Being Assessment Literate - using technology to assess and provide feedback
評估意識–如何以科技技術來作評估與提供反饋

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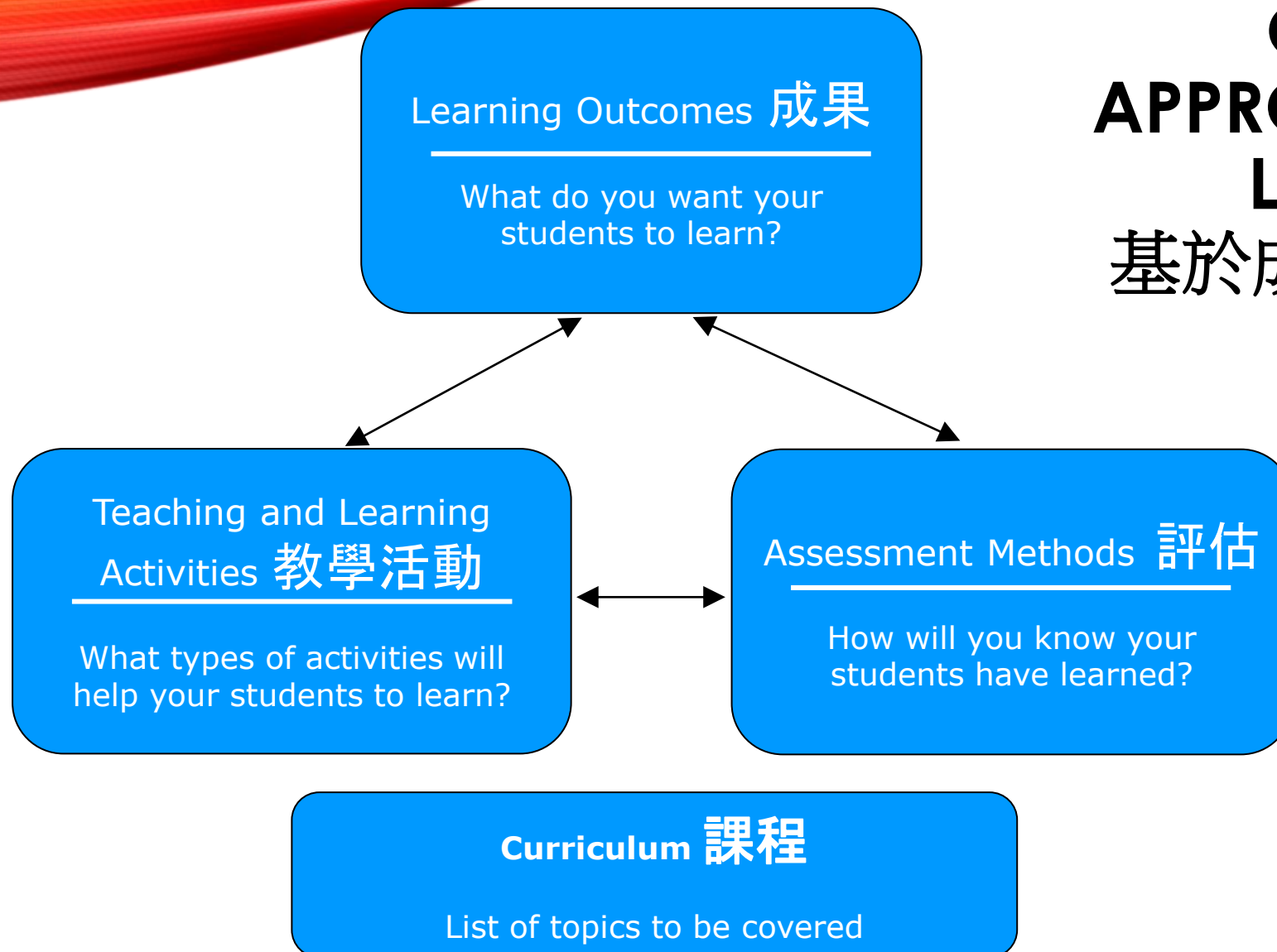**Centre for the Enhancement of Teaching and Learning**
Faculty of Education
The University of Hong Kong 香港大學

香港大學
THE UNIVERSITY OF HONG KONG

OUTCOMES BASED APPROACH TO STUDENT LEARNING – OBASL
基於成果的學生學習方法

Learning Outcomes 成果

What do you want your students to learn?

