Assessment & Feedback Workshop

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CDTL
Center for Development of Teaching & Learning

SoC
School of Computing

Faculty member development & training

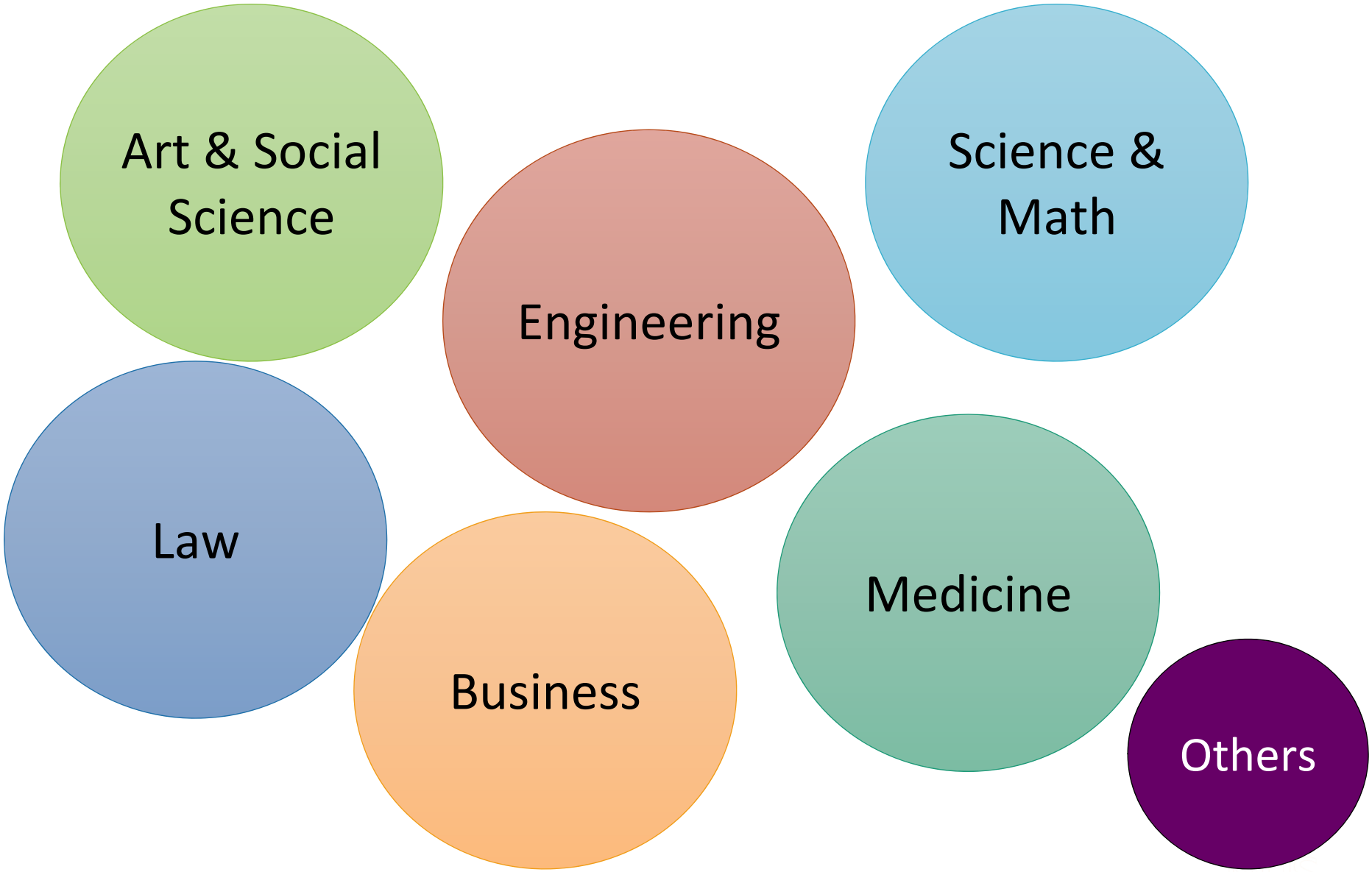
Support University Initiatives in T&L

20+ years in CS teaching

NUS OEA 2018

Tech Enhanced Education

Discipline Domain (*Warm Up*)



Workshop Agenda

1. **Key ideas in Assessment and Feedback** (*40 mins*)
   - Main room

2. **Assessment Case Studies** (*30 mins*)
   - Breakout rooms

3. **Sharing of observations and approaches** (*20 mins*)
   - Main room

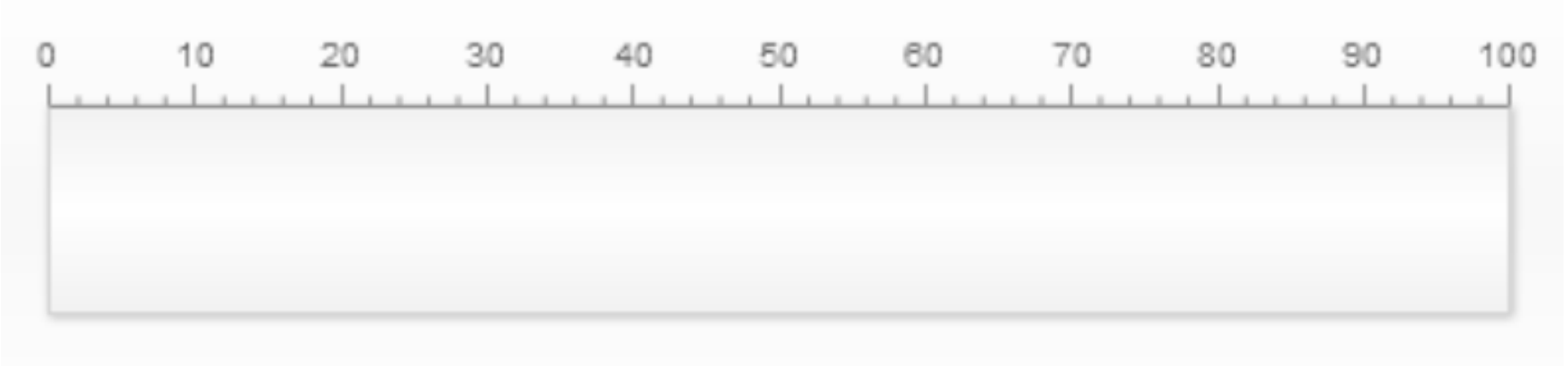
Workshop Assumption & Approach

- For colleagues relatively new to teaching
- For colleagues with some exposures to pedagogy
  - Defined **I**ntended **L**earning **O**utcome (**ILO**s) for your course(s)
- Light on theory, lean on sharing and focus on “on the ground” practices

Key Ideas in Assessment and Feedback

(40 minutes)

