



LEADERSHIP SCHOOL

Preparing Higher Education leaders to become the change makers of the university of tomorrow

Alternative assessment methods

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- What would we like to assess?
- What is the context in which we would like to assess?
- For what we would like to assess?
- What are we assessing ... actually?



Our current context

- European Higher Education Area
- Knowledge and Information Society
- ICT intensive (Hybrid and VLE)



Purpose of assessment

Purpose of assessment	DIAGNOSTIC	FORMATIVE	SUMATIVE
Product	<ul style="list-style-type: none">• Identification of needs	<ul style="list-style-type: none">• Information• Progression level	<ul style="list-style-type: none">• Certification• Accreditaion

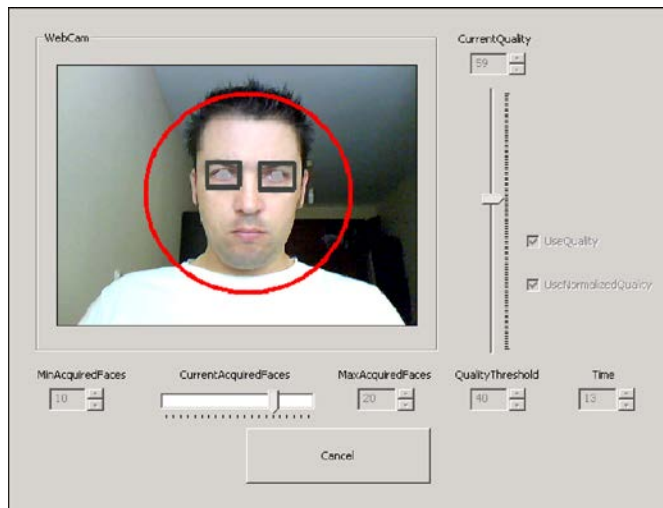


Traditional assessment models

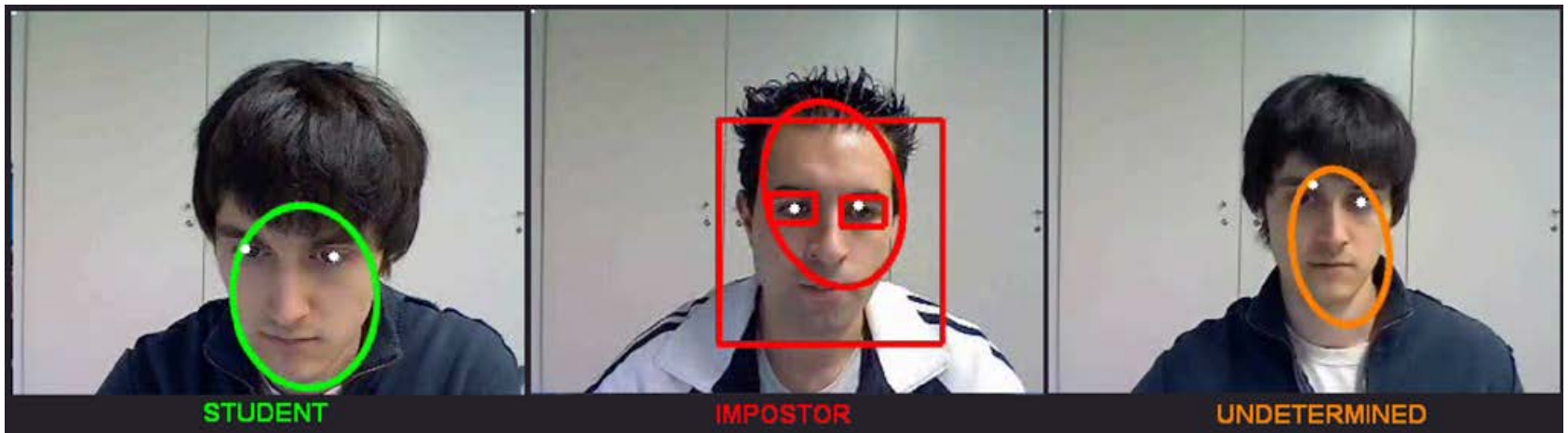
- Information retrieval
- Carefully elaborated tests
(manual or automated)
- Quantitative models (positivist approach)