Teaching and Learning Activities 教學活動

What types of activities will help your students to learn?

Assessment Methods 評估

How will you know your students have learned?

Curriculum 課程

List of topics to be covered

STUDENT EXPERIENCE WITH ASSESSMENT

Assessment Drives Learning 評估推動學習

Asian Students tend to be test-centric
亞洲學生往往以考試為中心

"Students can escape bad teaching:
they can't avoid bad assessment"
(David Boud, cited in Brown 1999, p4)*

* Brown, S.(1999). Institutional strategies for assessment. In S. Brown & A. Glasner (Eds),Assessment Matters in Higher Education: Choosing and Using Diverse Approaches (pp.313). Buckingham, UK: SRHE and Open University Press

SELF REFLECTION

Am I assessment literate?

我有評估意識嗎?

您如何知道自己是否具備評估知識？

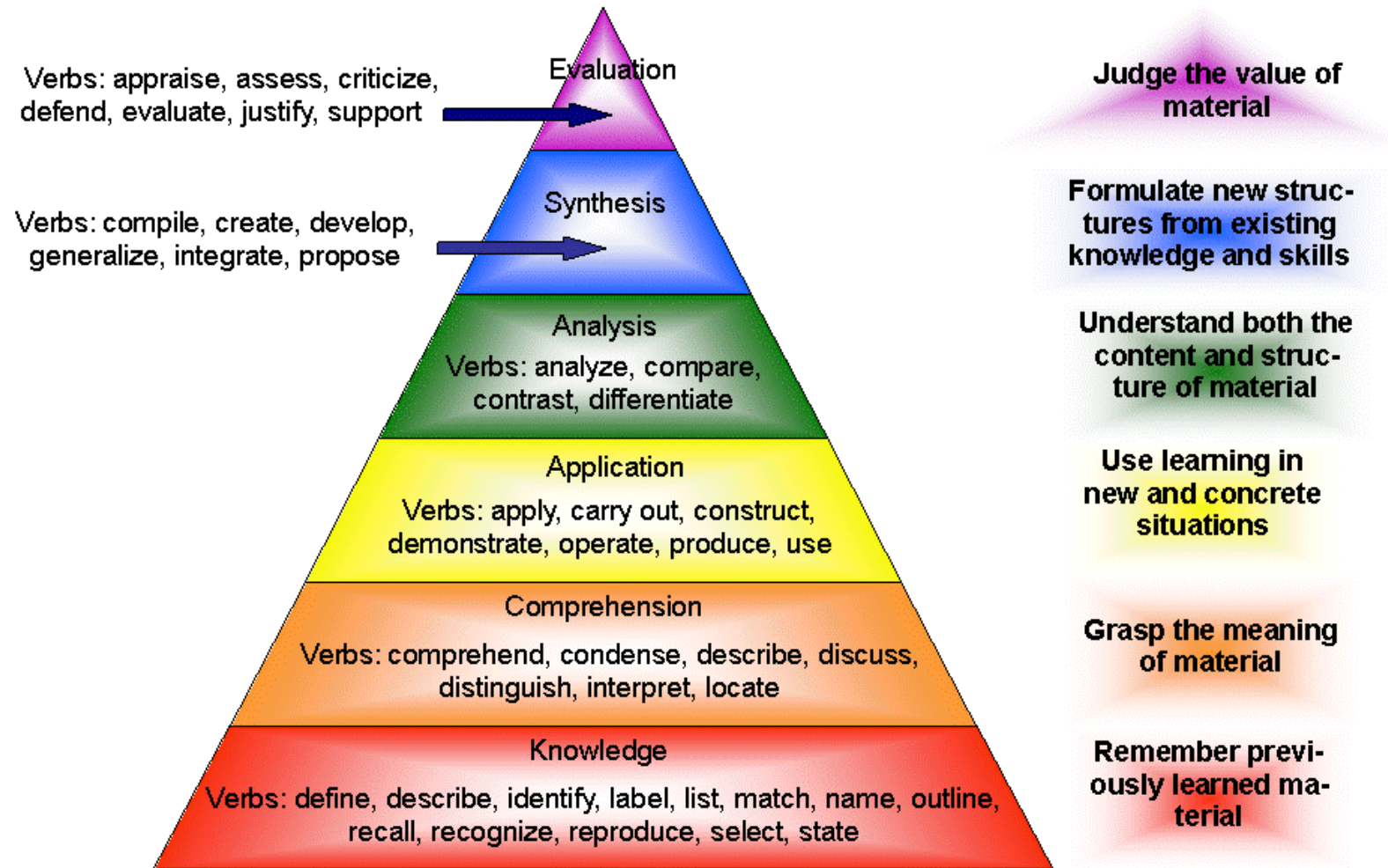# Teacher assessment literacy for "academic knowledge" – a guiding framework

