Day 3 -5: Design and Assessment

Ciara O'Farrell

Your task

- In July approximately 30 students will go to Padua to attend 5 days of 'training'

- The competencies are teamwork/leadership and communication

- You have to design that training

Step One: Wednesday morning

Activities: Think about the activities that are being presented.

Use them to generate ideas/activities within your competency groups

Think about how you might assess/ help students to think about what they have learnt in each activity

Afternoon: Design of activities

- Think outside the box!
- Think informal/non formal learning
- Think about learning spaces
- *Where* can learning take place this week?
- *When* can it take place?
- How can we make learning fun and the week successful?

Example of an activity

- 'Masterchef' Padua
- Divide students into teams of 3 (multicultural)
- Each team has to produce a meal for the rest of the groups. Tuesday to Thursday.
- Task on day two is to devise and agree a criteria for assessing the winner
- Learning takes place in evening time – dinner preparation/shopping etc.
- Competencies: teamwork/leadership/communication
- Assessment: Formative. The larger group decides which group wins and why.

Other examples

- Talent show
- Singing and music – festival
- Radio show
- Debating
- Mock election

Afternoon

- Divide into competency groups
- Brainstorm possible activities
- Have at least one activity that can take place during the day and one that can take place 'outside the box'
- Decide as a team on at least two activities
- Define what you want the students to be able to achieve in the activity? (outcomes)
- Decide whether/how these activities can be assessed.
- Present back to the larger group.

Template

- Title of Activity
- Learning Outcome:

    On completion of this activity, the student should be able to….

- Where it takes place
- When it takes place
- Time needed
- Description
- Assessment?

Thursday morning

- More activities for consideration

- Brainstorm how these activities could be used/adapted.

- Devise as a group one further activity

Thursday afternoon

As a large group, work together (as you see fit) to devise the 5 day training in Padua.

Morning/Afternoon/Evening

Day 5: will finish at 12

Some thoughts on learning outcomes

- *Statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning*
- *Think of knowledge and competencies*

Some thoughts on assessment

- Do you have to assess each activity? No
- Can some activities be assessed formatively? Yes
- Can you have a single assessment for the whole week? Yes
- Can one activity be used to assess different competencies? Yes
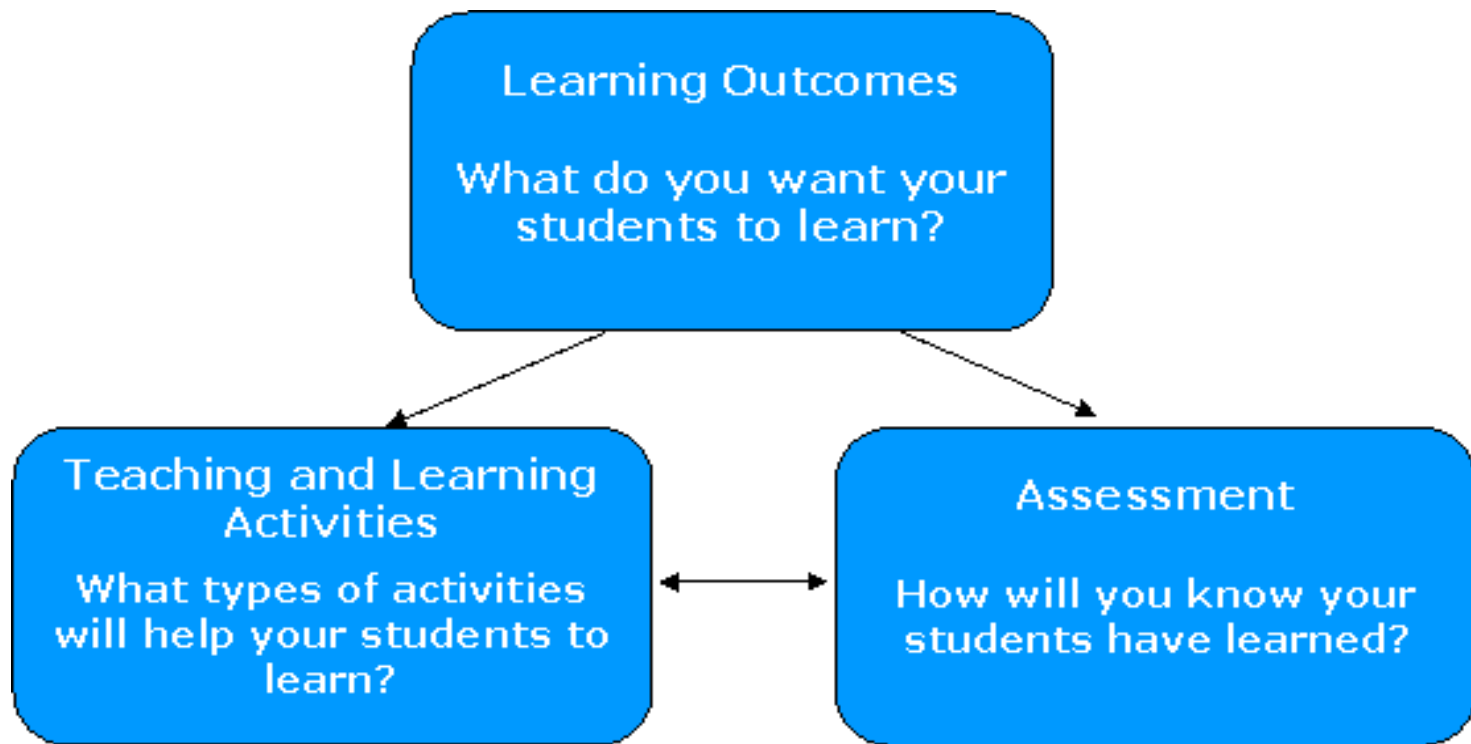
Think of assessment for learning

