Pusat Pengajaran Pembelajaran Universiti
UNIVERSITY TEACHING AND LEARNING CENTRE
Universiti Utara Malaysia

WORKSHOP ON
DEVELOPING THE RIGHT ASSESSMENT FOR A COURSE

WEDNESDAY, 4TH OCTOBER 2023
9:00AM -1.00PM
EDC HOTELS AND RESORTS, SINTOK

PROFESSOR DR. FAUZIAH ABDUL RAHIM
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SYNOPSIS

Instructors need to be equipped with the knowledge on how to develop the right assessment for courses assigned to them. Placing the notion of constructive alignment as core, this workshop provides the rudiments of constructing the assessment plan and/or table of specification that provides guidance to instructors when designing items and/or tool of measurement. Given a course syllabus as an example, participants will be given specific tasks to help them go through the processes involved.

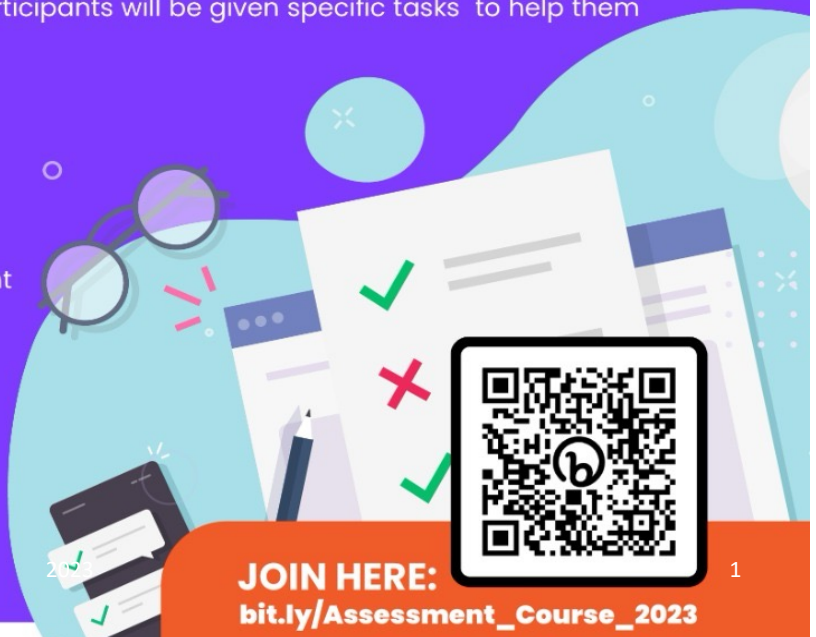
WORKSHOP CONTENT

- Introduction
- Understanding the syllabus - course learning outcomes and teaching and learning time
- Considerations when developing the assessment plan
- Developing the Table of Specification
- Considerations when designing items and tools of measurement

WORKSHOP LEARNING OUTCOMES

At the end of the workshop participants should be able to:

- Identify the course learning outcomes and skills related to the course given as well as topic covered.
- Calculate the weightage of each course learning outcome.
- Develop appropriate assessment plan.
- Develop Table of Specification based on the course given.
- Determine the appropriate items and tools of measurement.



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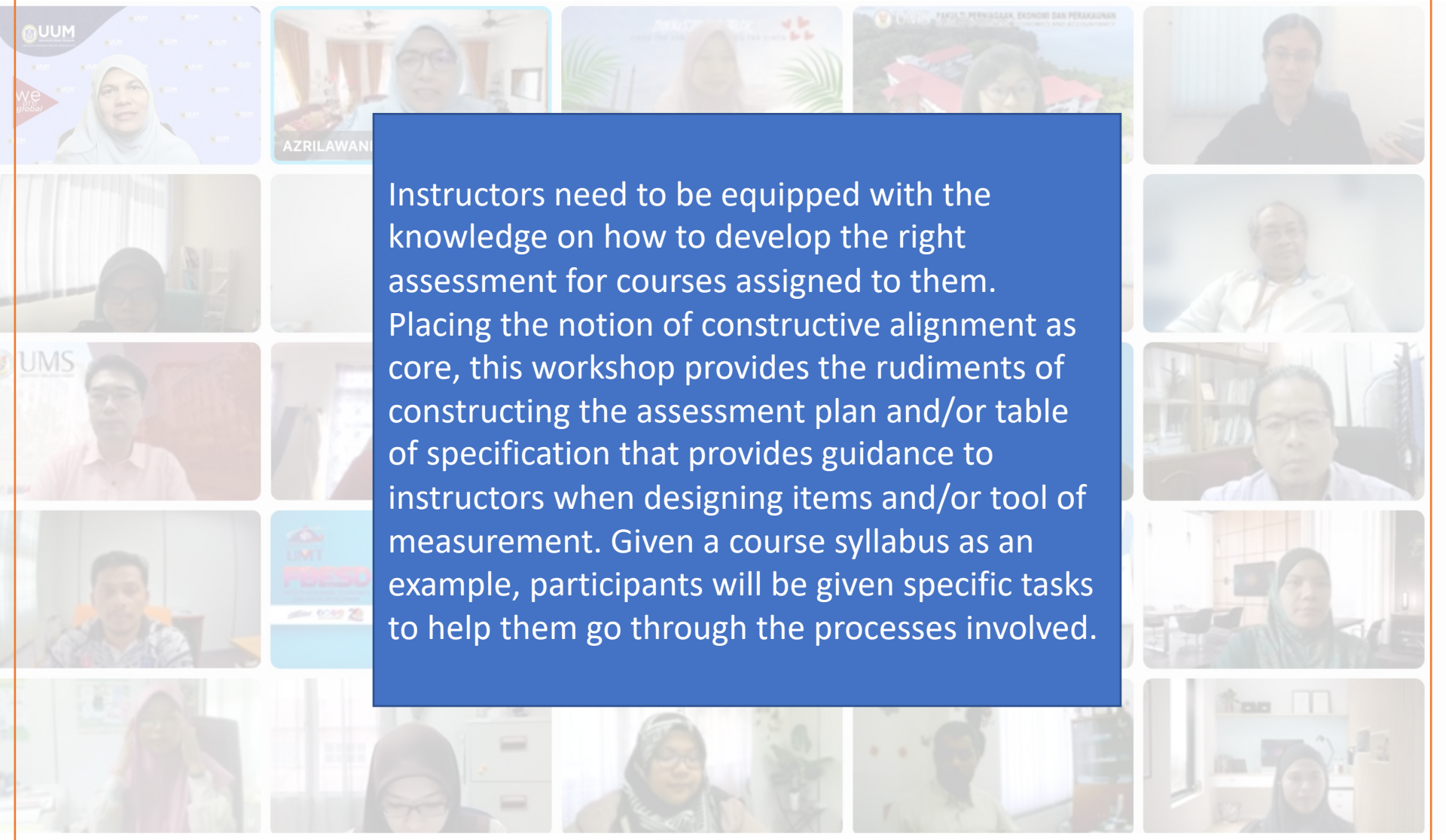
SYNOPSIS

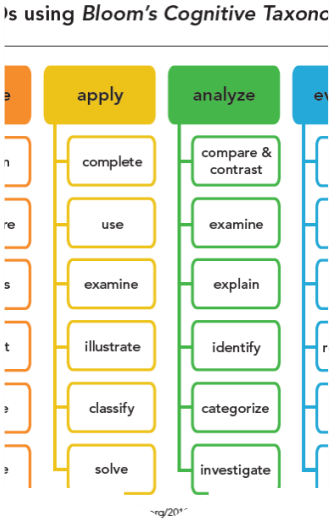


Instructors need to be equipped with the knowledge on how to develop the right assessment for courses assigned to them. Placing the notion of constructive alignment as core, this workshop provides the rudiments of constructing the assessment plan and/or table of specification that provides guidance to instructors when designing items and/or tool of measurement. Given a course syllabus as an example, participants will be given specific tasks to help them go through the processes involved.