Dimension 構件	Components
Knowledge 知識	•the target of assessment (i.e. what to assess) •the purpose of assessment (i.e. why assess) •the different assessment methods (i.e. how to assess)
Attitude 態度	•Teachers' conceptions of and attitude towards assessment
Practical 實習	•define learning outcomes and align them with a corresponding assessment method and criteria •select assessment tools to collect evidence of student learning •provide feedback to students •train and support students in the use of assessment to improve their learning
Social-emotional 情緒	•Teachers' ability to: •attend to ethical issues in assessment •manage students' emotional reactions to assessment

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BLOOM'S TAXONOMY

Bloom's Taxonomy

Verbs: appraise, assess, criticize, defend, evaluate, justify, support → Evaluation — Judge the value of material

Verbs: compile, create, develop, generalize, integrate, propose → Synthesis — Formulate new structures from existing knowledge and skills

Analysis
Verbs: analyze, compare, contrast, differentiate — Understand both the content and structure of material

Application
Verbs: apply, carry out, construct, demonstrate, operate, produce, use — Use learning in new and concrete situations

Comprehension
Verbs: comprehend, condense, describe, discuss, distinguish, interpret, locate — Grasp the meaning of material

Knowledge
Verbs: define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state — Remember previously learned material

6 Levels in the Cognitive Domain of the Taxonomy — Information at each level

THINK BACK AT

YOUR ASSESSMENT DESIGN STAGE…

回想一下您的評估設計階段…

WHAT ARE THE IMPORTANT FACTORS TO DESIGN AN EFFECTIVE ASSESSMENT TASK?
設計有效評估任務的重要因素是什麼？

- What is the actual purpose of this assessment?
  這項評估的實際目的是什麼？

- Do the assessment methods address and align with all the ILOs?
  評估方法是否對所有預期學習成果保持一致？

- Do the assessment methods align with the learning activities?
  評估方法是否與學習活動保持一致？

- Are the assessment methods actually practical and deliverable given the available contact time and resources (staff, room, time)?
  這項評估方法是真的實用,有否考慮到可用的資源（人力資源、房間、時間）?

- Do the assessment methods allow reflective and feedback?

  評估方法是否允許反思和反饋？

- Is the assessment workload realistic for teachers and students?

  評估工作量對教師和學生來說是否現實？

- Is the assessment method complying with the EDB/institution/department policies?

  評估方法是否符合機構/學院/部門政策?

WHAT ARE THE IMPORTANT FACTORS TO DESIGN AN EFFECTIVE ASSESSMENT TASK?
設計有效評估任務的重要因素是什麼？

- Why are we assessing?
- What are we assessing?
- How are we assessing?
- Where is best place to assess?
- When should we assess?
- What are we going to grade?
- How are we going to grade?
- When should we grade?
- Who is going to grade?
- Who should give feedback?
- When should we give feedback?
- How should we give feedback?

我們為什麼要評估？
我們在評估什麼？
我們如何評估？
哪裡是最好的評估地點？
我們應該什麼時候評估？
我們要評分什麼？
我們將如何評分？
我們應該什麼時候評分？
誰來評分？
誰應該提供反饋？
我們應該什麼時候提供反饋？
我們應該如何反饋？

WHAT ARE THE IMPORTANT FACTORS TO DESIGN AN EFFECTIVE ASSESSMENT TASK? (3)

	CHARACTERISTICS
Take time to Set 花時間設置	
Take time to Answer 花時間回答	
Take time to Correct 花時間改正	
Take time to provide Feedback 花時間提供反饋	
Suitable for Large Class 適合大班教學	
Can substitute with Computers 可以用電腦代替	
Passive 被動學習	
Active 主動學習	
Process Oriented Method 集中過程	
Product Oriented Method 集中結果	

And what level of Bloom's is the assessment method assessing?

