

ASSESSMENT

WEDNESDAY, 20 JANUARY 2016

APPROACH TO CURRICULUM DEVELOPMENT



*LAYOUT OF WORKSHOP

- *Session 1 : Introduction and frameworks
- *Session 2 : Principles of alignment
- *Session 3 : Overview of assessment
- *Session 4 : Formative and summative, and integrated assessment

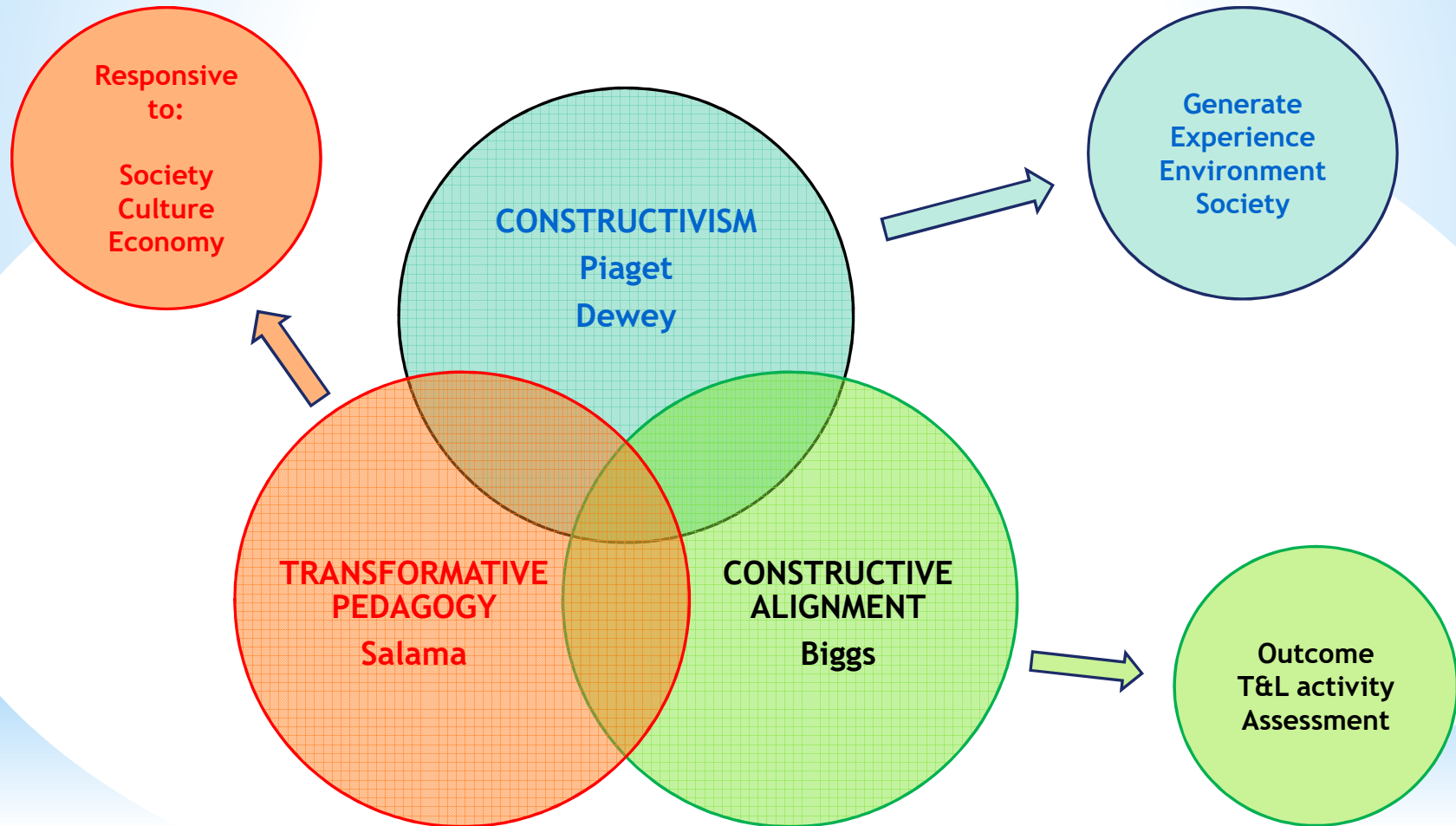
SESSION 1

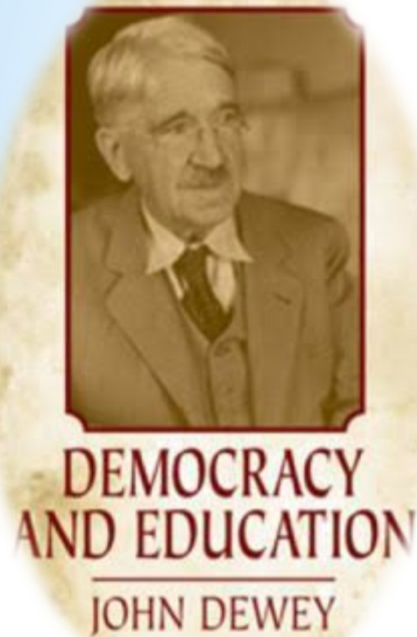
INTRODUCTION

OUTCOMES

- *Participants should be able to formulate a Theoretical Framework for Teaching and Learning (T&L)

Philosophy, theoretical framework, conceptual framework.....whatever





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A being whose activities are associated with others has a social environment. What