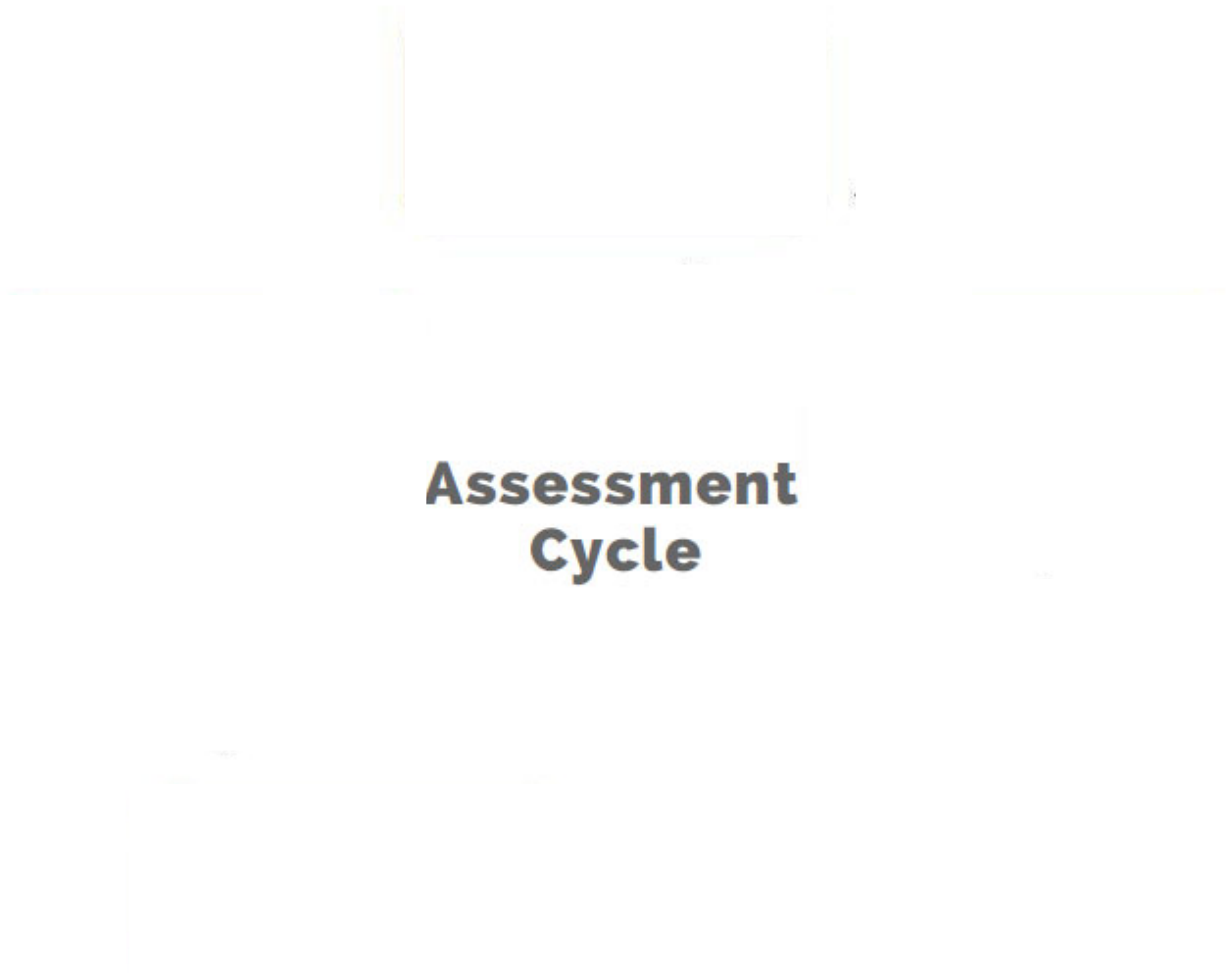
Continuous Assessment vs Final Exam



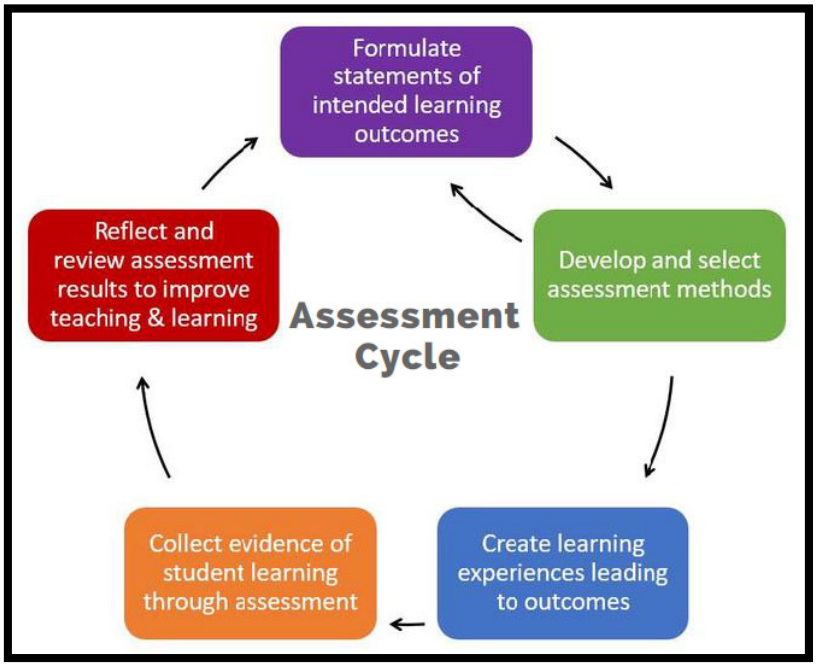
How do you assess learning outcomes?

- Draw a simple flow diagram to explain how you go about assessing students' performance or learning outcomes?

The Assessment Cycle



Our focus for Today



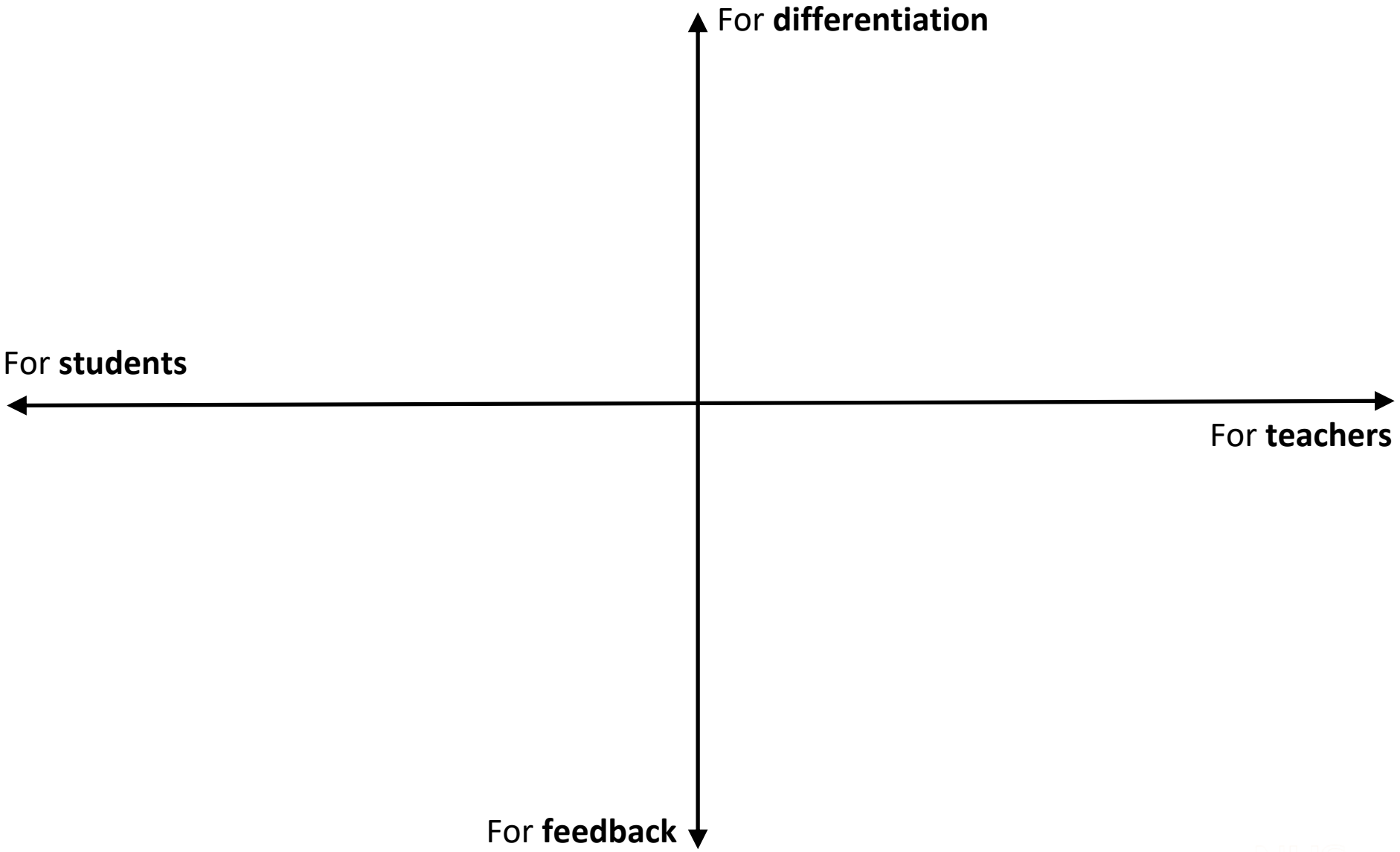
- What aspects of assessment do you find challenging?