- Attendance出席率
- Attitude or Effort 態度或努力
- Participation 參與率
- Product or Process 結果或過程
- Accuracy 準確性

- Use of sources參考文獻的使用
- Use of Theory 運用理論
- Originality/Innovativeness 創作力
- Clarity 清楚性
- Presentation style 演示風格

The Telegraph

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HOME » NEWS

Teacher 'bias' gives better marks to favourite pupils, research reveals

It really does pay to be the teacher's pet. New research has revealed that teachers mark children's work according to how they feel about particular pupils.
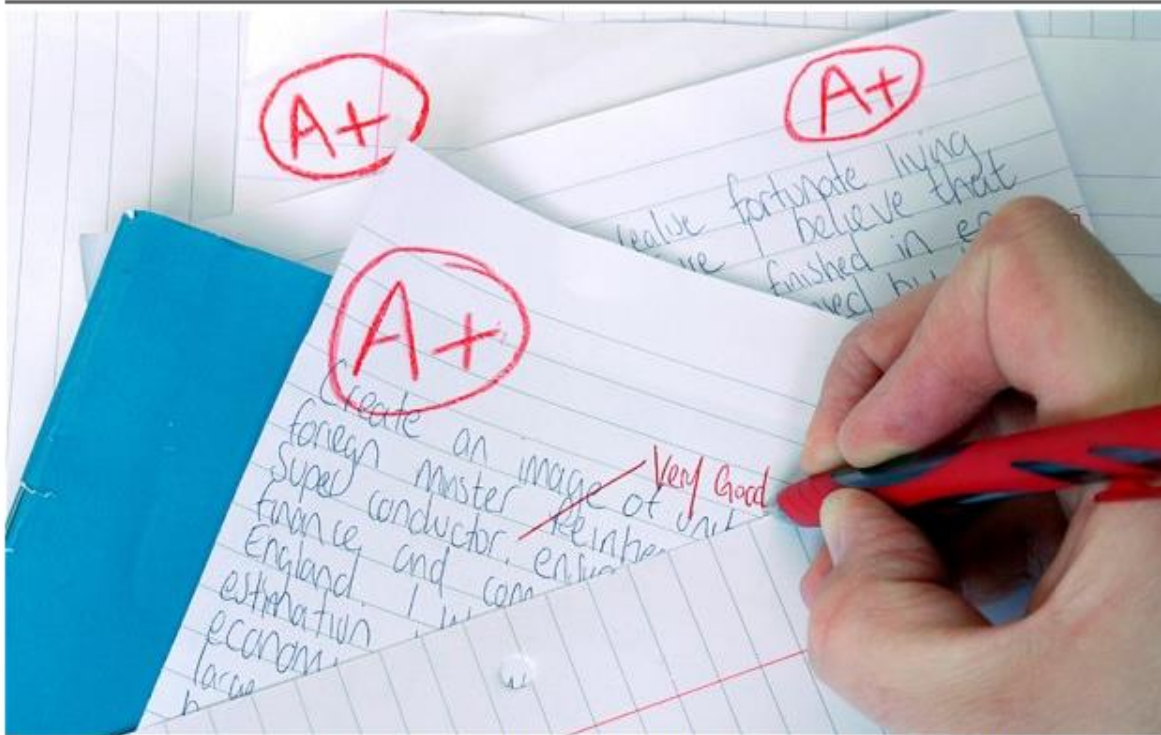
Nearly two thirds of the moderators said they thought that "teachers' personal feelings about particular pupils influenced their assessments" on some occasions or on a regular basis. Photo: ALAMY

WHAT DO YOU THINK?

ARE YOU LIKE THAT?

1. *Explain in depth* why a particular subject topic is important.

   AT: Set a 2,000 word essay on one of two nominated topics

2. *Explain* how each components/points inter-relate.

   AT: Concept map of subject; letter-to-a-friend

3. *Reflect* on an authentic case study shown in the course.

   AT: Present selected parts of diary with comments

4. *Evaluate* a situation that has gone wrong and apply a   solution.

