



ASSESSMENT OF/FOR/AS LEARNING

FULL DISCLOSURE

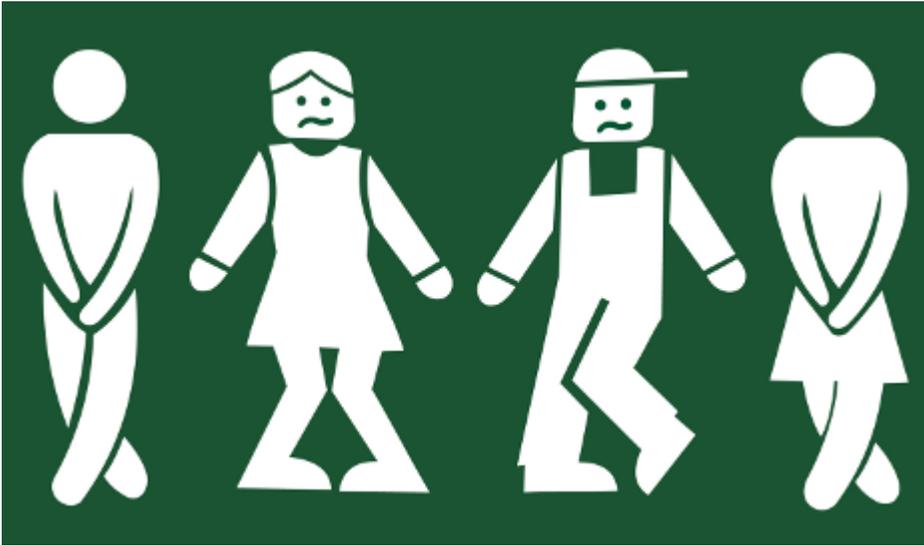
I am not an expert



TEACHING EXPERIENCE

SANTIAGO
CORK
GALWAY
NEWCASTLE-UPON-TYNE

TOKYO
GUANGZHOU
HANOI
SYDNEY
MELBOURNE





Inclusion in higher education: an analysis of policy, good practice and attitudes at one Melbourne University

Universal Design for Learning

Multiple Means of Representation

Multiple Means of Expression



Multiple Means of Engagement

OVERVIEW

health warning: this session will likely create more questions than answers.

01

REFRAME

Ways of thinking about
assessment

02

REIMAGINE

Assessment as a way to
#igniteteaching and your
students' learning

03

RENEW

Renew links between
colleagues or create new links
share thoughts



Be part of the conversation.

Log into:

https://padlet.com/briony_supple/assessment or use the QR code provided

Feel free to post comments or questions

Also Tweet your ideas/reflections – let's keep the conversation going!
#igniteteaching @dr_briony

SUMMATIVE

EXAMPLES:

Students self-assess and receive a grade for this judgement.

Students and staff both grade the work (summative co-assessment).

Students self-review and/or peer review to make a judgment (critical evaluation) of their work.

Students judge their work based on holistic or analytic criteria, or by comparing exemplars.

Students collaborate to develop their own shared assessment criteria.

EXAMPLES:

'High stakes' graded end or mid semester exam, project, essay.

GPA grade/degree classification.

'Low stakes' graded in-class participation; MCQs online primarily for feedback purposes.

Written/oral feedback to students; Staff-student dialogue; Feed-forward (actions to improve); Early feedback to staff to improve teaching.

Students request feedback based on their self-monitoring.

Teacher
is responsible,
is decision-maker

High Stakes

Student
is responsible,
is decision-maker

Low Stakes

LEARNING

Assessment OF Learning
To demonstrate achievement

Assessment AS Learning
To self-regulate and critically evaluate

Assessment FOR Learning
To give feedback on learning and teaching

FORMATIVE

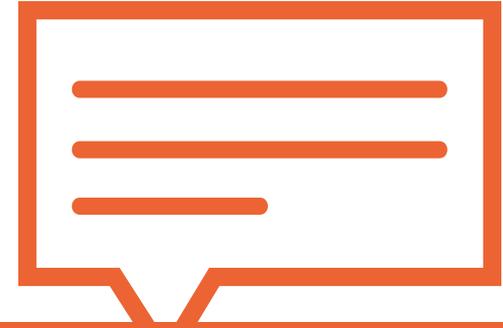
What main question do you have about assessment?