setting the **criteria** for assessing the work

selecting the **evidence** that would be relevant to submit to judgement against those criteria

making a **judgement** about the extent to which these criteria have been met

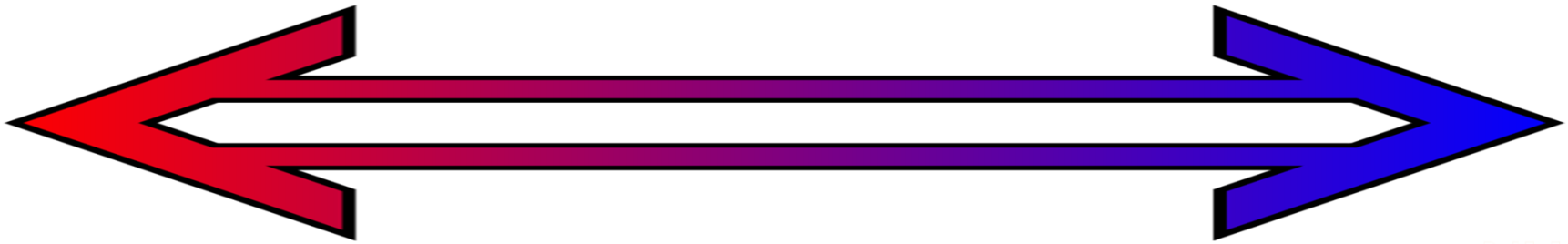
The landscape of Assessment



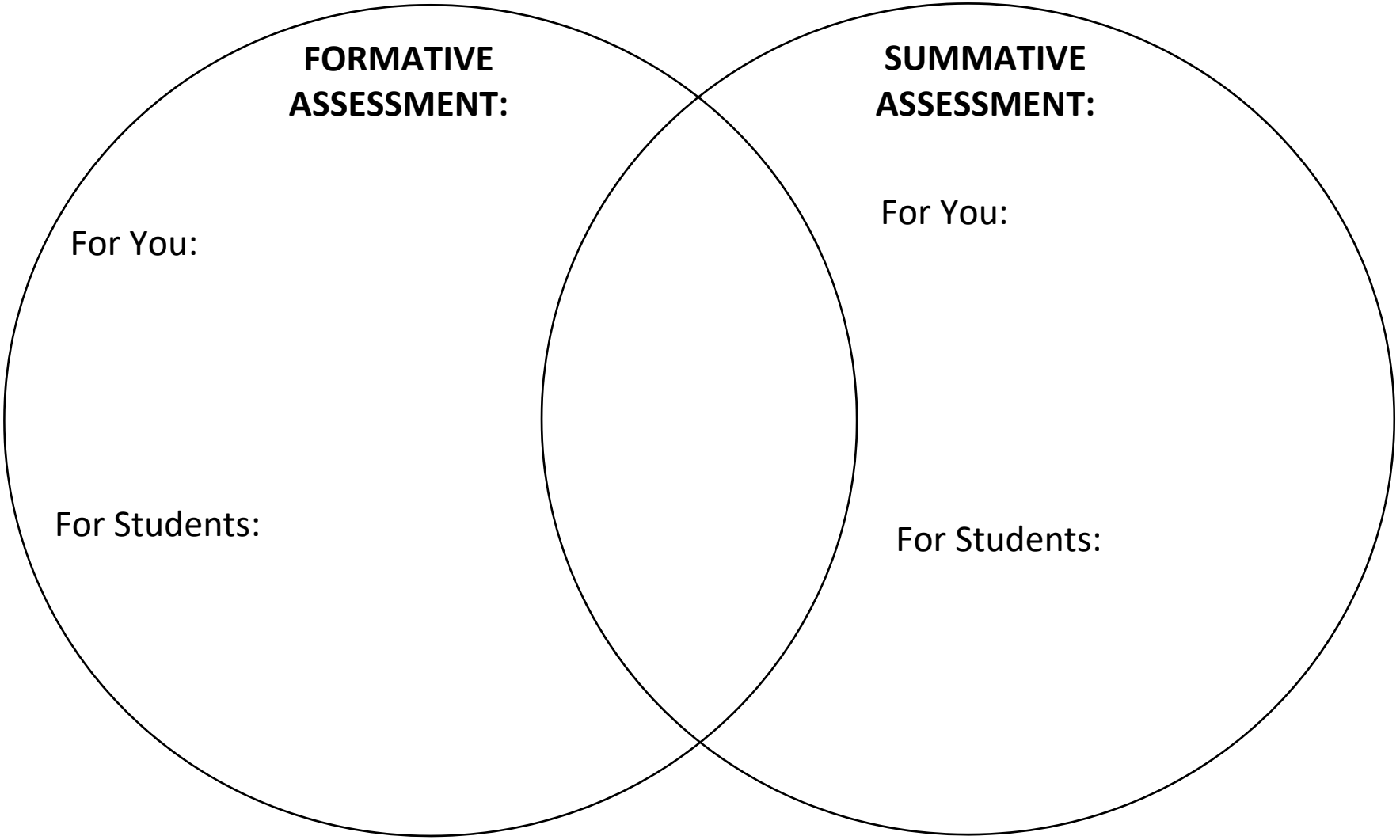
Where does your Assessment stand?

Place *tick* ✓ somewhere along the continuum that best represents your assessment design:

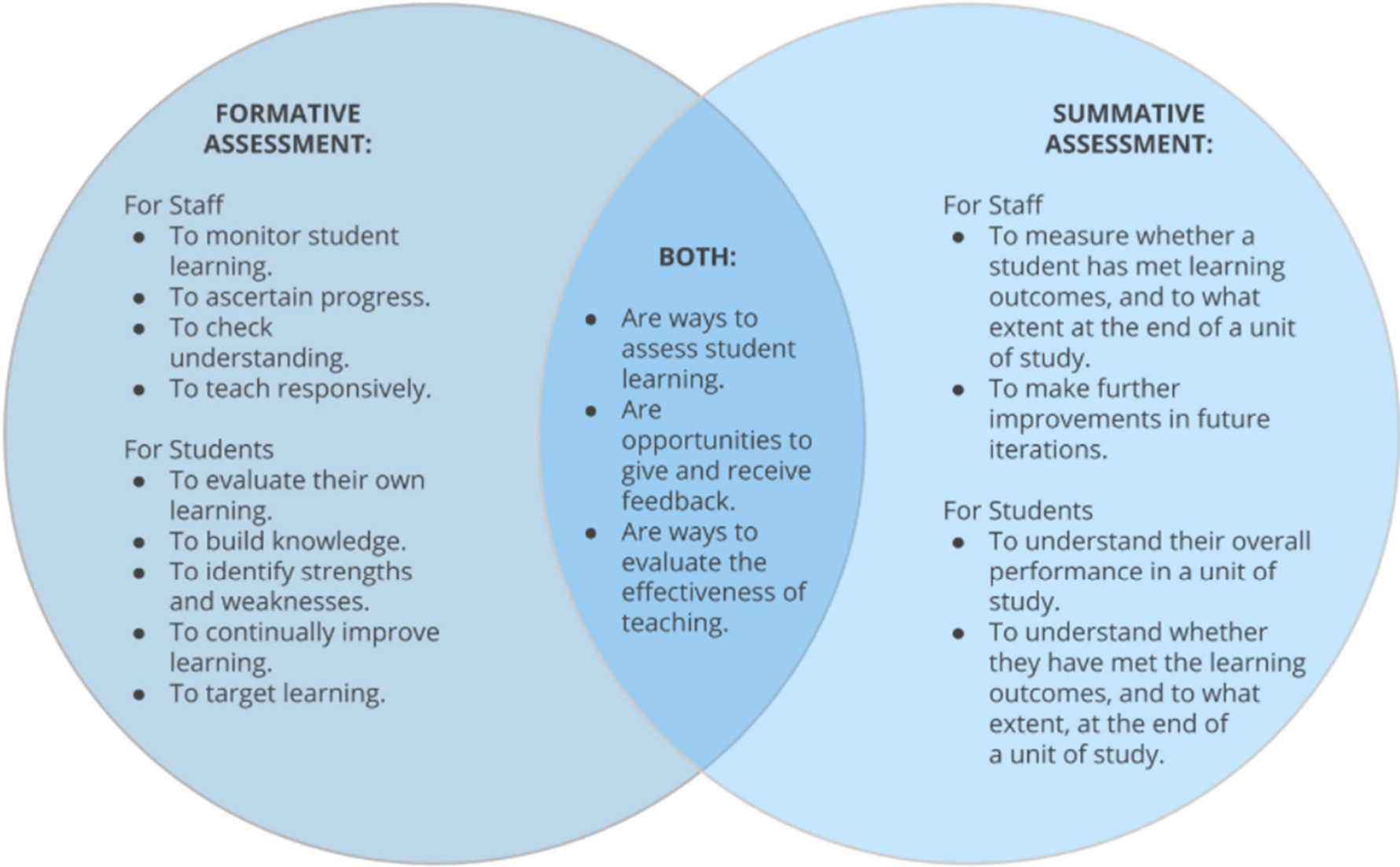
Formative						Summative
Using open-ended assessment tasks						Using close-ended assessment tasks
Feedback is discussed						Feedback is delivered
Involving your students						All teacher controlled