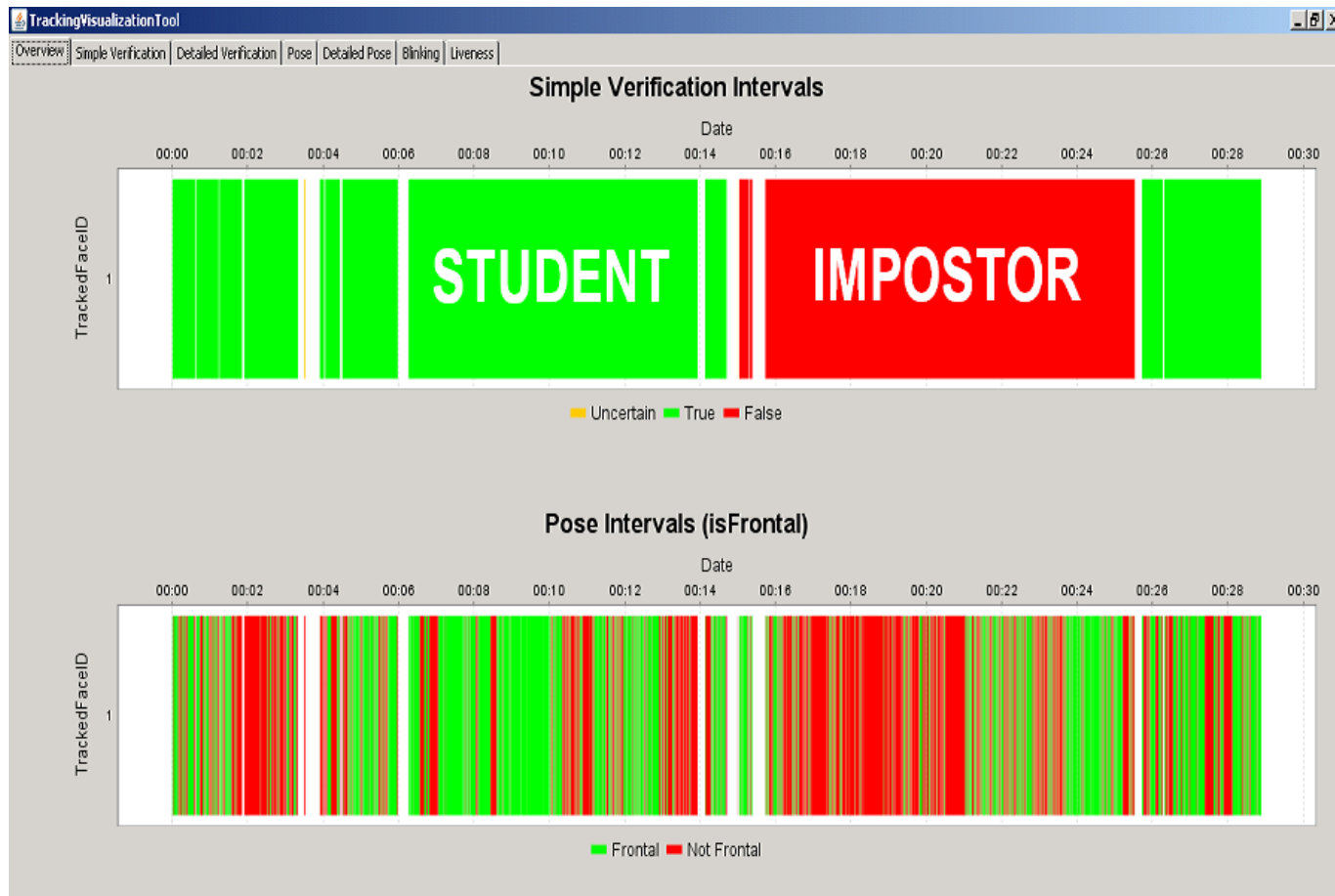
Biometric measurement tools



(González Agulla, 2009)



(González Agulla, 2009)



(González Agulla, 2009)



Automatic Assessment Tools

Classification by specialization:

- Tools specialized in Contests
- Tools specialized in Quizzes
- Tools specialized in Software Testing

Most of the tools are though for engineering and programming purposes

Examples:

- [EasyTestMaker](#)
- [Online Quizz Creator](#)