5 Outcomes

At the end of the workshop participants will be able to

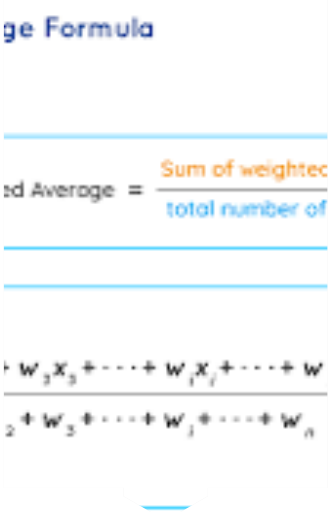
1



Course Learning Outcome

Identify the course learning outcomes and skills related to the course given as well as topic covered

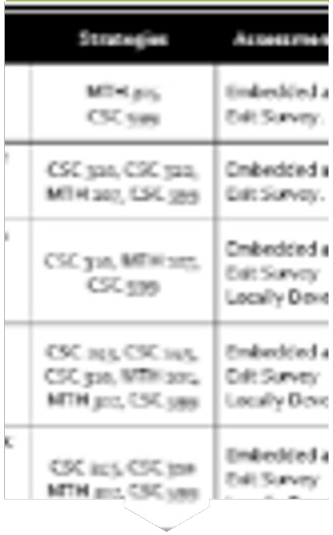
2



Weightage

Calculate the weightage of each course learning outcome.

3



Assessment Plan

Develop appropriate assessment plan.

4

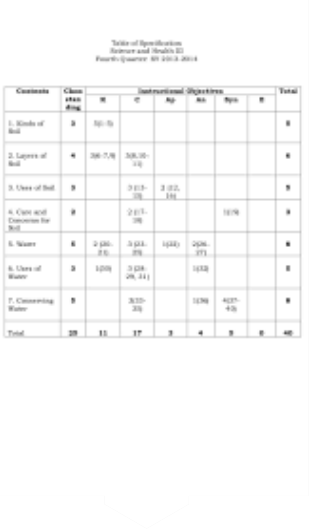
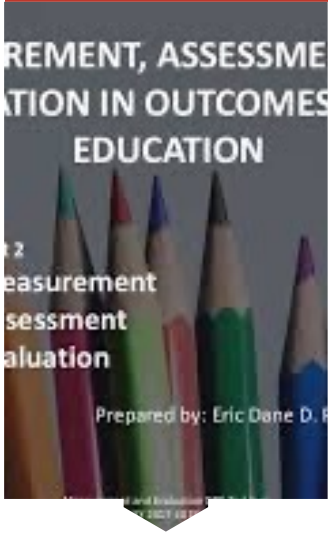


Table of Specification (ToS)

Develop Table of Specification based on the course given

5

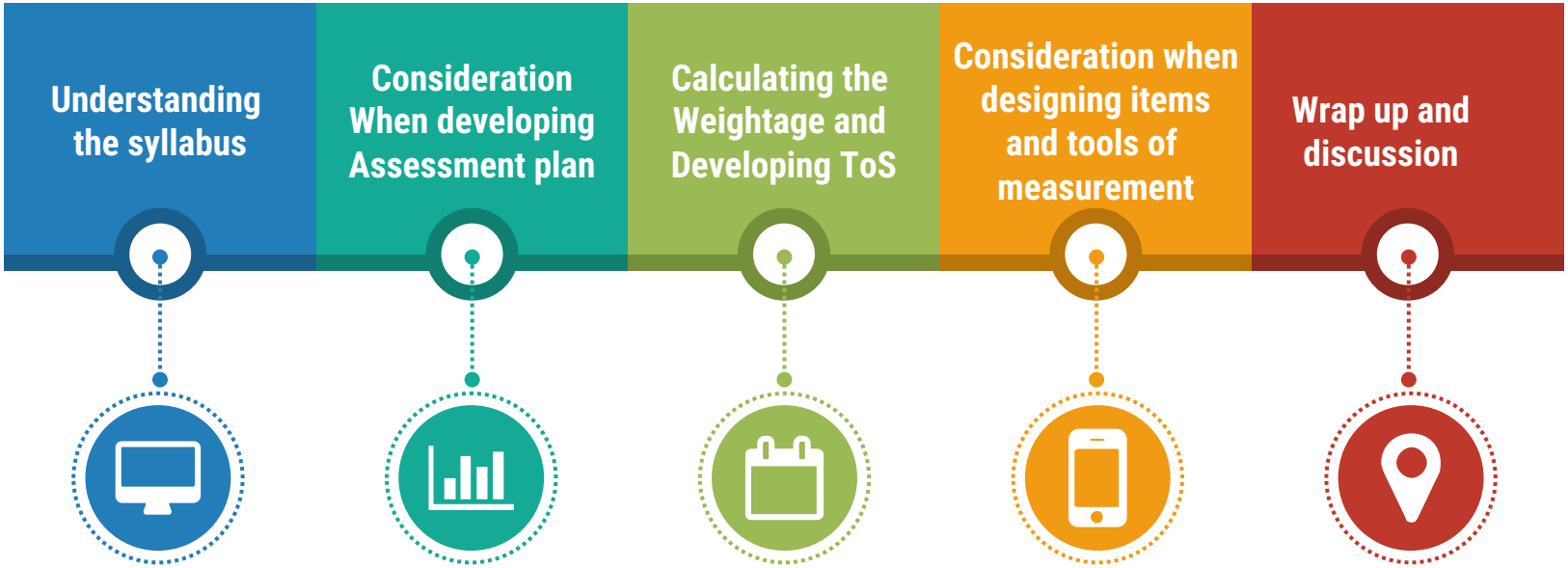


Item/Tool of measurement

Determine the appropriate items and tools of measurement.

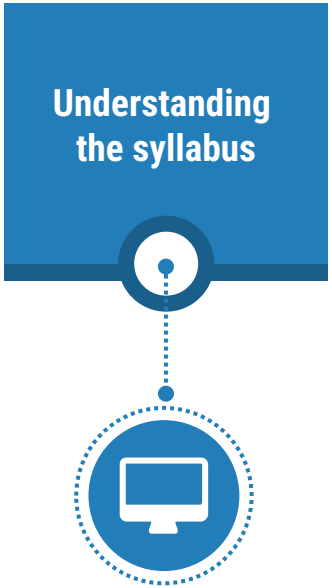
Outline

Topics covered



Outline

Topics covered



ULTIMATE AIM

To win the hearts and mind for our learners to change

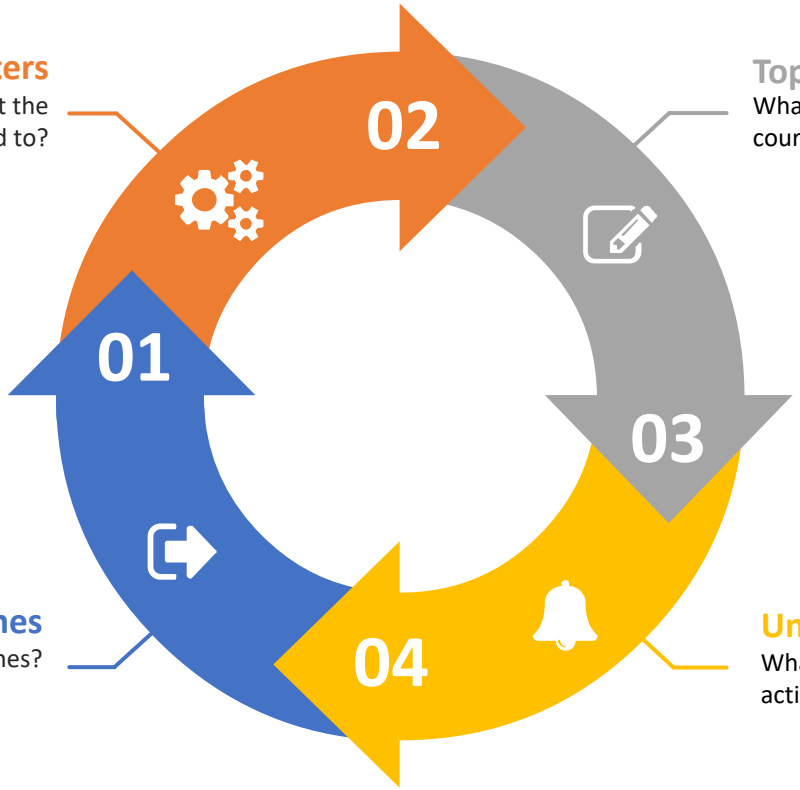
Learning is a process through which experience causes permanent change in knowledge and behaviour

COGNITIVE	AFFECTIVE	PSYCHOMOTOR

HEAD	HEART	HAND
To create intellectual being	To instill values in enriching the soul	To develop contributing citizens
ILMU	*BUDI*	*BAKTI*

When designing any learning activities

Important consideration



Skills/Learning clusters
What learning cluster/skills that the learning outcome is associated to?

