ASSESSMENT OF/FOR/AS LEARNING

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FULL DISCLOSURE

I am not an expert
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

Choices
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

Assessment OF Learning
To demonstrate achievement

EXAMPLES:
- 'High stakes' graded end or mid semester exam, project, essay.
- GPA grade/degree classification.

FORMATIVE

Assessment AS Learning
To self-regulate and critically evaluate

EXAMPLES:
- Students self-assess and receive a grade for this judgement.
- Students and staff both grade the work (summative co-assessment).

Assessment FOR Learning
To give feedback on learning and teaching

EXAMPLES:
- '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.

Student is responsible, is decision-maker

Teacher is responsible, is decision-maker

High Stakes

Low Stakes
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).

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?
Perkins’ argument hinges on a performance view of understanding. (McCarthey, 2008).

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. (McCarthey, 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).
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#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
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.
Great to see diverse #UDL assessments in the Advanced Biomedical Science Masters course at DMU @DMU_MScABMS @DMUDeanHLS @AbsterMo
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.

LOOK AT ALL THIS WORK
I HAVEN'T DONE YET
OVER TO YOU

health advice: starting small can make big changes

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Ways of thinking about assessment

02 REIMAGINE
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THANK YOU.

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