

Work meeting Learning objectives & Assessment

Preparation for the accreditation and self-evaluation WB / ME

Programme

- Introduction on accreditation, learning objectives and assessment
- Work on course description and assessment plan
- Round-up

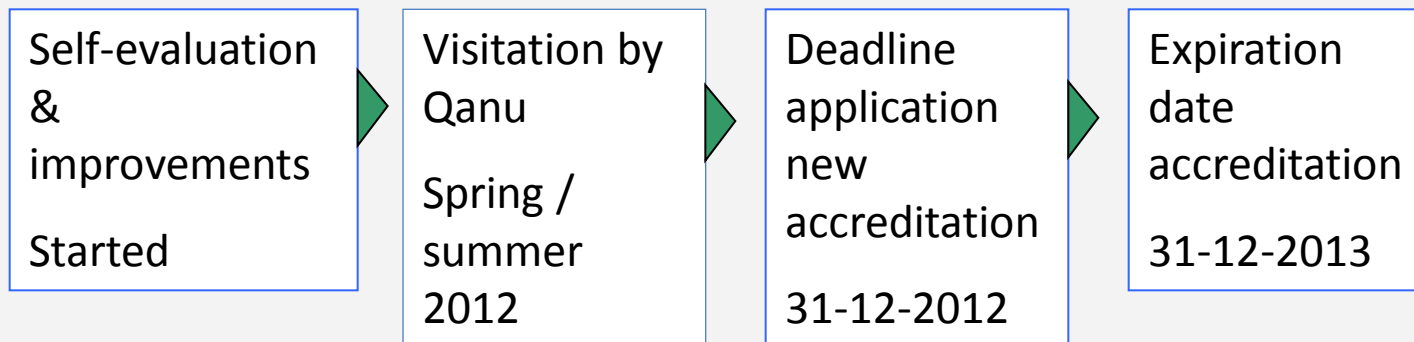
Accreditation (1)

Accreditation:

- Mark that indicates a positive assessment of the quality of a bachelor or master programme
- Guarantee for basic quality of Higher Education in the Netherlands NL
- Frequency: once every 6 years
- Visitation by Qanu, accreditation granted by: NVAO
- No accreditation has consequences for:
 - Programme funding
 - Acknowledgement of degrees
 - Study funding

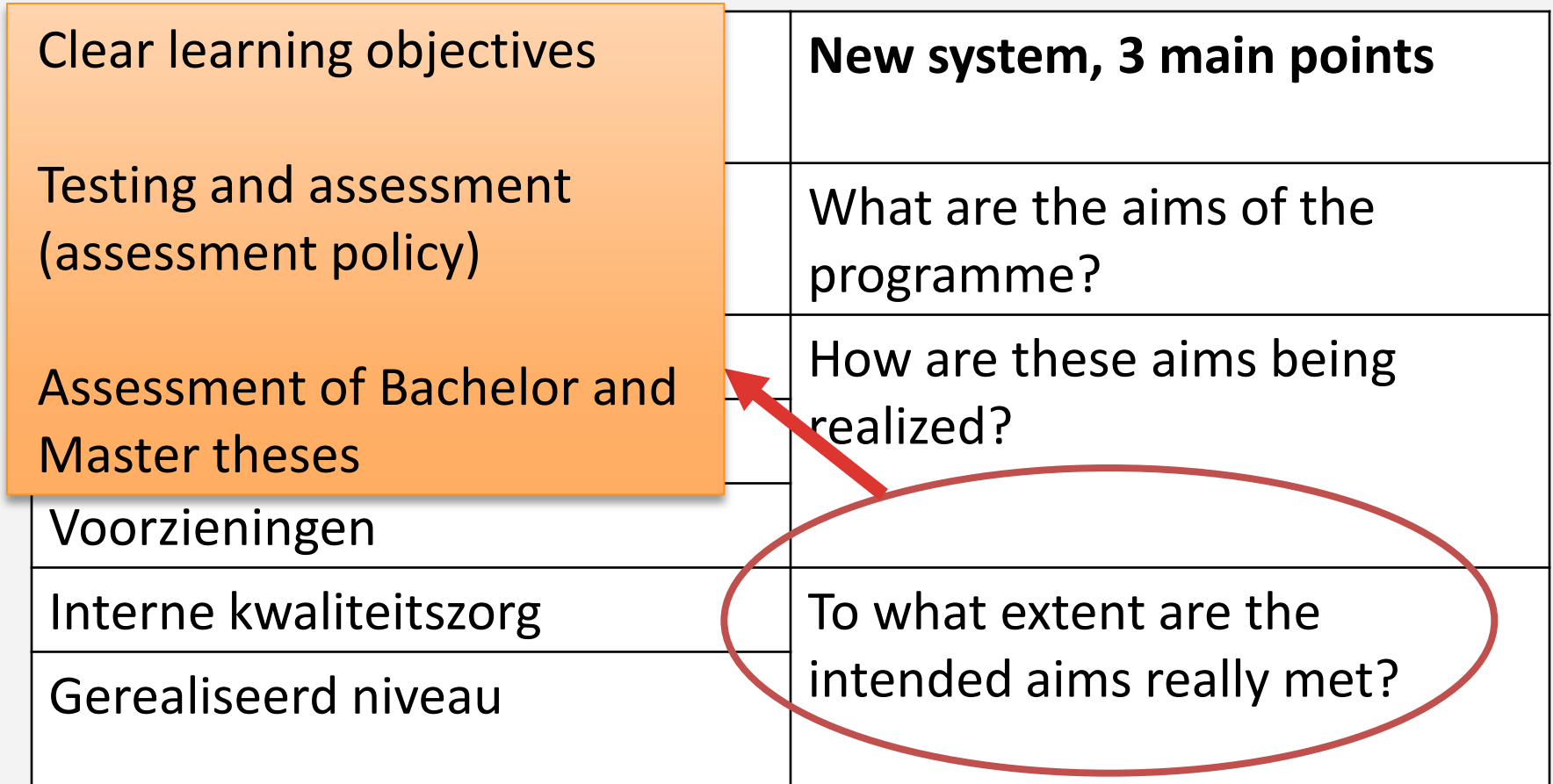
Accreditation (2)