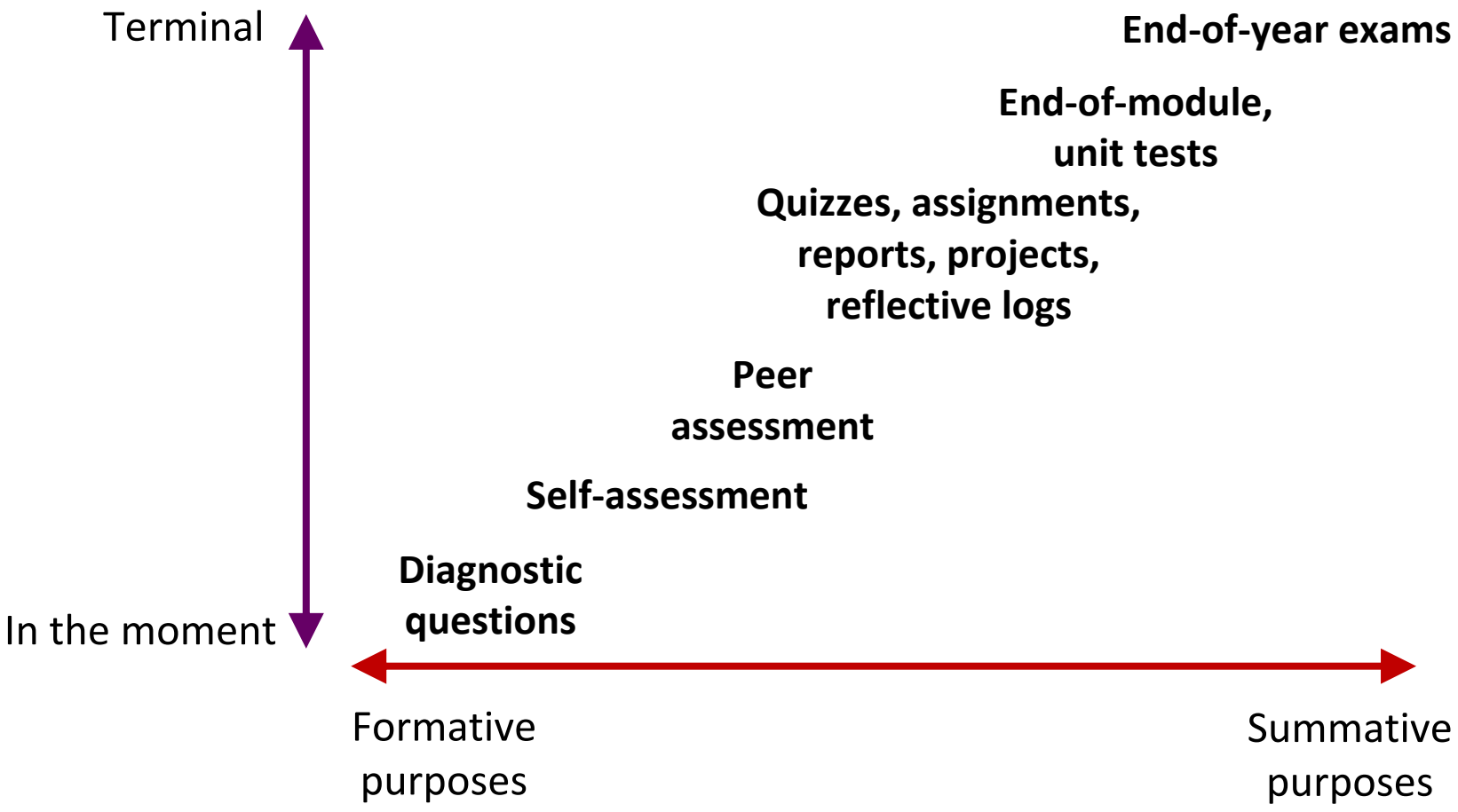
What purpose (formative or summative) does assessment serve for you and your students?



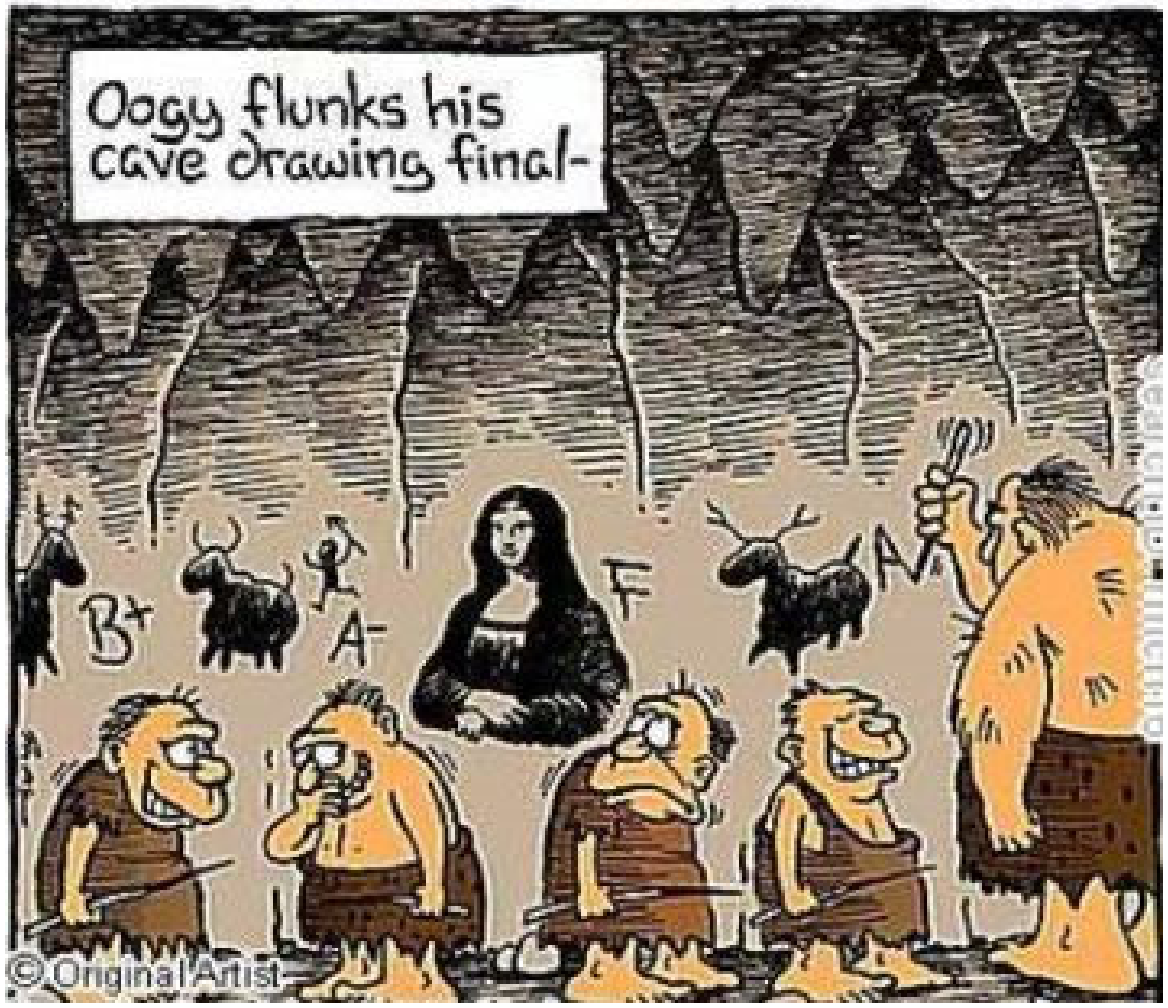
Is there clarity of purpose in your assessment?