he does and what he can do depend upon the expectations, demands, approvals, and condemnations of others.

A being connected with other beings cannot perform his own activities without taking the activities of others into account. For they are the indispensable conditions of the realization of his tendencies.

**“When he moves he stirs them
and reciprocally”**

(Dewey, 1916)



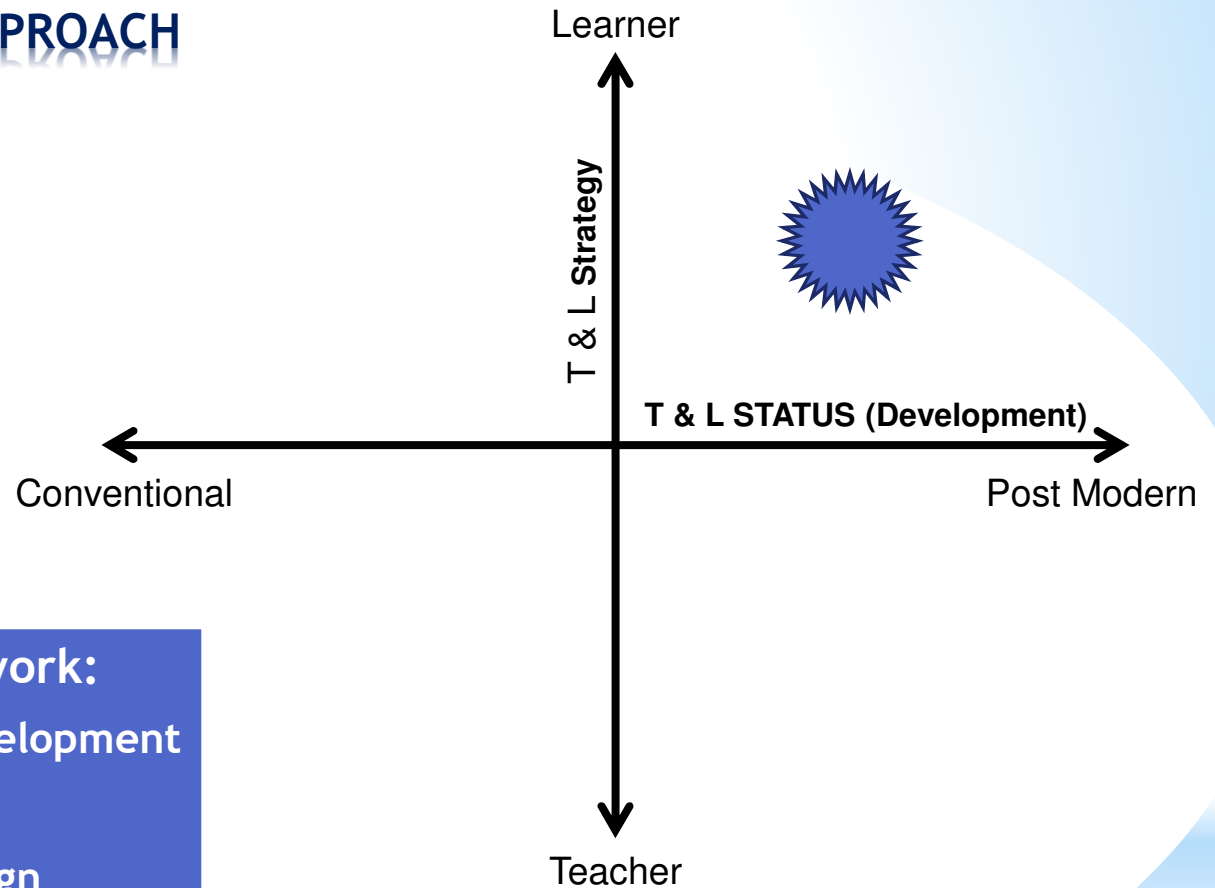
The “alignment” in constructive alignment reflects the fact that the learning activity in the intended outcomes, expressed as a verb, needs to be activated in the teaching if the outcome is to be achieved and in the assessment task to verify that the outcome has in fact been achieved.