Themes:

- * Focus on the summative
- * Isolating teaching from assessment and other contextual factors
- * Transforming practice through assessment

What main question do you have about assessment?

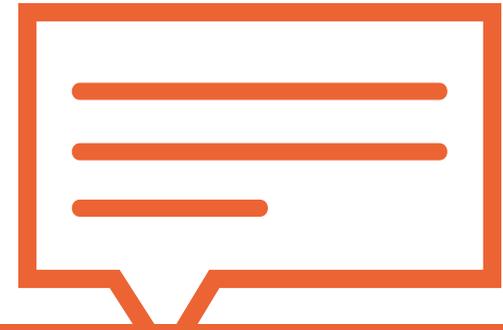


Theme 1: Focus on the summative

How difficult should assessments be? (i.e. What considerations influence the desired distribution of grades?)

How do you assess something you are teaching when there are no exams/assessments?

What main question do you have about assessment?



Theme 1:

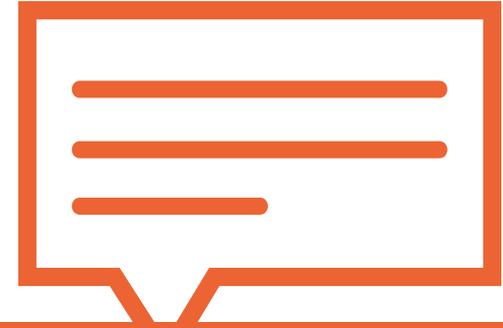
*** Focus on the summative**

Health warning:

Reframing assessment may cause you to consider not relying on summative assessment.



What main question do you have about assessment?



Theme 2:

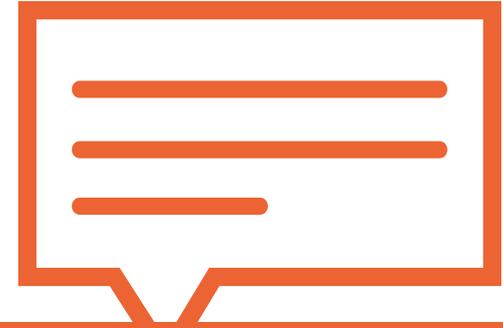
Isolating teaching from assessment and other contextual factors

I am new to teaching. I would like to know where I should start with assessment?

What tips for assessing clinical competency?

How can I assist students to demonstrate their learning effectively in an assessment?

What main question do you have about assessment?



Theme 3:

Transforming practice through assessment

How can I assist students to demonstrate their learning effectively in an assessment?

How to transform assignments results in effective changes in classes, activities, to the same and future students of that discipline/ module?

How can we make assessment genuinely authentic to development in a world of 'what is the 'right' answer'?



What is understanding?



"to perform flexibly with the topic – to explain, justify, extrapolate, relate and apply in ways that go beyond knowledge and routine skill. Understanding is a matter of being able to think and act flexibly with what you know"
(Perkins, 1998, p. 42).

Perkins, D. (1998) "What is understanding?" in Teaching for Understanding: Linking Research with Practice, ed. M.S. Wiske. San Francisco: Jossey-Bass. pp. 39–58.

Teaching for Understanding Exercise:

What do I understand really well?
How did I come to that understanding?
How do I know I understand the topic
chosen?

EXAMPLES:

playing the ukulele
chopping wood
riding a bike
cooking
knitting
drawing
playing tennis

List some of the ways you came to understand your chosen topic/pastime and discuss the implications of these for your teaching and your students' learning.

What kinds of evidence do you have for saying you understand your chosen topic/pastime/ etc ? What does this tell you about assessing student learning?



SO WHAT? QUICK AND DIRTY GUIDE TO TFU:

#2

THE PERFORMANCE VIEW

The performance view contrasts with the representational view of understanding, which claims that there is a definite representation of understanding, which teachers transmit, and which learners do or do not possess.

(McCarthy, 2008).

#1

PERFORMANCE

Perkins' argument hinges on a performance view of understanding.

(McCarthy, 2008).

