LEARNING ORIENTED ASSESSMENT
1.Feedback to improve students learning
2.Student involvement in assessment process
3. Assessment for learning

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1.FEEDBACK TO IMPROVE STUDENTS LEARNING

- The best way to provide feedback is to compare assignment submitted in the virtual learning environment or another online environment against the criteria that are listed well in advance along with their weight.

- Research proved that feedback as a form of formative assessment can help to develop 'deep learning' among students (Biggs, 1999).
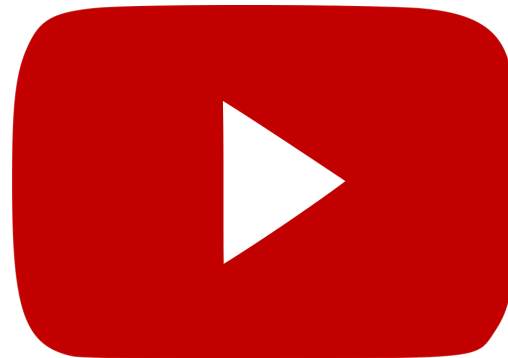
References: Biggs, J. (1999) Teaching for Quality Learning at University (Buckingham, Open University Press).

FEEDBACK: WATCH THE VIDEO

https://youtu.be/m-_ZyUSq3Lg

FEEDBACK FOR IMPROVEMENT

Comments on students' work should act as guidance showing how the student can improve.

You could develop this by asking students to write in the same way when peer assessing work.

FEEDBACK FOR IMPROVEMENT

Comments should make it clear how the student can improve.

Plan activities and work with feedback in mind – let the design assist the process.

2. STUDENTS INVOLVEMENT IN ASSESSMENT PROCESS

Learners may be involved in assessment through self-assessment, through peer assessment and through co-assessment.

- Self - assessment may be realized through the involvement of learners in making decisions about their own learning, particularly about their achievements and learning outcomes (Boud, Falchikov, 1989).

References: Boud, D., & Falchikov, N. (1989). Quantitative studies of self-assessment in higher education: a critical analysis of findings. Higher Education

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STUDENTS INVOLVEMENT IN ASSESSMENT PROCESS

Peer - assessment is the process whereby individuals evaluate their peers (Falchikov, 1995; Freeman, 1995). Evaluating the work of peers is a non-anonymous mode of assessment, therefore, the process is also involving learners into the decision or agreement at an early stage.

References:Falchikov, N. (1995). Peer feedback marking: developing peer assessment. Innovations in Education and Training International.
Freemen, M. (1995). Peer assessment by groups of group work Assessment and Evaluation in Higher Education

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STUDENT INVOLVEMENT IN ASSESSMENT PROCESS

- Co-assessment is a form of learner participation together with the teacher in the assessment process. This process provides an opportunity for learners to assess themselves while allowing the teachers to carry out the control over the final judgement.

Self-, peer- and co-assessments should not be viewed as assessment methods. They only indicate that the student is involved as one of the assessors.

References: Based on:
https://www.reading.ac.uk/engageinassessment/using-technology/eia-managing-assessment-with-technology.aspx

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ASSESSMENT AS LEARNING DESIGN

There are multiple taxonomies of assessment:

1. **Inquiry based learning;**

   For more information:

   https://teachingtools.ophea.net/supplements/inquiry-based-learning/assessment-inquiry-based-learning

2. **Flipped classroom learning assessment**

   For more information:

   https://www.edutopia.org/blog/five-steps-formative-assessment-jon-bergmann

3. **Interactive and connected learning**

   For more information:

   https://www.brookings.edu/wp-content/uploads/2016/06/1006_personalize_learning_west.pdf

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ASSESSMENT AS LEARNING DESIGN

There are multiple taxonomies of assessment:

4. **Distributed cognition**
   For more information: http://mcs.open.ac.uk/yr258/dist_cog/

5. **Student generated content**
   For more information:
   https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3142969/

6. **Personalized learning**
   For more information: http://www.personalizelearning.com/p/home.html
   (by Barbara Bray and Kathleen McClaskey – in their blog)

   https://youtu.be/vPVrLBeXGko

ASSESSMENT OF LEARNING

Assessment *OF* learning (Individualization) refers to strategies designed to confirm what learners know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about learners' future programs or placements.

