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UNIVERSITY OF APPLIED SCIENCES



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LbD4All Guidebook Series

Assessment



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Assessment

ASSESSMENT

This guidebook is a part of a series of guidebooks concentrating on the LbD4All action model. The series of guidebooks consists of eight guidebooks that introduce the five dimensions of the LbD4All action model. The dimensions are authenticity, research-oriented approach, partnership, experiential nature and creativity. Furthermore, assessment, project and teamwork, as well as e-learning are introduced. In addition, the series of guidebooks includes five videos on the five dimensions.

The guidebook describes the LbD4All action model. The LbD4All action model is based on the action model Learning by Developing (LbD) that has been developed by Laurea University of Applied Sciences. LbD4All is an action model developed in the LeTeEm (Learners, Teachers and Employers) project by Laurea University of Applied Sciences for comprehensive schools and secondary education. The guidebooks and videos have been created as part of the LeTeEm project.

This guidebook concentrates on **assessment**. Assessment is an important part of the working process of LbD4All

(Learning by Developing for All). The aim of this guidebook is to describe the nature of assessment in practice and give concrete examples on how to implement assessment with the LbD4All methodology in secondary education.

Assessment is an integral part of the learning process. In the action model LbD4All (Learning by Developing for All), it is important to understand that one evaluates the learning process, instead of only results. One needs to understand that projects require a continuous movement, where work proceeds regularly. The process consists of step-by-step learning where there are not so many exams or tests. Instead, one has the opportunity to employ peer and self-assessment.

Pupils produce project reports in teams, project presentations, portfolios, innovations, videos, recordings, etc. as outputs. Pupils receive feedback during the project and at the end. They can also get feedback from partners from working life. Teachers get feedback from students via a web-based feedback system.



Figure 1. The LbD4All model adapted for comprehensive schools.

Description:

Assessment of competencies can have many forms in the LbD4All action model. Assessment methods can include, in addition to tests and exams, portfolios, reports, and other outputs. Self- and peer assessment form a centralized method to reflect on knowledge and produce feedback on learning.

Assessment is generated throughout the project and learning process, instead of not only focusing on the final product. Therefore, it is important that assessment is visible, dialogic, multiform and under development. Multiform assessment feedback enables the ability to take into consideration different areas of expertise. In addition to written products, it is useful to be able to assess actions and knowledge based on other assessment methods.

Learners need to be able to realize when feedback can be received. They should also have the ability to participate in and discuss assessment. Assessment that is analytic and undergoing development enables the growth of an individual and the development of competencies when moving from one task and one project to another.

The assessment process should begin with getting acquainted with the objects and criteria of assessment. It is useful to let the learners set their own objectives for reflection to take place during and after learning.

Feedback is an important component with regard to the functioning of the model. The significance of feedback is important for the individual's learning and development. The learning model supports the learning process of learners, where different learners receive support and feedback from their peer learners and other actors.

How is it visible?

- Feedback
- Continuous assessment
- Final grades
- Teachers and pupils do it in teams, pairs and alone
- Teachers get feedback from pupils
- Self-evaluation, peer evaluation
- Feedback from representatives of working life

Whom does it influence?

- The pupils, teams, teachers
- Environment
- Companies
- Society
- There is continuous movement in projects, meaning that projects make progress the whole time

Who does what, when, where, why?

- Everyone who is involved participates in assessment
- It takes place throughout the process
- It is systematic
- There are several possibilities in e-learning
- One way of assessing is to implement peer evaluation
- It is part of the step-by-step learning process

What does it generate/produce?

- Knowledge
- Developmental knowledge
- Discussion
- A learning process which will become more visible
- Competence to give feedback to others

Realization:

- In project reports (by teams), presentations, drawings, portfolios, innovations etc.

Practical means of assessment

The aim of assessment is to improve pupils' self-knowledge. They learn to understand their learning experiences and how to increase it. It enhances results and involves different actors. The teachers' tasks are to define objectives, follow the process and evaluate the development of pupils' learning. Pupils need to monitor their own actions, reactions and the increase of their knowledge. They should reflect on their learning to defined objectives and to the actions of the other team members.