Topics
What are the topics that is related to the course learning outcomes?

Course Learning Outcomes
What is your course learning outcomes?

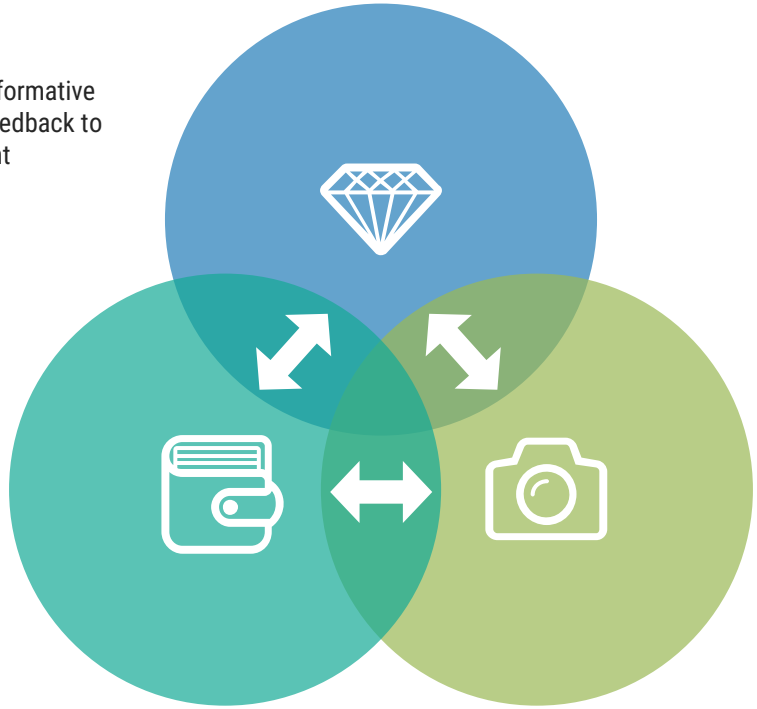
Understanding your students
What type of learners and how would the activities be suitable for your students?

Constructive alignment

It's all connected

Delivery

Including activities designed for formative assessment in order to provide feedback to students for improvement



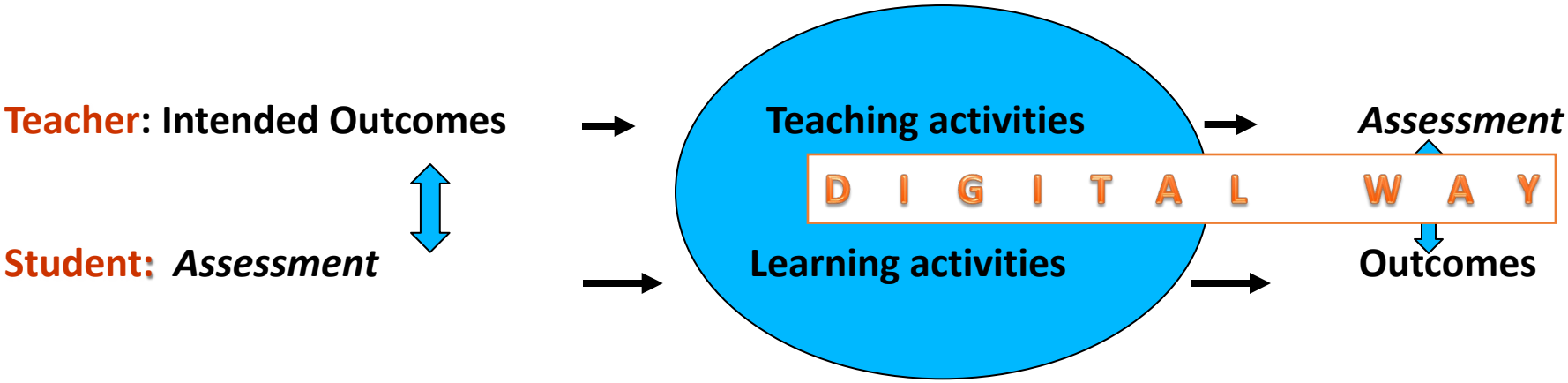
Learning Outcomes

Including the learning clusters attached

Assessment

Designed with the ultimate aim to gather students' understanding of the course content with reference to the learning outcomes

Teacher's and Student's Perspective on Assessment: Outcomes-based teaching and learning



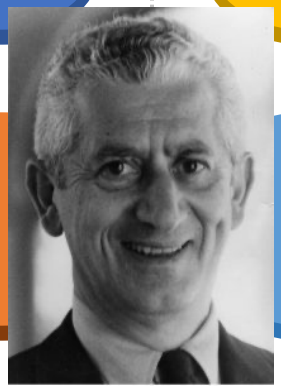
The use of electronic devices and interactive tools

Learning Outcomes – Bloom Taxonomy

Key in the instructional design

Remembering
Retrieving prior knowledge/memory

Analysing
Extracting information to various meaningful yet relevant parts



February 21, 1913 – September 13, 1999) was an educational psychologist

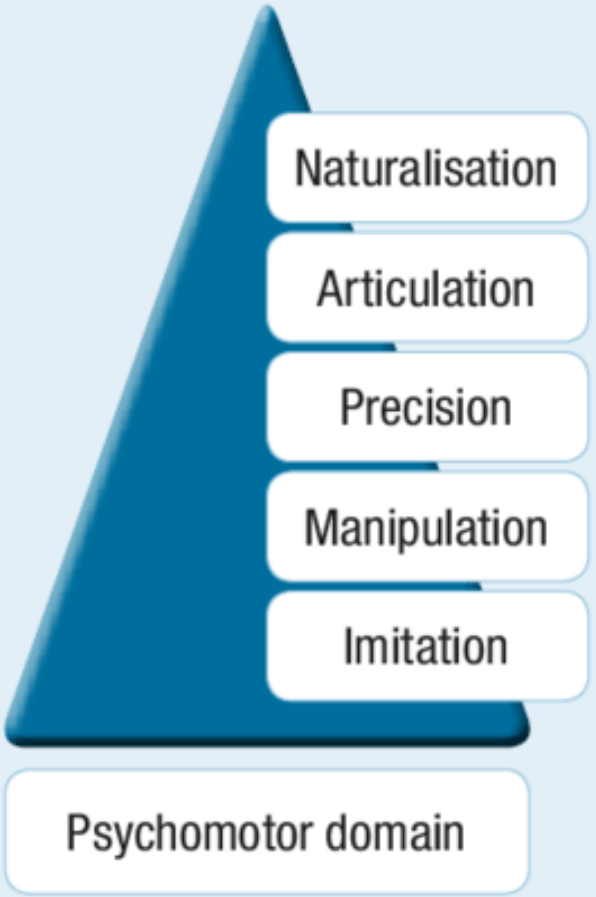
Understanding
Draws conclusion from information based on understanding