Is your assessment fit for purpose?



What is your understanding of **quality work**?

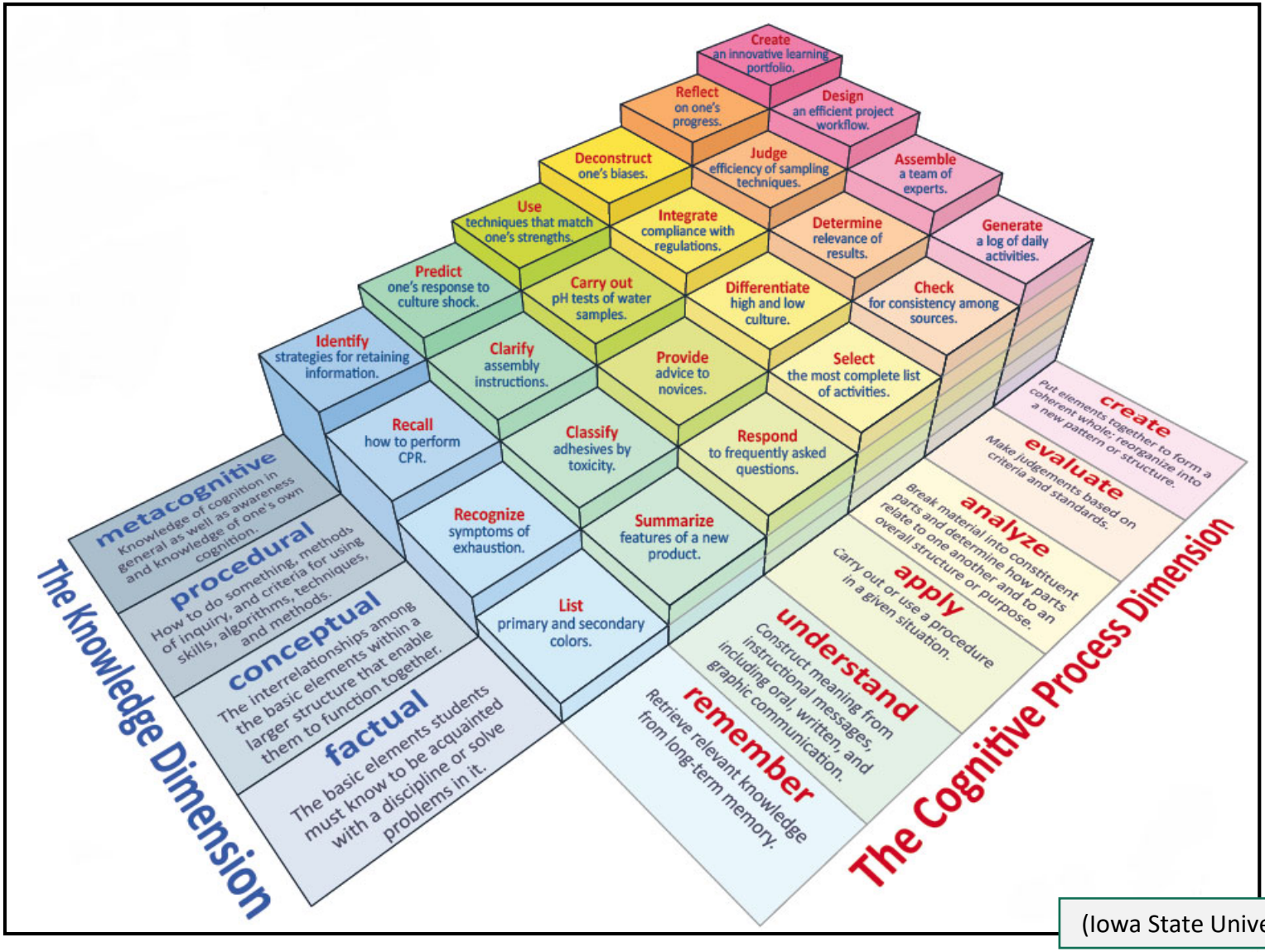


setting the **criteria** for assessing the work

selecting the **evidence** that would be relevant to submit to judgement against those criteria

making a **judgement** about the extent to which these criteria have been met

One possible model:
Revised Bloom Taxonomy



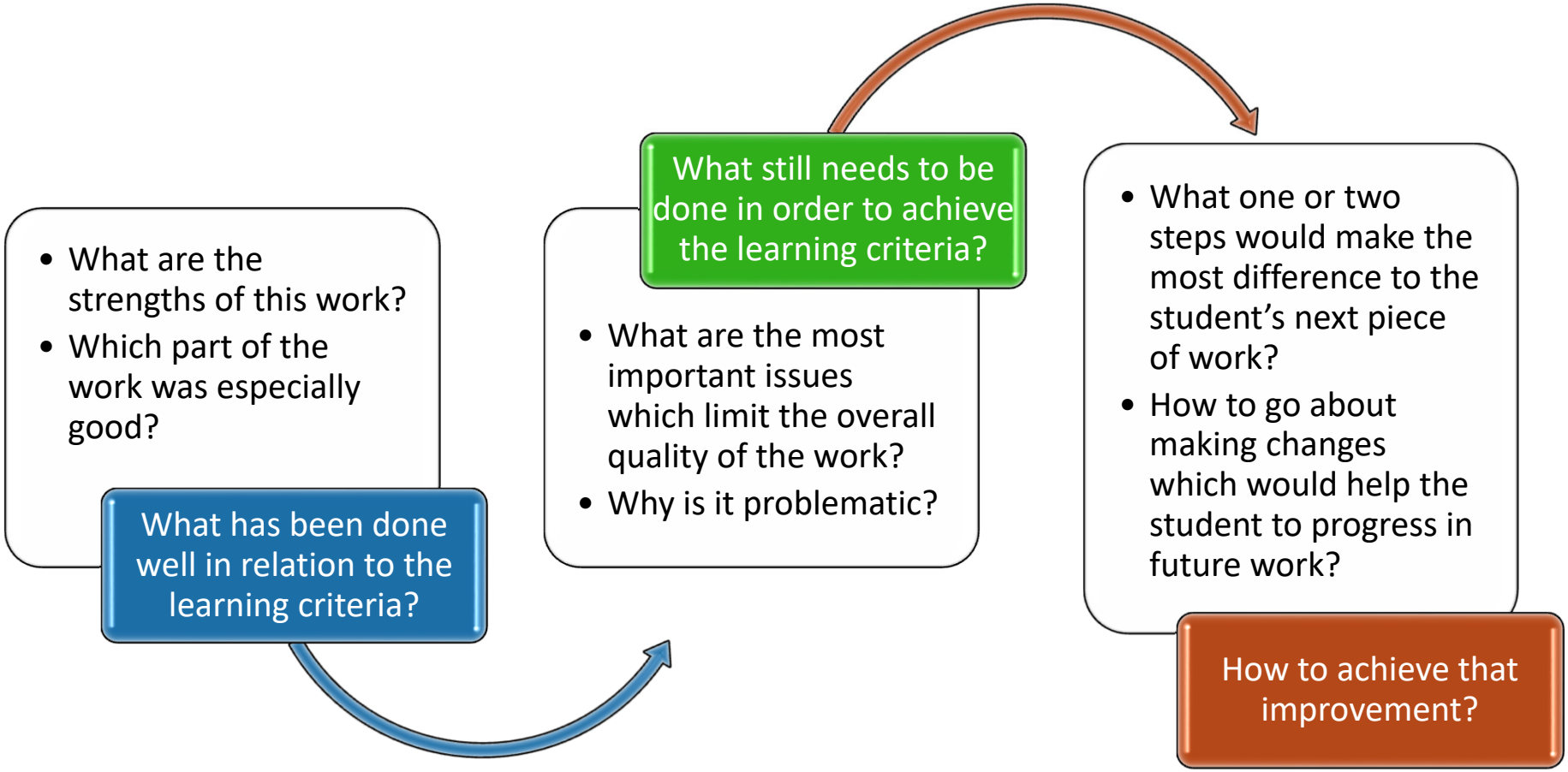
(Iowa State University, CELT)