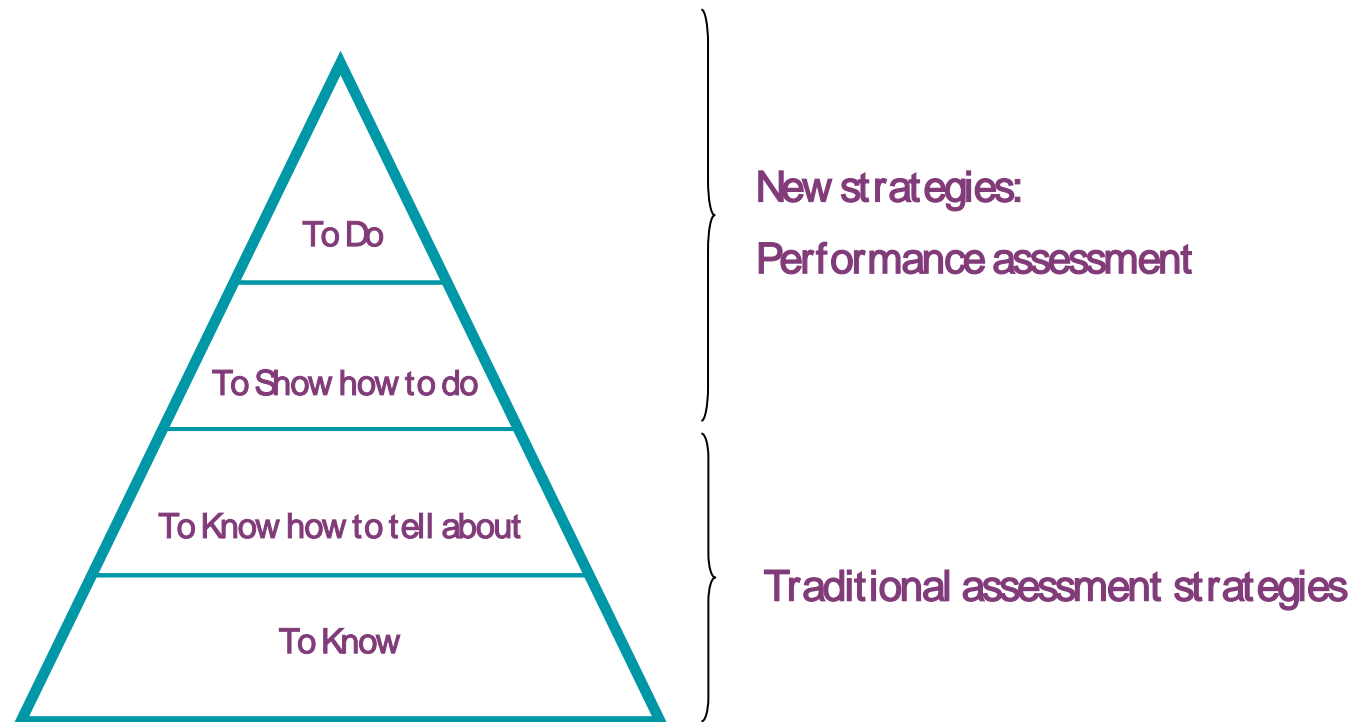
Strengths and weaknesses

Type of tool	Strengths	Weaknesses
Contests	Students encouraged to develop efficient and robust programs.	Usually, the feedback does not provide detailed information which can help students to improve their solutions.
Quizzes	Usually, students can provide only the fragment of code corresponding to their algorithm .	It is difficult for the instructor to apply assignments in which the students have to design programs composed by many units.
Software Testing	Students are encouraged to train their programming comprehension and analysis skills.	Demand more efforts from both the instructor and students.
Non specialized	It is not necessary to deal with special features, when there are not a special context or purpose.	Lack features that can be interesting in specific contexts or purposes.

(Souza, Felizardo & Barbosa, 2016)



New implications for assessment





The key question

- What are we intended to assess?



- “My teacher told me I have improved my calligraphy since I do my homework with a laser printer...”

