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On the schedule

Today's session

- Quality assessment
- Formative and summative assessment
- Feedback
- Applied to your own course unit

Want to know more?

- Inspiration booklet
- Teaching tips
- Essentials of Teaching

It's up to you!

- Try-out in your own teaching context
- EoT Module assignment

We don't have/give conclusive answers!

Quality assessment

- Transparency
- Reliability
- Validity

Transparency

The rules of the game are clear.

⇨ Information about the evaluation methods, criteria and expectations is <u>clear, accurate, consistent and accessible</u> to students (and colleagues).

⇨ **How to?**

Course information

Study guide on Blackboard

Introductory lesson

…

Course information

1. Prerequisites *

2. Learning outcomes *

3. Course contents *

4. International dimension *

5. Teaching method and planned learning activities

6. Assessment method and criteria *

7. Study material *

8. Contact information *

9. Tutoring

Study guide

1) What information is available to your students? Is it clear to them?

2) What information is not available to your students? Why not?

3) Can you make additional information available? How?

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Some input from participants

- **Study guide on Blackboard + explain most important information**
- **Assessmentcriteria**
- **General study tips for your course**
- **Learning objectives of each lesson**
- **No overly detailed information**
- **Examples of exam questions/mock exam**
- **Template for assignments/exemplars**
- **Overview during last lesson/repeat key points at the end of every lesson**
- **Refer to student counselling or Monitoraat op maat for additional help**

Reliability

Consistency

⇨ The assessment is consistent <u>without measurement errors</u>; random errors are excluded.

⇨ **How to?**

    Rubrics

    Grading scheme

    Model answer

    …

Rubric

Decisiveness	Poor [1]	Needs Improvement [2]	Acceptable [3]	Good [4]	Excellent [5]
Comfortable to make business decisions	Unable to make good, balanced decision or to make a "leap of faith"	Struggles to make good, balanced decision or to make a "leap of faith"	Able to make good, balanced decisions or to make a "leap of faith" in most situations	Usually makes good, balanced decisions or to make a "leap of faith" when appropriate	Completely trusts his abilities to make good, balanced decisions or to make a "leap of faith" when appropriate

Adaptability	Poor [1]	Needs Improvement [2]	Acceptable [3]	Good [4]	Excellent [5]
Able to adapt to change	Does not understand the need for change and is unable to adapt to new situations	Struggles to understand the need for change and has difficulties to adapt to new situations	Understands the need for change and is able to adapt to certain new situations	Understands the need for change and is usually able to adapt to new situations	Completely understands the need for change can easily adapt to new situations

Accountability for Results	Poor [1]	Needs Improvement [2]	Acceptable [3]	Good [4]	Excellent [5]
Able to manage time and meet deadlines	Unable to set and own deadlines for any tasks. Lacks planning and initiative to complete projects.	Allocates time for specific tasks but lacks the ability to prioritize. Requires regular guidance and check-ins.	Follows a process for achieving results. Understands how to schedule and prioritize tasks, avoid procrastination and stay focused. Works on tasks and projects until they are complete.	Ability to break broader goals into smaller parts and focus on one step at a time. Improves upon pre-defined processes without asking. Can move self forward when gets off track.	Always seeks more efficient ways of doing things. Ability to adapt plans to changing circumstances. Creates their own process and timeline for achieving results.
Able to effectively communicate to achieve goals	Inability to communicate with others for collaboration or explanation of decisions and choices made.	Dependency on others to complete tasks and/or make decisions. Works on tasks and projects but lacks initiative to discover answers to questions when confronted with roadblocks.	Connects and develops relationships with people that could be helpful to achieve results and requests that help when necessary. Asks questions or seeks out information when faced with roadblocks.	Assertiveness to say "no" when demands distract from central focus. Avoids excess small talk with coworkers to focus on the tasks at hand.	Facilitates efficient meetings. Is able to express goals and the decisions and choices made to achieve them in their own words.