#3

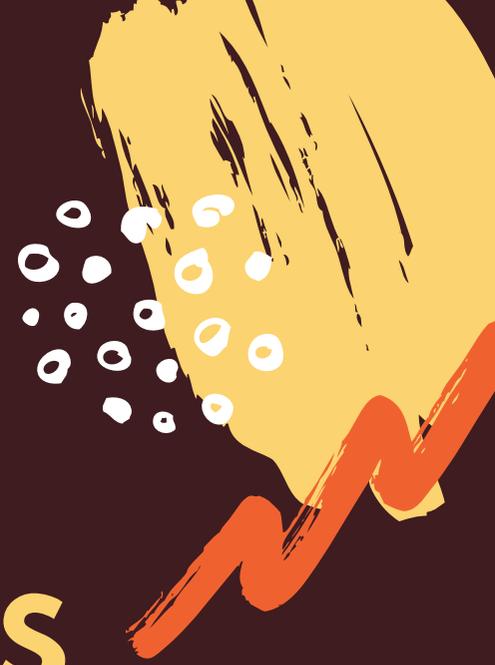
FLEXIBLE

The performance view of understanding is much more open and flexible... these are activities that go beyond rote and routine and challenge learners to demonstrate their understanding. (McCarthy, 2008).

#4

LEARNING OUTCOMES

these performances are learning outcomes in action – after all, learning outcomes indicate what students should be able to do by the end of a course (Kennedy, 2007, cited in McCarthy, 2008).



Teaching for Understanding Exercise:

What do I understand really well?
How did I come to that understanding?
How do I know I understand the topic
chosen?

#igniteteaching

https://padlet.com/briony_supple/assessment

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Your academic community & TfU:

[#TL6003tfu](#) 'learning by doing' - this iterative process is not only vital for the student but also for the teacher

Learning by trial and error is very effective. **Let's allow students to make mistakes** [#TL6003tfu](#)

retention of knowledge doesn't always constitute learning [#TL6003tfu](#)

Understanding develops from **practical experience**. Encourage students to reflect on their own experiences and learning [#TL6003tfu](#)

The topics I understand most fundamentally are those I needed to **apply to my own life/work** [#TL6003tfu](#)

Key to student learning is '**doing**', **practising & performing**. Learning from **previous mistakes & experiences** also helps @ionadbairre [#TL6003tfu](#)



SO WHAT?

What now?

How to 'do' TfU

Tools of assessment:

rubrics, exemplars, choice

Feedback cycles

GETTING A GLOBAL VIEW: GRAPHIC ORGANISER



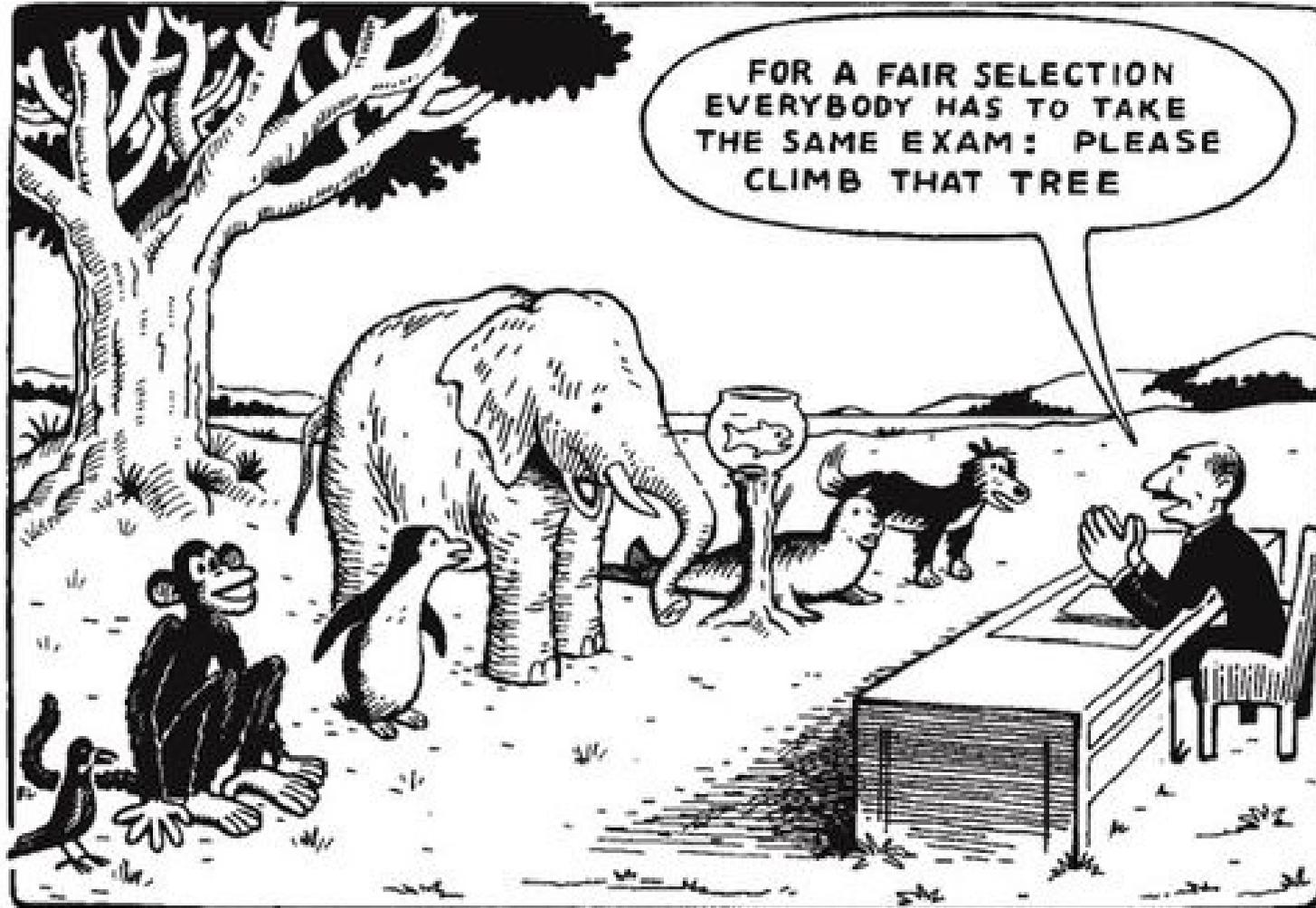
1. WHAT TOPICS ARE
WORTH UNDERSTANDING?