(Biggs and Tang, 2007)



THEORETICAL FRAMEWORK CONTINUED

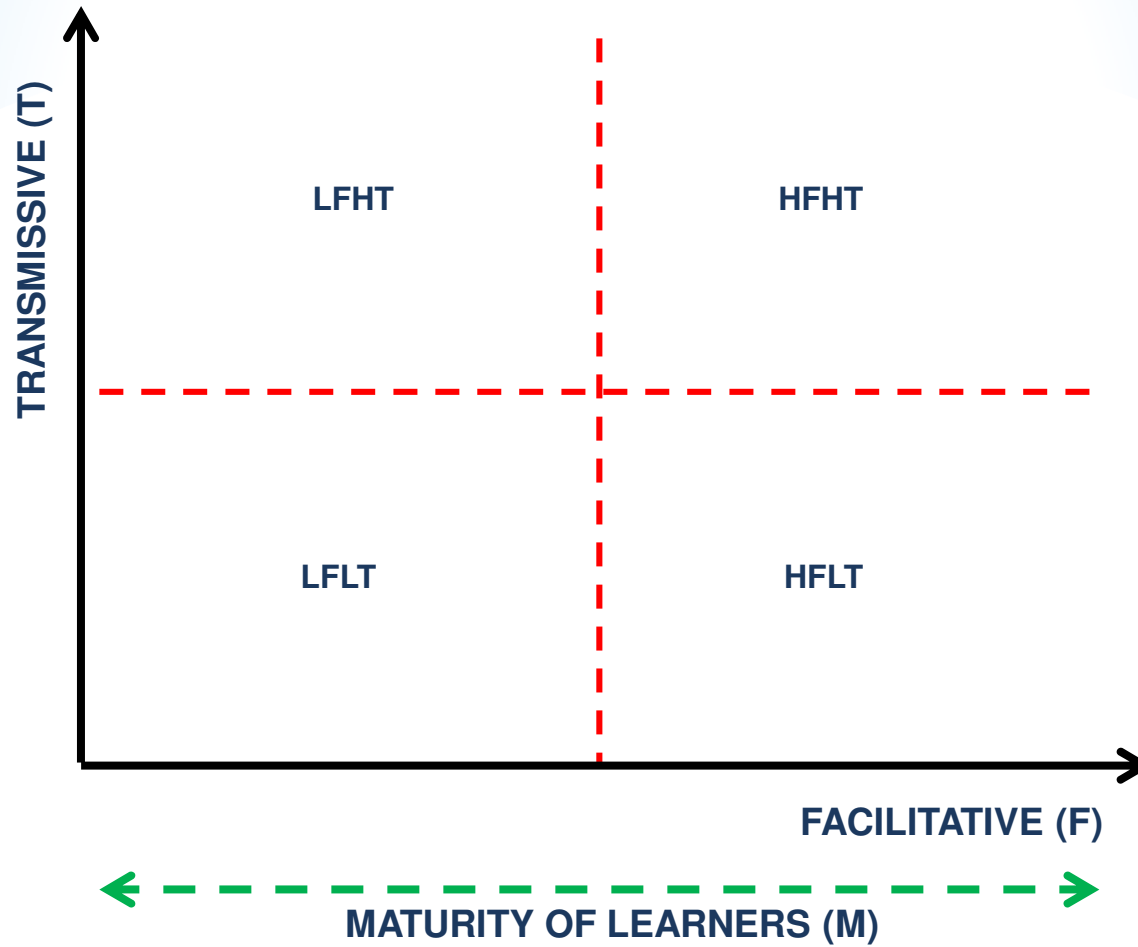
DIMENSION 1: T&L APPROACH



* Theoretical framework:

- LP design and development
- Module design
- Learning unit design
- Teaching and Learning

DIMENSION 2: FACILITATION OF T&L

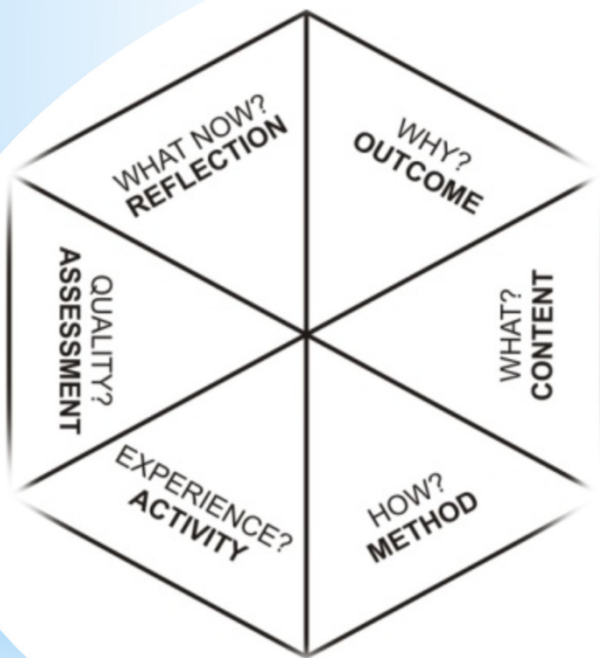


SESSION 2

PRINCIPLES OF ALIGNMENT

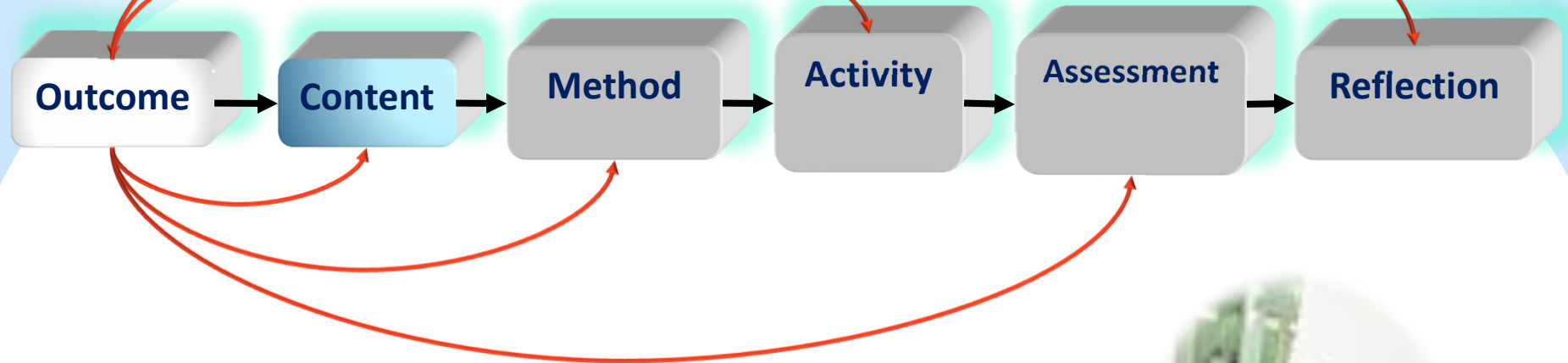


PRINCIPLES OF ALIGNMENT IN T&L



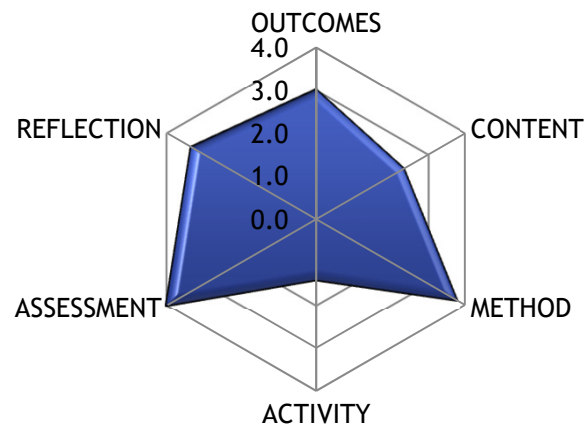
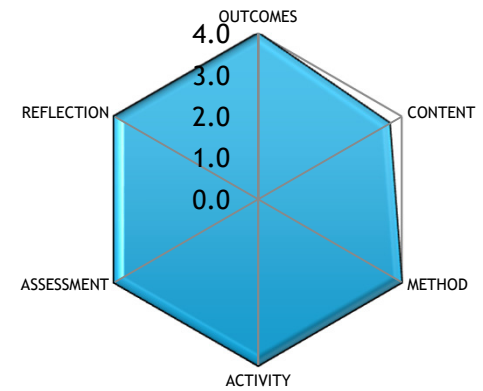
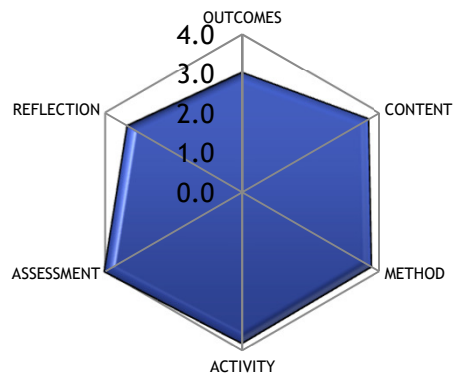
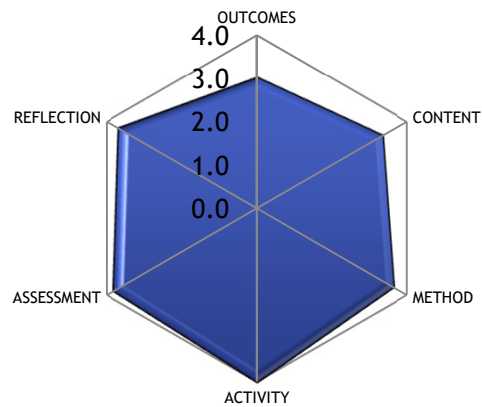
- * **Why** should learners be *engaged* in teaching and learning **experiences**?
- * **What** should learners *acquire* during teaching and learning **experiences**?
- * **How** should educators approach the educational process, *environment*, *knowledge* and **experiences** of the learners?
- * What educational **experiences** should learners be *engaged* in to *reflect* acquisition of knowledge, skills and values?
- * What assessment **experiences** should learners *encounter* to *demonstrate* **quality** acquisition of knowledge, skills and values?
- * **What now?** - what should learners *do* on completion of the assessment task as part of T&L **experiences**?

ALIGNMENT



REAL???

ALIGNMENT - EXAMPLES





***ASSESSMENT???**

SESSION 3

OVERVIEW OF ASSESSMENT

Principles of good Assessment

*Fairness

- Account of all obstacles/barriers - unfairness
- Clarity, transparency and availability
- Appeal and reassessment

*Validity

- Measure what it says
- Constitute:
 - Procedures
 - Methods
 - Instruments
 - Tools
 - Materials
- Ability to perform (Learners)
- How? - Assessors should
 - Clearly state outcomes
 - Type of evidence
 - Appropriate method
 - Select instruments and tools