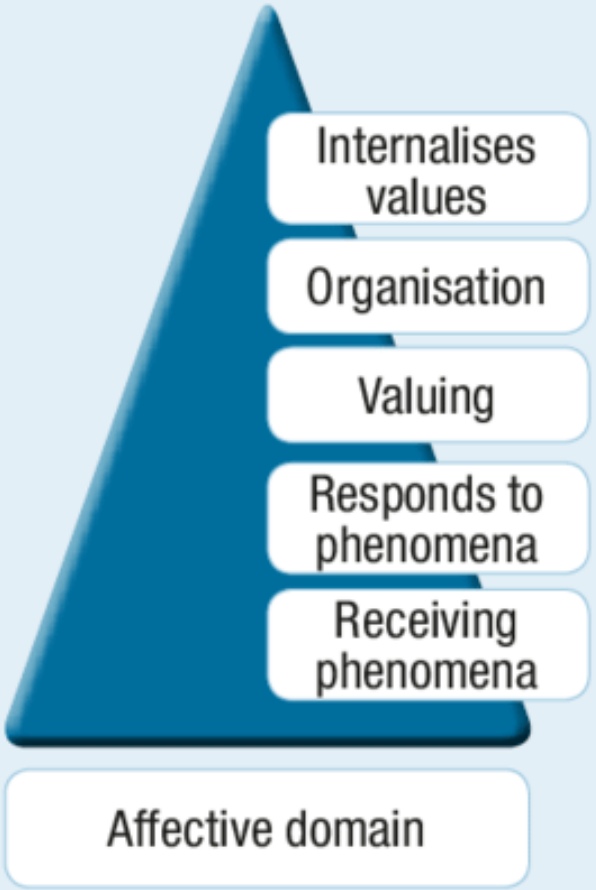
Evaluating
Critiquing and assessing information based on the learning criteria

Applying
Implementing procedures for learning, relating to other context

Creating
Organising new ideas into a new structure to form a coherent pattern of understanding

Creating
Evaluating
Analysing
Applying
Understanding
Remembering
Revised cognitive dimension


Naturalisation
Articulation
Precision
Manipulation
Imitation
Psychomotor domain


Internalises values
Organisation
Valuing
Responds to phenomena
Receiving phenomena
Affective domain

College of Arts and Sciences (UUM CAS)
UNIVERSITI UTARA MALAYSIA

COURSE SYLLABUS

COURSE : **UNDERSTANDING LEARNERS**

CODE : **SGHE5053**

Synopsis

This course aims to enhance your professional skills and knowledge base in facili-tating student learning in various contexts. With a deepened understanding of the theories, principles and strategies on human learning and motivation, you are able to engage multiple learners with particular attention to their styles, capabilities, and potentials to become independent, critical, creative and life-long thinkers. In this course, you are led to deeply examine and reflect on your current practices comparing and contrasting them with relevant and inquiry-based practices, thereby enriching the learning experiences of learners and further gearing up the standards of teaching and learning.

Course Learning Outcomes

Upon completion of the course, students are able to

1 1. Discuss learning and the related-learning processes in conjunction with the learner-centred theories and perspectives of learning (A2,C2)

2 2. Describe actions or ways in an informed fashion how the potentials, interests, background and experiences of multiple learners are recognized, enhanced, and supported by higher education stakeholders (C5,P1)

3 3. Explain the relationship between and among the various forms of intelligences and learning styles along with the corresponding factors that impact on learning (A3,C6,P2)

4 4. Examine the nature and relevance of different approaches, techniques and strategies used in engaging and enhancing students learning across disciplines and contexts (C4)

Tranferable Skills (if applicable)

Knowledge and Understanding (LOC1), Cognitive Skills (LOC2), Interpersonal Skills (LOC3b), Personal Skill:

Teaching Method

LECTUREF2F-PHYSICAL, OTHERSF2F-PHYSICAL, OTHERSNF2F-OL-(ASYNCHRONOUS),

The Course Learning outcomes determine the target **standard** to be achieved by students.

To help make ease using OBE system perhaps AEDU have advised that each CLO is catering for each learning domain.
E.G
CLO 1 – Cognitive
CLO 2 – Affective
CLO3 –Psychomotor
(Or some universities)
CLO 4- specific softskill
This is possible too.

Whatever it is you need to assess what you claim in your CLO.

8. Mapping of the Course Learning Outcomes to the Programme Learning Outcomes,Teaching Methods

Course Learning Outcomes (CLO)	Teaching Methods	Assessment	Programme Learning Outcomes			
			PLO1	PLO2	PLO4	PLO9
CLO1	F2F-Physical, NF2F-OL-Asynchronous	Quiz	/			
CLO2	F2F-Physical, NF2F-OL-Asynchronous	Investigating Learners			/	
CLO3	F2F-Physical, NF2F-OL-Asynchronous	Academic Reflection, Presentation				/
CLO4	F2F-Physical, NF2F-OL-Asynchronous	SoTL Innovation		/		

COURSE CODE : SGHE5053

COURSE NAME : UNDERSTANDING LEARNERS

SEMESTER : G999 - JAN 2019/2020

TEACHING METHOD

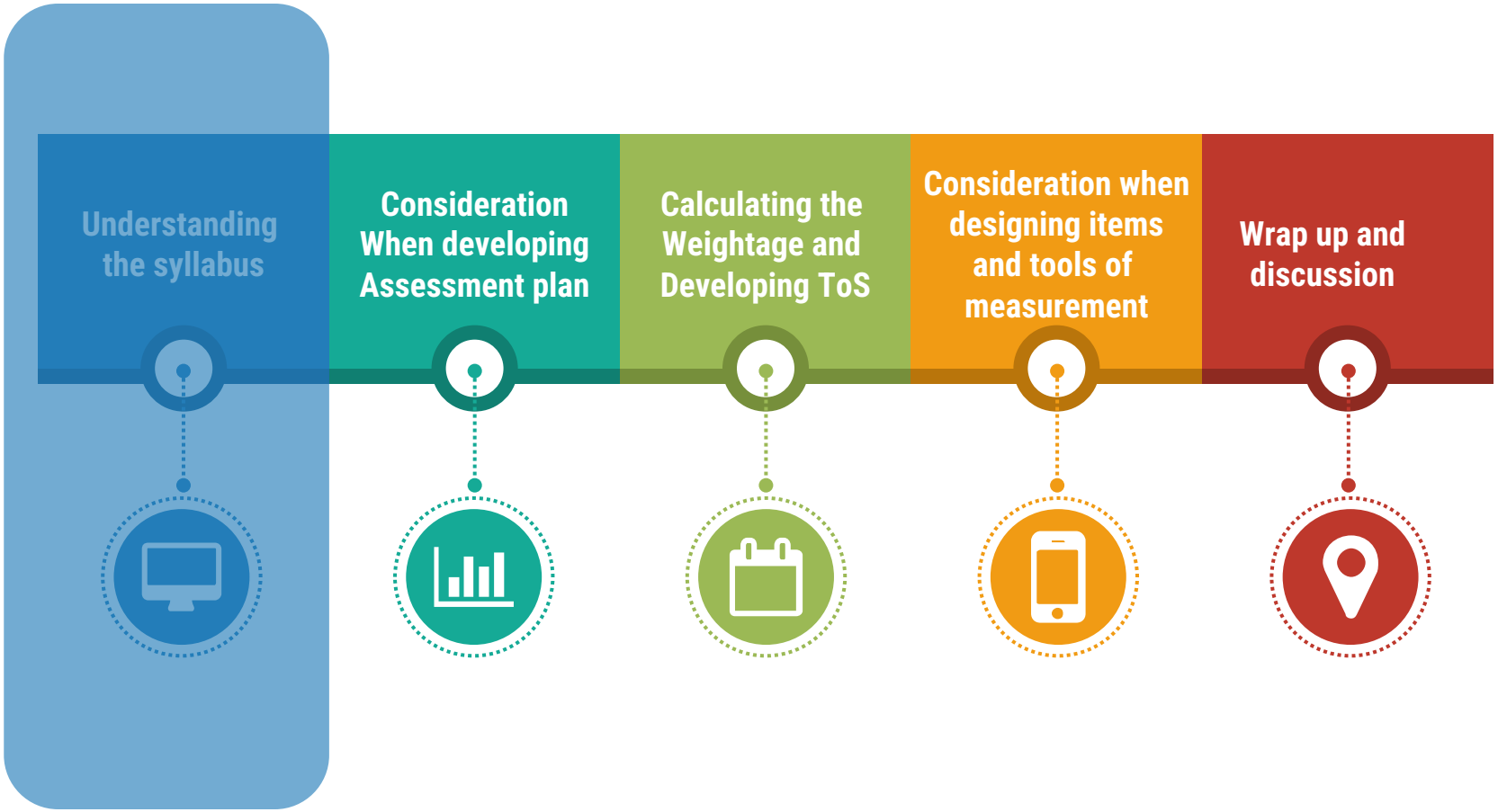
1) TRADITIONAL LECTURE, STUDENT CENTERED LEARNING/OTHERS, ONLINE LEARNING (ASYNCHRONOUS),