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Grading scheme

Oral presentation	Feedback	Score
Structure:		/20
Language:		/10
Design:		/10
TOTAL		**/40**

Paper	Feedback	Score
Argumentation:		/40
Structure:		/20
TOTAL		**/60**

Model answer

Maximum score: 3 points
Framing and definition (for 2 points)
From the answer it should be clear that: › it comes from the theory of Skinner (behaviourist);   › this theory is based on Thorndike's instrumental conditioning theory;   › negative reinforcement: the omission or removal of a negative stimulus, thereby increasing the behaviour's frequency;   › negative punishment: the absence or removal of a positive stimulus, thereby lowering the behaviour's frequency.   For every correct answer: 0.5 points
Examples (for 1 point)
› Example of negative reinforcement: no longer loud noise or electric shock.   › Example of negative punishment: withhold food, taking away a child's toy when annoying.   For every correct example: 0.5 points

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1) How do you make sure your assessment is conducted as honestly and objectively as possible?

2) Do you provide a detailed list of criteria, an answer model and/or a benchmarking system? Why (/not)?

3) How do you ensure good conditions in which students take their exam?

Some input from participants

- **Correct exams anonymously**

- **Correct exams per questions, not per copy + change the order of the copies after correcting each question**

- **Take sufficient breaks during correcting**

- **Be present during the exam to answer questions + if certain questions come back, give extra clarification for the whole class**

- **Reduce the number of students for a practical examination, if possible**

- **Involve multiple assessors, if possible/discuss with colleagues**

- **Show a clock with the time left to complete the exam**

Validity

Accuracy

⇨ The assessment measures <u>what students should master</u>. It is aligned to the predetermined learning outcomes.

⇨ **How to?**

Test blueprint

Table of congruence

Table of congruence

Related study programme LO's	Course LO's	Teaching and learning methods	Assessment methods
1 2 3 5	At the end of this course unit, the students can: - solve simple, delimited biomedical and zoological oriented problems in which they need to make use of physical quantities, concepts and laws underlying of biophysical and physiological processes in living organisms.	Lecture with exercises	• Written examination • Without oral explanation • MC questions • Closed book
	- look up scientific literature, independently and in group. - obtain experimental data in a scientifically correct way. - derive conclusions from the experimental data and report these in a written report.	Group project work	• Written paper • Without oral explanation

Test blueprint (1)

Learning outcomes (LO)	Exam			Paper
	Knowledge	**Comprehension**	**Application**	**Application**
Solve simple, delimited biomedical and zoological oriented problems in which the student needs to make use of physical quantities, concepts and laws underlying of biophysical and physiological processes in living organisms.	10% (2/20)	10% (2/20)	20% (4/20)	
Look up scientific literature, independently and in group.				5% (1/20)
Obtain experimental data in a scientifically correct way.				15% (3/20)
Derive conclusions from the experimental data and report these in a written report.				40% (8/20)
Percentage	**40% (8/20)**			**60% (12/20)**

Test blueprint (2)

Objectives	Knowledge	Comprehension	Application	Total	Percentage
Develop aims from needs assessment.	1TF	1MC	1LE	3	15%
Develop goals	1TF	3MC	2RE	5	25%
Develop standards	2TF	2MC	1LE	5	25%
Develop objectives	2TF	2MC	2RE	6	30%
Total	6	8	6	20	
Percent	30%	40%	30%		100%
Types of Questions	30% TF, 40% MC, 10% LE, 20% RE				

