

Constructivist Assessment Methods at Higher Education Level

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Challenge of Employment and Adjustment at Workplace

- ❑ Essays, term examinations, etc. are commonly used at higher education institutions in India;
- ❑ Learner –centred assessment methods are **very less** in use;
- ❑ These assessment methods are, no doubt, valid and reliable in collecting information on the acquired theoretical knowledge , but lack something for our future placement;
- ❑ The products of higher education face difficulty in searching employment and adjustment at the workplace;

Assessment of subject-specific Acquisition of knowledge: Hard Skills/ Technical skills

- ❑ The subject –specific skills are called technical skills or hard skills;
- ❑ Present formative and summative assessment methods are mostly linked with subject –specific contents;
- ❑ Assessment of soft skills/life skills/generic skills/transferable skills is very limited.

Need for Transferable Skills/ Life Skills/Soft Skills/ Generic Skills at Workplace

- ❑ The attention is not being paid towards developing skills that are called as transferable skills/ life skills/soft skills/ generic skills;
- ❑ The transferable skills/generic skills may be classified as **cognitive domain skills, intrapersonal domain skills and interpersonal domain skills;**
- ❑ The skills acquired through discipline specific/ subject specific contents play approximately 15 % role in our work places while transferable skills play 85% role in our success at workplace.

The Course Descriptor: Time Allocation

Course Descriptor:

Unit Code: XXXxxx

UNIT Title(Example): Integrating ICT Across the Curriculum

Time Allocation

- Total Hours for classroom reflective activities(lectures/ tutorials/workshop);
- Total Hours for any out-of-classroom activities(field work/specific activity);
- Total hours for Self-directed learning

The Course Descriptor: Introduction, Learning Outcomes and Pedagogy

INTRODUCTION/LEARNING OUTCOMES/READINGS/PEDAGOGY

- ❑ Introduction of the course
- ❑ Learning Outcomes for the specified time e.g. one week
- ❑ Course content for the week and reading resources
- ❑ The classroom activities/ out-of- classroom activities/ self-directed activities for deep learning on contents of the week
- ❑ The small group activities/oral presentations/hand-out activities/reflections/writing of reflective journal etc.
- ❑ **Facilitation, positive Interaction, feedback (peer feedback and teacher feedback) and assessment of level of desired learning for the purpose of achieving learning outcomes**

The Course Descriptor: Formative Assessment Component

- ❑ Formative assessment/ continuous assessment /direct assessment/indirect assessment/alternative assessment)
- ❑ Assessment methods : Rubrics/assessment guide/assessment scale

Use of Embedded Formative Assessment Guide(Rubrics)

- ❑ Assessment guide is called as *rubrics*
- ❑ It is prepared and embedded in the lesson/descriptor for the clarity about the assessment details and weightage;
- ❑ It gives information to learners and teachers about the specific performance task and time scale for completion of the task.
- ❑ Weightage/grade/ marks are allotted

Embedded Formative Assessment on a Topic (Physical Education): Example of Assessment Guide or Rubric

Web Quest	Below Basic 0-1 point	Beginning/ Basic 2 points	Developing 3 points	Accomplished 4 points	Exemplary 5 points
Assessment task -1 Information on the specific sport	Includes only 1 of the 4 required elements: history, rules equipment and strategy	Contains 2 of the elements	Contains 3 of the elements	Contains all 4 elements.	Contains all 4 elements in a clearly organized way. Extra interesting facts are added

The Course Descriptor: Embedded Summative Assessment

- Mid term / Final Assessment based on assessment tasks(Summative assessment) is general embedded in the course descriptor

Example:

- **Assessment tasks are designed to measure the learning outcomes** already set for the descriptor. The weightage may be allocated. The performance tasks may be distributed throughout the semester/trimester
- Assessment task-1: 15%
- Assessment task-2: 15% Assessment Task -3: 305
- Final examination: 40%

Course Descriptor: Portfolio for Summative Assessment

- ❑ Portfolio is the collection of the various well defined assessment task on the learning outcomes of the course descriptor.
- ❑ The summative assessment can be done with help of portfolio of the learner.

Portfolio Processes/Steps

- ❑ Setting the criteria for assessing the performance tasks;
- ❑ Selecting the evidence that would be relevant to judge against those criteria;
- ❑ Making a judgement about the extent to which the criteria have been met

Research Studies on Portfolio: Example : Rami, J. Lorenzi, F. & Lalor, J.(2009)

Rami, J. Lorenzi, F. & Lalor, J.(2009). The application of constructivist assessment practices in a teacher-training programme : A tool for developing professional competencies.

Research Studies on Portfolio: Example : Rami, J. Lorenzi, F. & Lalor, J.(2009)

Portfolio was assessed on following three tasks performed by participants:

1. Analysis and assessment of **reflection diaries(reflective journals)** on the following core themes:
 - Relevance of the module on assessment to their profession;**
 - Link between theory and practice;**
 - Reflection of learning objectives;**
 - Reflection on feedback;**
 - Reflection on roles & attitudinal changes**

Research Studies on Portfolio:

Example : Rami, J. Lorenzi, F. & Lalor, J.(2009)

2. Analysis and assessment on the **observations and behaviours.**
3. Analysis and assessment on **online questionnaire and evaluation.**

Further Readings

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<https://www.cetl.hku.hk/professional-certificate-tl/>

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