ASSESSMENT

Assessment Type	Weightage %
Academic Reflection	20.00
Investigating Learners	25.00
Presentation	15.00
Quiz	15.00
SoTL Innovation	25.00

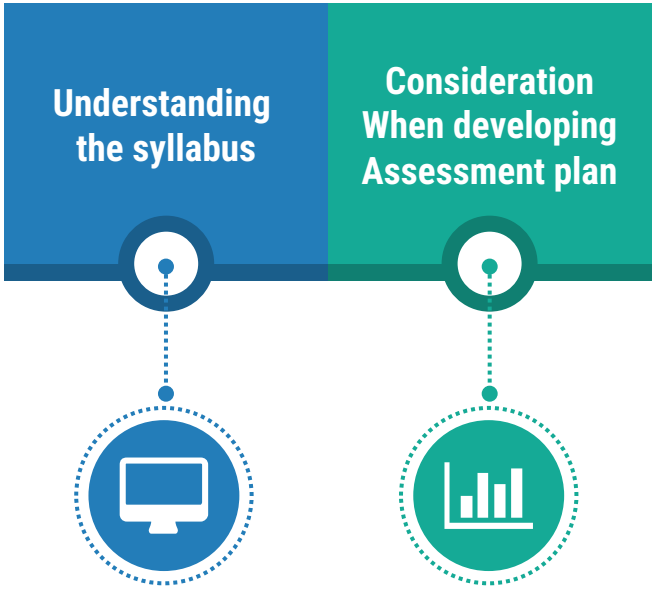
Outline

Topics covered



Outline

Topics covered



JPT | JABATAN PENDIDIKAN TINGGI

KEMENTERIAN PENGAJIAN TINGGI

QUICK REFERENCE

5 CLUSTERS OF LEARNING OUTCOMES MQF 2.0

FOR FUTURE-READY SKILLED GRADUATES

NOBLe
NATIONAL OUTCOME BASED LEARNING

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KEMENTERIAN PENGAJIAN TINGGI

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JPT | DEPARTMENT OF HIGHER EDUCATION

MINISTRY OF HIGHER EDUCATION

MAGNETIC
Malaysian Higher Education Teaching and Learning Council

ALTERNATIVE ASSESSMENT IN HIGHER EDUCATION

A PRACTICAL GUIDE TO ASSESSING LEARNING

STRUCTURE OF THE BOOK

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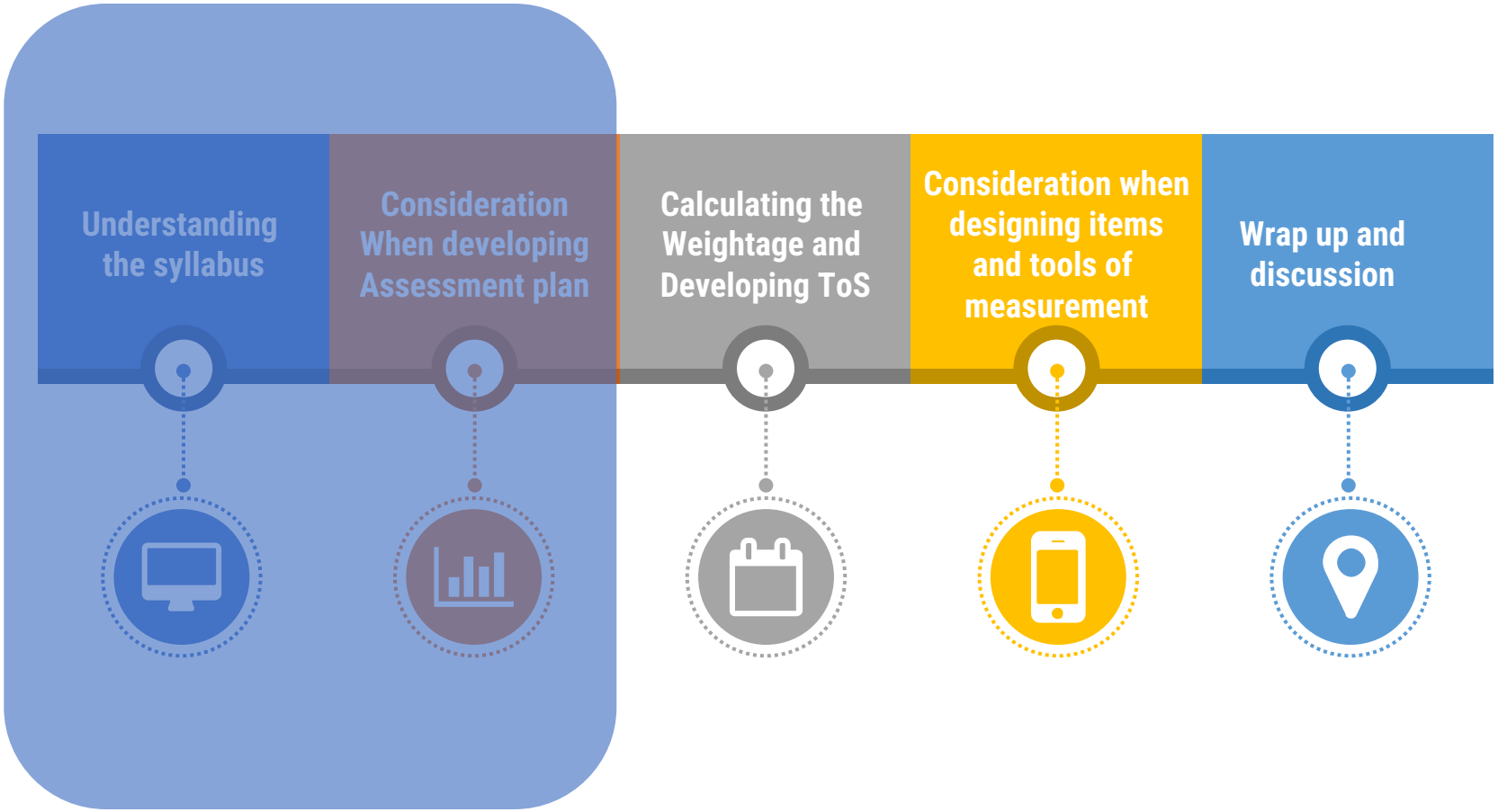
Outline

Topics covered



Outline

Topics covered

General rule

When considering time for developing items:

MCQ

- Every item 1.5 minutes

Essay

- Examiners have a go to see if feasible for students

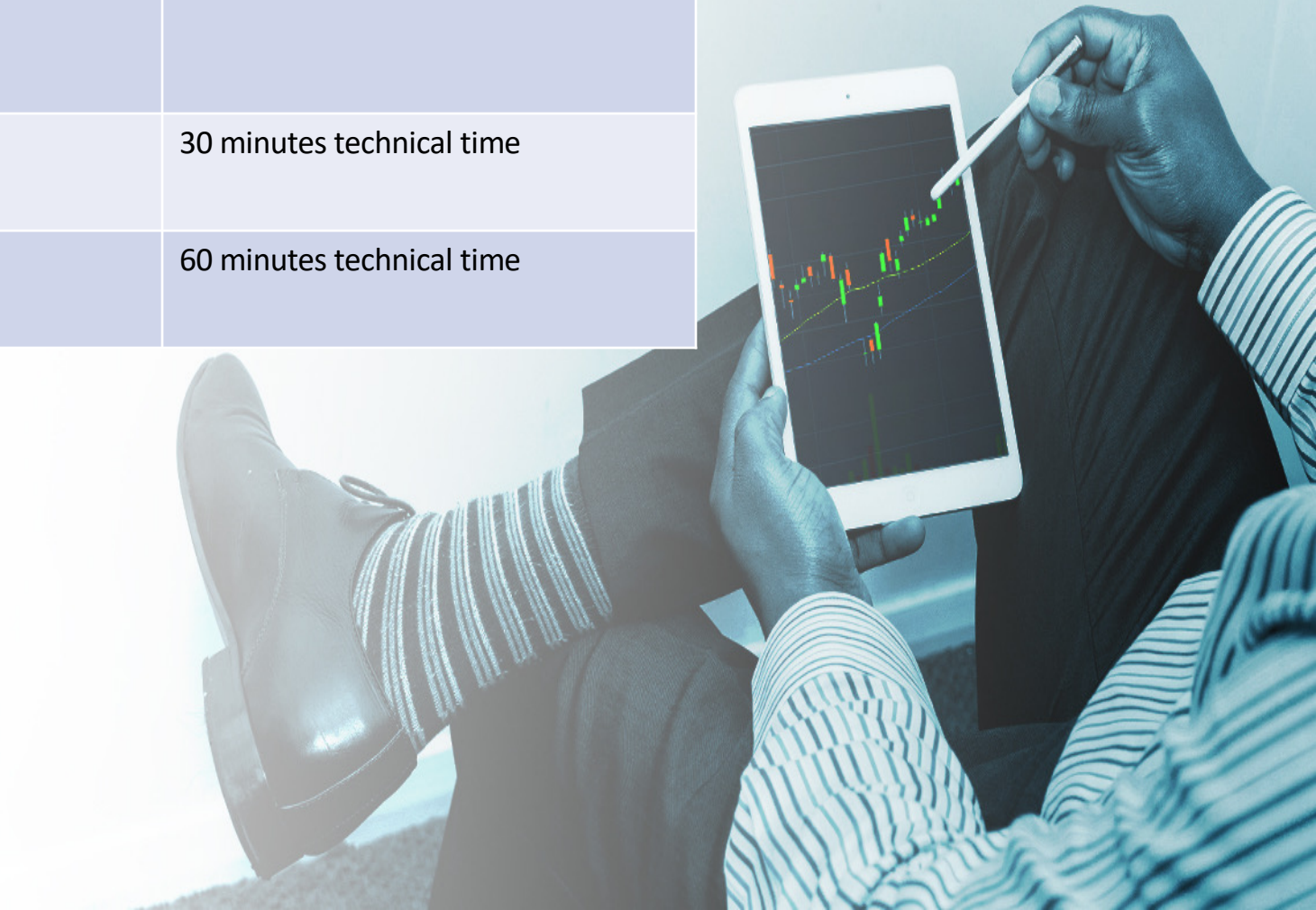
When marking:

- If more than one group need to:
  - Do norming when marking scripts using sample (good, average, poor) before continuing marking – coordinator to handle
  - swap to avoid bias – meaning you do not mark your students
- The same when there are more groups to mark essays and be prepared to discuss other relevant and acceptable answers

Time requirements for certain assessment tasks
(Nitko & Brookhart, 2010)

Type of task	Approximate time per task (item)
True-false items	20–30 seconds
Multiple-choice (factual)	40–60 seconds
One-word fill-in	40–60 seconds
Multiple-choice (complex)	70–90 seconds
Matching (5 stems/6 choices)	2–4 minutes
Short-answer	2–4 minutes
Multiple-choice (w/calculations)	2–5 minutes
Word problems (simple arithmetic)	5–10 minutes
Short essays	15–20 minutes
Data analyses/graphing	15–25 minutes
Drawing models/labeling	20–30 minutes
Extended essays	35–50 minutes

IF - Exam length	Then -Technical time allowance
up to and including 75 minutes	15 minutes technical time
76 minutes to 179 minutes	30 minutes technical time
180 minutes or more	60 minutes technical time



	TOPIC	ASSESSMENT	CLO1 (A2,C2)	CLO2 (C5,P1)	CLO3 (A3,C6,P2)	CLO4 (C4)	DUE DATE
			Discuss 'learning' and the related-learning processes in conjunction with the learner-centred theories and perspectives of learning	Describe actions or ways in an informed fashion how the potentials, interests, background and experiences of multiple learners are recognized, enhanced, and supported by higher education stakeholders	Explain the relationship between and among the various forms of intelligences and learning styles along with the corresponding factors that impact on learning	Examine the nature and relevance of different approaches, techniques and strategies used in engaging and enhancing students' learning across disciplines and contexts	
			Knowledge and Understanding (LoC1)	Interpersonal skills (LoC3b)	Personal skills (LoC4a)	Cognitive skills (LoC2)	
Learners and learning in Higher Education: Principles & Practices □ New generation of learners (e.g. xyz, alpha learners) □ Learner diversity in HEIs □ Newer insights into learning ○ 3P's Model □ Learning orientations Student behavior	1-2	Quiz (15%) (Individual)	9 (21%)				Quiz (week 6)
Perspectives and Theories of Learner-centered Psychological Principles • Cognitive (include neuro scientific view) metacognitive factors • Motivational & affective factors • Developmental & social factors Individual differences factors	2-6	Investigating Learners (25%) (group)		11 (26%)			Understanding Learners Project – Group work – 50% 6 groups (week 7)
Supporting learner's learning • Critical & teachable moments • Learning to study Learning communities	9-12	SoTL Innovation (25%) (group)				5 (11%)	
Learner Engagement & Motivation • Multiple intelligences and learning styles • Learning precursors • Learning strategies • Motivating learners ○ Theories ○ Fostering motivation (i.e. scaffolding) Motivation strategies	1-11 7-8	Presentation (15%) Academic Reflection (20%) (Individual)			17 (40%)		Individual Self-Case Study (week 12) Video presentation

Note: You can have whatever format to do this. This is YOUR plan. It has to make sense to YOU.

course this The fundamentals are CLOs, Weightage (total spent/total hours x 100%); Assessment that you declared in the syllabus (of can change as long as standards are maintained) Topics to design items/instruction as context, relevant assessment based on the course and students' interest.

