

# ASSESSMENTS FOR WBL



Assessments for WBL | 28th April 2021 | 15.00 | Online-Meeting



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## Assessments in WBL

WBL means that students learn the job by doing it in the workplace or in contexts based on the work environment, where they will eventually work along with lectures in the education institution.

(Nixon, Smith, Stafford & Camm, 2006)

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WBL programmes promote both social and academic skills for students such as creative problem solving, conflict resolution, communication, teamwork, self-respect and reliability, which are considered highly valuable for 21<sup>st</sup> century citizens (Stanford Center for Opportunity Policy in Education, 2013).

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## How can assessments help to ensure the necessary learning outcomes and competences?



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How can assessments help to ensure the necessary learning outcomes and competences?

In higher education the term *assessment* refers to the wide variety of methods or tools that lectures use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

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How can assessments help to ensure the necessary learning outcomes and competences?

Assessment is the systematic basis for making inferences (выводы / եզրակացություններ) about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.

(Westminster College)

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How can assessments help to ensure the necessary learning outcomes and competences?

2 types

summative assessment – *of* learning  
formative assessment – *for* learning

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summative assessment  
formative assessment

## **summative assessment**

sums up, what the student has achieved at the end of the period.

It may be recorded through writing, photographs or other media.

*high point value, controlled conditions,  
more visibility*

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summative assessment  
formative assessment

## **formative assessment**

... begins with diagnostic assessment, indicating what is already known and what gaps may exist in skill or knowledge.

... take place *during* the learning period

... helps to plan the next steps.

*provide ongoing feedback, adjust teaching methods  
improve learning*

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summative assessment  
formative assessment

***“When the cook tastes the soup, that’s  
formative. When the guests taste the soup,  
that’s summative.”***

*Robert E. Stake, Professor Emeritus of Education at the University of Illinois*

formative



summative



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summative assessment  
formative assessment

### ***Formative assessment examples***

- # Short comparative assessments***
- # One-minute-papers on a specific subject***
- # create a visualisation or map of the current competences***
- ...***

*formative*



### ***Summative assessment examples***

- # end-of-term exam***
- # final project***
- # creative portfolio***
- ...***

*summative*



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summative assessment  
formative assessment

## **formative assessment**

is a more flexible and informal way of assessing the progress and the understanding of the student.

*It helps the students identify their strenghts, weakness and target areas.*

*It helps lecturers recognise where students are struggling and adress problems immediately or more often.*

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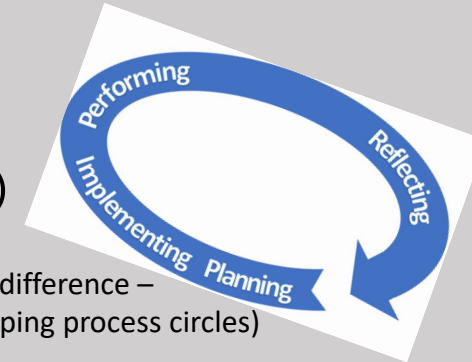


formative assessment

# formative assessment

fits to Basic Pillars for WBL-Programms (Garnett, 2005)

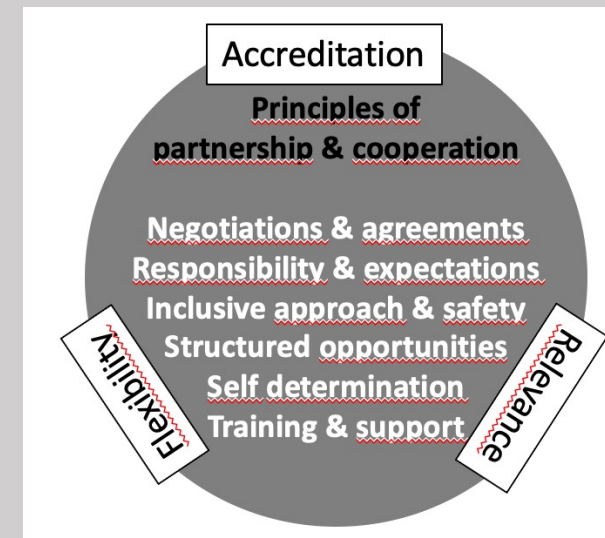
- Focus on process and development
- More flexible (Reflection makes the difference – Link to Planning – Continuous developing process circles)



Framework for WBL

2) Programm structure

Assessment is one of the  
Implementation tools!