Key: T/F = true false question, M = matching, MC = multiple choice, F = fill-in-the-blank, RE = restricted response, LE = long essay
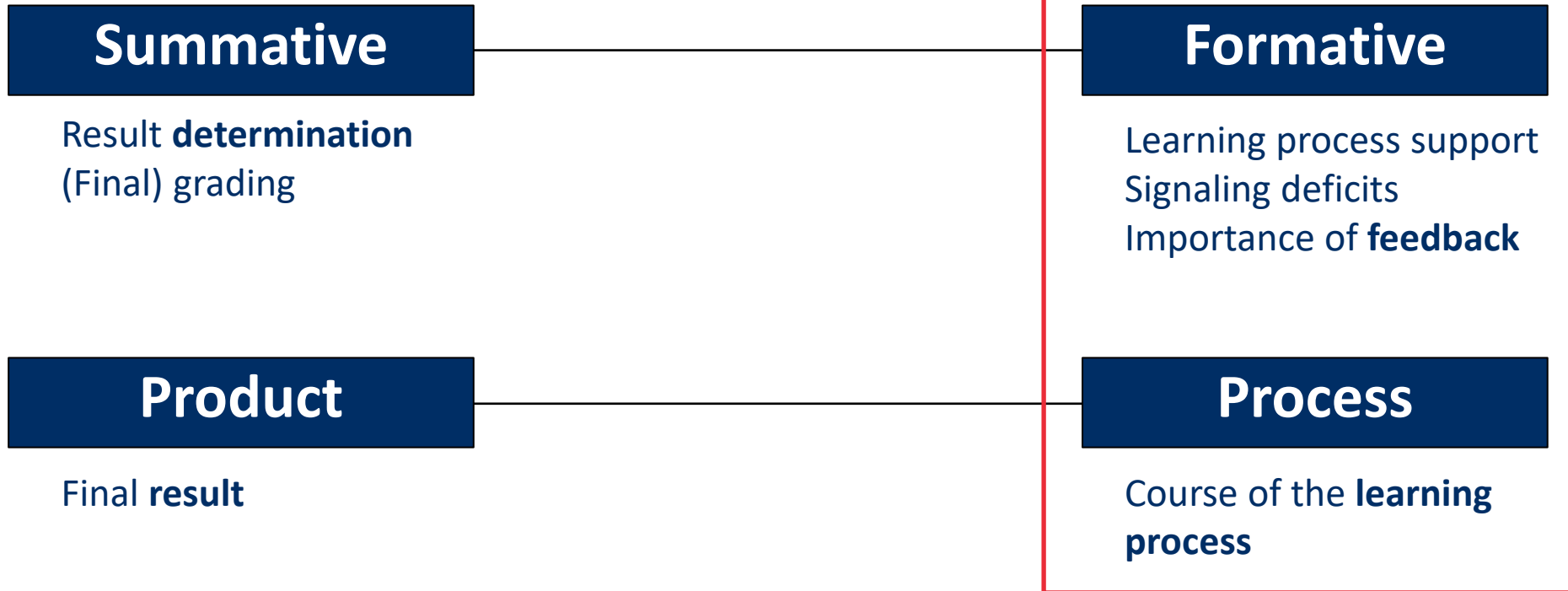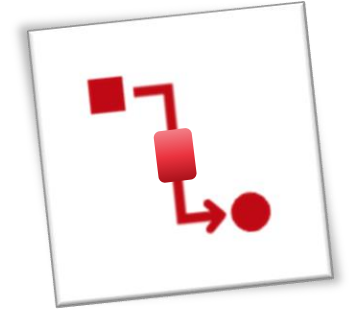
1) How do you monitor whether your assessment is measuring what you want to measure?

2) How do you ensure alignment between objectives, teaching methods and assessment?