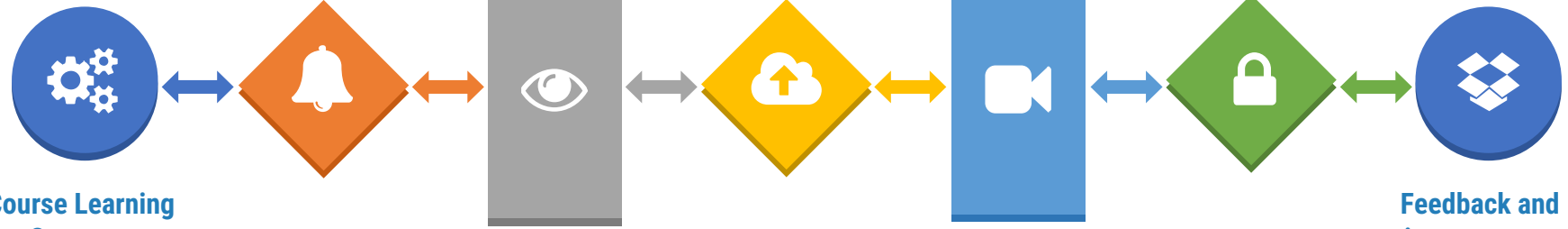
Weightage & Table of Specification

Course Learning Outcome (CLO)	Learning Cluster (LoC)	Topic covered	SLT covered for the topic	Individual/ Group	Meaningful Delivery (Synchronous – F2F/Online)	Meaningful Delivery (Asynchronous)	Assurance of learning Formative Assessment (peer assessment/feedback)
compare the human developmental theories throughout the lifespan cycle (C4 - analyse) A4 - Organisation)	Interpersonal skills (LOC3b)	Baumrind's Parenting Styles	**6 hours (of 42 hours)**	Group (since the LoC is interpersonal skills) 4 to a group since there are 4 different parenting styles	Given resources and instruction via LMS Instruction based on group activity:	Given resources and instruction via LMS/MOOC/MC platforms Students via forum introduce themselves and find members for their group.	
			B (1.5 HOURS) (F)		**Mind map to design** on various parenting styles based on readings **to be shared** to all modes via a similar platform (e.g. Padlet/ LMS). To **rate stars** if comparison is explained well. This activity is done to encourage SDL and provide content to the students – reading for a purpose ☺.		Peer Question – 3 questions per group to compare
			A (1.5 HOURS) (F)		**Role Play** (lecturer can ask students to **video record their role play** and place recording in the LMS) – everyone **can rate** the best group	**Video record** their role play	Guessing – other groups guess type of parenting style
			A (1.5 HOURS) (S)		**Case study** – given a case students in groups are to compare the different types of parenting styles and its impact on the children development as portrayed in the case. Each member **to find an article to support their analysis** and provide their **opinion about the issues** portrayed in the case.		Discuss the types of parenting style and compare different types of parenting from different sources
			B (1.5 HOURS) (S)		As editors of a magazine on parenting **Writing** -1-page bulletin/ article. All the students **have a go at writing.** In their groups they swap to edit their friends writing by **pointing suggestions to improve** (not to correct for them). Then place the improved writing in the LMS for other students to **provide pointers for improvement.** Once done their writing can be compiled as a real e-bulletin with students' names as authors (requires extra mile on the lecturer's part – but believe me it'll be worth it!). Students as writers can **reflect** on their journey.		As an editor – to give 1-5 star(s) to publish based on how informative to readers about the different types of parenting styles

Note: Given that 6 hours are spent to teach this CLO. The A is the formative (F) for A summative (S). Meaning before I gave my students the summative assessment, I had activities done in the class as formative. The B is the formative (F) for B summative (S). The rationale is only when they understand the theories compared when doing mind map that they can write about the comparison of the theories for the bulletin. Only when they have had the experienced of doing role play (acting out issues in the case given) that they can appreciate the case study related to the course learning outcome – to compare/analyse and organize value.

Planning for success (summative)

Engaging learners for active learning



Course Learning Outcome

compare the human developmental theories throughout the lifespan cycle (C4 – analyse
A4 - organising)

Learning Clusters/Skill

Interpersonal skills (LoC3b)

Topic(s)

Baumrind's Parenting Styles

Brainstorm Activities

1.Movie of the year – family category

Instruction for activities

1. In the 2022 Movie festival you are elected as one of the 4 panelists to choose the best movie that clearly shows parenting styles and its impact to development. Choose four movies to compare and show evidence (section of the movies) of different types of parenting styles that you think would give impact to the audience in terms of the values and implication to development. Based on the comparison and justification you are to provide your group nomination for the best movie for family category.

Assurance of learning

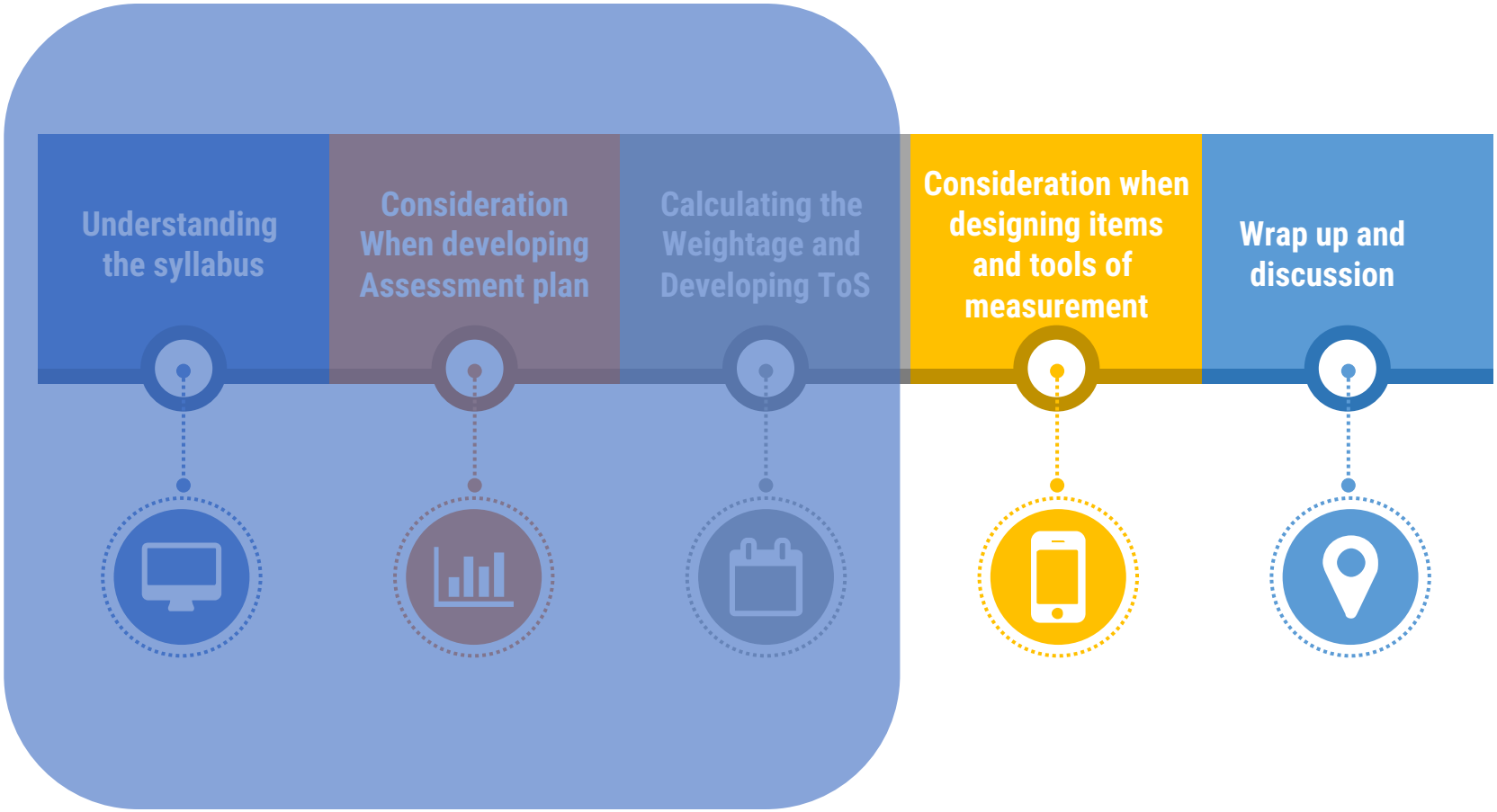
Rubric: Ability to compare different types of parenting styles from different movies as context. Ability to organize the values and its impact to life

