

E-ASSESSING LEARNING OUTCOMES: PROPOSAL FOR A PRACTICAL TOOL – TALOE

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AEA Conference 2014, Tallinn, November 6-8, 2014



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TIME TO ASSESS
LEARNING
OUTCOMES
IN E-LEARNING



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General and specific aims

To help educational and training stakeholders to achieve quality in the assessment of learning outcomes and competences **in e-learning**

- To research and select innovative e-assessment practices that take advantage of the use of technology
- Developing a web-based platform for teachers and trainers in e-learning to help them decide on the e-assessment strategies used on their course or module
- To test the implementation of the tool with real case studies
- To distribute and disseminate the TALOE tool among the communities of stakeholders



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Question

- Learning Outcomes and e-assessment
 - Can learning outcomes acquired through e-learning be verified with proper assessment methods?
 - low information value about assessment (in terms of reliability of learner's competences)
 - clear and standardised descriptions of learning outcomes in combination with adequate e-assessment procedures



Even more questions

- Can all type of Learning Outcomes be assessed using on-line methods?
- How do we assess Learning Outcomes using on-line tools?
- Are all assessment methods suitable for any Learning Outcome?

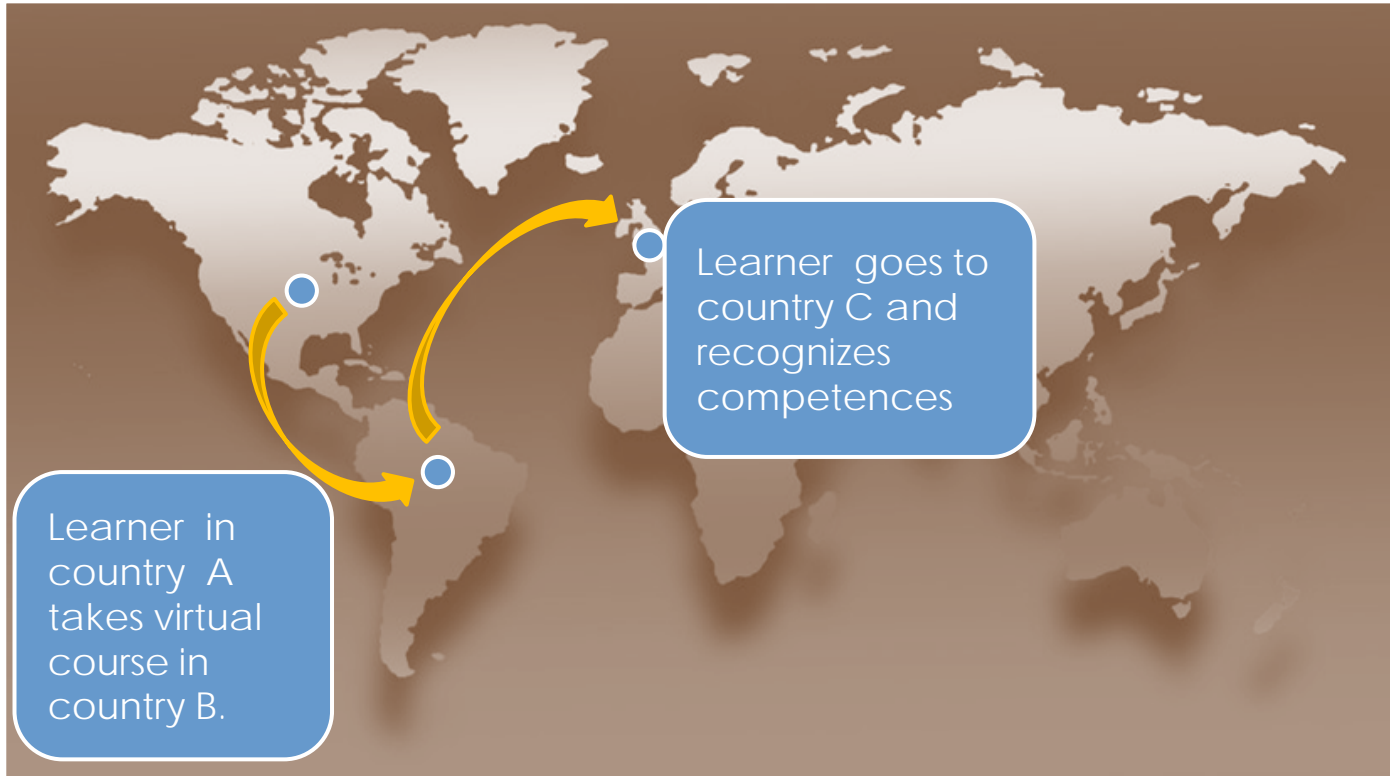


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Possible scenario



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Learning Outcomes

Use the LOs of virtual course to guarantee competences



Qualification Framework

Relate competences acquired to a qualification framework (e.g. EQF)