- Institutional accreditation
- Limited programme accreditation: WB and ME
- Visitation en assessment report door Qanu
- Time line:



Accreditation (3)

Clear learning objectives	New system, 3 main points
Testing and assessment (assessment policy)	What are the aims of the programme?
Assessment of Bachelor and Master theses	How are these aims being realized?
Voorzieningen	
Interne kwaliteitszorg	To what extent are the intended aims really met?
Gerealiseerd niveau	



This meeting

- Improvement (where necessary)
 - Formulation of learning objectives
 - Completion of course description
 - Accentuate testing and assessment

Formulating learning objectives (1)

Important because?

- For the lecturer:
 - Determination of the end result that has to be met
 - Check to what extent the teaching effort was successful
 - Select appropriate teaching methods
- For the student:
 - Clear expectations
- For fellow-lecturers:
 - Entry level (pre-knowledge)

Formulation learning objectives (2)

- Learning objective = specific description of visible behavior after the course.
- ± 5 to 10 for each course
- Components:
 - Behaviour: what behaviour should the student show? (on what level?)
 - Content: to what content is this applied?
 - *Conditions: what conditions have to be met?*
 - *Standard: what minimum performance is still considered successful?*

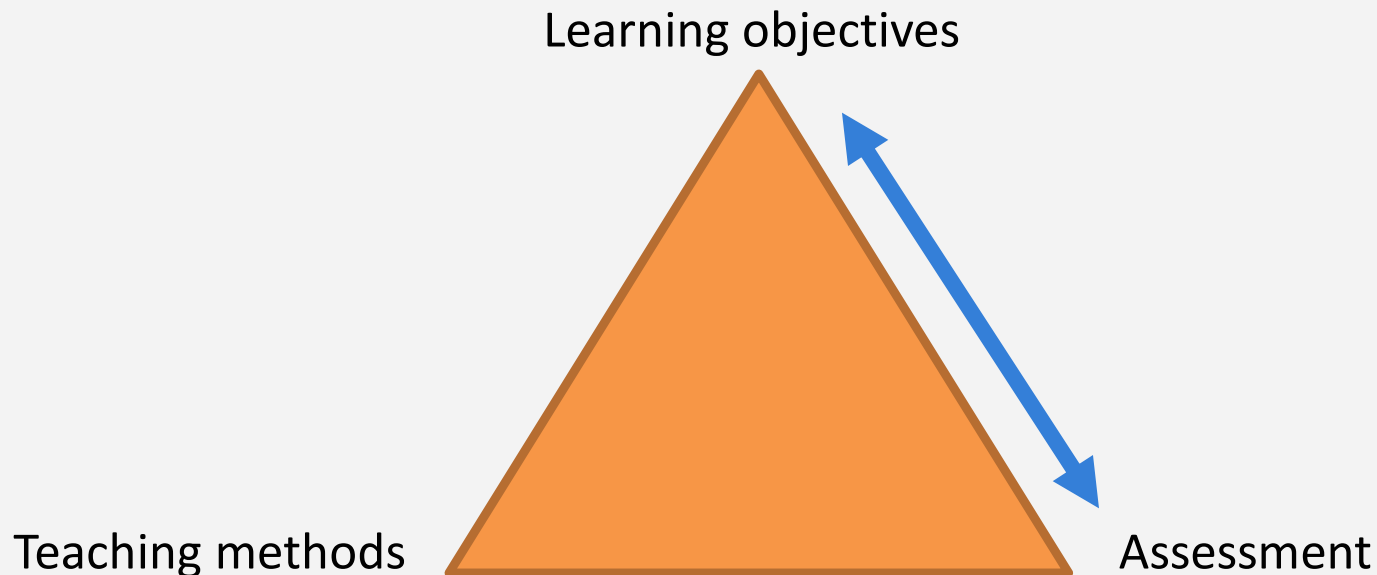
Formulating learning objectives (3)

