

HOW CAN LIFELONG LEARNING SKILLS BE SUPPORTED THROUGH ASSESSMENT?

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“Learning through lifetime is now more important than even before” (Cropley, 2014)





LIFELONG LEARNING

- Ability to learn and develop oneself through lifespan, also outside formal training, e.g. in the working life (Boud, 2000)
- Ability to reflect on own learning and development
- ‘*Sustainable learning*’: Individuals need to renew themselves and learn throughout their lives in order to cope with the constantly changing environment (Kearney, 2013)



ASSESSMENT GUIDES STUDENTS' LEARNING

'If you want to change student learning, change assessment' (Brown, 1997)

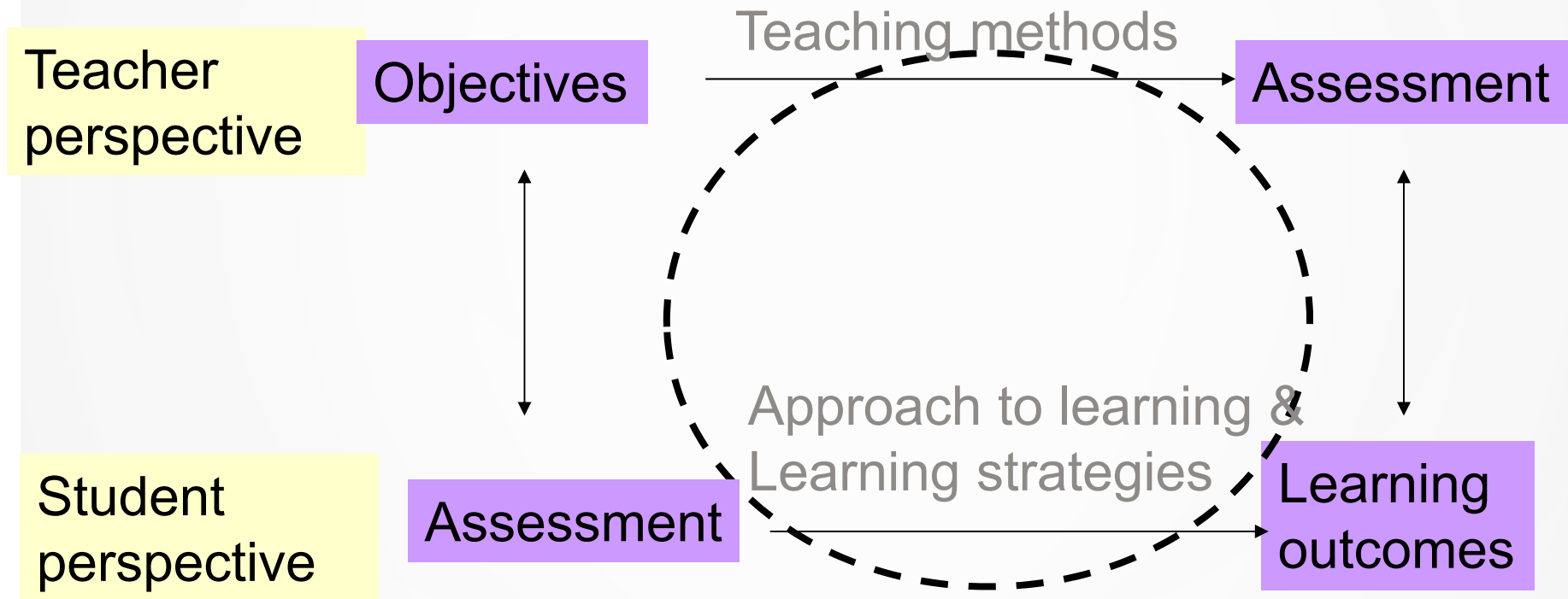
→ Assessment serves as a means to develop students' lifelong learning skills





CONSTRUCTIVE ALIGNMENT

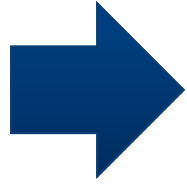
– Backwash effect of assessment





DISCUSS WITH YOUR COLLEAGUE

How can life-long learning skills be supported through assessment?



Supportive assessment culture





FROM A CULTURE OF TESTING...

...TO A CULTURE OF SUPPORTING LEARNING AND DEVELOPING PERSONAL UNDERSTANDING

(Birenbaum, 1996; Black, Harrison, Lee, Marshall & William, 2004; Brown, Bull & Pendlebury, 1997)

FROM CONTROLLING AND TEACHER-CENTREDNESS...

...TO ACTIVE AGENCY OF THE STUDENTS AND STUDENT-CENTRENNESS

(Boud, 2000; Black ym., 2004; Bryan & Clegg, 2006; Kearney, 2013; Sluijsmans, Dochy & Moerkerke, 1999)

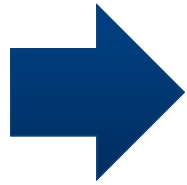
FROM ASSESSMENT OF PRODUCTS...