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# formative assessment in pedagogical practical studies at PHDL

## procedure of practice

- 1) Start meeting: student, practitioner, teacher
- 2) Practise accompanied by a **portfolio** and meetings for reflexion
- 3) Final meeting and presentation

Study objectives should clearly be based on the requirements in the professional field and their reflective processing. (Boxhofer, 2016)

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# Portfolio in pedagogical practical studies



A portfolio is a **targeted collection** of work that shows the individual efforts, progress and performance of the learner in one or more areas. Portfolios serve the more or less self-determined representation of one's own abilities (representation of competencies) on the basis of (self) selected service products." (Häcker 2006)

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# Portfolio in pedagogical practical studies

The portfolio in the Pedagogical Practical Studies is a **development portfolio** and is defined as follows: The development portfolio is a form of documentation, which serves a more in-depth examination of career-relevant development steps. This requires a research and pedagogical attitude not only with regard to technical issues, but also with regard to the development of one's own personality and a systematic-scientific processing of professionally relevant issues. (Häcker 2006)



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# Portfolio in pedagogical practical studies

The development portfolio is multifunctional and serves ...

- the reflection of the students' own willingness and skills, which are crucial for a successful, professional approach in the teaching profession,
- the exchange of assessments in the practice teams and at the same time represents the foundation for further individual developments,
- as a basis for the final assessment at the end of each semester,
- getting to know portfolio work in general, that is, how to use a “teaching-learning instrument” that prospective teachers can later adapt for their own lessons (Kraler 2007).

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# E-Portfolio Mahara

- \ Mahara is an e-Portfolio, blog and social network which connects users and
- \ online communities.
- \ With Mahara / Using Mahara you have the opportunity to **create your own**
- \ **personal learning Environment.**

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# Example E-Portfolio Mahara

Students can create a portfolio with their activities, learning outcomes in progress:

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# Example E-Portfolio Mahara

Lectures can give support and comments:

Kommentare

Add comment

▼ Absatz ▼ **B** *I* ☰ ☷ 🔗 🔗🔗 🖼️ ↶ ↷

0 WÖRTER

Make comment public ☒ Yes

Datei anhängen  
 Keine Datei ausgewählt (Maximale Uploadgröße 50MB)

[Abbrechen](#)

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# Further examples for formative assessments

(see. Erasmus-projekt ASSET)

Open Digital Badget  
Critical Friends Approach  
Group reflective diary  
Concept map  
Portfolio – ePortfolio  
Peer-Assessment  
Soft skills Assessment

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# Further examples for formative assessments

(see. Erasmus-projekt ASSET - <https://www.asset-erasmus.com/copy-of-teaching-manuals>)

## Open Digital Badget

Open Digital Badges, extensively used in Tallinn University, as emerging trend in educational technology, present a new means of assessment in the form of granular micro-credentials. Several educators believe that Open Digital Badges have enormous potential for fostering student learning and changing how learning achievements will be recognized, made more visible and reach beyond institutions.



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## Critical Friend Approach

One of the approaches where collaboration occurs in a systematic way is “Critical Friend”. Critical friend approach is widely used in the education systems of successful western countries. It is an effective way to foster professional collaboration among teachers and students, which focuses on developing collegial relationships, encouraging reflective practice, and rethinking leadership.

Technological tools to support the Critical Friend Approach are provided.



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## Group Reflective Diary

The aims of reflective diaries are to express the observation of the learning process and evidence of reflection. An essential benefit of the learning-response log is the creation of an environment where students feel more free to express their concerns and to experiment with learning. The goal is to encourage students to explore and share their thoughts in groups, and reflect on their group work rather than the commonly used individual approach practiced thus far.



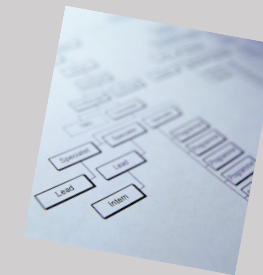
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## Concept Map (CoMa)

A CoMa is a visual representation of knowledge. The process enables one to organize and structure information and the relationships between them. Concept maps provide a visual representation of conceptual and relationship knowledge within a particular domain. Concept maps may aid the instructor in assessing what students understand and how they relate the material to the overall course goals. Technological platforms and assessment methods of CoMa are provided.



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## What are the limitations?

All assessment activities have their limitations. Any individual assessment (summative or formative) can only give a snapshot of a student's achievement on a single occasion. This may prevent lecturers from drawing clear conclusions about end-to-end strengths and weaknesses.

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Thank you for your attention!

спасибо за Ваше внимание

Հնորհակալություն  
ուշադրության համար

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