Aligning Assessments with ILOs

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What are intended learning outcomes (ILOs)?

- Statements of what learners are expected to be able to do after studying a module or programme

- Statements are expressed from the *learners'* perspective, rather than as objectives, which are in terms of the instructor's perspective

What are intended learning outcomes (ILOs)?

An ILO contains:

- A verb denoting a level of understanding [Verbs to avoid: 'understand', 'appreciate', 'know about']

- Content or topic to which the verb applies

- A context (which may be necessary)

For example:

Explain abc theory and *apply* to an xyz scenario.
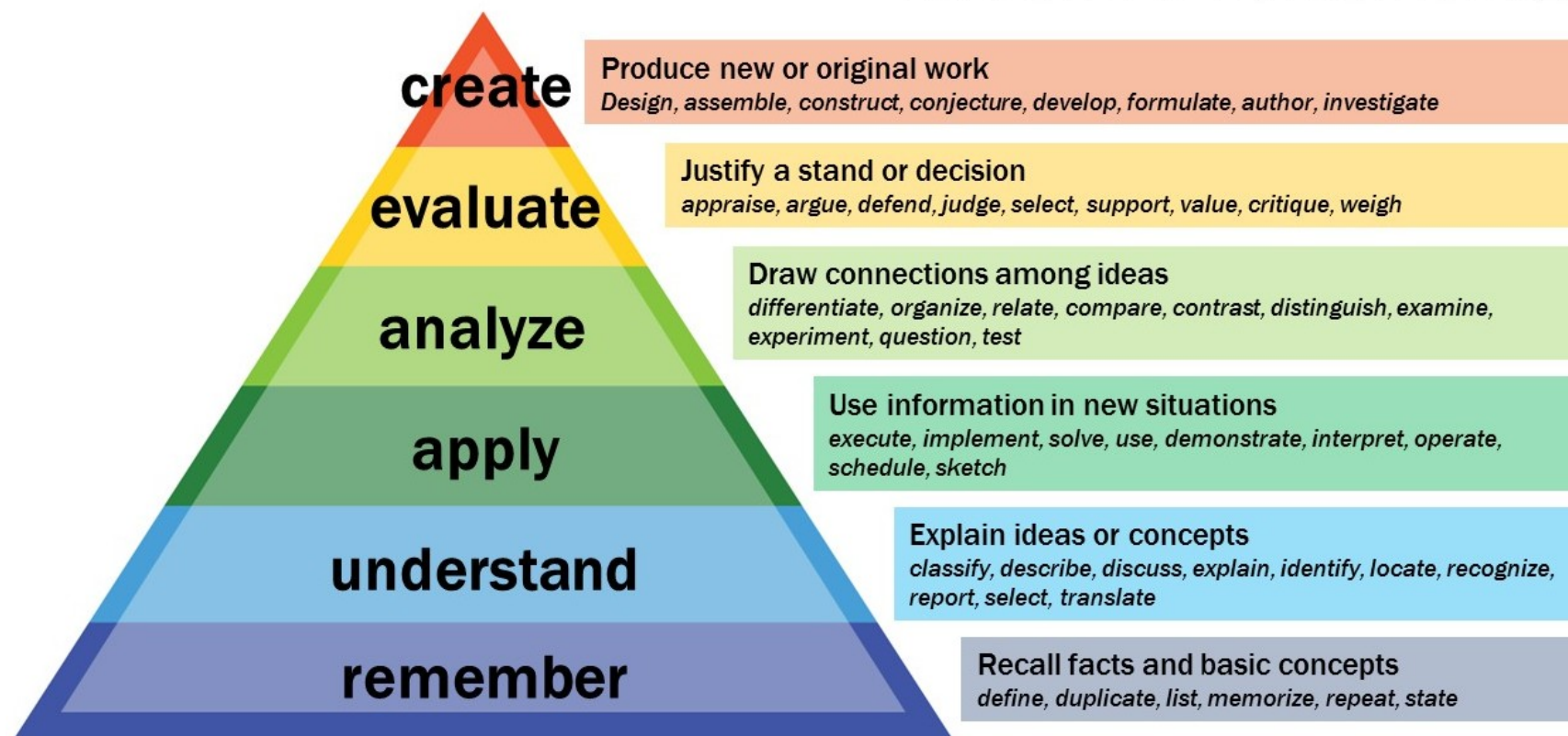
What are intended learning outcomes (ILOs)?