- After the course, the student is able to ...
- Levels of cognition (Bloom):
 - Knowledge (name)
 - Understanding (explain)
 - Application (solve)
 - Analysis (deduce)
 - Synthesis (design)
 - Evaluation (critical assessment)



Testing & assessment

- Testing = measure to what extent the student masters the learning objectives of the course
- Testing: all exams, tests, assignments, etc, needed to pass the course.



Assessment quality

- Validity

Do you really measure what should be measured?

Assessment matrix / Testplan

- Reliability

Does the test provide reliable results?

Assessment model and -criteria

- Transparency

Clarity for the student (expectations)

Bb, page with test instructions, peer review

Assessment plan

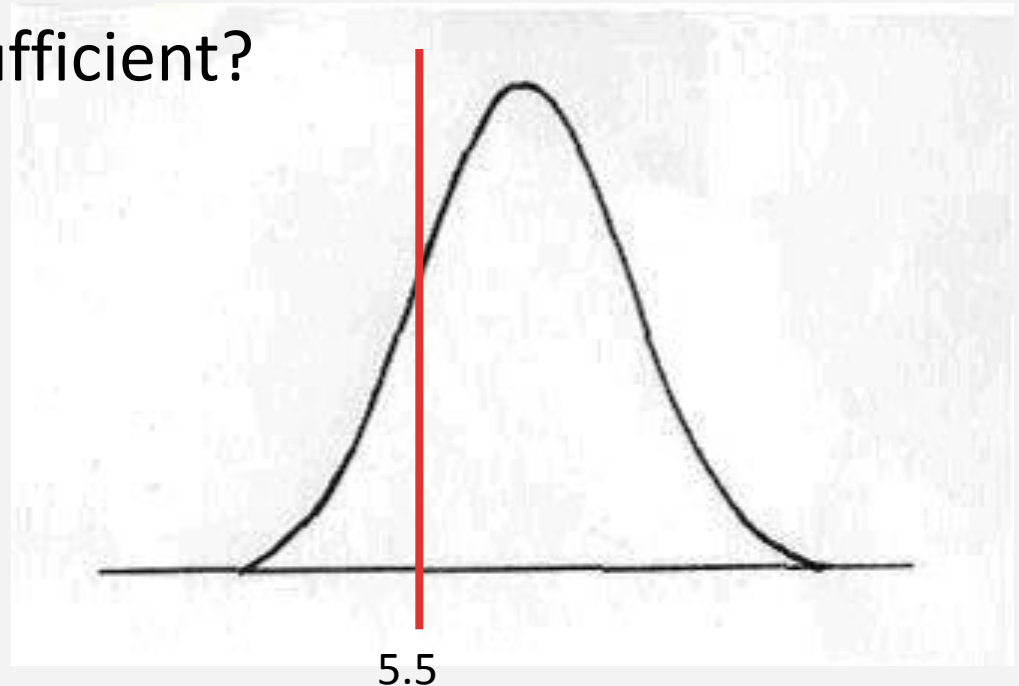
Learning objective	Assessment method (or question)	Level	Weight
After the course, the student is able to ...	Assignment	Application	30%
After the course, the student is able to ...	Exam (question 1 – 5)	Knowledge, understanding	20%
After the course, the student is able to ...	Exam (question 6-9)	Analysis	30%
Etc.

Grading plan (scoring)

- How do you score exams and student work?
- Is this described in such a way that ...
 - A fellow teacher could grade your exams just by using your scoring format?
 - A student with a 5.4 can be convinced?

Determine cutting score

- Lowest or highest mark possible
- Fail / pass boundary:
 - Absolute or relative assessment?
 - What is (barely) sufficient?
 - What is not?



Questions?