- Think about assessment *for* learning and not just *of* learning
- How can we help students to become aware of their learning?
- Think about peer assessment/group assessment and self assessment.
- Can the assessment *process* itself help with learning a competency?
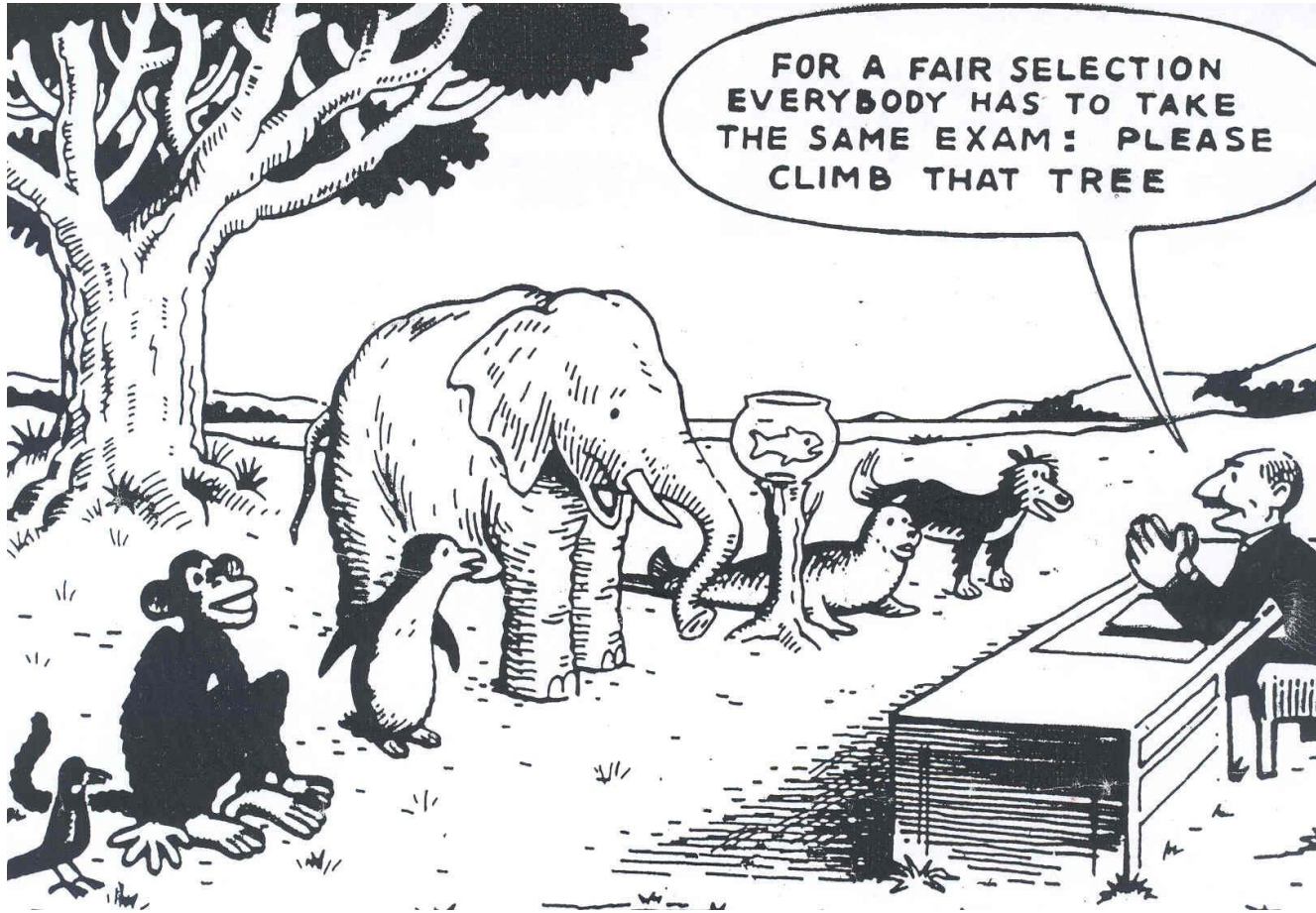
Challenges of assessment

