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Student-centred assessment

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Outline of the presentation

1. What is student-centred education?
2. Assessment is feedback
3. Self-assessment
4. Peer-assessment
5. Examples and tools
6. References



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1. What is student-centred assessment?

Definitions

- Any feedback is a form of assessment
- Assessments identify learning gaps and progress

Differentiate from judgmental evaluations

- Student-centred assessment goes beyond the product
 - Dialogue on the students' individual, lifelong learning process
 - Teachers and students are co-learners and share decisions
 - Unconditional positive regard and attendance to students' feelings
 - Pedagogical idea that emerged from the humanist literature



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Types of assessment

Subjective – e.g. self-report, self-assessment

Objective – e.g. test / observation using standardised methods, systematic reviews of logs

Formative – Verify if learning has happened, immediately in the process (Any questions?)

Summative – Sum up learning that has happened (e.g. formal tests with blank spaces)

Formal – Usually norm referenced, e.g. compare students against other students

Informal – Usually criterion referenced

Graded vs. not graded



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Selecting an assessment tool

Respondent level	Knowledge		Skills		Behaviours		Affective
	Subjective	Objective	Subjective	Objective	Subjective	Objective	Subjective
Individual	Pre-post self-assessment	Multiple choice test	Pre-post self-assessment	Ratings of individual simulated performance	Self-reflection inventory	360 degree judgement	Opinion, confidence
Team	Pre-post team self-assessment	Team quiz	Pre-post team self-assessment	Ratings of team simulations	Team debriefing	Observation rating tool	Summary of team interviews
Organisation	Key leader assessment	Readiness for audit	Trainer feedback	Review of quality measures	Self-study	Site visit, doc review	Climate survey



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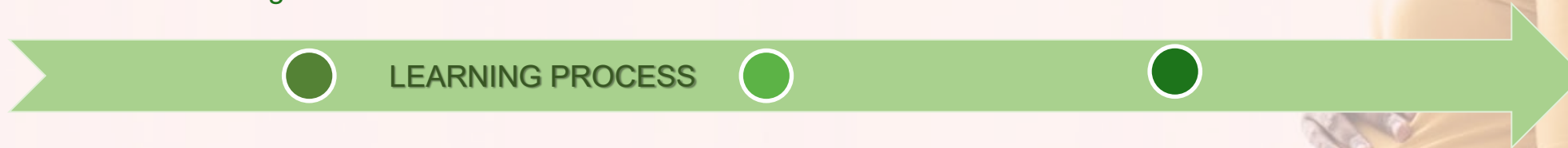
Purpose of the assessment

Assessment **for** learning

Formative: How am I going towards achieving the learning outcomes? Where to go next?

Assessment **of** learning

Summative: To what extent is the learning outcome achieved?



Assessment **as** learning

Implicitly integrated in learning activities, empowering:
Reflect on the learning process



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(Boor, Gerritsen, de Greef & Rodermanas, 2021)



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2. Assessment is feedback



Student-centred perspective

Develop the feedback process:

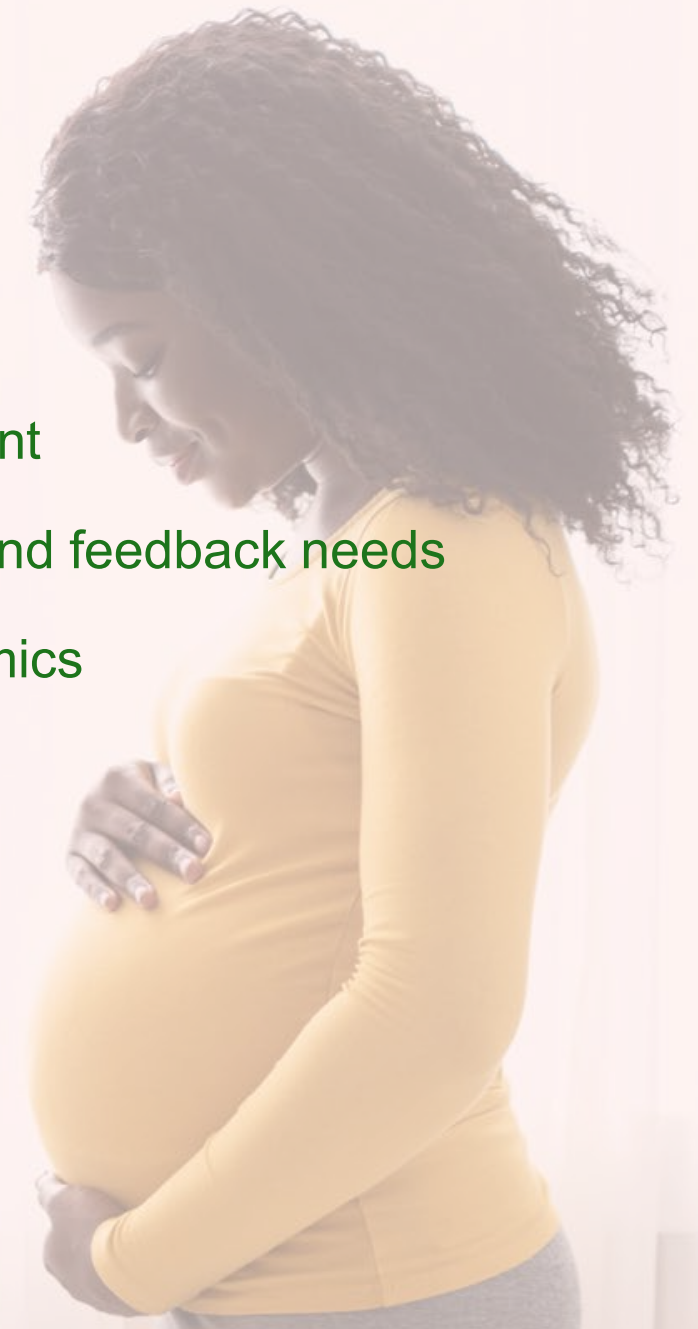
- Aim: Efficient and meaningful, to enable self-improvement
- Encourage students to identify strengths, weaknesses and feedback needs
- Provide opportunities to engage in dialogue with academics

Empower students in the assessment process:

- There are multiple intelligences in the room
- Self and peer assessment to reflect
- Ensure the purpose of the used approach is clear



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Meaningful assessment

- **Powerful feedback is a dialogue:**
 - Create a safe environment
 - Purposefully design the timing of the assessment
- **Align assessment with your pedagogical beliefs**
- **Align it with learning outcomes and assignments**

- ✓ standards and criteria



(Boor, Gerritsen, de Greef & Rodermanas, 2021)



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3. Self-assessment



Enhance student responsibility

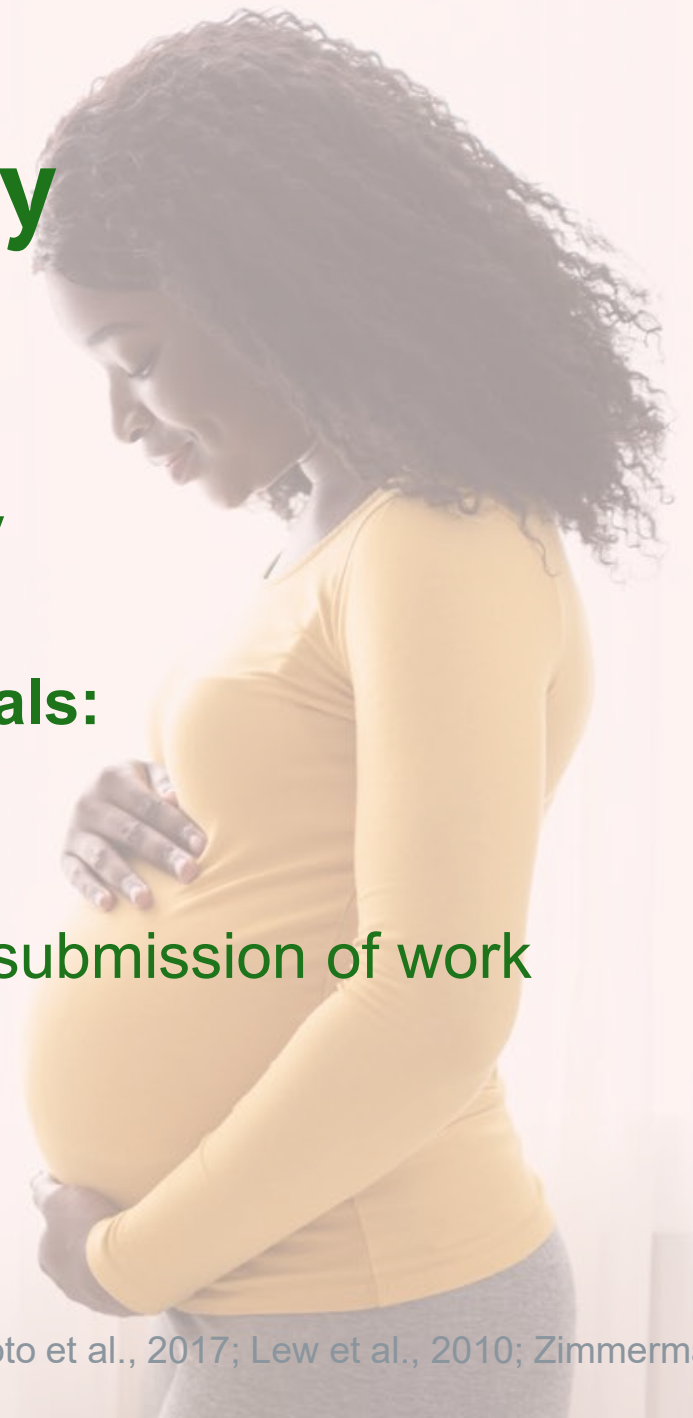
Students self-regulate and 'own' their learning:

- they direct and regulate actions towards goals
- engage with the environment, use resources effectively
- develop expertise and self-improvement strategies

Self-reflection: critical skill for health professionals:

- graduates adapt to dynamic work environment
- takes place in the final phase of self-regulated learning

→ Apply self-assessment, e.g. self-review prior to submission of work



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(Iwamoto et al., 2017; Lew et al., 2010; Zimmerman, 2002)



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4. Peer-assessment



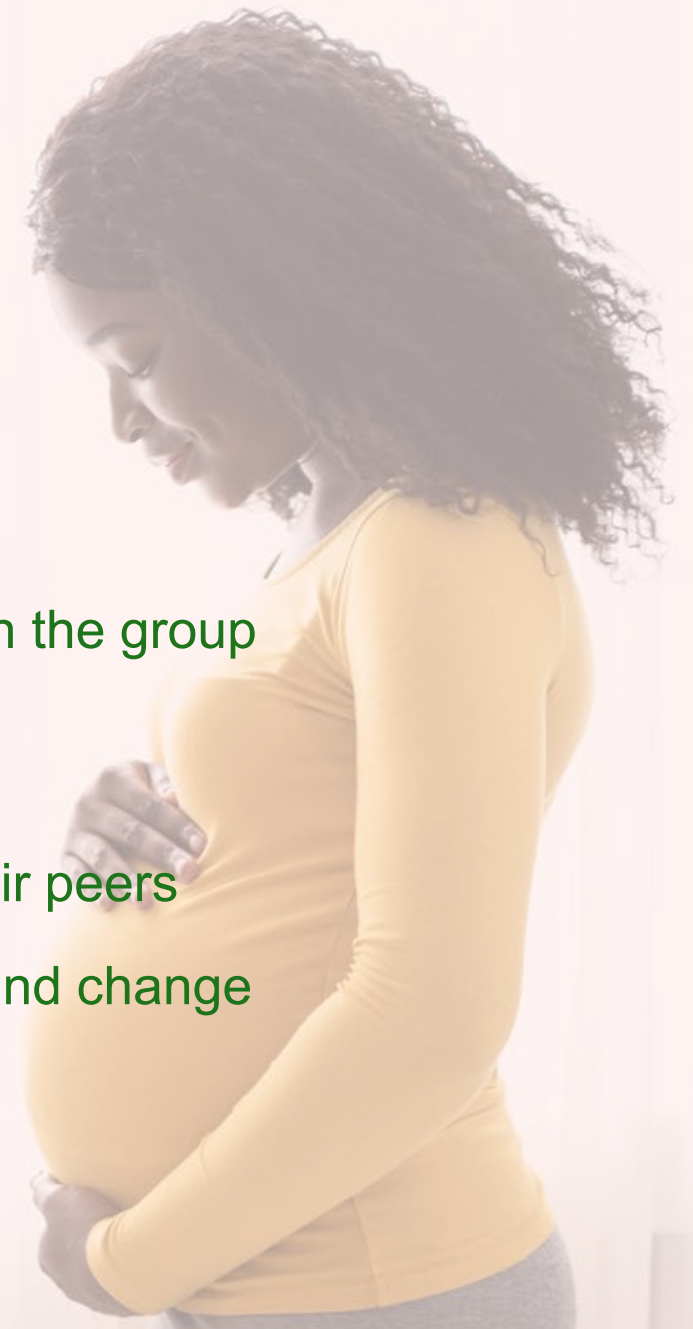
What is a peer-assessment?

