Assessment *for* and *of* Learning

Second Third Contact Session, 19.11.2018, 12:15 – 15:45
Theme 'Conclusions and Assessment Programme'
Viivi Virtanen, Pedagogical Specialist

Assessment *for* and *of* Learning

1. What is the purpose of self- and peer assessment?

2. How to engage students with standards and criteria. Wellbeing

3. When and how to use self- and peer assessment?

12:15-13:30 Responses to the questions
13:30-13:45 Rubrics and sharing

14:00-15:15 Assessment program
15:15-15.45 Conlusions & N

Figure 1. Results of the primary meta-analyses for the non-intellective correlates of GPA: r^+ and 95% confidence intervals.

6.
Do you procastinate?

1. Do you have enough prior knowledge?
High school GPA: r=0,40 and see Hailikari 2009.

1.
Do you trust yourself as a learner?

2.
Are good grades import for you?

3.
Can you regulate your effort when you face challenges?

4.
Are you having test anxiety?

7.
Can you manage your time?

8.
Are you smart enough?
(Test intelligence: r=0,20)

5.
Can you regulate your learing technique?

Richardson et al. 2012 Psychological Correlates of University Students' Academic Performance: Meta-analysis

Individual work 15 minutes

Conclusions/Input from the papers – Individual working 15 min

1 What are the 2 papers you read? What are the main points or conclusions of the papers you read?

Write down in MyCourses Wiki (on left 'From Literature), or use paper-and-pen.

2 Did you get some insights into your own plan? How did the papers supported your work? Or any additional or valuable insights into others' plans?

12:30-13:45 Rubrics and sharing

3rd Contact Session
Assessment of and for Learning

GROUP 1 Jaakko Siltaloppi, Eeva-Leena Rautama, Mia Liljeström

GROUP 2 Kirsi Yliniemi, Naveed Tabassum, Yu Xiao, Salvatore

GROUP 3 Annika Hulten, Ville Jokinen, Antti Kuusinen,

GROUP 4 Olli Seppänen, Hanna-Riikka Hakala, Anton Kuzyk, Ramzy Abdelazis

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							

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

3. ASSISTANT:

Add your comments, participate the discussion, but

take care of time, write down the memo for the teacher

Discussion 20 MIN

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

Working in groups

- Take one of the courses you have discussed. Think about other courses in the programme; what kind of assessment practices there should be in other courses around; what are the main competencies that the assessment practices support