...TO ASSESSMENT OF PROCESS

(Boud, 2000; Black ym., 2004; Bryan & Clegg, 2006; Sluijsmans, Dochy & Moerkerke, 1999)



Supportive assessment culture



Purpose of assessment



DIAGNOSTIC
ASSESSMENT

FORMATIVE
ASSESSMENT

LEARNING FOR
THE PRESENT
AND THE
FUTURE

SUMMATIVE
ASSESSMENT

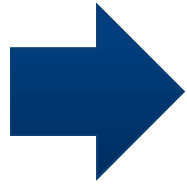
INTEGRATIVE
ASSESSMENT



Supportive assessment culture



Purpose of assessment



Assessment of knowledge and skills





- **KNOWLEDGE** (e.g. content, concepts, theories, models)
- **SKILLS**
 - Field-specific skills
 - Generic skills, such as:
 - Collaboration skills
 - Critical thinking skills
 - Problem solving skills
 - Lifelong learning skills





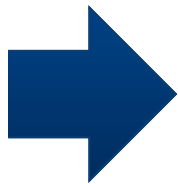
Supportive assessment culture



Purpose of assessment



Assessment of knowledge and skills



Sustainable assessment





SUSTAINABLE ASSESSMENT FOCUSES ON ASSESSMENT OF LIFELONG LEARNING SKILLS

Three principles:

1. Feedback should be in a form that students can use it in their future learning situations (in addition to the current situation)
2. Assessment should promote students' skills to monitor own progress and achievement of goals, as well as own strengths and weaknesses
3. Students should be involved in assessment

(Boud, 2014; Housell 2007; Falchikov, 2005)



INVOLVEMENT OF STUDENTS...

- Integrates processes of learning and assessment
- Enhances learning of the topic
- Enhances assessment skills
- Enhances self-regulation and reflection skills

Can be self- or peer assessment, or involvement in designing assessment criteria or assessment practices

(e.g. Virtanen, Postareff & Hailikari, 2015)

AN EXAMPLE OF A SELF- AND PEER-ASSESSMENT FORM

	Own participation in group work <i>How did I participate in the group? What was my contribution to the group work?</i>	Own content knowledge <i>How well did I master the contents? How well did I communicate it to the group?</i>
SELF ASSESSMENT NAME:	WRITTEN ASSESSMENT: GRADE 1-5:	WRITTEN ASSESSMENT: GRADE 1-5:
	Group work <i>How well did the group work? Did everybody participate equally? If not, whose participation was divergent and how?</i>	Groups' content knowledge <i>How well and equally the group members were familiar with the contents? How did the members of the group share their knowledge? Were there exceptions(who, how?) How well did the group handle the learned contents (different perspectives, innovativeness)?</i>
GROUP ASSESSMENT GROUP NAME:	WRITTEN ASSESSMENT: GRADE 1-5:	WRITTEN ASSESSMENT: GRADE 1-5:



Supportive assessment culture



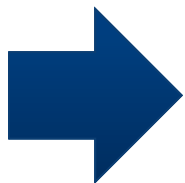
Purpose of assessment



Assessment of knowledge and skills



Sustainable assessment



Valid and reliable assessment



"If you think about the situation in this question, there are huge differences in the points even though the answers were principally of the same quality."

"That is actually quite scary, the evaluation of the answers can vary two points depending on the time of the day, the mood or the order I've assessed the answers."

(Male teacher, Natural sciences)



VALIDITY AND RELIABILITY OF ASSESSMENT

Validity WHAT?

- The extent to which grades correspond with the quality, breadth and depth of students' academic achievement
- Assessment should be focused on measuring the core contents and the intended learning outcomes of the course

Reliability HOW?

- Assessment should not be based on coincidences, but the results should be the same regardless of who the assessor is or under which conditions the assessment is done.
- Assessment should be based on assessment criteria

(Hailikari et al., 2014; Räisänen et al., 2016)



CONSEQUENCES OF UNCLEAR ASSESSMENT CRITERIA

Student: *"I didn't succeed perfectly in the course but I really didn't expect such a poor grade. I thought I understood things but it seems I didn't after all".*

Teacher: *"Oh well. This is actually a pretty good answer. This student should have received a better grade. I have been on a bad mood while reading this answer".*

→ The student doesn't know where the problem is and gets a wrong signal of her competences



Supportive assessment culture



Purpose of assessment



Assessment of knowledge and skills



Sustainable assessment



Valid and reliable assessment



- Your ideas of how life-long learning skills can be supported through assessment?
- Questions/comments?



THANK YOU!

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