3) How do you ensure you have the most accurate understanding of your students' ability?
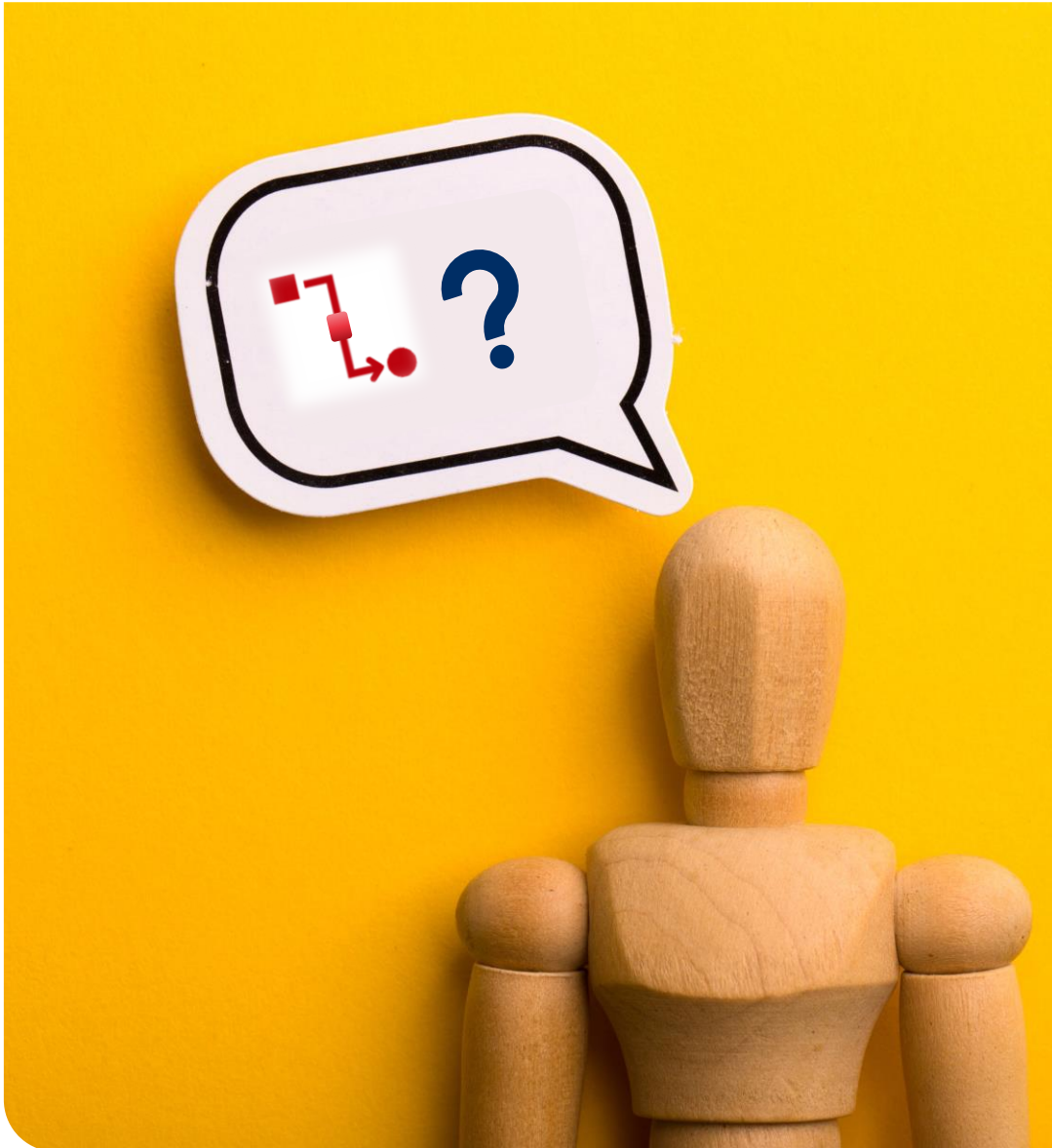
Input from participants

- **Simulate your exam to check whether there is a good distribution of types of questions and to check the level of difficulty**
- **(Let colleagues) solve your exam (yourself) in advance**
- **If necessary, adjust questions for the next exam**
- **Give students practice opportunities and feedback to prepare for the assessment**
- **Give students enough time to complete the assessment**
- **Provide enough questions on an exam**
- **Use different assignments/products as assessment**
- **Make use of a written exam with oral explanation**

Summative and formative assessment

Summative

Result **determination**
(Final) grading

Product

Final **result**

Formative

Learning process support
Signaling deficits
Importance of **feedback**

Process

Course of the **learning process**

1) Draw a timeline of the interim assessment/feedback moments you provide the students with. Are there any gaps?

2) How can you optimise your assessment timeline?

Feedback literacy

- What is feedback literacy? Why is it important to focus on this?
- How can you respond to students' feedback literacy?