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 Congess, Madrid 2014

Medical: competencies as 7 roles (CanMEDS)	Veterinary professional: competency framework (Bok et al. 2011)
Medical expert Communicator Collaborator Manager Health advocate Scholar Professional	Veterinary experise 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/behave may 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
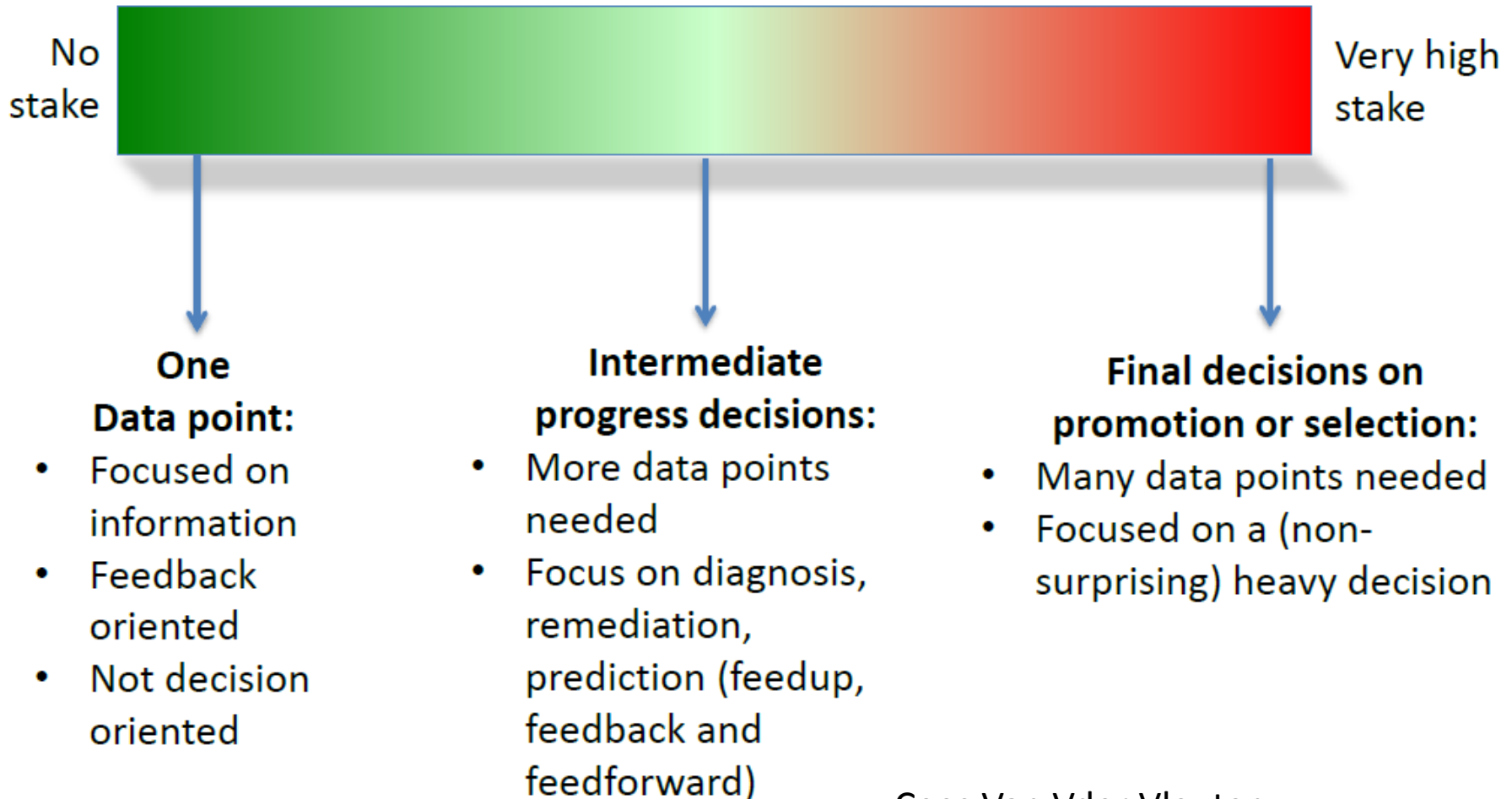
What to do?

- A curriculum is a good metaphor;

in a program of assessment:

- – Elements are planned, arranged, coordinated
- – Is systematically evaluated and reformed

