



Funded by  
the European Union

# DigiProf project

Training Material

1.1. How to design assessment strategy based on learning outcomes in VLE?

**DigiProf**



## STEP 1. Choose technologies based on pedagogical solutions

Experts recommend:

Don't ask what technology allows you to do – ask yourself - what skills do you need to assess?

“Don't ask what the technology can do for you, rather what the pedagogy needs” (JISC, 2010)

Transfer the learning outcomes from the course description to Moodle.



- In the control unit select ***Outcomes***

### Administration

∨ Course administration

⚙ Edit settings

⚙ Course completion

> Users

> Reports

⚙ Gradebook setup

☰ Outcomes

> Badges

⬆ Import

> Question bank

## Transfer learning outcomes from the course description

### Outcomes

[View](#) [Setup](#) [Scales](#) [Outcomes](#) [Letters](#) [Import](#) [Export](#)

[Outcomes used in course](#) [Edit outcomes](#) [Import outcomes](#)

### Custom outcomes

Select Outcomes -> Edit Outcomes



Enter the learning outcomes from the course description

## Outcomes

[View](#) [Setup](#) [Scales](#) [Outcomes](#) [Letters](#) [Import](#) [Export](#)

[Outcomes used in course](#) [Edit outcomes](#) [Import outcomes](#)

## Custom outcomes

Add a new outcome

Export all outcomes

Press add a new outcome



## Enter the information

- The description of the learning outcome
- The shortened name of the learning outcome
- Select Outcomes Scale
- After entering the required information, click **Save Changes** at the bottom of the window



## Add an outcome

View Setup Scales **Outcomes** Letters Import Export

Outcomes used in course **Edit outcomes** Import outcomes

### ▼ Outcomes

Full name



Short name



Standard outcome

Scale



Dalyko rezultatų skalė ▾

Add a new scale

Description



Save changes

Cancel



The outcomes used in course can be seen in the section  
*Outcomes -> Outcomes used in course*

## Outcomes used in course

[View](#)

[Setup](#)

[Scales](#)

[Outcomes](#)

[Letters](#)

[Import](#)

[Export](#)

[Outcomes used in course](#)

[Edit outcomes](#)

[Import outcomes](#)

Outcomes used in course

### Custom used (no remove)

Describe e-learning models and technologies enhancing learning, ...

Plan and design technology enhanced learning curriculum using ...

Plan development of digital skills for teachers and trainers





For the purposes of assessment and feedback provision, create learning outcomes in Moodle environment and assign them to the tasks and other assessment activities - this will make the assessment process transparent

Select	User picture	First name / Surname			Status	Grade		Last modified (submission)		Submission comments		Feedback comments		Final grade	Outcomes
<input type="checkbox"/>	-	-	+	+	-	-	+	-	+	-	+	-	+	-	-
<input type="checkbox"/>					Submitted for grading Graded	Grade 10.00 / 10.00		Tuesday, 4 October 2022, 9:17 AM		▶ Comments (0)		Excellent described e. learning and technology-based learning models, concepts, offer, highlighting their characteristics and differences.		10.00 / 10.00	Outcome for Task 1 assessment and feedback: No outcome
<input type="checkbox"/>					No submission	Grade		-		▶ Comments (0)		Competent.		-	Outcome for Task 1 assessment and feedback: No outcome



## What are the advantages of using technologies to support assessment strategy? (I)

- Offers a greater variety of assessment methods
- Allows implementation of such assessment methods that would hardly be possible to apply in the face-to-face classrooms (using endless opportunities to present assignments creatively)
- Expands the possibilities to provide feedback during (when the cumulative final grade system is applied)
- Clarifies the terms for the submission of assignments, and expands the space for performance and submission options



## What are the advantages of using technologies to support assessment strategy? (II)

- Allows combining automated, technology-enhanced assessment and assessment, done by the teacher
- Allows submitting various assignments as well as knowledge and proficiency tests in a variety of formats
- Allows illustrating, refining task submissions with authentic data or artifacts, thus, creating preconditions for dissemination of submitted work or the grades earned



## What assessment methods are most effective in VLE? (I)

1. **Intermediate or final homework is broken down into smaller segments** (tasks), for which the teacher and the learners (to each other) provide feedback, creating preconditions for their improvement and integration into the intermediate or final work.
2. All tasks and tests are **linked** to the **course learning (results) outcomes** in VLE (using test or task tools)



## What assessment methods are most effective in VLE? (II)

4. **Feedback** tools are used to diagnose early learning progress and
5. Tools for analyzing **learning progress** and **learning data** are used to visualize information about the learner's activities and completed tasks as well as provide support for the learner



## Step 2. Take advantage of VLE to change the learning paradigm

Online learning puts more responsibility on the learner.

It creates opportunities for self-regulated, independent learning:

- Helps to organize group work for peer review
- Allows organizing virtual seminars and discussions (this is great for both Moodle and all video conferencing tools)
- Enables easy scheduling of submission times for student assignments



Break down assessment tasks into smaller, more frequent tasks (segments)

<i>Activities</i>	<i>Weight</i>	<i>Total of the final mark</i>
<b>3 assignments/ practical tasks</b>	10 % each	30 %
<b>mid-term</b>	20 %	20 %
<b>exam</b>	50 %	50 %
<b>80 % paper 20 % test</b>		
<b>Total:</b>	100 %	



Schedule time for students to present their assignments  
via video conferencing

	week		
1. Overview of the development of Technology enhanced learning concepts. Models and tools.	Week 1	February 7 <i>Online</i> <ul style="list-style-type: none"><li>- lecture</li><li>- seminar <i>“Implications of advent of digital era”.</i></li></ul>	<b>Assignment 1</b> (Group or individual work). Research on technology enhanced learning concept development and its characteristics.
2. Quality models on application of	Week 2	February 14	





## Step 3. Discuss and agree on an assessment strategy and criteria

- Provide the assessment strategy, descriptions of assignments, and assessment criteria in the Study Guide
- Introduce all the information regarding assessment to your students during the first lecture
- Discuss assessment criteria and agree with students, accept student proposals, and develop assessment rules
- Move the assessment criteria to each task in Moodle
- Associate tasks and tests with a calendar in Moodle



Introduce and agree on the assessment criteria for each of the assignments during the introductory lecture;  
Add them to the task description in Moodle.

1. Research on technology enhanced learning concept development and its characteristics.	<ul style="list-style-type: none"><li>- at least 5 concepts have been analysed using scientific definitions available online</li><li>- the different definitions are compared in terms of pedagogy/ didactics</li><li>- the different definitions are compared</li><li>- the concept map is presented by the group during the lecture</li></ul>	<ul style="list-style-type: none"><li>- 2</li><li>- 3</li><li>- 3</li><li>- 2</li></ul>
2. Analysis of strategic integration of technologies in different sectors of education. Case study of 1 organization.	<ul style="list-style-type: none"><li>- Case study tool is used for the analysis (Revive VET tool or DigiCompOrg model)</li><li>- Qualitative and quantitative data is collected about selected organization</li><li>- Presentation of SWOT analysis of at least 4 areas of organization activities</li><li>- Case study results are presented during the lecture</li></ul>	<ul style="list-style-type: none"><li>- 3</li><li>- 3</li><li>- 2</li><li>- 2</li></ul>