TRANSFER

Transfer recognition of competences to national framework



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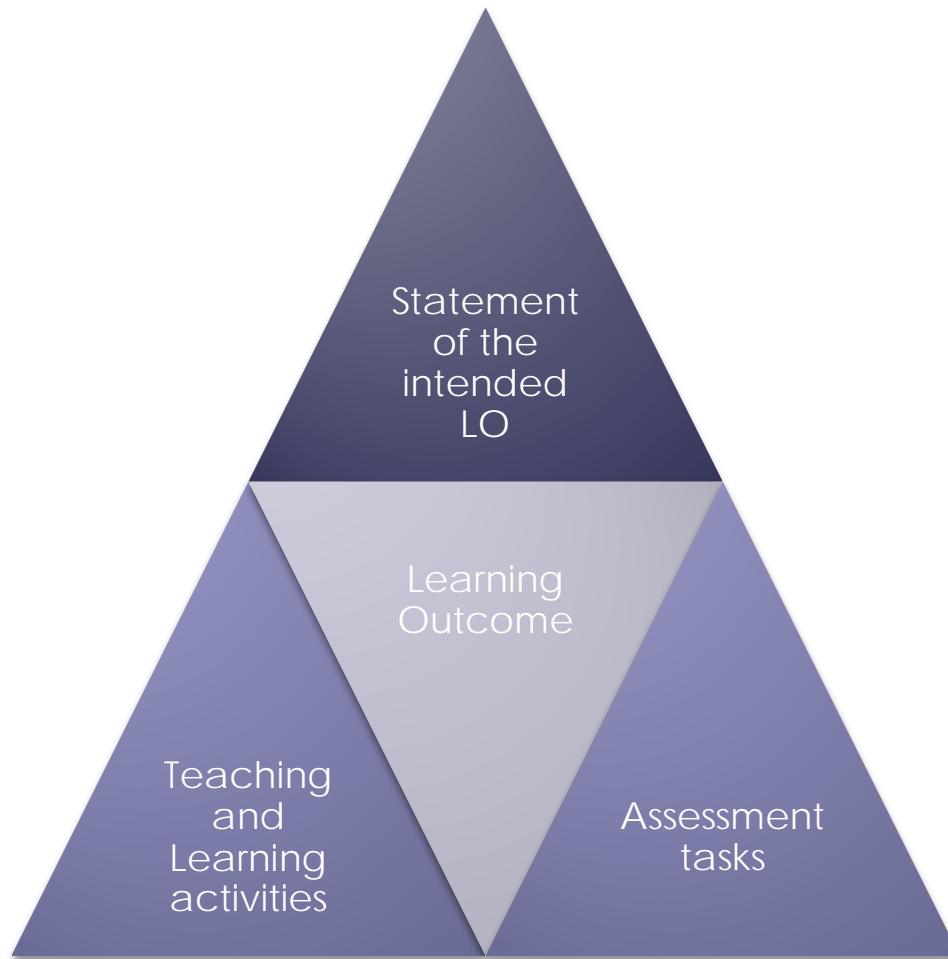
Main Concepts

- Learning Outcomes from a Qualification Framework (e.g. EQF - European Qualification Framework)
- E-Assessment methods

At course level:

- Matrix of LOs (rBloom):
 - Knowledge
 - Cognitive processes
- Alignment of LOs and assessment (ALOA model)