- But how? (the literature provides extremely little support! But see the references)
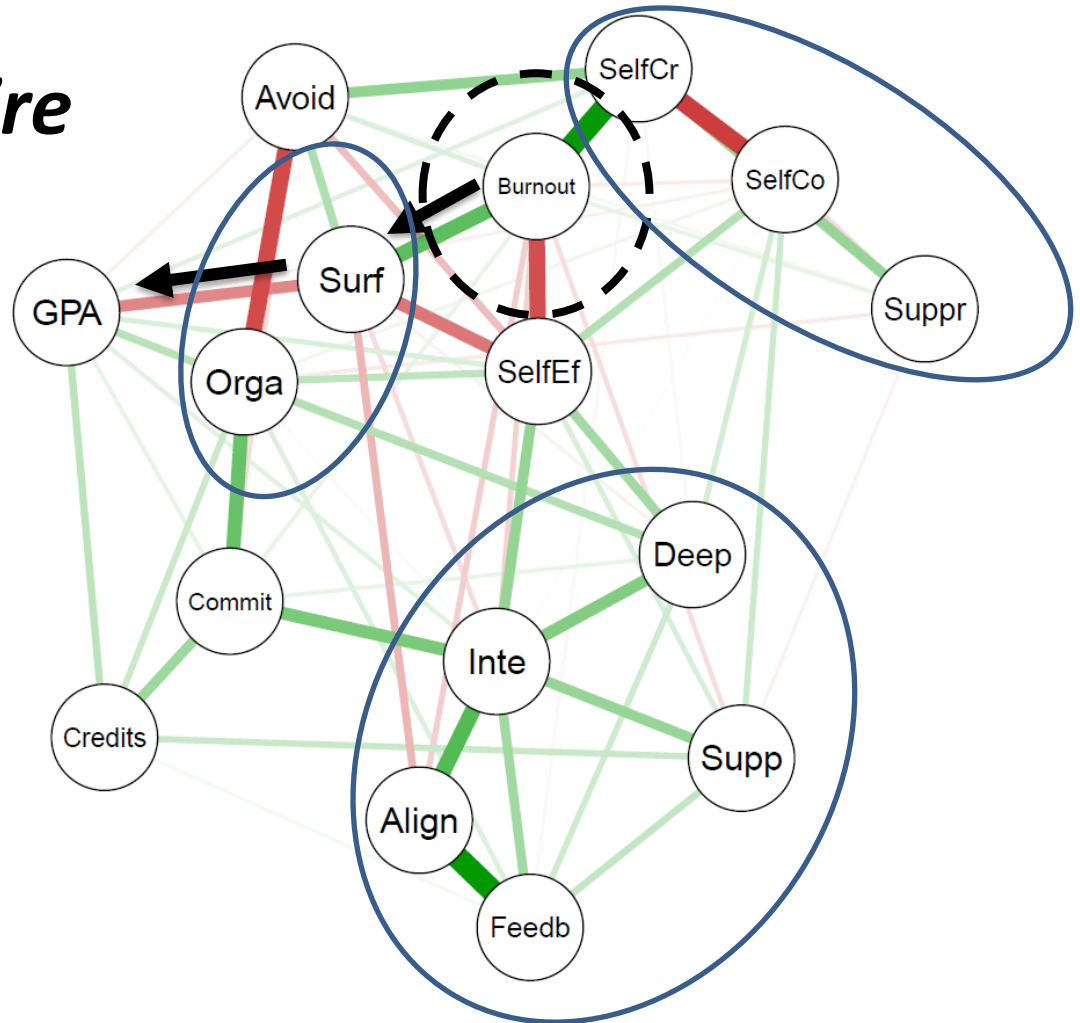
Competence based

	A	B	C	D	E	F
Course 1						
2						
3						
4						
5						

Continuum of stakes,
number of data point and their function

No stake

Very high stake

One Data point:
- Focused on information
- Feedback oriented
- Not decision oriented

Intermediate progress decisions:
- More data points needed
- Focus on diagnosis, remediation, prediction (feedup, feedback and feedforward)

Final decisions on promotion or selection:
- Many data points needed
- Focused on a (non-surprising) heavy decision