Feedback and improvement

Students' reflection, students' performance

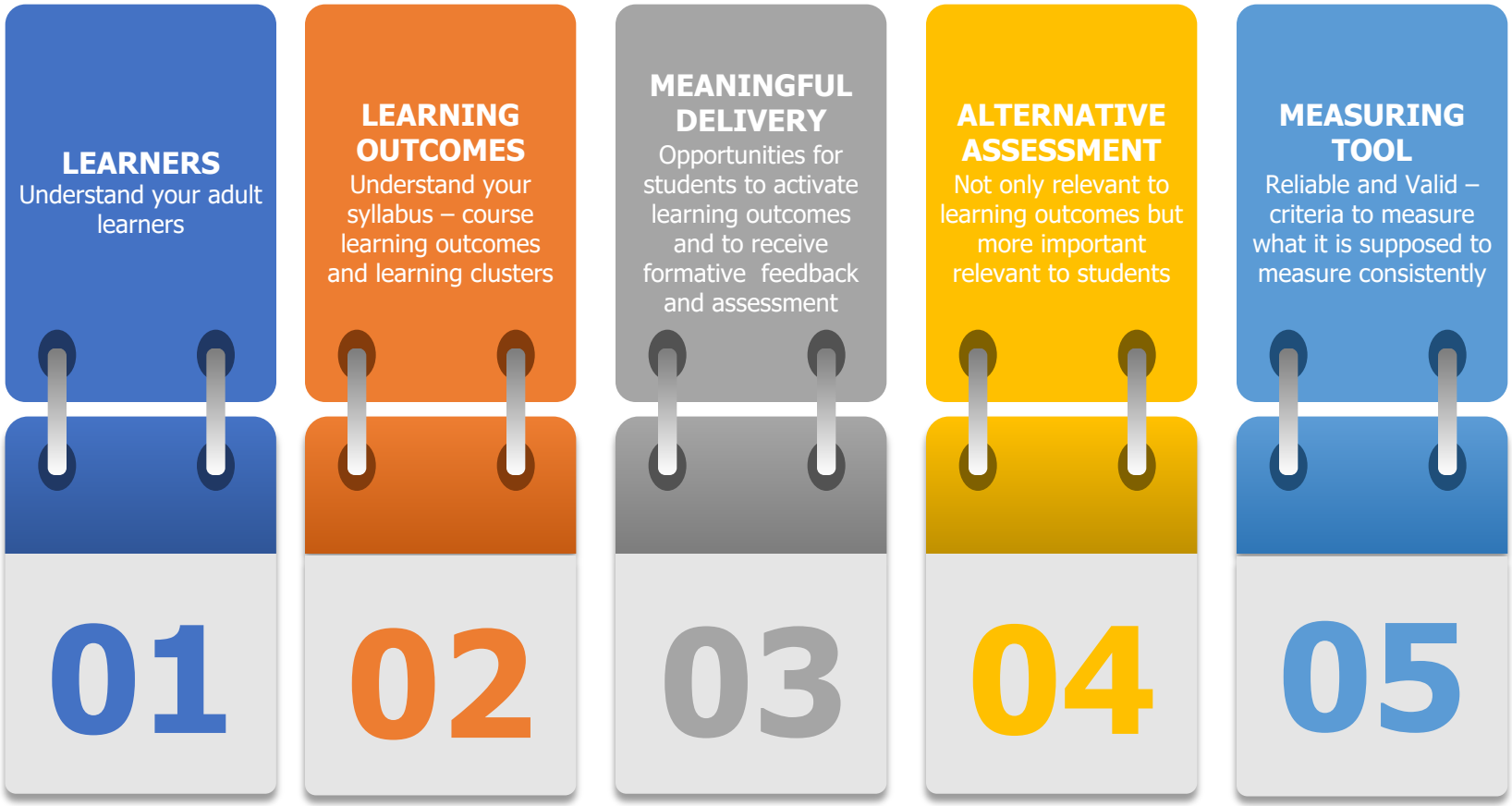
Outline

Topics covered



THE BASIC DESIGN

Consideration when designing items and tools of measurement



Note: For final exam (MCQ)– need to do item analysis, even for short answers and essay
For rubric need to gather enough data to do analyses of students' performance to determine quality of rubric

What is a rubric?

A quick understanding

Scoring Guide

Provides a qualitative description when evaluating students' performance based on a range of criteria. A rubric can be done for ANY content area to measure knowledge and skill.

Handed in advance

A rubric is usually given before an assignment begins to provide expectations for students to meet based on the criteria which they will be judged.

Expectation

A rubric consist of standards that is mapped according to one's level of expertise (novice to advance).

Authentic Criteria

Mostly employed in alternative assessment and is measured according to authentic criteria.

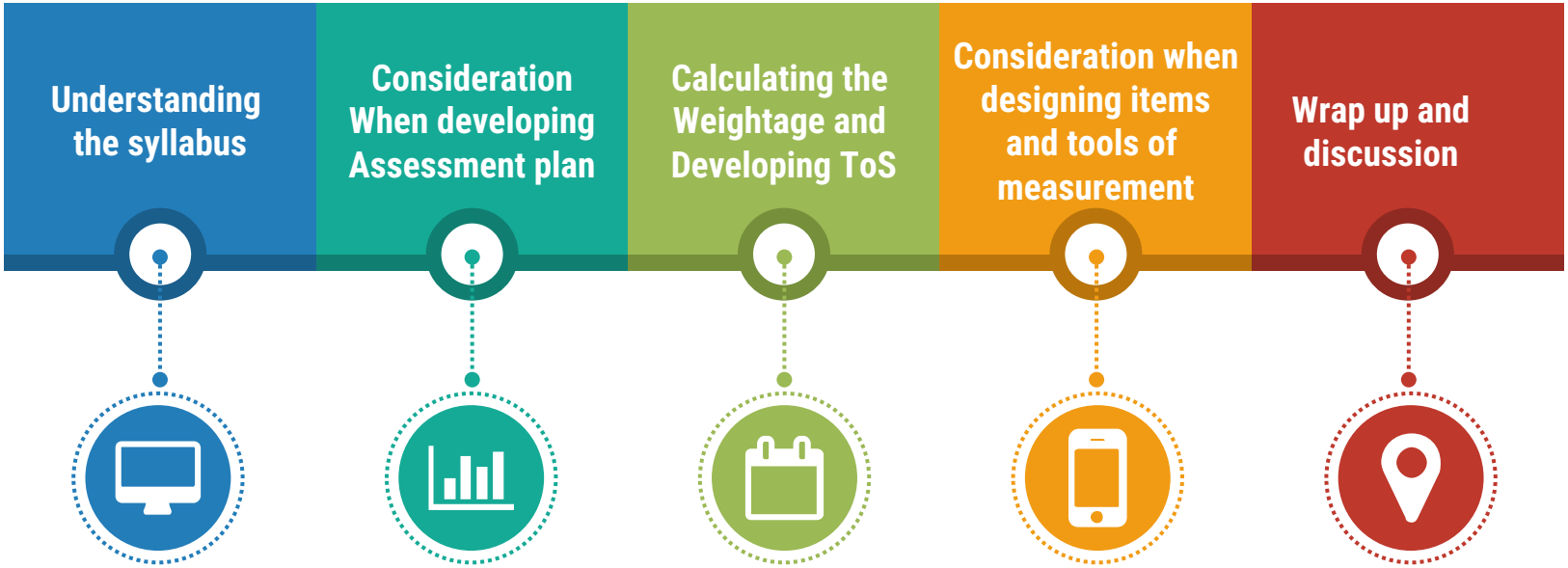
Outline

Topics covered

Note: One of the questions posed during the workshop was that *is it true that all Cognitive (C1-C6) must be asked in Final exam?. Maybe there was a misunderstanding, as in you might have misunderstood what was meant. If your course has NO final exam, then you do not have to have final exam questions. However, if your course is designed to have 60% coursework and 40% final examination, then it is true that most of the time the cognitive is assessed in the final exam (so the affective and psychomotor will be assessed in your coursework). However, if your course is performance related (cook, dance, music, demonstration etc) even in your final exam you can assess cognitive, affective and psychomotor. Of course, the examination will not be in the hall with paper and pen. It will be in a room (like when you're sitting for the music exam, dancing exam) in the lab for demonstration and in the kitchen if cooking. I find it peculiar to have a dancer who only tell how to dance (cognitive) without actually dancing and showing emotion (affective) or movement (Psychomotor). So, I reckon what was meant was usually in social science setting most likely cognitive is assessed in the final examination (so not have to but if you **DO** have). [I hope I am making sense, if not, please do not hesitate to clarify with me ya]*

WRAP UP

ANY QUESTIONS



WORKSHOP LEARNING OUTCOMES

At the end of the workshop participants should be able to:

- Identify the course learning outcomes and skills related to the course given as well as topic covered.
- Calculate the weightage of each course learning outcome.
- Develop appropriate assessment plan.
- Develop Table of Specification based on the course given.
- Determine the appropriate items and tools of measurement.

Fauziah Abdul Rahim

Now after attending this workshop, are you able to plan for the right assessment?

Right here means – assessment is aligned to the CLO (I hope by now you know what CLO really means)

If you are willing to share or need to ask, please do so by contacting me (ziah@uum.edu.my) /019576969. Please introduce yourself so that I know your're not one of the 'scammers' (ha ha).

Thank you everyone and all the best in your planning and enjoy executing your assessment plan.