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The first fundamental principle of **effective classroom feedback** is that feedback should be more work for the recipient than the donor.
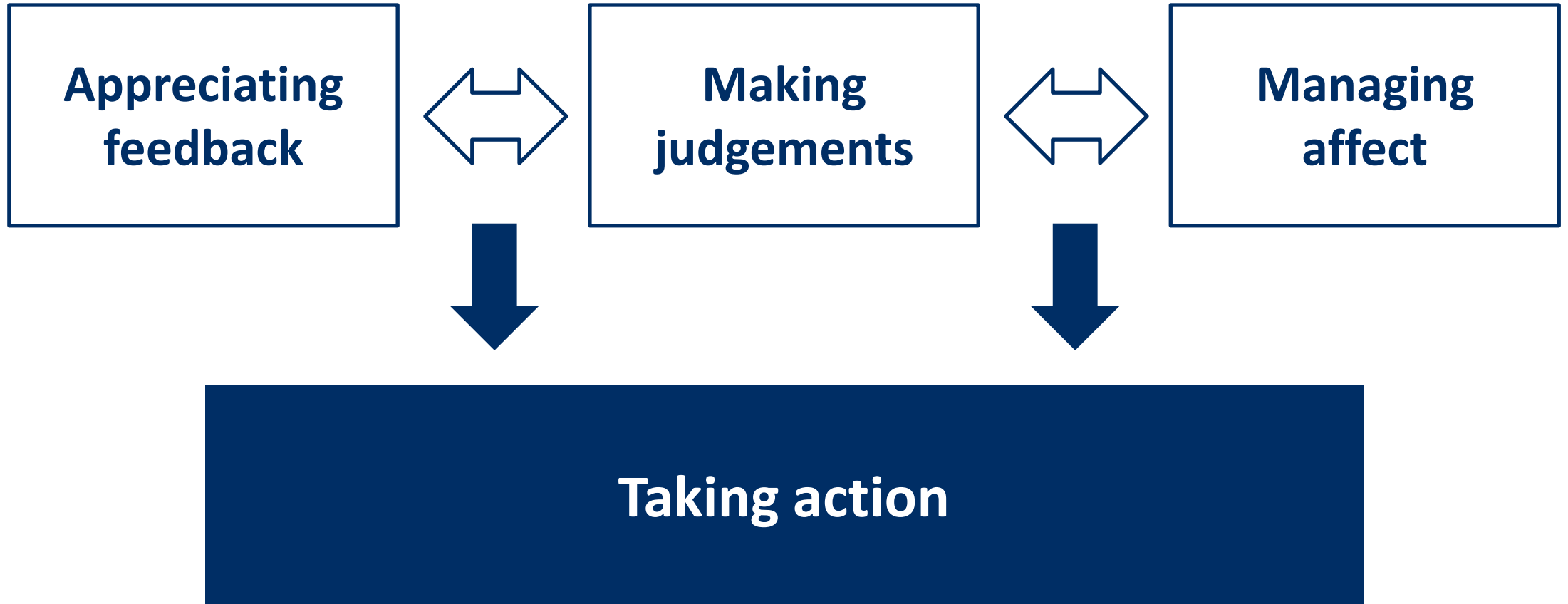
- Dylan Wiliam

Feedback literacy

The understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies.