   AT: Report as a case study

5. *Demonstrate and apply* the theory

   AT: Observation

Feedback

Stamps

A/B/C % grades

Simple Correction

Appropriate feedback: In the written assignment, we were looking for the rationale for your answer (10 pts), the correct answer to the question (10 pts) and written communications skills (10 pts). You answered the question correctly (10/10 pts) but you did not explain how you got to the answer (your rationale 3/10 pts) and had numerous spelling and grammar mistakes (3/10 pts). Your total score of 16/30 was below our minimum of 17.5/30.

Rubrics

Item score: ★★★★☆ 4.0

Skills	Markings			
	Poor ★	Fair ★★	Good ★★★	Excellent ★★★★
Overall Rubrics	Criteria and factors to be considered critically is not stated. No Information is taken from source(s). Shows no emerging awareness of present assumptions (sometimes labels assertions as assumptions). Unable to identify some contexts	Criteria and factors to be considered critically is stated without clarification or description. Information is taken from source(s) without any interpretation/evaluation. Shows an emerging awareness of present assumptions (sometimes labels assertions	Criteria and factors to be considered critically is stated, described, and clarified so thatunderstanding is not seriously impeded by omissions. Information is taken from source(s) withenough interpretation/evaluation to developa coherent analysis or synthesis.Identifies own and others'	Criteria and factors to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for fullunderstanding. Information is taken from source(s) withenough interpretation/evaluation to developa comprehensive analysis

General Comments in class

Exemplars

Tutor's general summary:

Thank you for your first Openings assignment, and well done for meeting your deadline.

Learning outcome 1: *demonstrate course knowledge and understanding, and present in own words* - **Just Achieved**. You are well on the way to getting 'achieved' in this learning outcome. All that is needed is a fuller explanation of the management ideas you chose.

Learning outcome 2: *analyse and use evidence to construct a relevant answer-* **Achieved**. You did well to identify the relevant management processes – and to use the ideas from the course to construct an argument (or point of view). It is very early days yet for developing academic arguments in an assignment – so you have done well on this TMA. We will talk more about this in the next tutorial and use TMA02 to perfect your skills.

Learning outcome 3: *communicate effectively in writing* - **Just Achieved**
Your meaning is usually clear but you do need to use 'academic' English (less conversational, more formal) and be more concise. I have made some comments and corrections on the script that will help you to understand what is wanted for next time. Also do follow the referencing guidelines set out on page 9 of the Assignment Booklet. These are relatively easy things to sort out.
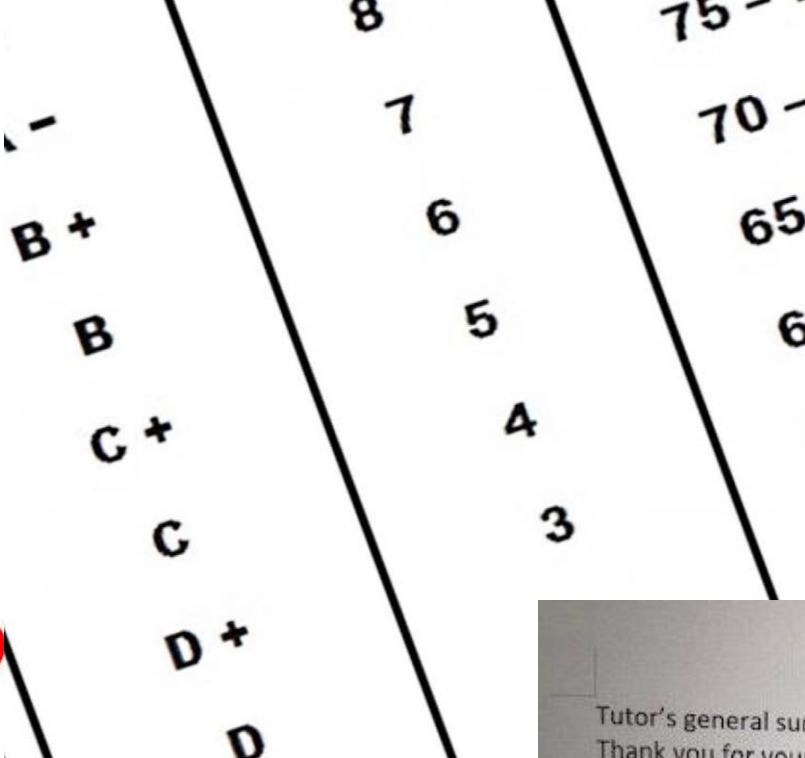
Learning outcome 4: *reflect on your own learning* - **Achieved**. Well done – you reflected clearly on what you found difficult and why this was. We can discuss your concerns at our next tutorial.