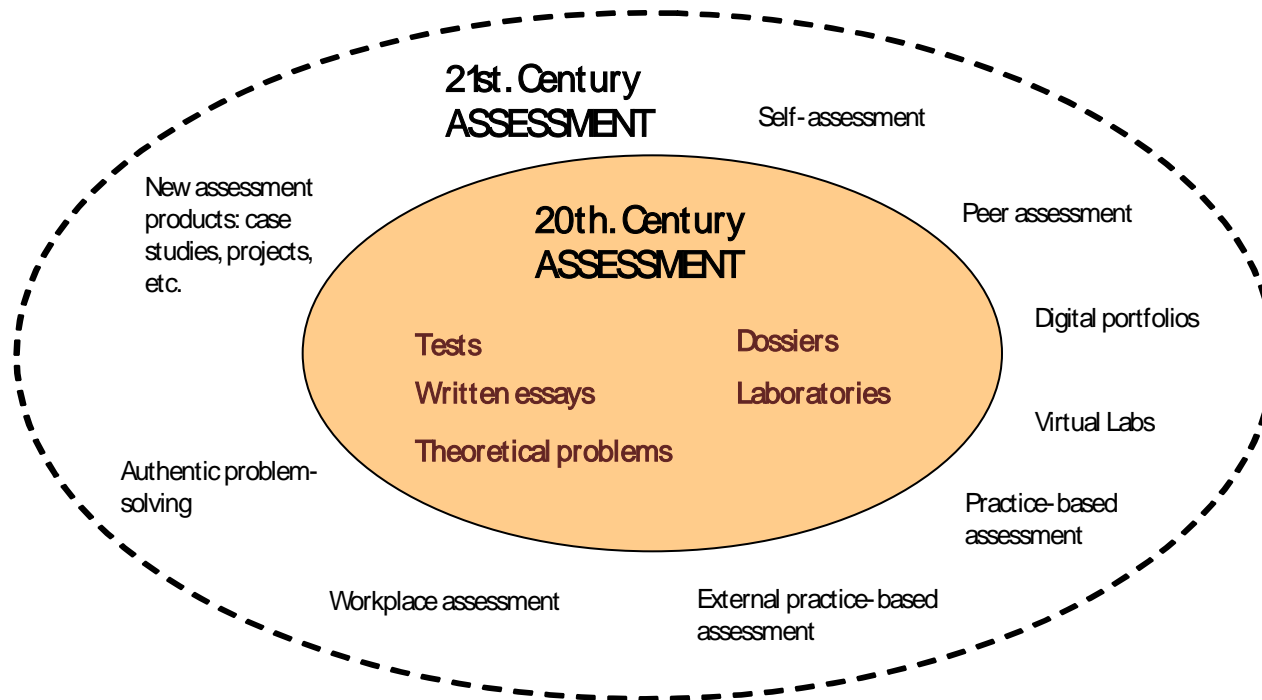


Alternative assessment models

- Performance-based
- Authentic situations
- Qualitative models (interpretive approach)