An example:

Intended Learning Outcomes	Upon completing this course, students will be able to: 1. Formulate analytical interpretation of the form and style of selected texts; 2. Conduct individual and collaborative discussions and critiques (in class and online); 3. Produce a portfolio which contains all drafts of their writing (both individual work and group work); 4. Present two pieces of individual work (either fictional or non-fictional); 5. Present in respective groups a short skit; 6. Write a reflective piece for one of the group performances (other than their own).

Steps in designing ILOs for a course

1. Decide what kind of knowledge is to be taught (content, practice, creation etc.).

2. Select the topics to be taught.

3. Decide the levels of understanding/performance the learners are expected to achieve for the different topics.

4. If needed, ensure a clear understanding and agreement of the ILOs within the team of instructors (and other relevant parties, such as external reviewers, for accreditation perhaps?).

5. Communicate the ILOs to learners.

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Lower Order Thinking Skills (LOTS)
High Order Thinking Skills (HOTS)

https://cilearn.csuci.edu/courses/4060/pages/why-create

Another example – ILOs of 'Shakespeare'

Upon completing this course, you will be able to:
1. <u>paraphrase</u> early modern English verse lines; (LOTS)
2. <u>demonstrate</u> an interpretative understanding of the relationship between Shakespeare's works and their socio-historical, ideological and theatrical contexts; (LOTS)
3. <u>formulate</u> analytical reading of how language, genre and performance contribute to the meanings of a play; (HOTS)
4. <u>stage</u> ensemble performances of selected scenes. (HOTS)

Task 1

Have a look at your ILOs.
- Is there a mixture of LOTS and HOTS?
- Fine-tune the wording, where necessary.

Designing Learning Activities (LAs)
to Align with ILOs

Now that you have your course ILOs, you will need to design suitable LAs that will facilitate your students' achievement of the ILOs.

The best way to do this is to summon, actualise and activate the verbs and/or learning contexts stated in the ILOs.

Alignment of ILOs and learning activities / assessment tasks

- Assessments should reveal how well learners have learnt what instructors expect them to learn, while instruction, and the design thereof, ensures that they learn it.

- Learning activities, and by extension assessments, help learners achieve the learning outcomes.

- Aligning the assessment with the corresponding learning outcomes means that learners know how their achievements will be measured.

- Assessments, ILOs and instructional strategies need to be aligned so that they reinforce one another. [alignment triangle]

Learners, *not* the instructor, enact the verbs

In this ILO:

Paraphrase early modern English verse lines

Learners should do the paraphrasing, not listen to the instructor do the paraphrasing. Learners listen to the lecture, learn the words, learn the syntax, synergise the meanings thus learnt, listen to each other's paraphrase etc.

Learning Activities / Assessment Tasks

- Provide learners the opportunity to demonstrate to the instructor whether or not they have achieved the ILOs and what level their performance is in those ILOs (rubrics).

- Alignment is achieved by ensuring that the learners have to enact the verb(s) in the ILO when carrying out the corresponding LA/AT.

- Different assessment methods and assessment tasks address different ILOs. Instructors should therefore design different kinds of tasks.

- Instructors can gather evidence and thereby make a judgment about the level of a learner's performance against the ILOs and award a grade.

Common ILOs	Suggested LAs/TAs
Recall, Describe	MCQ, test, oral presentation, essay question
Explain	Essay question, test, oral examination/presentation
Integrate	Project
Analyse	Case study
Apply	Project, case study, experiment
Solve	Project, case study, experiment
Design, Create	Project, experiment
Reflect	Portfolio, self-evaluation

Tools for online learning activities

Discussion forums / social media: Forums can be used to give feedback, for peer assessment and in certain circumstances, e.g. creating a sense of community.

Online polls: Surveys, questionnaires or choice activities in LMS or web apps are ways to engage your learners, gather feedback about their progress and provide them with feedback.

Quizzes: Quizzes can engage your learners and provide them with instant feedback. Incorporating pictures or short videos and giving immediate feedback can help make quizzes more engaging.

Some useful examples here

slido

What kind of in-class learning activities do you use most often?

ⓘ Start presenting to display the poll results on this slide.

slido

What kind of assignments do you give most often?

Task 2

Design one LA for each of the ILOs.

Think: format, specific questions/tasks

Selected Reference

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Q&A

謝謝！

Thank you!

Obrigada!

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