



## TIME TO ASSESS LEARNING OUTCOMES IN E-LEARNING

### PROJECT NEWSLETTER – ISSUE 2

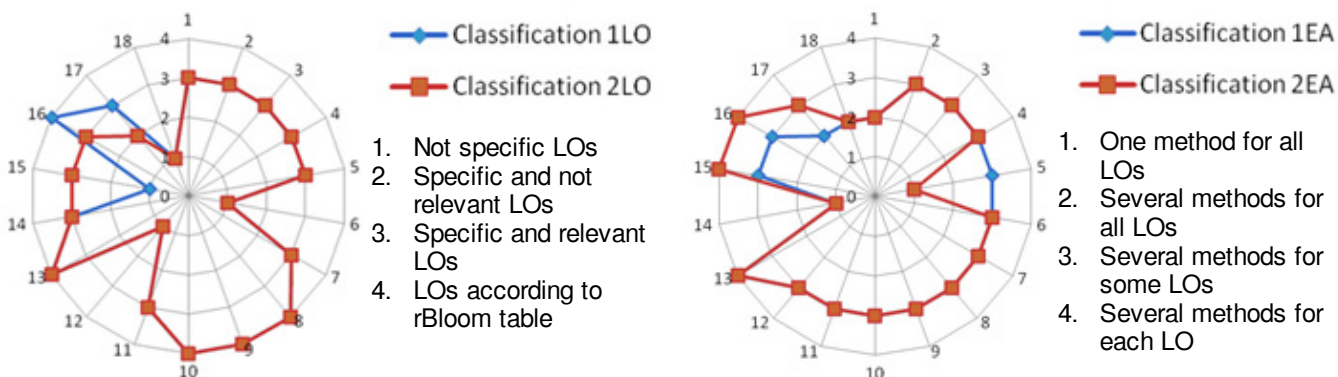
## Dear Colleagues,

Since we last contacted you the **TALOE (Time to Assess Learning Outcomes in E-learning)** project has made considerable progress.

## The case studies' classification

As one of the first tasks within the project, partners provided **18 case studies about courses making use of innovative assessment practices**. These case studies were distributed among the partnership for analysis where each one was viewed by two persons. The **analysis** was conducted **on two categories: learning outcomes (LO) and assessment methods (EA)**. Both categories included four levels, in other words, both learning outcomes and assessment methods parts were **ranked on a scale of 1-4**. The rankings of both assessors were then compared to highlight the possible deviations. In the learning outcomes category, deviations in opinion occurred only in three case studies out of 18 and only in one instance was the difference larger than one point.

In the assessment methods category, deviations occurred in four case studies and the difference was larger than one point in one instance. The following chapters illustrate these results:



## ALOA model with integration of E-Assessment practices

As mentioned in our **previous newsletter**, the **TALOE web tool is building on an existing model for the Alignment of Learning Outcomes and Assessment**, the **ALOA model**, which uses the revised version of Bloom's Taxonomy to establish the link between the learning outcomes (LOs) and the following **six categories of the general assessment methods** each with subcategories: multiple choice questions, essays, problem solving, practical work, short- answer questions and reflective practice assignments.



The final list of these methods was obtained from literature research. It was considered that the list includes most assessment methods but it is assumed that there are assessment tasks that might not easily be included in these categories.

**When the teacher will use the TALOE web tool, the results will suggest general assessment methods that can be used for the learning outcomes inserted by the teacher.** After the integration, the web tool will provide the general assessment methods and the corresponding suggestions of e-assessment practices.

## Web based e-assessment platform

The TALOE web tool is developed with aim to help teachers decide on the e-assessment strategies and better relate the learning outcomes with assessment methods. The ALOA conceptual model was used to match specific e-assessment methods to specific learning outcomes. **The webtool consists of the matrix which is aligning the six categories of the cognitive process dimension and relative cognitive processes with the above six general categories.**

The best assessment methods are selected on the base of the absolute number of matches between input (LO) and the assessment method (EA). The assessment methods selected on the basis of the score – calculated as the ratio between the number of matches between input – and the model assessment over the number of the selection of the assessment method.

At the moment, the web tool is in testing phase. **The collected case studies are used for testing** to see how the matrix is working and to see if the suggested e-assessment methods are closely related to the set learning outcomes.

## Get involved

If you want to be among the firsts to be informed about the project progress or if you wish to take an **active part in the testing** of the TALOE platform, please contact us at [taloe@up.pt](mailto:taloe@up.pt) or on the following social media:



## Series of webinars: Talks on E-Assessment and Learning Outcomes



The TALOE Partnership announced a **series of webinars** entitled "Talks on E-Assessment and Learning Outcomes" organised by one of the partners, **University Computing Centre SRCE**.

The **monthly series** – to be held on the third Wednesday of each month – is suggested for **educators, educational**

**developers, staff in learning support and those with responsibility for the management and quality assurance of assessment with the aims of:**

- putting in focus the learning outcomes and assessment methods in e-learning;
- helping teachers and trainers decide on the e-assessment tools and processes;
- enhancing the quality of the education process and improving student's learning experience;
- encouraging the academic community to network, exchange experience and to cooperate.

The title of the first lecture in January was "**Content analysis and critical thinking – An assessment study**" held by Antonella Poce, researcher and lecturer in experimental pedagogy at the University Roma Tre, Italy. She was speaking about their project that had constructed a model to increase critical thinking skills and ways how to evaluate them.

The second webinar's topic was "**Assessment Strategy: Managing and Supporting Assessment Designers**". The presenters from Dublin City University, Elaine Walsh and James Brunton, introduced their project aimed at enhancing the quality of assessment writing.

Participants can freely join the webinars at [https://connect.srce.hr/taloe\\_webinars/](https://connect.srce.hr/taloe_webinars/). All the webinar **recordings will be made available** on the **TALOE website**. You can replay the **first** and **second** webinars already.

## Upcoming events – Meet us face-to-face

In the first half of 2015, our results will be presented at a number of well known conferences. **Paper presentation, poster, workshop and demonstration** will allow interested stakeholders to get involved in the details:

- **INTED 2015 Conference**, 2-4 March, Madrid, Spain
- **eLSE Conference**, 23-24 April, Bucharest, Romania
- **EUCEN 2015 Annual Conference**, 3-5 June, Istanbul, Turkey
- **EDEN 2015 Annual Conference**, 9-12 June, Barcelona, Spain
- **Assessment in Higher Education**, 24-25 June, Birmingham, United Kingdom



## Recommended readings

The Partnership has collected a **list of useful readings** in the **topics of Learning Outcomes, (e-)Assessment, Bloom's Taxonomy, Education and Quality in Learning**. Hereby three of them are highlighted, chosen from more general to more specific resources:

- **State of the Field Review – Assessment and Learning**, Norwegian Knowledge Centre for Education and University of Oxford (2014) A review of the research literature on assessment and learning that covers major developments internationally this century.
- **A Tuning Guide to Formulating Degree Programme Profiles – Including Programme Competences and Programme Learning Outcomes**, EC (2010) A guide produced as result of the cooperation between the Tuning network and the recognition experts of ENIC/NARICs.
- **Instructional Assessment Resources: assess students**, The University of Texas at Austin (2011) An online guide to help planning students assessment, including the writing of learning objectives using the Bloom's Taxonomy and examples of assessment method selection.

We recommend you to follow [this regularly updated collection](#) of further interesting resources. Additional recommendations are also welcome.

## Partnership

The consortium includes traditional universities, distance education institutions, continuing education organizations and even to some extent providers of vocational training.



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