Evolution in assessment strategies





Strategies for Learning Assessment

Assessment for Learning

Five Key Strategies

Sharing
Learning
Expectations

Eliciting
Evidence

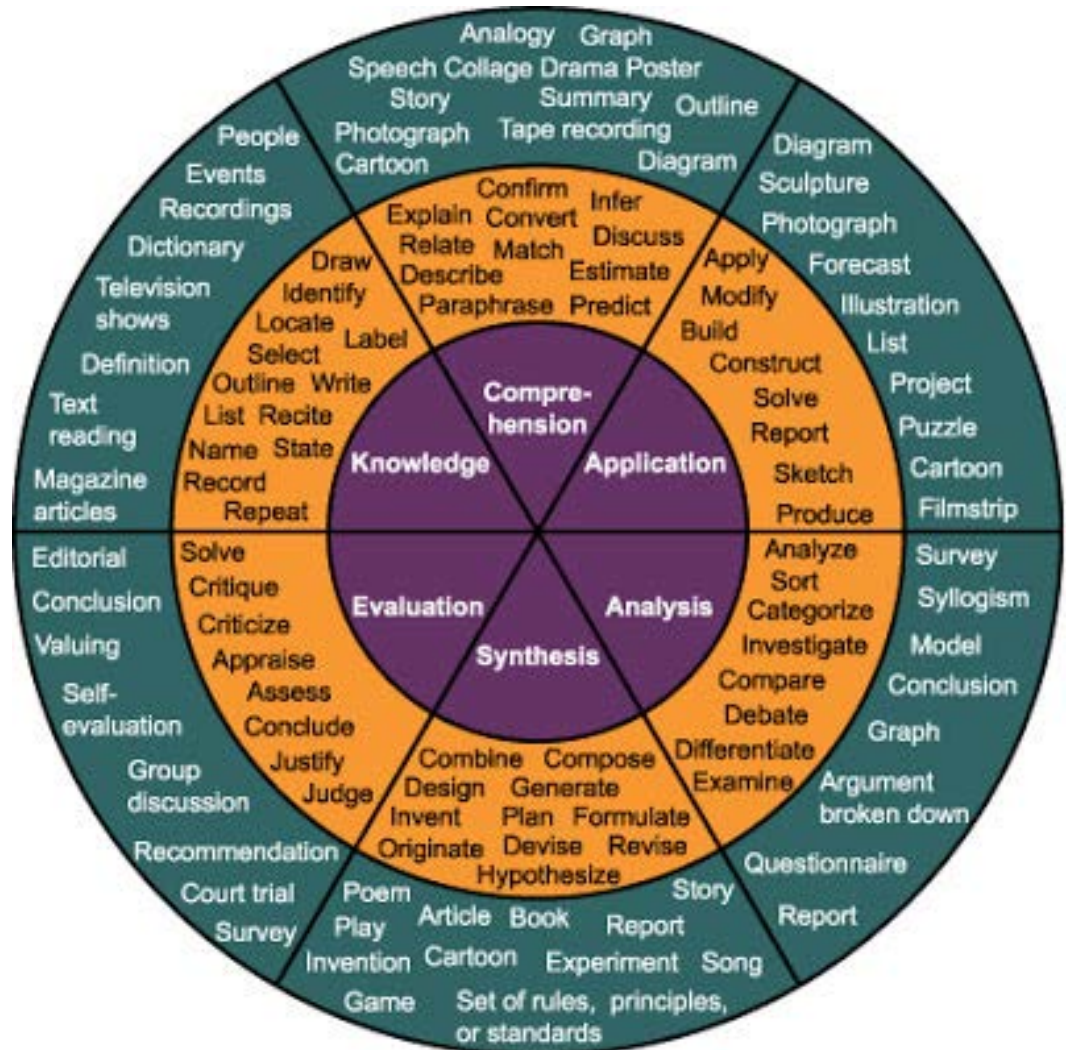
Feedback

Self
Assessment

Peer
Assessment



Diversity of assessment strategies





Digital portfolios and rubrics

eTransfondo de **Lowdes Guàrdia Ortíz** | Proyecto Aplicación Profesional (Dirección) Cerrar sesión