2. WHAT IS IT IN THESE
TOPICS THAT NEEDS TO BE
UNDERSTOOD?

3. HOW CAN WE FOSTER
UNDERSTANDING?

4. HOW CAN WE TELL WHAT
STUDENTS UNDERSTAND?

USING RUBRICS



FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE

GIVING CHOICE IN ASSESSMENT TASKS

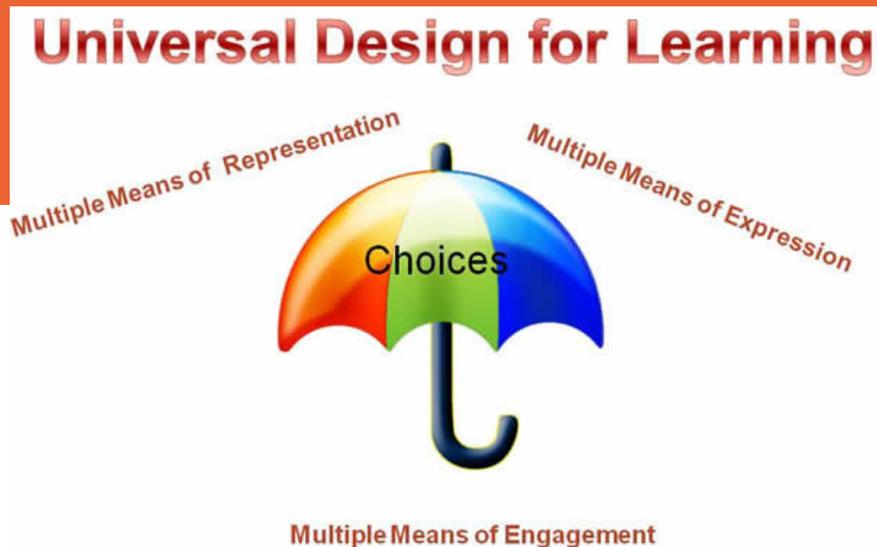
Assignment 1 Portfolio Entry 1 – Due Week 4

Discuss the following statement: 'A Teacher Affects Eternity; s/he can never know where his/her influence stops' Henry Brooks Adams: This is an opportunity to reflect on your teaching assumptions and beliefs.

This assignment is a Personal Reflection

If you choose to complete this as a written piece it should be no greater than 1500 words.