- Carless & Boud (2018)
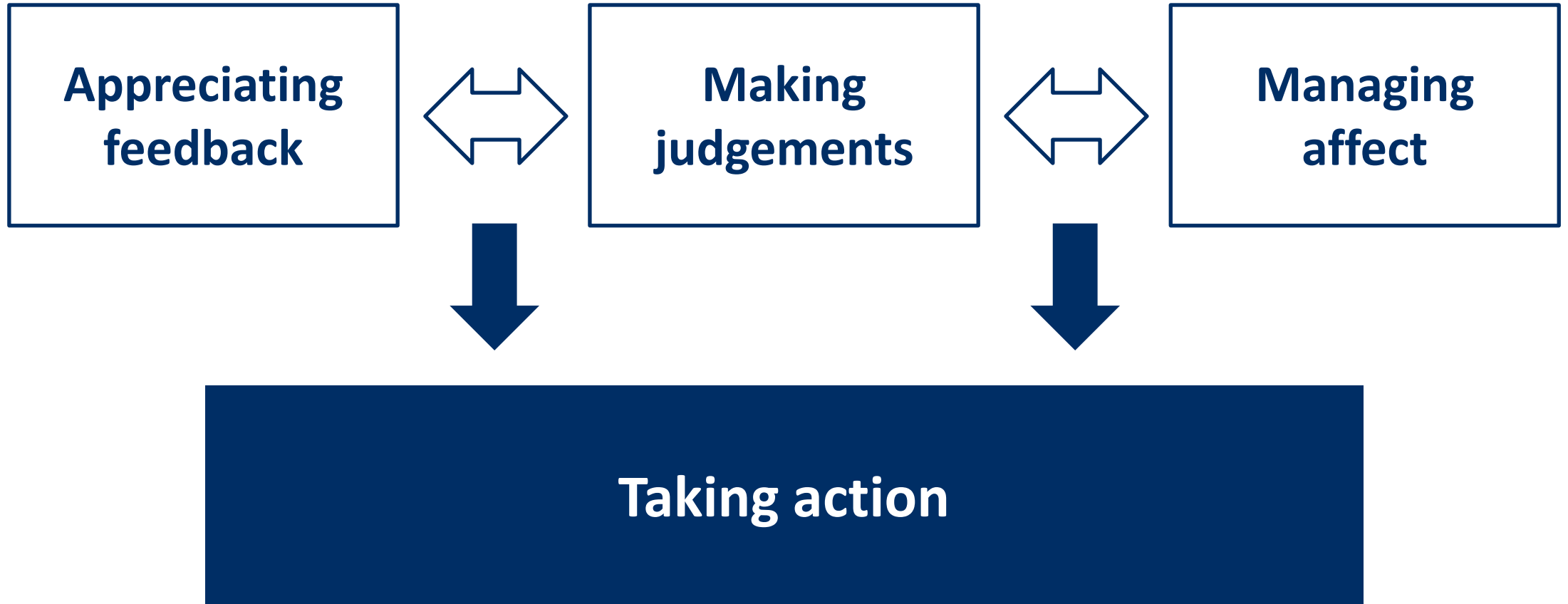
Appreciating feedback

- Reflect on your assignment
- Transparent communication about feedback

Making judgements

- Peer feedback
- Exemplars
- Make criteria clear
- Reflect on the recieved feedback

Managing affect

- Safe learning environment

Carless & Boud (2018). The development of student feedback literacy: enabling uptake of feedback.

1) How do you support students in making evaluative judgements about their own work as well as that of others?

2) How do you work on a safe learning environment?

3) What activities do you design to get students to engage with feedback?

Some input from participants

- **Promote discussion**
- **Use user-friendly digital tools**
- **Connect with students (e.g. why are they interested in your course?)**
- **Be explicitly open to feedback yourself**
- **Take time to listen to students, organise a Q&A**
- **Look together at submitted assignments during class**
- **Ask students what they exepected themselves from their assessment**
- **Feedback on demand**

Looking for more?

- **Essentials of Teaching**
    - Online Blackboard course on the basics of teaching
    - [Find more information and register here](#) (no deadline)

echo@uantwerpen.be

[ECHO Teaching tips about Assessment and feedback](#)

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SUMMARY

Transparency	Reliability	Validity	Formative assessment	Feedback
= The rules of the game are clear	= Consistency	= Accuracy		
▪ Course information	▪ Rubric, grading scheme, model answer, benchmarking system, …	▪ Measure what you want to measure	▪ Pay attention to the process in addition to the product	▪ Support students to take action on feedback / enhance their learning.
▪ Study guide		▪ Test blueprint	▪ Practice and feedback	
▪ Introductory lesson	▪ Exclude random errors	▪ Table of congruence		