Cees Van Vder Vleuten
Keynote Assessment

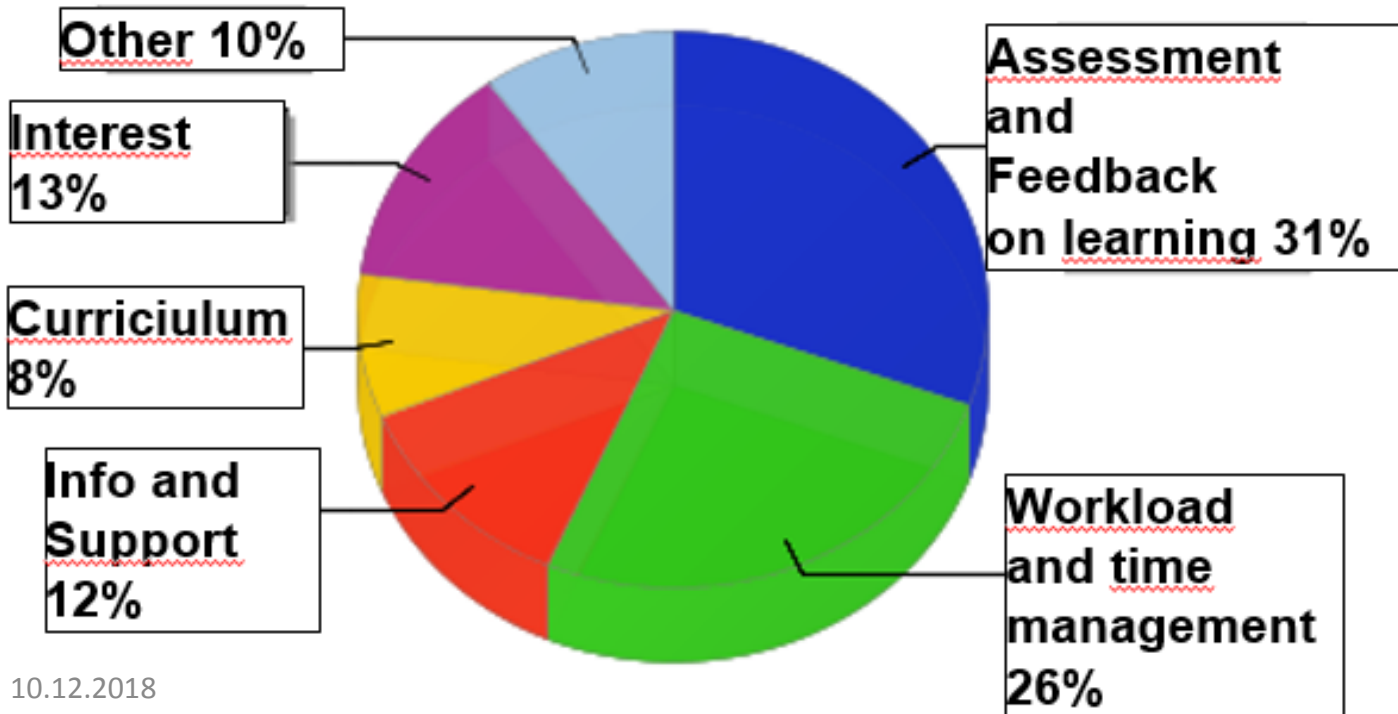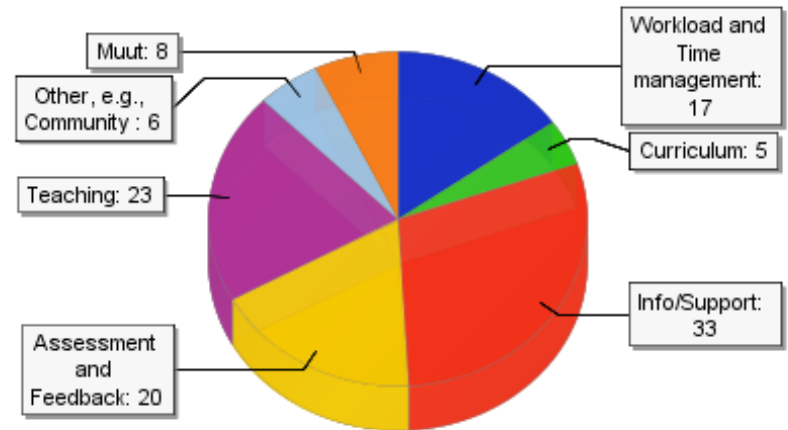# Student Well-being 'All*Well* questionnaire Network analysis

One open question for the first time in 2018:

"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?"

Students' perception of improving their S Wellbeing

DATA: 88 responses

one master programme

Muut: 8
Other, e.g., Community : 6
Teaching: 23
Assessment and Feedback: 20
Workload and Time management: 17
Curriculum: 5
Info/Support: 33

Other 10%
Interest 13%
Curriciulum 8%
Info and Support 12%
Assessment and Feedback on learning 31%
Workload and time management 26%

What teaching or university can do?

- **WORKLOAD – CURRICULUM PLANNING**

Workload, overlapping of courses or tasks, difficulties in study planning; partly related to the fact that overall planning of teaching has not been planned together (planning done on course-level instead)

- **LEARNING AND TEACHING ACTIVITIES**

*Planning of teaching and evaluating methods from the point of view of student's learning path*

A? Aalto-yliopisto

A!
Aalto-yliopisto

Conclusions 15.15-15.45

Discuss in pairs and write down on the whiteboard:

What did you learn? What didn't you learn? (your learning objects and the course's were not aligned)