You may also choose to complete this work in an alternative format for example a video, a presentation or an audio format, with a running time of no longer than 5 minutes.





UDL in Universities

@UDLuni

Following



Great to see diverse #UDL assessments in the Advanced Biomedical Science Masters course at DMU @DMU_MScABMS @DMUDEanHLS @AbsterMo

Advanced Biomedical Science
MSc/PG Dip/PG Cert

Co-creation

Specialist Biomedical Lab sessions

Diverse assessments in line with UDL

State of the art research

Employability skills

Management skills

Public engagement skills

Experiential learning

Duration: One year full-time over three semesters, or part-time over two-three years

FEEDBACK

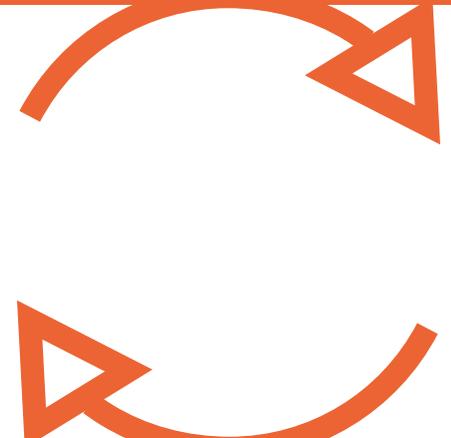
What mode? Only from the teacher? Consider also peer feedback.

Multiple, low stakes assessments for feedback – considering the use of CATs for example

Feedback can be given in public, by teacher or by peers

Can be audio rather than text-based

Needs to be timely so as to inform the next assessment – timing of activities is important for turnaround time considerations



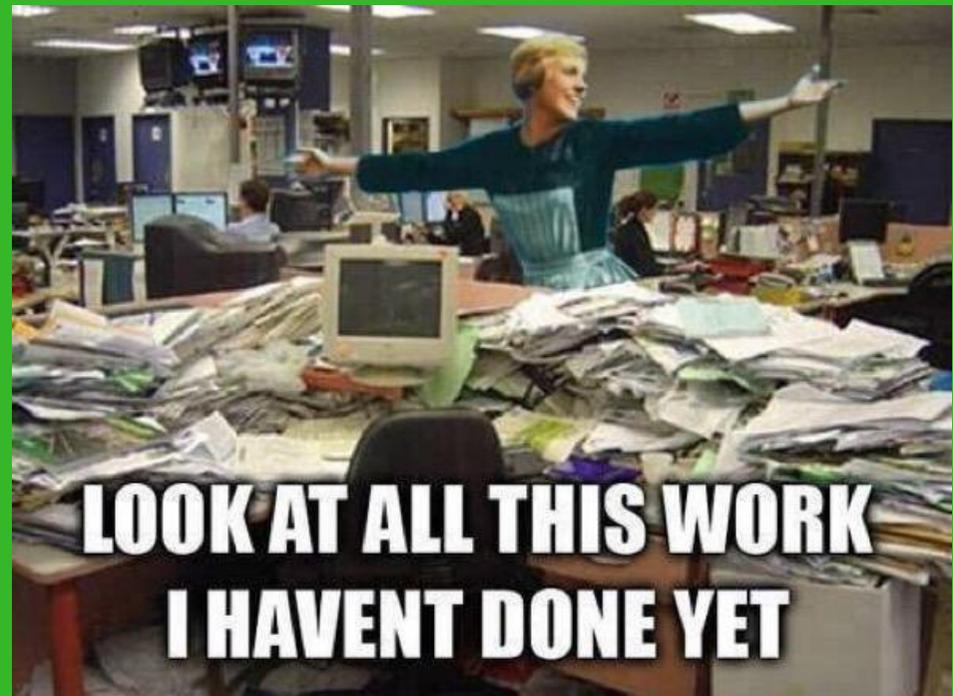
"I'm completely caught up."

Said no academic ever.



som^{ee}cards
user card

WELCOME TO REALITY



LOOK AT ALL THIS WORK
I HAVENT DONE YET

OVER TO YOU

health advice: starting small can make big changes

01

REFRAME

Ways of thinking about
assessment

02

REIMAGINE

Assessment as a way to
#igniteteaching and your
students' learning!

03

RENEW

Renew links between
colleagues or create new links
to continue ideas, share
thoughts

THANK YOU.