based on criteria, also skills such as creativity, risk-taking, competence and willingness to ask questions included
3. **Tasks for testing current learning (almost all methods at present)**

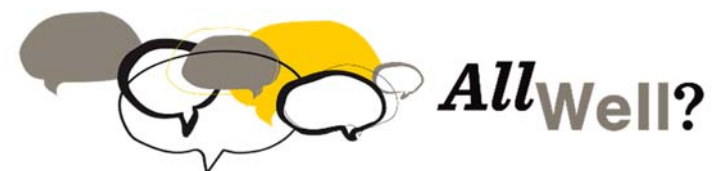




Why to involve peer assessment or self-assessment?

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



Open RESPONSE ABOUT GROUP WORKING

“Lot of group work doesn't bring learning and togetherness or give you a way of working in groups in work places. Instead, the group works are just causing people not to like the studies and frustrated with each other. This needs to be fixed somehow. And some of the compulsory courses, students who want to learn from and students who just have to do them, doesn't make a good match.” MSc Students2018 xx