- Ensuring that Assessment, Teaching and Learning are aligned
- Moving from assessing content to assessing outcomes
- Ensuring outcomes are assessed
- Avoiding over-assessment
- Giving students adequate opportunities to be assessed in different ways
- Assessing at the right level
- Assuring validity
- Assuring reliability
- Deciding *when* assessment should take place

Outcomes-based approach to student learning

Learning Outcomes

What do you want your students to learn?

Teaching and Learning Activities

What types of activities will help your students to learn?

Assessment

How will you know your students have learned?

OBASL Model

Constructive Alignment

Aims

Learning Outcomes
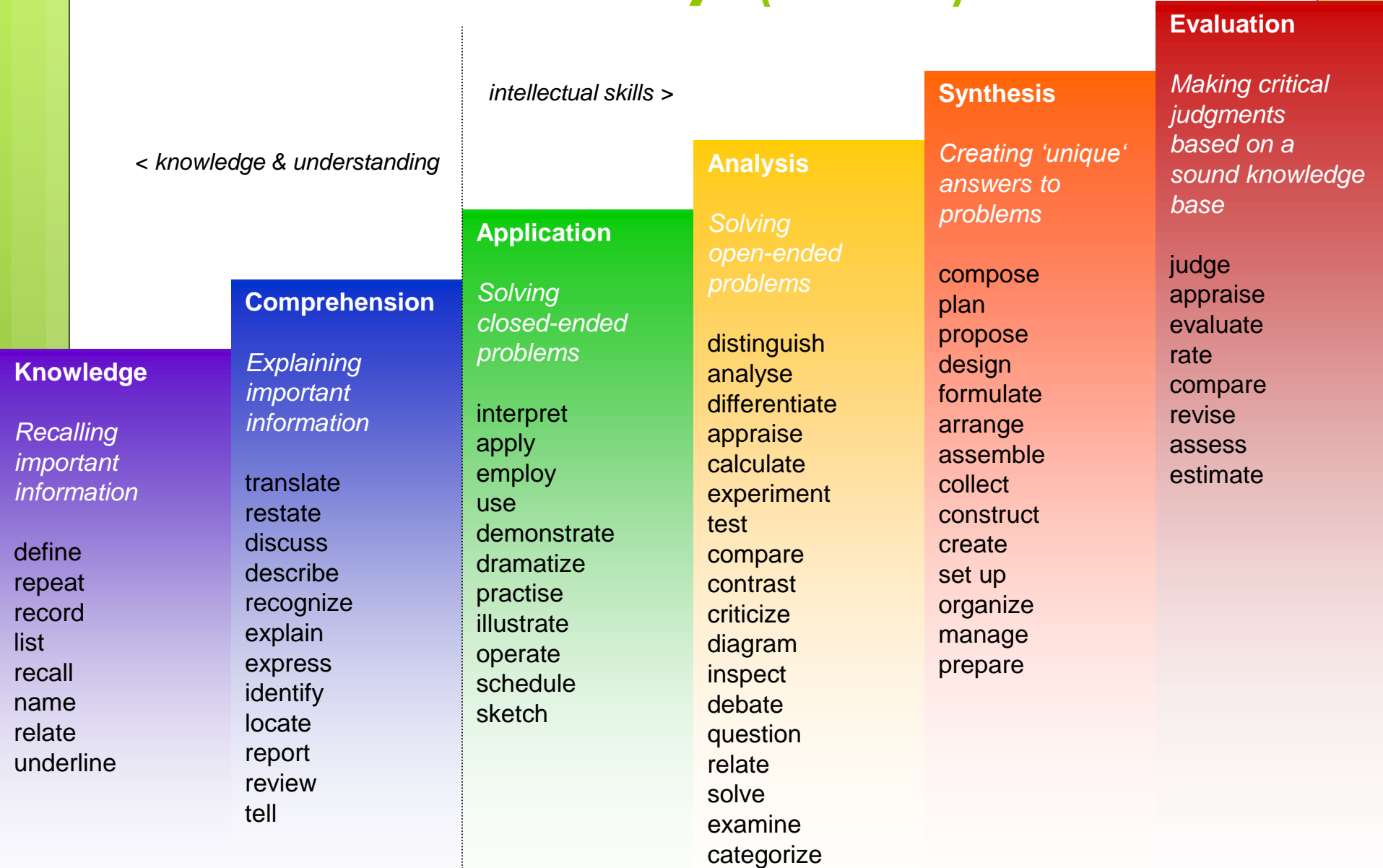
Assess-ment methods and tasks