This is a very sound start to the course – well done. There are some things to develop and work on – and we will talk these through at our next tutorial.

-- (Open Learn Create, 2017)

Custom Stamp Box

Independent work
On target
Well done
Keep up the good work
My wish is...
Guided reading
Objective achieved
Assisted work

Self-inking Stamp Holder & Keep Safe Box

Pick 'n Mix!

8
7
6
5
4
3

B +
B
C +
C
D +
D

75
70 –
65
6

Skills	Markings			
	Poor ★	Fair ★★	Good ★★★	Excellent ★★★★
Overall Rubrics	Criteria and factors to be considered critically is not stated. No Information is taken from source(s). Shows no emerging awareness of present	Criteria and factors to be considered critically is stated without clarification or description. Information is taken from source(s) without any	Criteria and factors to be considered critically is stated, described, and clarified so thatunderstanding is not seriously impeded by omissions. Information is taken	Criteria and factors to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for fullunderstan

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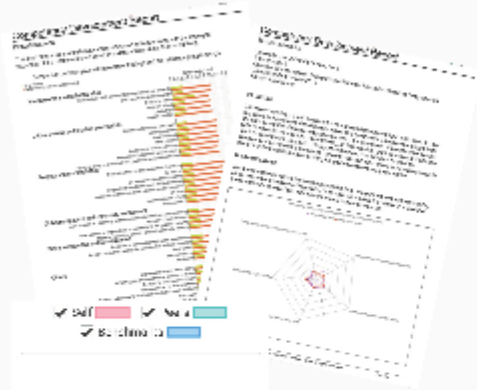
-- (Open Learn Create, 2017)

DEMO of YOCLE

Quality Assurance

Direct evidence of student development in generic competencies are captured through performance against the intended learning outcomes. With YOCLE, teachers can demonstrate quality assurance and value-added of the activity, how and to what extent the participants have learned.

Allow users to measure generic competencies especially on these 8 categories.

Join us to benchmark generic competencies at a **GLOBAL LEVEL!**

ANYTIME, ANYONE, ANYWHERE

VISIT US
https://yocle.net

Download on the App Store

GET IT ON Google Play

Many universities, schools and organisations have already joined us to make impact and shift changes in generic competencies. We invite you to join us.

FOR ENQUIRIES
info@yocle.net

YOCLE
https://yocle.net

Moral
Creativity
Global
Literacy
Values
Connect
Feedback
Learning
Leadership
Knowledge

Create Activities & Assessment methods

Users can edit numerous elements within an activity or assessment. Weights of assessments within an activity can be customised.
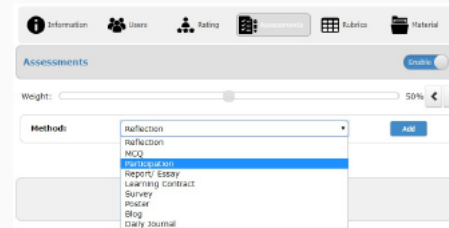
▲ Multiple assessment methods can be added to a single activity. Different learning outcomes (both cognitive knowledge and generic competencies) can be set and aligned to different assessment methods.

▲ YOCLE consists of over 850 rubrics templates for different competencies and are customisable.
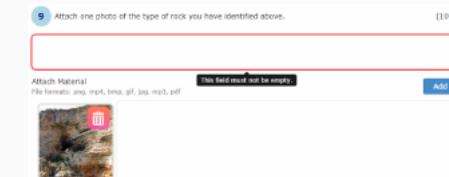
▲ The system allows flexible submissions in various formats, such as pictures, videos, audio and PDF documents.

ASSESSMENT ➕ FEEDBACK

Universities, schools and educational organisations have been promoting the development of generic competencies and the activities often take place outside classrooms. Feedback, reflection and assessment can be and conducted any time before, during and after the activity. Anyone on the platform, including students themselves, can be assigned to provide feedback.
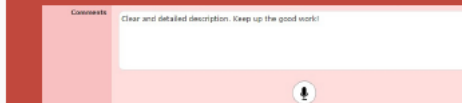
▲ Multiple approaches of feedback e.g. Dictaphone typing, audio and written.
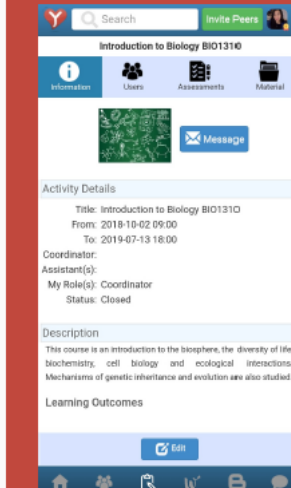
Users can edit numerous elements within an activity/ assessment.