Summary: Qualities of a Good Assessment

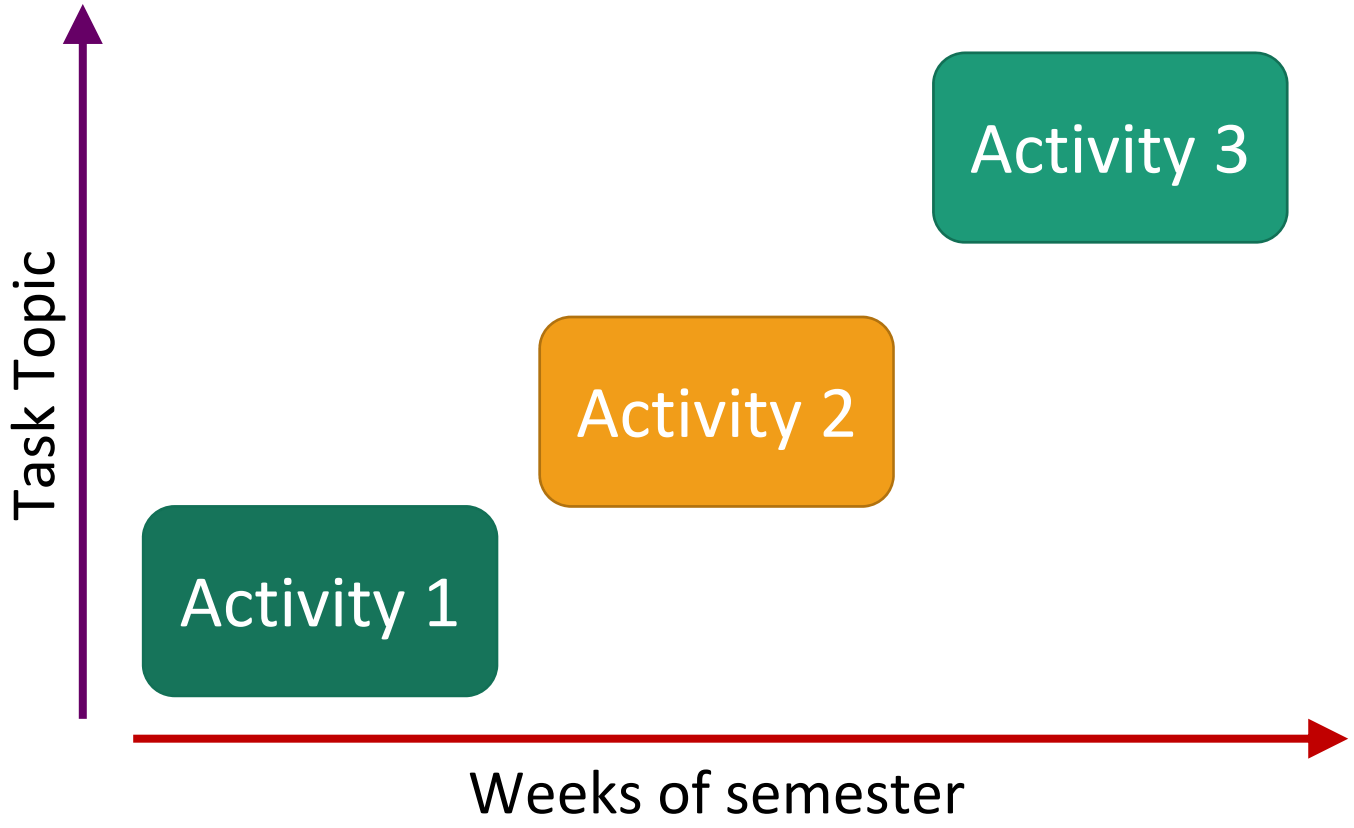
1. Elicit **higher-order cognitive skills**
2. Are **fair**, and **free of bias**
3. Can be **generalized** and be **transferable**, at least across topics within a domain
4. Ensure the **quality of content** is consistent with the best current understanding of the field
5. Recognize the comprehensiveness, or scope, of **content coverage**
6. Are **high-fidelity assessment of critical abilities**
7. Are **contextualized** and **meaningful** to students' educational experiences
8. Are **practical**, **efficient** and **cost-effective**

Linn et al, 1991; Darling-Hammond et al., 2013).

Giving feedback to students



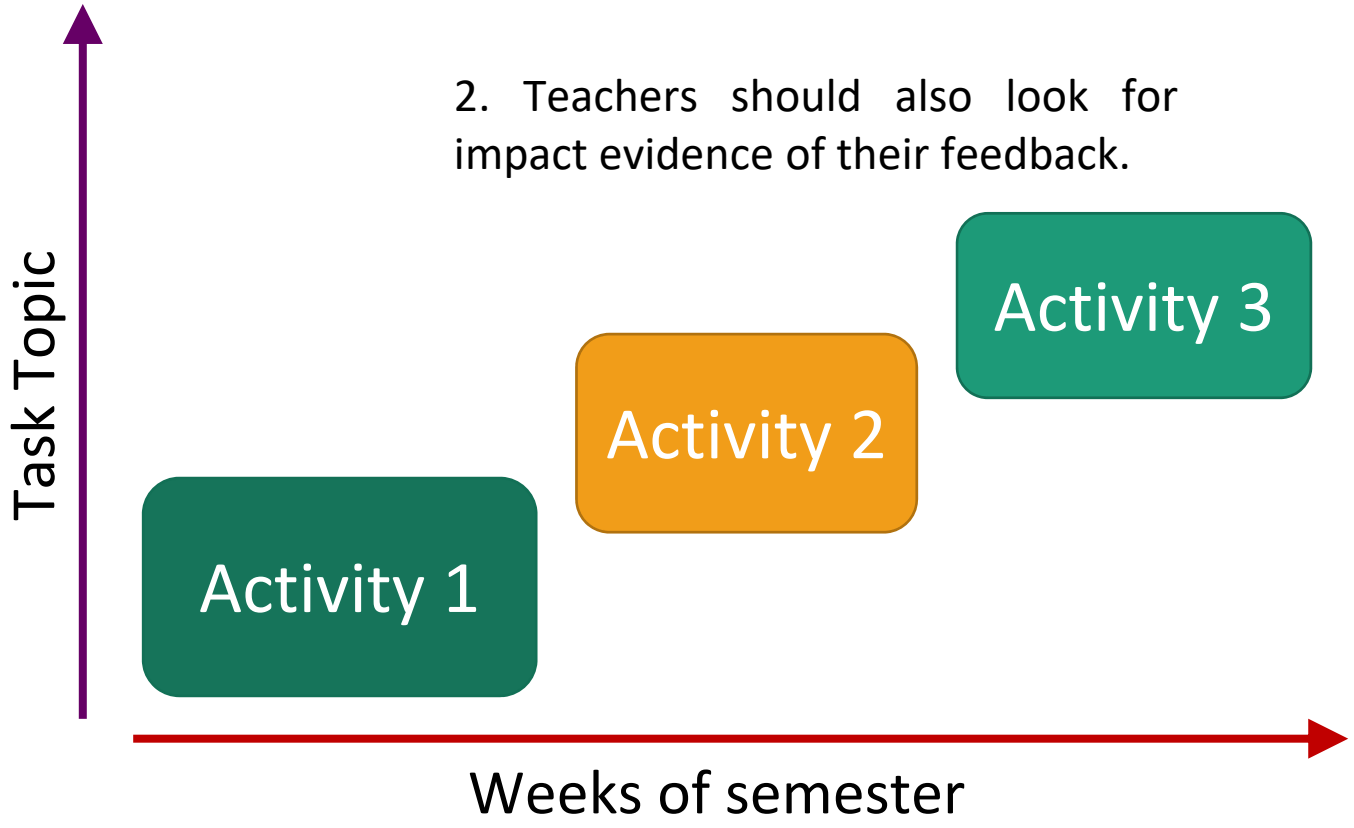
How to create feedback opportunities?