Peers are at a similar developmental stage:

- Learn on an equivalent level (student-student)
- Judge and appreciate each other directly, authentically
- Develop values, norms and attitudes that allow remaining in the group

Peer assessment is a specific form of peer review:

- Students use relevant criteria to assess performance of their peers
- They provide and receive feedback = triggers for learning and change
- **Aim:** awareness of actual performance, self-reflection



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How to apply peer-assessment

- **Form small groups with similar interests**
e.g. implementing „Communities of Practice“ or Problem-Based Learning
- **Create inquiries with materials in areas of interest**
e.g. case-based clinical reasoning and decision making
- **Peer ratings are practical to assess performance**
e.g. health professionals practicing clinical skills, humanistic qualities, communication skills



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5. Examples and tools



Assessing learning outcomes

- **Select desired learning outcomes**

- **Options: assessing for, as and of learning:**

e.g. **Self** assessed scores on learning outcomes before and after,
peer and **instructor** feedback during the learning process



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STRENCO Competency Assessment Tool

Focuses on *coproduction* in mental health:

„A relationship where professionals and citizens share power to plan and deliver support together, recognising that both partners have vital contributions to make in order to improve quality of life for people and communities”

(Slay & Stephens, 2013)

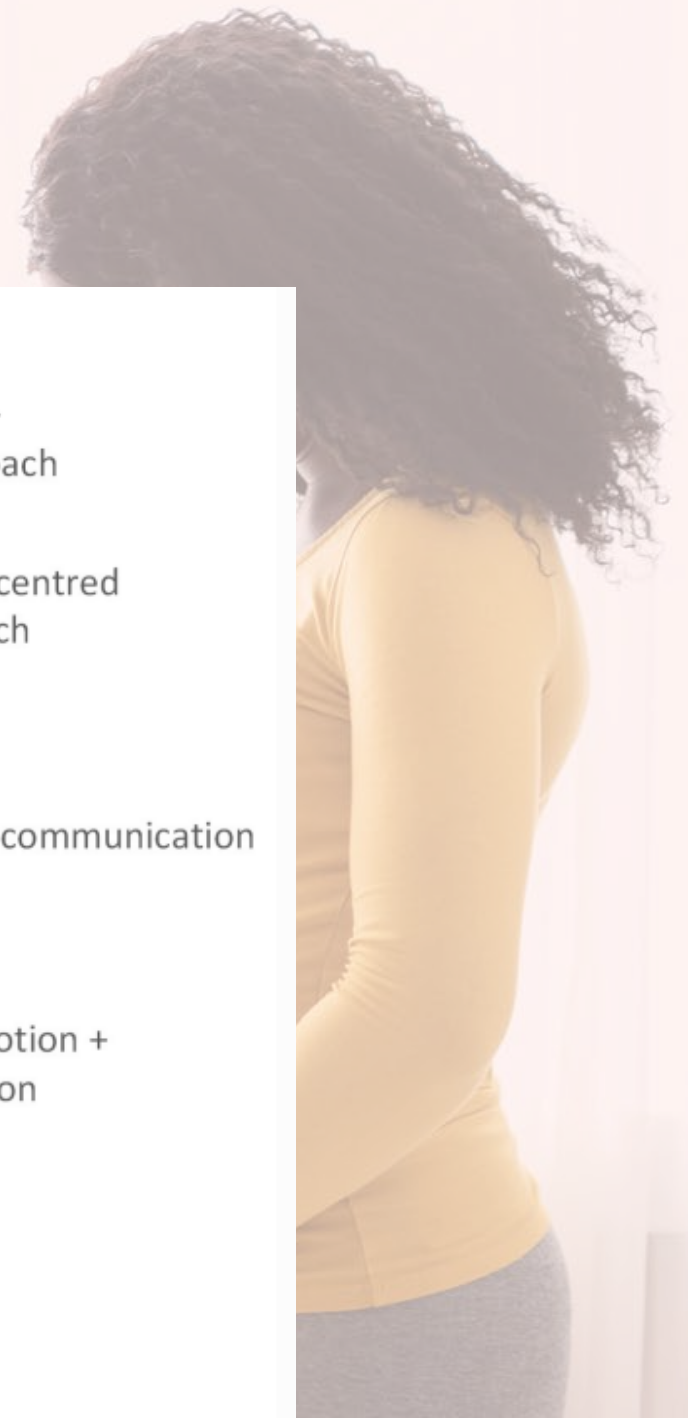
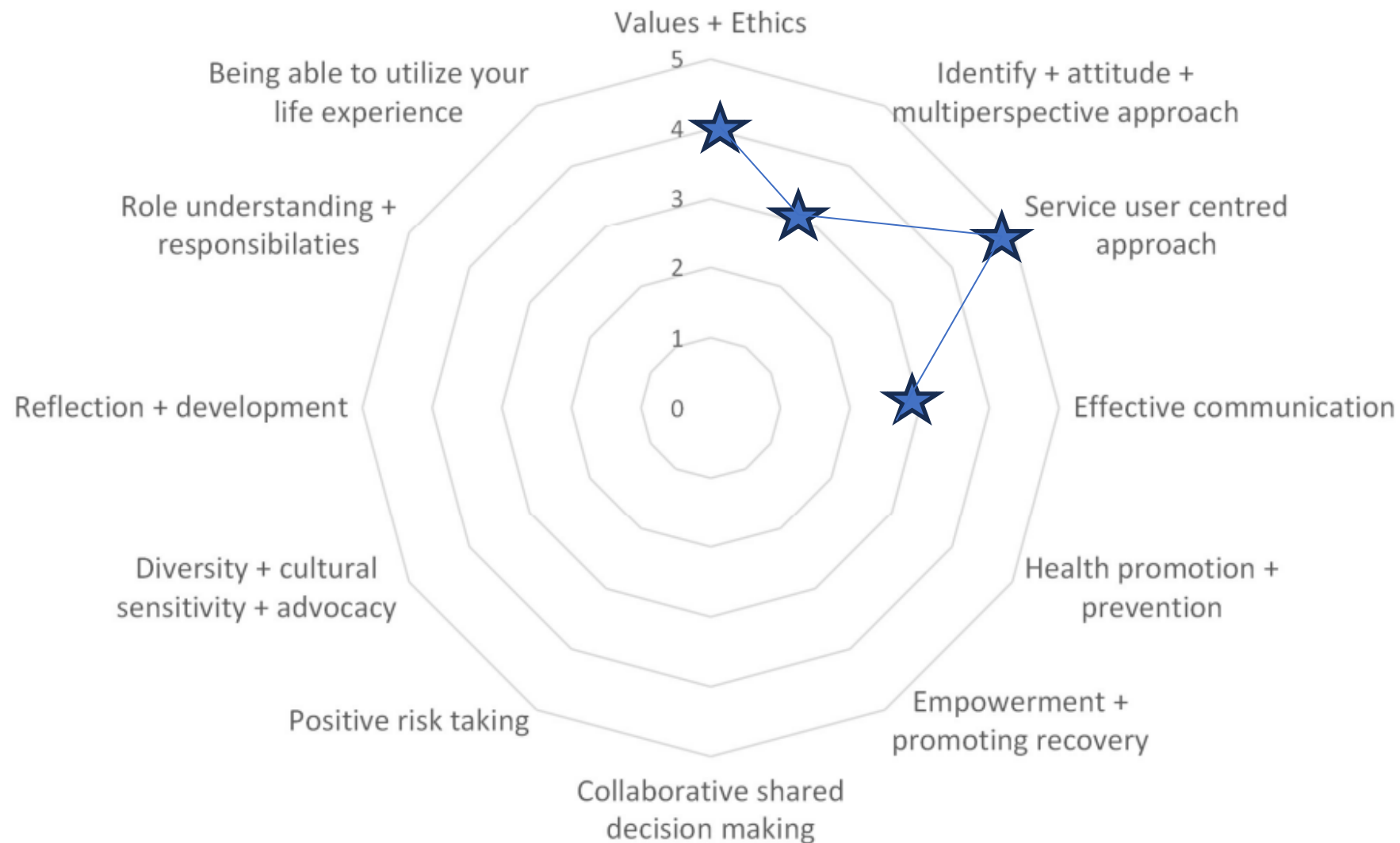
- **Manual**
- **Assessment tool** with indicators for attitudes/skills/knowledge
- **Scoring** from zero stars (totally absent) to five stars (excellence) per indicator & an average score per competency
- **Visualisation** (spiderweb diagram) connecting the average scores