1. First, take your place according to your learning experience in genereal in the course
2. Second, discuss in pairs, trios, in quarts
3. Third, discuss about the reasons, below
4. Together (Viivi comes back after 10 minutes)
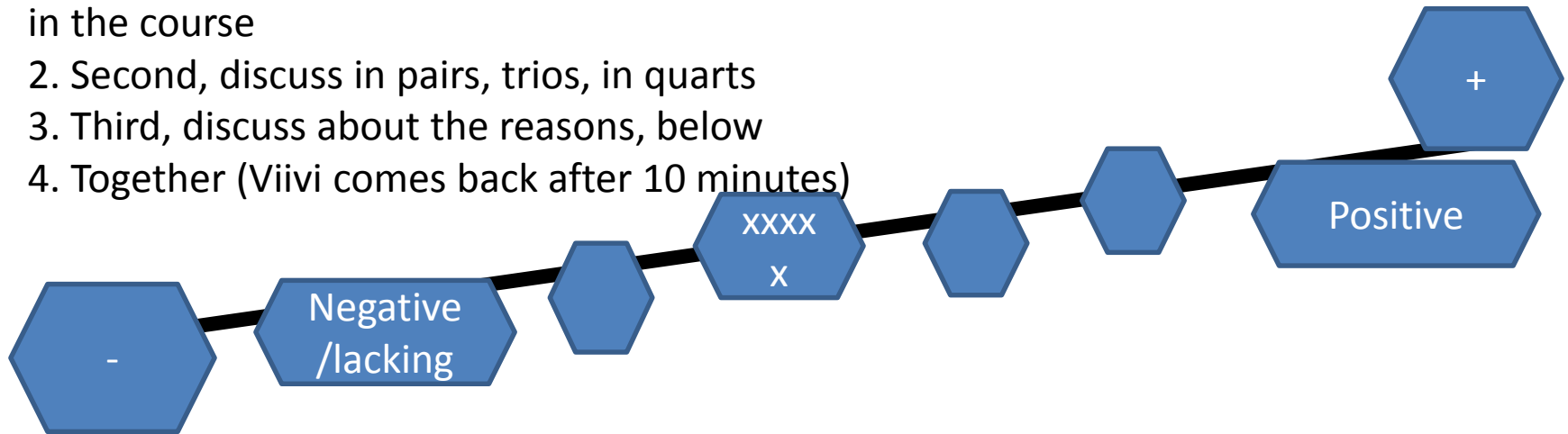
Discuss about the reasons, e.g.:

1) What the student does? Own learning strategies, effort, time management, motivation etc.

2) What the teacher does? The course structure, the activities involved, the assigments etc.

- Formative assessment/assessment of master thesis
- 3 (self peer) +
- + 2 (thesis, normal assessment)

Next steps for additional 2 credits to do

1.1.2019-31.5.2019

First a plan with a suggestion about how you would like to share the experiences of peer/self/other assessment into MyCourses, dead line 31.1. 2019

The activities

1) Implementation

2) Reflection in peer groups 2 hours with Viivi

3) Sharing to the community, e.g. ,

a) one group could organize workshop in May in 'Learning Gala'

b) assessment workshop for the academics in your school/main/programme with Viivi and IT

c) other way e.g. international contexts.

19.12.2018 Aalto Learning Gala 9-16

- 10:00-12:00 Interactive walk-in workshop on assessment for learning. Share your vision of future. Contribute in creating what we want to achieve in Aalto. Is it a matter of trust, care and learning? Facilitators: Venla Virtakoivu and Viivi Virtanen

- Interested to come there to show your plan **with rubrics**?

- Can I show the rubrics? In MyCourses 'common' course area for Assessment?

References

- Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin, 138*(2), 353-387. http://dx.doi.org/10.1037/a0026838

- Ten Cate, O. & Scheele, F. 2007. Competence Viewpoint: Competency-Based Postgraduate Training: Can We Bridge the Gap between Theory and Clinical Practice? *Acad Med*, 82, 6: 542-547.

- Ten Cate, O. , Snell, L. & Carpaccio, C. 2010. Medical competence: The interplay between individual ability and the health care Environment. *Med Teach*, 32: 669–675.

- Ten Cate, O., Young, JQ. 2012. The Patient Handover as an Entrustable Professional Activity: Adding Meaning in Teaching and Practice. *BMJ Quality and Safety* 2012 21: i9-i12. doi: 10.1136/bmjqs-2012-001213.

- Ten Cate, O. 2013. Nuts and Bolts of Entrustable Professional Activities. *J Grad Med Educ*, 5(1) March: 157-158.

- Dannefer, EF., Henson, LC. 2007. The portfolio approach to competency-based assessment at the Cleveland Clinic Lerner College of Medicine. *Acad Med* 82(5):493-502.

- 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.

Thank you!

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 *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, 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	