Materials such as images and PDFs be uploaded by teachers & teaching assistants.

Carless & Boud (2018) defined student feedback literacy as "understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies" (p.1315). They proposed 4 features of student feedback literacy:

1. appreciating feedback,
2. making judgments,
3. managing affect,
4. taking action.

Based on theses 4 features,

1. appreciating feedback,
2. making judgments,
3. managing affect,
4. taking action.

How would you design and provide feedback based on the above?
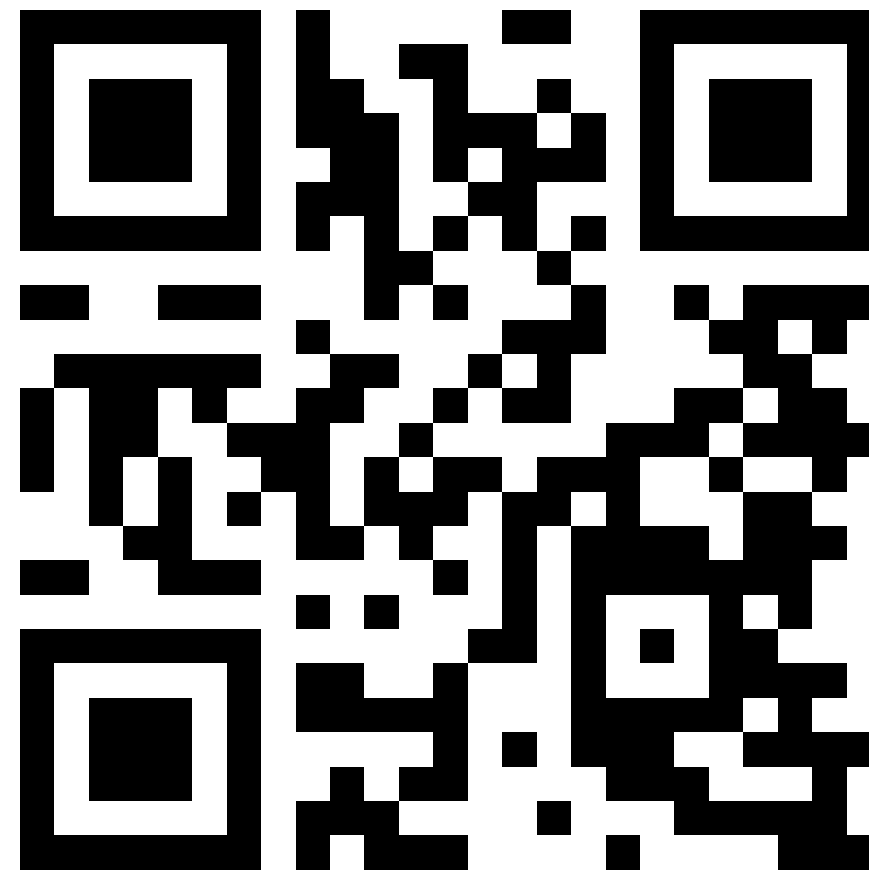
「全能」發展顯本領，有才有智更「有情」
With Hearts, We Transform

We are currently recruiting secondary schools to participate our HAVE (Holistic Competency and Virtue Education) programme. If you are interested, please contact me at

Cecilia.Chan@cetl.hku.hk

我們目前正在招募中學學校參加我們的HAVE（全能有情和美德教育）計劃。如果您有興趣，請聯繫我。

RESOURCES…

- Assessment Resources http://ar.cetl.hku.hk/

- TLERG http://tlerg.cetl.hku.hk

- HAVE (Holistic Competencies Resources) https://www.have.hku.hk/

- Technology Enhanced Learning TEL@HKU https://www.cetl.hku.hk/tel/

- YOCLE https://yocle.net/

Thank You

If you wish to contact me for further information

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