

## WP2 – MODULE DESCRIPTION

### INNOVATIVE ASSESSMENT SYSTEMS & E-PORTFOLIOS

#### TOPIC: INNOVATIVE ASSESSMENT SYSTEMS & E-PORTFOLIOS

##### **MODULE DESIGNED BY:**

Doris Kiendl and Jutta Pauschenwein, FH JOANNEUM

##### **WITHIN WHICH TRAINING?**

TT1 and TT2 as well as the MOOC.

##### **DURATION WITHIN THE FRAMEWORK OF THE TRAINING**

4 hours (half day)

##### **GENERAL INFORMATION:** (outline of the module)

This module addresses methods of assessment of student performance and evaluation of the learning processes of students.

In this module, the participants will first be exposed to the relationship between the learning objectives and the appropriate assessment methods.

Subsequently, the module will introduce the participants to instruments of evaluation and feedback in higher education as crucial tools in order to monitor the learning processes of students and whether the teaching has satisfied the needs of students and their expectations on the education.

The module shows a number of good practice examples of innovative assessment methods. In particular, the module provides information on e-portfolios.

##### **CONTENT OF THE MODULE:**

###### **PART1: INNOVATIVE ASSESSMENT SYSTEMS**

- 1: The choice of the appropriate assessment method: The learning outcomes are the key indicator
- 2: Evaluation and Feedback in Higher Education
- 3: What is Constructive Alignment and why should I use it?
- 4: Get an overview about innovative assessment approaches



- 5: Technology and assessment
- 6: Emergent learning and the Footprints of Emergence
- 7: Transfer: Develop a concept for an innovative assessment in my course

## PART2: E-PORTFOLIOS

- 1: Definition: What are “E-Portfolios”?
- 2: What is the purpose of “E-Portfolios” in Higher Education
- 3: Tools of reflection in the context of monitoring and evaluating learning processes
- 4: How can I design an E-Portfolio in my personal teaching?
- 5: Developing Strategies to overcome challenges in the implementation of new methods of teaching

## DETAILED DESCRIPTION

This module aims to first put assessment methods in perspective to the overall objectives of higher education and the specific courses. It is essential that teachers select the appropriate assessment method which matches the learning outcomes of the students. This module starts with a tour d’horizon of how to measure if and to what extent students have reached the desired learning outcomes.

Secondly, the course deals with feedback and evaluation in higher education. The module presents the theoretical framework of feedback mechanisms and applies them to the context of teaching in higher education. The module provides a variety of hands-on tools which teachers may use in order to implement a feedback system in their courses in order to enable a process of mutual communication on the needs and expectations of students and lecturers.

The next part of this module concerns contemporary tools in assessment of student performance, such as the use of technologies, footprints of emergence and online tools.

Finally, the module puts emphasis on e-portfolios as tools of reflection on learning processes. E-Portfolios can enable students to reflect on their learning processes in a structured manner in order to monitor their achievements and shed light on obstacles in the learning process. Through this method, students do not only benefit in the grasping of the field related learning but, furthermore, they develop generic skills such as problem solving, creativity and self-reflection.

## RELATION TO THE OTHER MODULE(S)

Related to all

## LEARNING OBJECTIVES

### PART 1: INNOVATIVE ASSESSMENT SYSTEMS

Participants are aware of the crucial relationship between learning outcomes and assessment methods

Participants can apply feedback and evaluation tools in Higher Education



Participants know the meaning of the term “Constructive Alignment”.

Participants are familiar with innovative assessment methods as online assessments, assessment of products created by the students, students’ reflection

Participants are able to use technology for assessment (for example: online tests/quizzes in a learning platform, assessment of learning material created by students, as videos, assessment of learning through teaching)

Participants are able to apply Portfolios of Emergence in the assessment in their courses.

Participants are able to develop strategies for an innovative assessment and have a specific workplan on how to implement it.

## PART 2: E-PORTFOLIOS

Participants know the meaning of the term „E-Portfolio“.

Participants are familiar with reflective tools in order to monitor and evaluate the learning processes of students.

Participants can assess the potential of E-Portfolios in Higher Education.

Participants know the purpose and components of E-Portfolios in the context of Higher Education.

Participants are able to apply E-Portfolios in their own teaching.

Participants can design a course with E-Portfolios on the e-learning platform Moodle.

Participants are able to develop strategies to cope with the challenges of introducing e-learning in Peru or Chile, especially with respect to limited time resources, high workload, lack of technical resources, potential resistance of students and other obstacles.

## TEACHING AND LEARNING ACTIVITIES

### PART 1: INNOVATIVE ASSESSMENT SYSTEMS

Introduction to the topic by the lecturer using power point slides

Group work of the participants to better understand constructive assignment and innovation in assessment

Group work to reflect upon the use of technology in assessment

Using the Footprints of Emergence to reflect learning in the InnovaT project

Individual work on an assessment concept and feedback

### PART 2: E-PORTFOLIOS

Introduction to the topic by the lecturer using power point slides

Group work and brainstorming of the participants on the purpose and significance of reflection on learning processes



Case studies and good practice examples provided by the lecturer on how to set up e-portfolios as a method of reflection on the learning process

Intensive Workshop among the participants with coaching of the lecturer on the implementation of E-Portfolios in Peru or Chile and in developing of strategies to overcome challenges

**ASSIGNMENTS (IF ANY) – in relation to the teaching and learning activities**

n/a

**PLANNING WITHIN THE FRAMEWORK OF THE TRAININGS (TT1 and TT2)**

In TT1 the Module will be presented by Doris Kiendl.

Teachers in Peru and Chile are welcome to apply these tools in their course planning and include these methods and instruments in their work on the MOOC between TT1 and TT2.

In TT2 both Doris Kiendl and Jutta Pauschenwein will be present in Peru and Chile in order to provide feedback to the colleagues from the universities in Peru and Chile who are going to implement the methods presented in this module into their own teaching.

**LITERATURE/REFERENCES**

Biggs, J and Tang, C. (2011): Teaching for Quality Learning at University, (McGraw-Hill and Open University Press, Maidenhead)

Hattie, J./Yates, G. (2014), Visible Learning and the Science of How we Learn (Routledge)

Ryan, R.M./Deci, E.L. (2000), Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development and Well-Being, American Psychologist, pp. 68-78.

Williams, R./Karousou, R/Mackness, J. (2011): Emergent learning and learning ecologies in Web 2.0. The International Review of Research in Open and Distance Learning, 12(3)

Williams, R./Mackness, J./Gumtau, S. (2012): Footprints of Emergence. The International Review of Research in Open and Distance Learning, 13(4)

Yastibas, A.E./Cepik, S. (2015), Teacher's attitudes toward the use of e-portfolios in speaking classes in English language teaching and learning, Social and Behavioral Sciences, pp. 514-525.

**ASSESSMENT METHODS, TYPE OF EVALUATION AND WEIGHT (if any)**

None.



**ASSESSMENT CRITERIA**

None.

**IMPORTANT CONTACT INFORMATION**

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**APPENDICES OVERVIEW (if any)**

None.

**MATERIALS TO BE USED DURING THE TRAINING:**

Learning Journals:

<https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=51386&section=6.1>

Reflection Methods:

<https://assessment.tki.org.nz/Assessment-for-learning/Assessment-for-learning-in-practice/Reflection-on-the-learning>

**SPECIFICS FOR THE LEARNING ENVIRONMENT SET-UP IF ANY:**

None.