Methods of learning
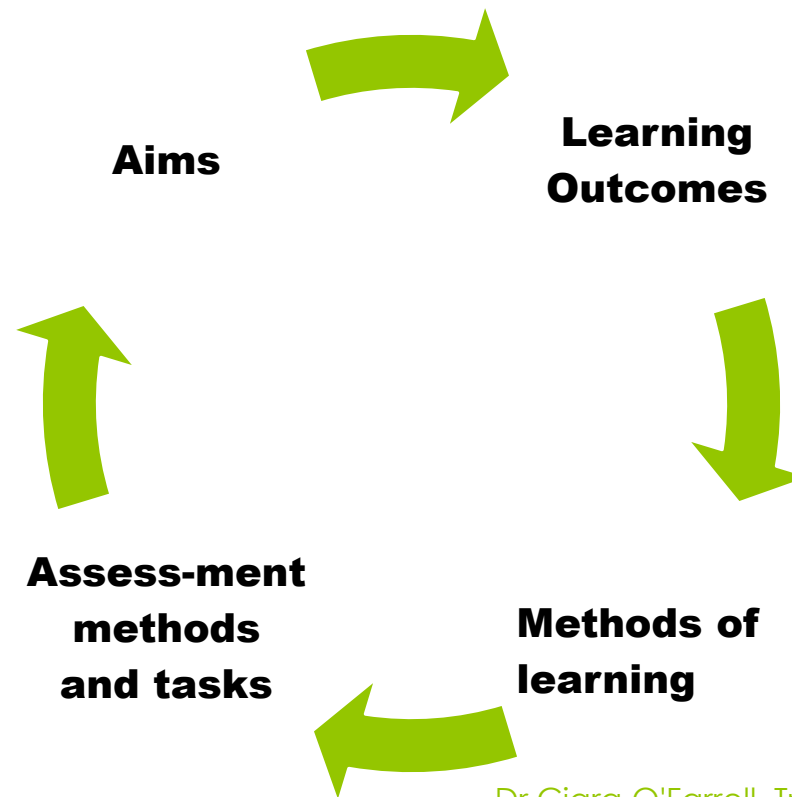
Dr Ciara O'Farrell, Trinity College Dublin

Challenge

When it comes to the assessment of learning, try to move beyond marks and grades towards the valid assessment of the achievement of intended outcomes.

Bloom's Taxonomy (1956)

intellectual skills >

< knowledge & understanding

Evaluation

Making critical judgments based on a sound knowledge base

judge
appraise
evaluate
rate
compare
revise
assess
estimate

Synthesis

Creating 'unique' answers to problems

compose
plan
propose
design
formulate
arrange
assemble
collect
construct
create
set up
organize
manage
prepare

Analysis

Solving open-ended problems

distinguish
analyse
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize
diagram
inspect
debate
question
relate
solve
examine
categorize

Application

Solving closed-ended problems

interpret
apply
employ
use
demonstrate
dramatize
practise
illustrate
operate
schedule
sketch

Comprehension

Explaining important information

translate
restate
discuss
describe
recognize
explain
express
identify
locate
report
review
tell

Knowledge

Recalling important information

define
repeat
record
list
recall
name
relate
underline

Dr Ciara O'Farrell, Trinity College Dublin - 18th