In their teams, pupils should discuss each team member's role and commitment together. In the beginning of the project, goals and objectives should be defined together. Through joint discussion every team member can understand his/her role in the team and project.

Partners should also be involved in the assessment process. The objectives of the project need to be discussed together. Thereafter, feedback and evaluation throughout the process will help pupils to study and work towards the previously defined results.

In assessment, different aspects should be taken into consideration:

- studying & working
- process
- results
- co-operation in teams, between teams and with teachers and partners
- content

Assessment should take place in different forms. E-tools are a natural way to collect self- and peer assessment data. The use of electronic systems simplifies teachers' task of analyzing given feedback.

Self-assessment helps pupils to understand their own behavior. With that knowledge pupils can develop their own actions. Analytic self-assessment generates the ability to have an influence on the grade.

In self-assessment, different aspects are emphasized:

- independent capability to work and study, which includes the improvement of self-confidence
- individual actions compared to others, which enhance the pupils' ability to act in different situations
- understanding and exploiting one's own knowledge

Peer-assessment gives information to pupils about their knowledge, behavior and competences from the perspectives of others in the group. Analytic peer assessment also provides pupils with the option of giving feedback to others in the group. With peer assessment it is possible to develop one's own actions and behavior. Analytic peer assessment generates the ability for pupils to influence their grade.

In teamwork, three main aspects of assessment criteria can be defined, which are time, content/result, and teamwork skills.

An example of assessment criteria:

Time - The pupil:

- returns the tasks by the deadline
- studies and works independently
- participates in joint actions
- is committed to the project
- works hard
- compensates for absence spontaneously
- takes part in defining the schedule
- completes their own part

Result / content - The pupil:

- is prepared for meetings
- searches for information independently
- creates ideas actively
- makes suggestions
- expresses their own thoughts, with reasoning
- creates solutions
- produces text
- reads theory

Teamwork – The pupil:

- communicates with fellow team members
- spreads information
- promotes a constructive atmosphere
- respects, listens to, and appreciates different kinds of people
- works in a responsible manner (takes responsibility for one's team and their work)
- maintains team spirit
- proceeds in a flexible way
- acts according to the set role
- is committed to the objectives
- supports others in the group

It is important that assessment is carried out through the whole learning process. Gathered data should be utilized during the project and at the end. Assessment should always reflect on set objectives and the level of knowledge. Assessment should be discussed together with different actors, as it should not only be a mark or grade in the certificate.

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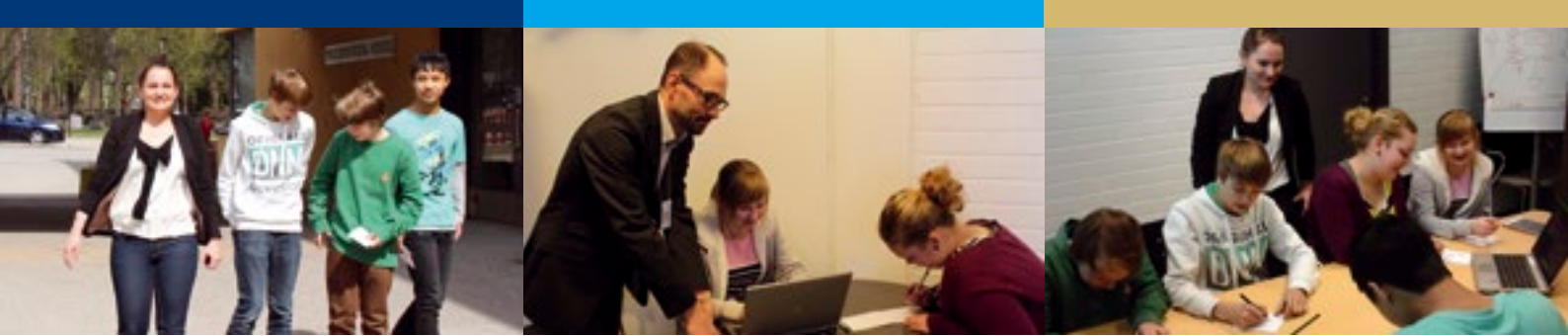
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