etransfolio

ESTUDIANTES EDITAR COMPETENCIAS CRITERIOS DE EVALUACIÓN Glosario Ayuda

Criterios de evaluación de las competencias

1 2 3 Abrir ventana nueva

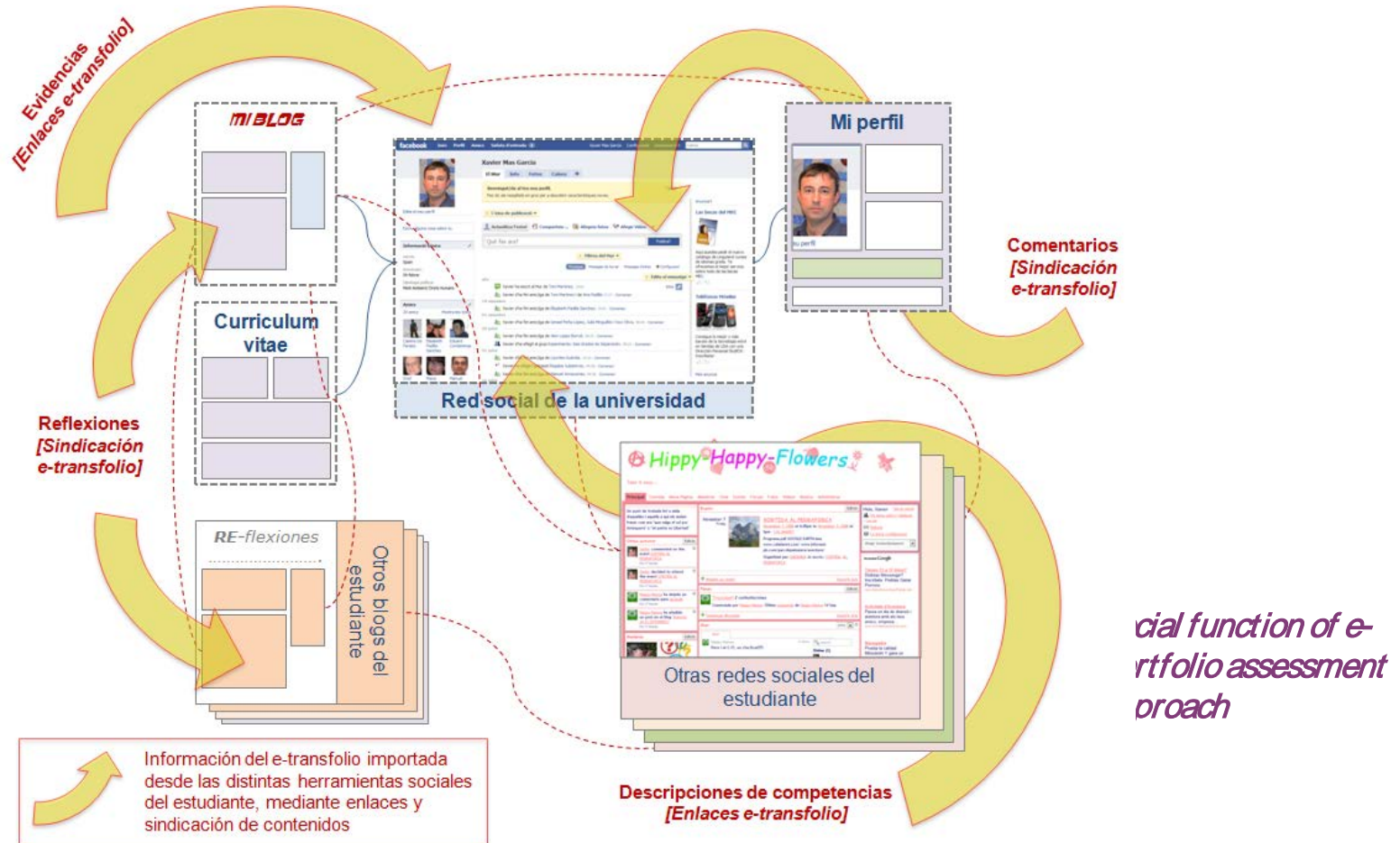
2. Trabajo en equipo en un entorno virtual - *Editar*

EXPERTO	AVANZADO	EN DESARROLLO	EMERGENTE	PENDIENTE
Conoce exhaustivamente las bases del trabajo en equipo (complementariedad, confianza, compromiso, coordinación y comunicación).	Conoce considerablemente las bases del trabajo en equipo.	Tiene bastantes conocimientos de las bases para trabajar en equipo, pero no acaba de entender elementos como la complementariedad.	Tiene conocimientos muy simples para trabajar en equipo, no acaba de entender lo que representa la complementariedad y la coordinación.	No tiene conocimientos para poder trabajar en equipo.
Aplica magníficamente las técnicas de trabajo en equipo (diálogo, consenso, interacción, interdependencia, iniciativa, aportación de conocimientos y habilidades).	Aplica notablemente las técnicas de trabajo en equipo, aunque manifiesta pequeñas carencias en cuanto a iniciativa e interdependencia.	Aplica de manera básica las técnicas de trabajo en equipo, y le faltan elementos como interdependencia, iniciativa y aportación de conocimientos.	Su tarea dentro del trabajo en equipo es muy limitada , aporta muy poco al grupo.	No aporta nada al trabajo en equipo.
Sabe perfectamente colaborar, cumplir, responsabilizarse, comunicar y razonar de forma crítica y constructiva.	Actúa significativamente en el equipo de trabajo	Colabora, cumple y se responsabiliza bastante bien en tareas del grupo, pero le falta razonamiento y crítica constructiva.	Colabora, cumple y se responsabiliza escasamente en tareas del grupo.	No muestra ninguna actitud favorable para trabajar en equipo.

(Guàrdia, 2009)



Towards an integrative approach





Final remarks

- Assessment methods are conditioning and shaping study methods and learning styles
- Assessment methodologies should be re-thought to make them matching with real learning
- Diversity of strategies may contribute to better learning
- ICTs do not have to replicate traditional assessment methods, but help to carry out more innovative approaches



Thank you very much

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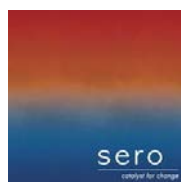


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