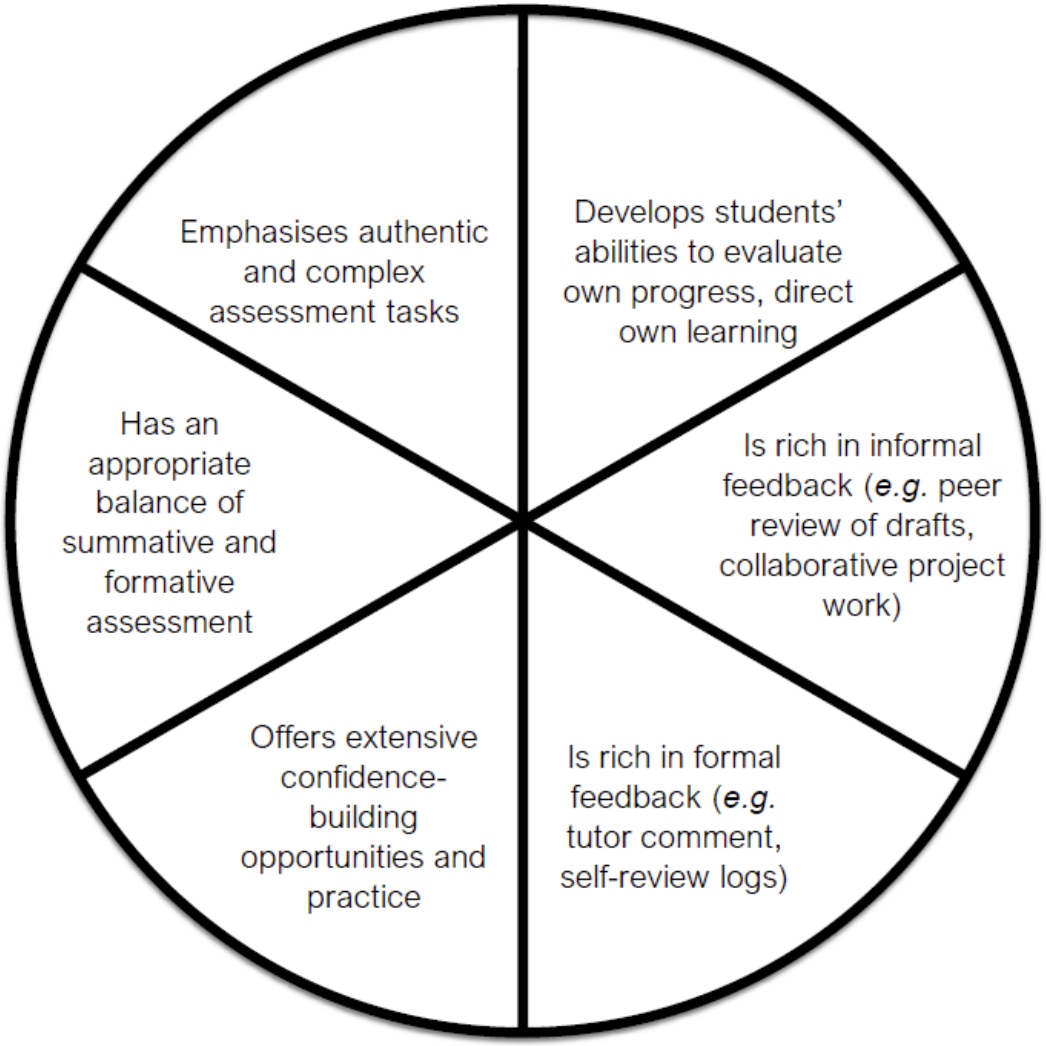
How to create feedback opportunities?

1. Student need opportunity to reflect on the feedback, apply it, and take action

2. Teachers should also look for impact evidence of their feedback.

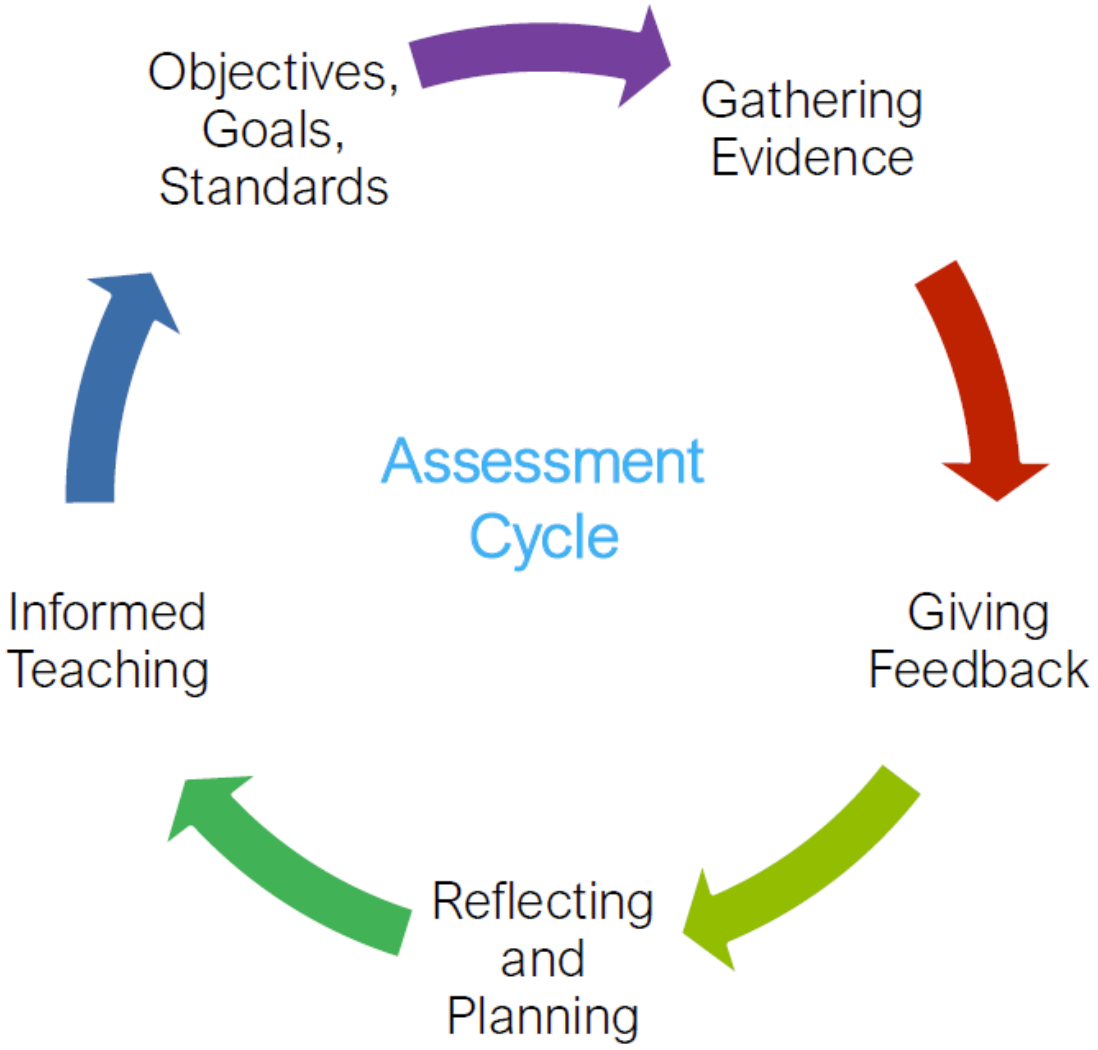


Holistic Assessment Considerations



Sambell, K., L. McDowell and C. Montgomery (2013) ***Assessment for Learning in Higher Education***, Abingdon: Routledge.

Assessment: Role in Teaching & Learning



Summary: Assessment

- "all those *activities* undertaken *by teachers—and by their students* in assessing themselves—that provide information to be used as *feedback to modify teaching and learning activities*."

- "Such assessment *becomes formative* assessment when the evidence is actually used *to adapt the teaching to meet student needs"*

(Black & Wiliam, 1998 p. 140)

Summary: Educational Assessment

"**Educational assessment** refers to the set of methods and processes by which **evidence about student learning is designed, collected, scored, analysed, and interpreted.** These processes are meant to support decisions about teaching, learning, administration, policymaking, and accountability".