ASSESSMENT AS LEARNING

Assessment *AS* learning (Personalization) is based in research about how learning happens, and is characterized by learners reflecting on their own learning and making adjustments so that they achieve deeper understanding.

ASSESSMENT AS AND OF LEARNING: WATCH THE VIDEO

https://youtu.be/vPVrLBeXGko

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ASSESSMENT FOR LEARNING

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there (Broadfoot et al., 2002 pp. 2-3)

References:Broadfoot, P. M., Daugherty, R., Gardner, J., Harlen, W., James, M., & Stobart, G. (2002). *Assessment for learning: 10 principles*. Cambridge, UK: University of Cambridge School of Education.

ASSESSMENT FOR LEARNING

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence.

An assessment activity **can help learning** if it provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning activities in which they are engaged. Such assessment becomes "formative assessment" when the evidence is actually used to adapt the teaching work to meet learning needs. (Black et al., 2004 p. 10)

References: Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2004) Assessment for Learning. Putting it into Practice. Maidenhead: Open University Press.

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ASSESSMENT FOR LEARNING

Assessment for learning means to:

- Explain the learning goals and feedback;

- Check the learner's understanding of learning goals;

- Brief learners about what they have to do and what they have to do;

- Introduce the assessment criteria to learners;

- Provide learners to apply the assessment criteria to work examples, possibly by a previous cohorts, in order to demonstrate the required standards and the application of the assessment criteria;

References: http://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf

ASSESSMENT FOR LEARNING

Assessment for learning means to:

- Provide learners to apply the assessment criteria to work examples, possibly by a previous cohorts, in order to demonstrate the required standards and the application of the assessment criteria;

- Provide the necessary instructions and support to learners individually and provide oral feedback;

- Provide peer assessment capabilities.

- Provide self-assessment opportunities;

- Conduct teacher-led assessment of learners work;

- Provide written feedback to learners;

- To enable learners to undertake corrective action and / or consolidation activities.

References: http://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf

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How to use and to plan Assessment for Learning in classroom practice?

How to plan for learning? What teachers need to do?

- Decide what you intend to learn in a particular session;

- Define the learning goal;

- To transfer the learning goals to learners;

- Collect questions and design tasks to test learner's understanding of the learning goals;

References: http://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf

How to use and to plan Assessment for Learning in classroom practice?

How to plan for learning? What teachers need to do?

- Explain to the learners the criteria that will be used to assess their work;

- Decide how feedback will be provided;

- Determine how learners will actively participate in the assessment process;

- Plan opportunities for learners to use feedback from the assessment decision on further progress.

Based on: http://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf

ASSESSMENT TASKS AS LEARNING TASKS

Assessment tasks are not learning and teaching units, but they generally indicate what kind of learning should occur before students perform the assigned assessment.

Based on: https://emedia.rmit.edu.au/learninglab/content/assessment-tasks

ASSESSMENT TASKS AS LEARNING TASKS

Each assessment task has the following information:

• Its relevance to country or territory curriculum

• Pre-requisite training is required

• A series of scaffolding activities are used to identify the context in which the task can be performed

• Resources to help students and teachers to complete their assignment

Based on: https://emedia.rmit.edu.au/learninglab/content/assessment-tasks

ASSESSMENT TASKS AS LEARNING TASKS

- Teachers' and Student Assessment Bases

- Examples of work annotations

- Offered further training and learning activities.

Based on: https://emedia.rmit.edu.au/learninglab/content/assessment-tasks

References

- Biggs, J. (1999) Teaching for Quality Learning at University (Buckingham, Open University Press

- Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2004) Assessment for Learning. Putting it into Practice. Maidenhead: Open University Press.

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- http://mcs.open.ac.uk/yr258/dist_cog/
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- http://www.personalizelearning.com/p/home.html
- https://www.youtube.com/watch?v=vPVrLBeXGko
- http://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf
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