Reliability

-  Not to be influenced

-  Consistency

Practicability

 Arrangements

 Achievable

 Affordable

*TERMINOLOGY

*ASSESSMENT METHODS

- *Observation

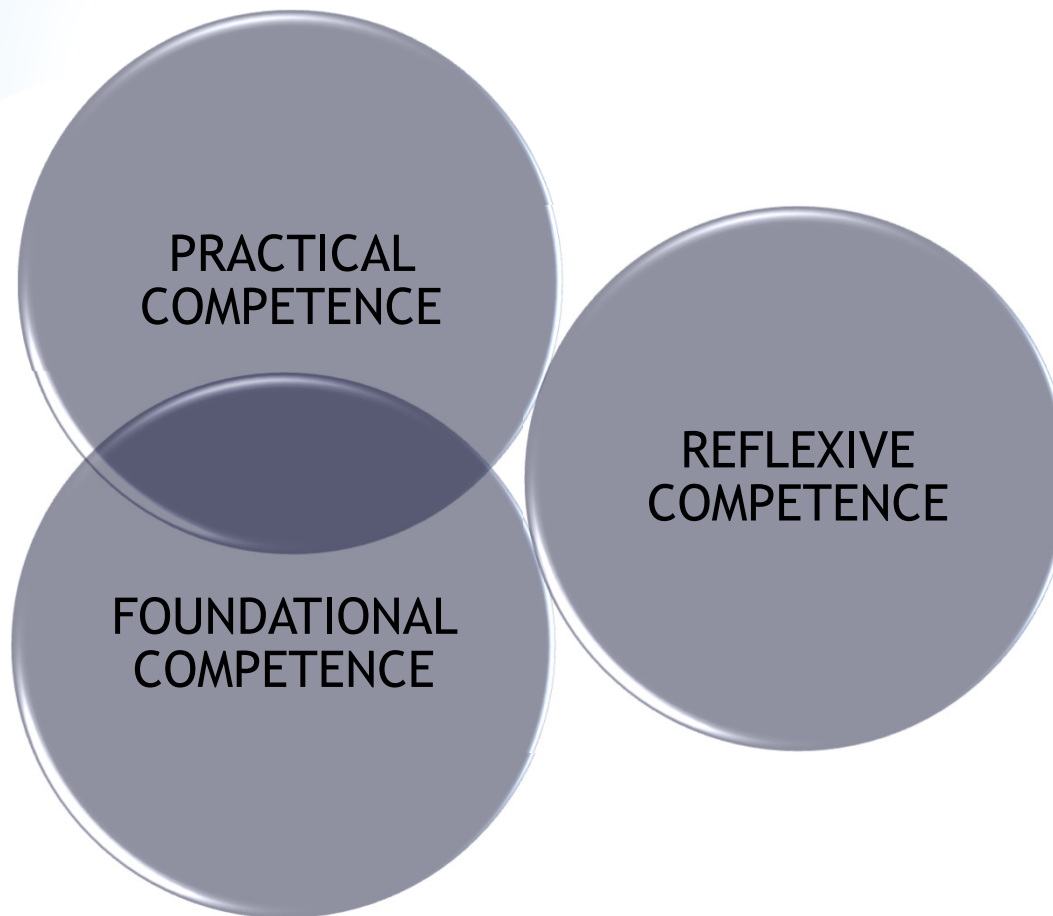
- *Product

- *Questioning

*ASSESSMENT INSTRUMENT

*Nature of the assessment task that the learner should do

APPLIED COMPETENCE



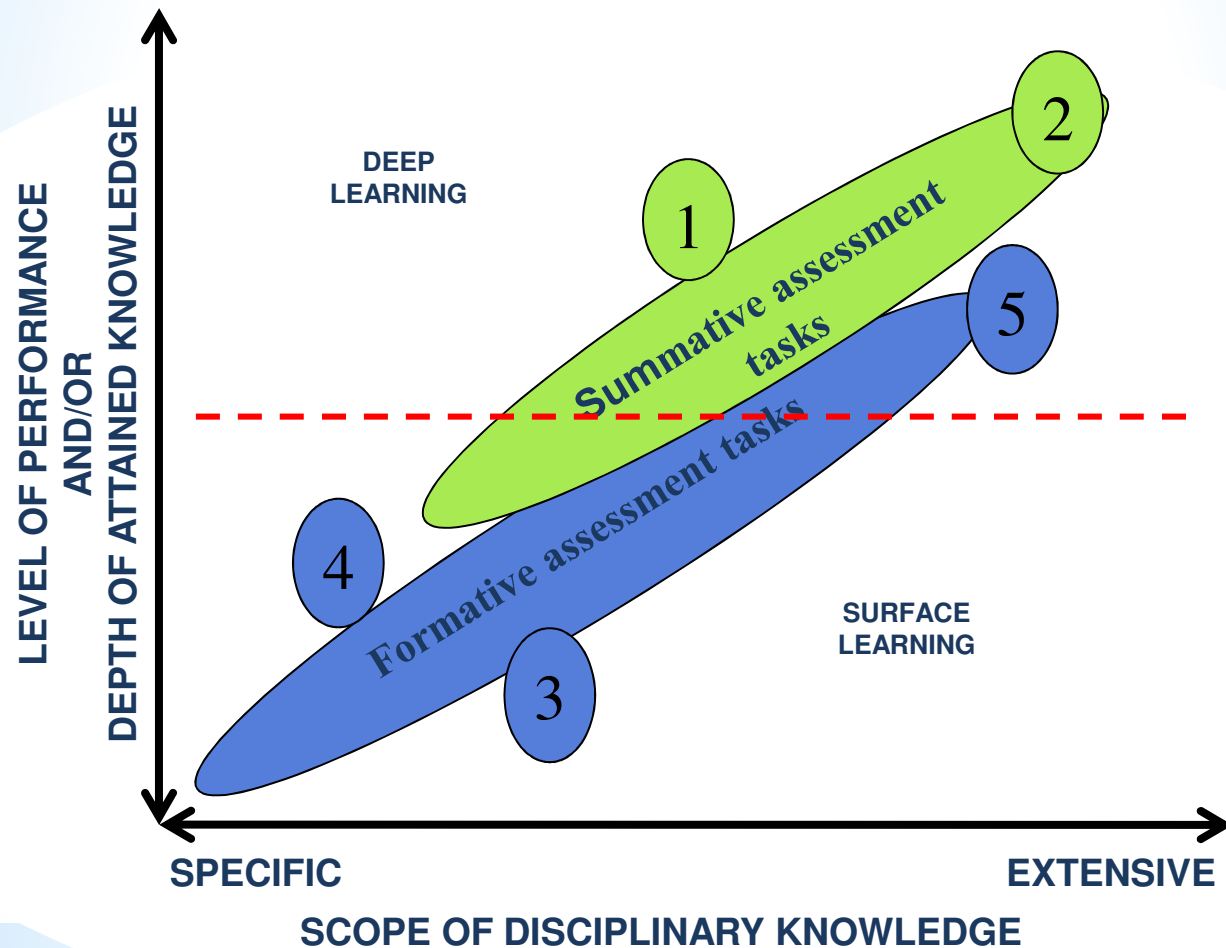
SESSION 4

FORMATIVE AND SUMMATIVE ASSESSMENT

OUTCOMES FOR THIS SESSION

- * Reflect on the understanding of formative and summative assessment
- * Reflect upon a common understanding of integrated assessment within the context of an assessment plan

FORMATIVE VS SUMMATIVE ASSESSMENT



INTEGRATED ASSESSMENT



BACKGROUND OF INTEGRATED ASSESSMENT

- * Assessment methods are unique**
- * Focus on theory – conceptual knowledge**
- * Focus on practical's – contextual knowledge**
- * Compliment teaching and learning**
- * Ensure achieving of the purpose of teaching and learning**



UNDERSTANDING INTEGRATED ASSESSMENT

- * Integration of knowledge, skills and personal qualities
- * Integration of concepts, ideas and actions and dispositions (values and attitudes) across standards
- * Authentic or simulated real-world contexts

PURPOSE OF INTEGRATED ASSESSMENT

- * Placement decisions
- * Formative or monitoring decisions
- * Diagnostic decisions
- * Summative or attainment decisions
- * Quality assuring the process
- * In the service of learning and the learner

INTEGRATED ASSESSMENT IN PRACTICE

- * Assessing a number of outcomes together
- * Assessing a number of assessment criteria together
- * Assessing a number of standards together
- * Using a combination of assessment methods and instruments achieving an outcome/outcomes
- * Collecting naturally occurring evidence (such as in a workplace setting)
- * Acquiring evidence from other sources such as:
 - * Supervisor's reports
 - * Testimonials
 - * Portfolios of work previously done
 - * Logbooks
 - * Journals, etc

INTEGRATED ASSESSMENT TOOLKIT

- * [INTEGRATED ASSESSMENT TOOLKIT.docx](#)
- * [ASSESSMENT PLAN.docx](#)
- * [ACTIVITY 1.docx](#)
- * [ACT-VERB.doc](#)