"The processes depend on expert judgement and statistical analysis of the quality of the assessment methods, their relationship to intended objective or outcomes, and the validity of consequences".

Brown, G.T.L. (2018). *Assessment of student achievement*. New York: Routledge.

Assessment Case Studies

Observe, Reflect, Discuss and Share

(30 minutes)

Quick Briefing

- Let's ensure you have access to the materials

- Activity Sheet:

https://docs.google.com/presentation/d/1FDbOATzZ4n53WeWVkL91osI8vS9ipX-nUV5EzRtCLLs/edit?usp=sharing

- Shared folder:

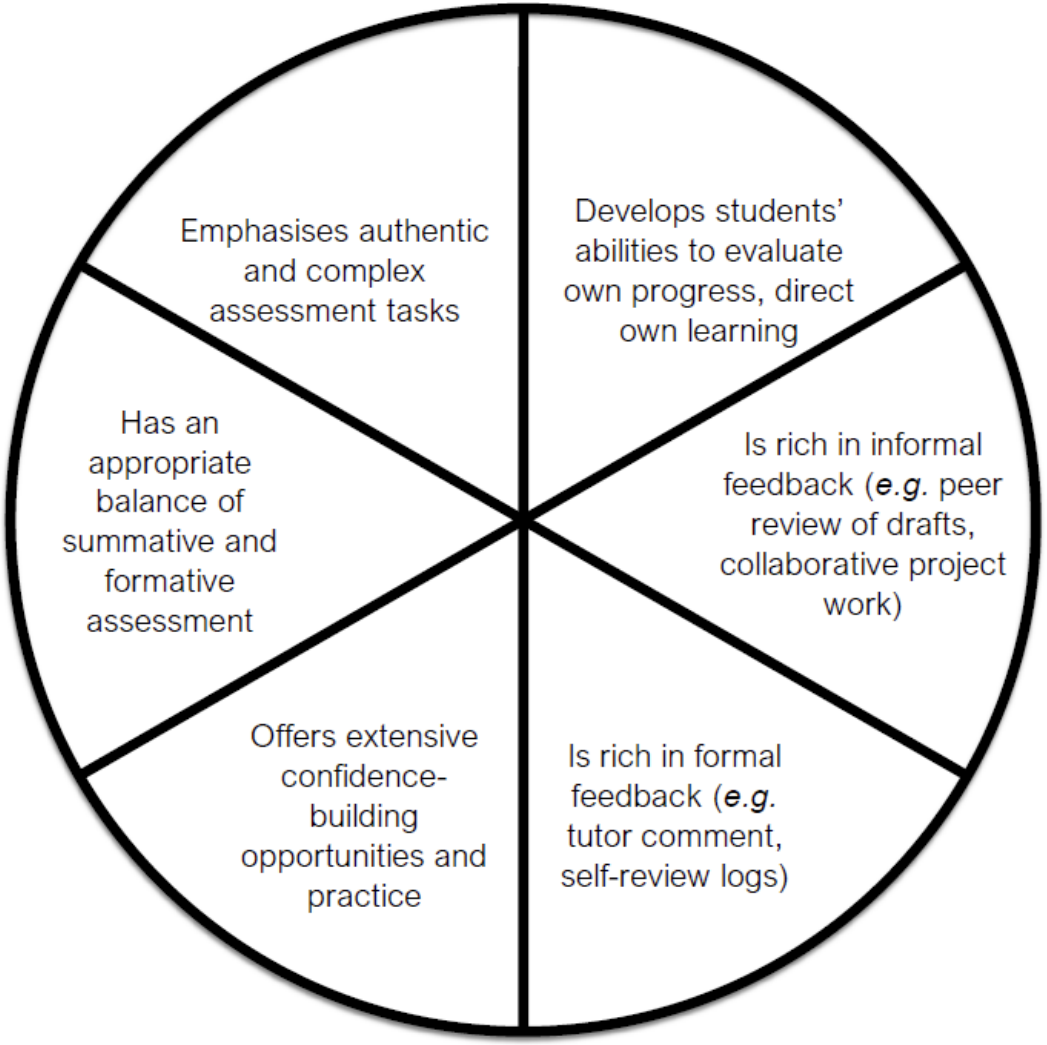
https://drive.google.com/drive/folders/1Xfqxv2Z7MyeZfOKj9PAPCRs3m5fFREo2?usp=sharing

- Time is now _____, we will meet back in the main room at _____

Sharing of Observations and Approaches

(20 minutes)

Holistic Model



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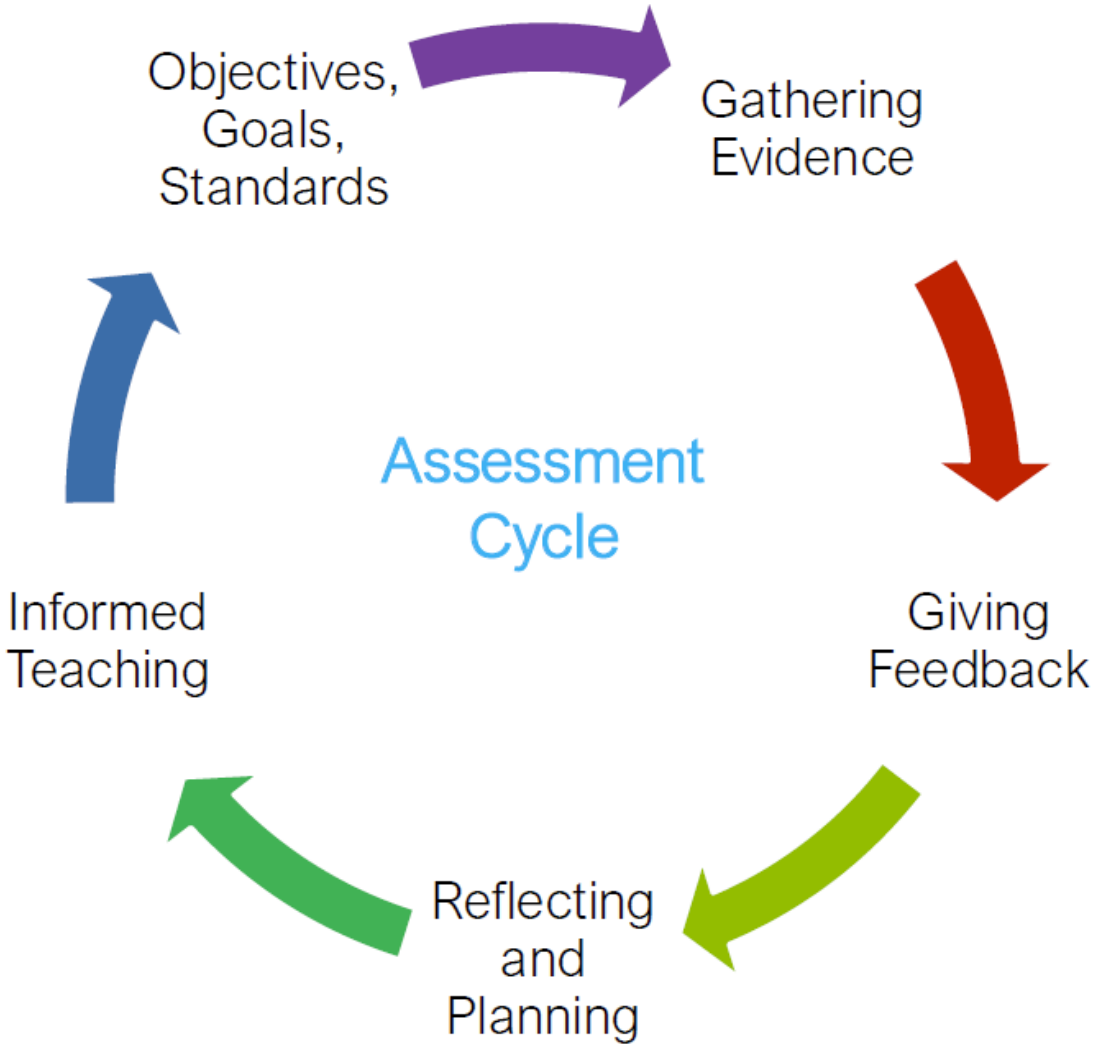
Assessment:
Evidence collection mechanism



Acknowledgement

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  - NUS Colleagues:

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End

Thank you