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(STRENCO, 2019)

STRENCO Spiderweb diagram



Activity

Assess yourself

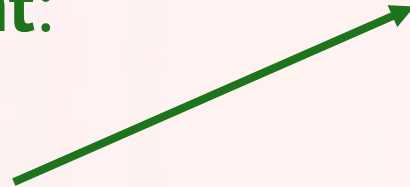
Competencies	Indicators Attitude/skills/knowledge	Score	Average score
1. Values + Ethics	Being non-judgemental	☆☆☆☆☆	☆☆☆☆☆
	Being respectful	☆☆☆☆☆	
	Raising social awareness	☆☆☆☆☆	
	Following good practice guidelines	☆☆☆☆☆	
2. Identify + attitude + multiperspective approach	Being aware of the own role	☆☆☆☆☆	☆☆☆☆☆
	Being self-aware	☆☆☆☆☆	
	Being non-judgemental	☆☆☆☆☆	
	Being open minded, knowing each other's frame of reference	☆☆☆☆☆	
3. Service user centred approach	To focus on (other) service users	☆☆☆☆☆	☆☆☆☆☆
	Being respectful	☆☆☆☆☆	
	To listen actively	☆☆☆☆☆	
	Being flexible	☆☆☆☆☆	
4. Effective communication	Having a holistic overview	☆☆☆☆☆	☆☆☆☆☆
	To listen actively	☆☆☆☆☆	
	Using simple language	☆☆☆☆☆	
	Having an open and honest dialogue	☆☆☆☆☆	



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Mahara.org ePortfolio

- Open source tool
- Proposal **self-assessment**:
 - About me and my skills
 - Previous expectations
 - Learning process
 - Developed results
 - E.g. Article, Podcast, Video, ...
 - Reflection how learning outcomes were achieved



Visionboard



Share your portfolio with **peers**
during the work process
Feedback on other's portfolio

Moodle peer assessment tool „Workshop“

1

Adding a new Workshop

> General

▾ Grading settings

> Submission settings

> Assessment settings

▾ Feedback

Save and display

2

Setup phase

Setup phase

Current phase ●

- ✗ Set the workshop description
- ✗ Provide instructions for submission
- ✓ Edit assessment form
- ✓ Switch to the next phase

Submission phase

Switch to the submission phase ○

- ✓ Provide instructions for assessment
- ✓ Allocate submissions
expected: 2
submitted: 0
to allocate: 0

Students submit own data

Assessment phase

Switch to the assessment phase ○

Grading evaluation phase

Switch to the evaluation phase ○

- ✓ Calculate submission grades
expected: 2
calculated: 0
- ✓ Calculate assessment grades
expected: 2
calculated: 0
- ✓ Provide a conclusion of the activity

Instructor assessment of the peer review activity

Closed

Close workshop ○

Accumulative grading



3 4

Expand all

Aspect 1

Description

Edit View Insert Format Tools Table Help

← → B I

Peer workshop options

Random allocation

Allocation settings

Group mode

Number of reviews

No groups

5 per submission

Remove current allocations

Participants can assess without having submitted anything

Self-assessment disabled

Best possible grade / Scale to use

Type Point

Maximum grade

Weight

Add self-assessments



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6. References



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