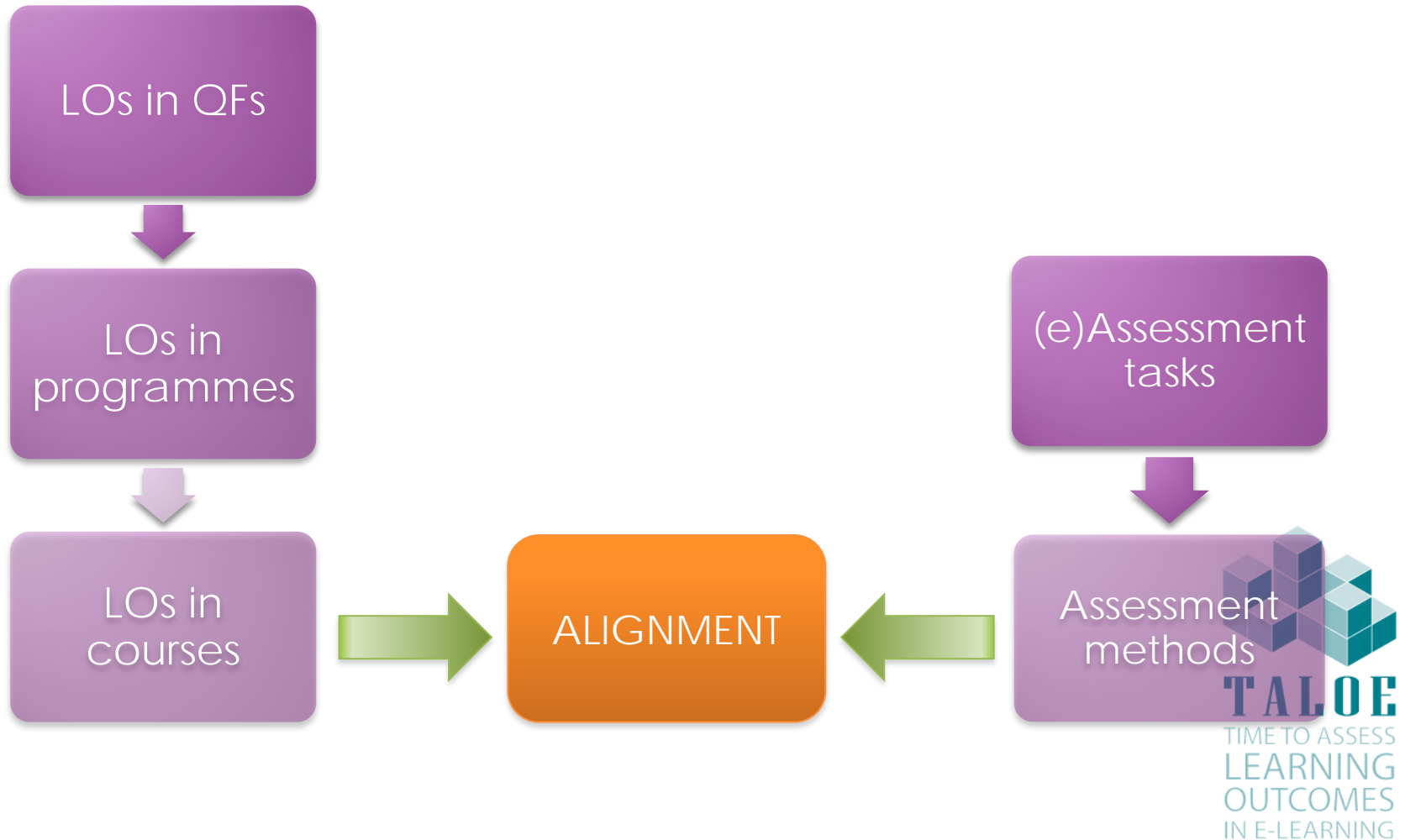


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Aligning Learning Outcomes and Assessment



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Teacher with a NEW course



- Write LOs statements
- Define content
- Define learning activities
- **Define assessment**
- **Ensure alignment**



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Teacher with EXISTING course



- LOs statements written
- Content defined
- Existing learning activities
- Assessment strategy defined
- **Verify alignment**



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MATRIXES OF LOs of course



ALOA SYSTEM



ALIGNMENT
REPORT

ASSESSMENT METHODS (EXISTING)

ASSESEMENT

1

ASSESEMENT

2

ASSESEMENT

3



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e.g.: Accreditation purposes



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ALOA model

- ALOA Model – Aligning Learning Outcomes and Assessment*)
 - selection of assessment methods (personal and contextual)
 - assessment is a complex issue in education and is depending on the stakeholders
 - not possible to reach a version that is universally accepted

* Falcão, R., Evaluation of the application of e-learning methodologies to the education of engineering; 2013, PhD Thesis, Doctoral Program in Digital Media.



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TALOE – Time to Assess Learning Outcomes in E-learning

- Two year project (01Jan2014 – 31Dec2015)
- With the support of the European Commission's Lifelong Learning Programme
- Key Activity 3: Multilateral projects
- Reference No: 543097-LLP-1-2013-1-PT-KA3-KA3MP



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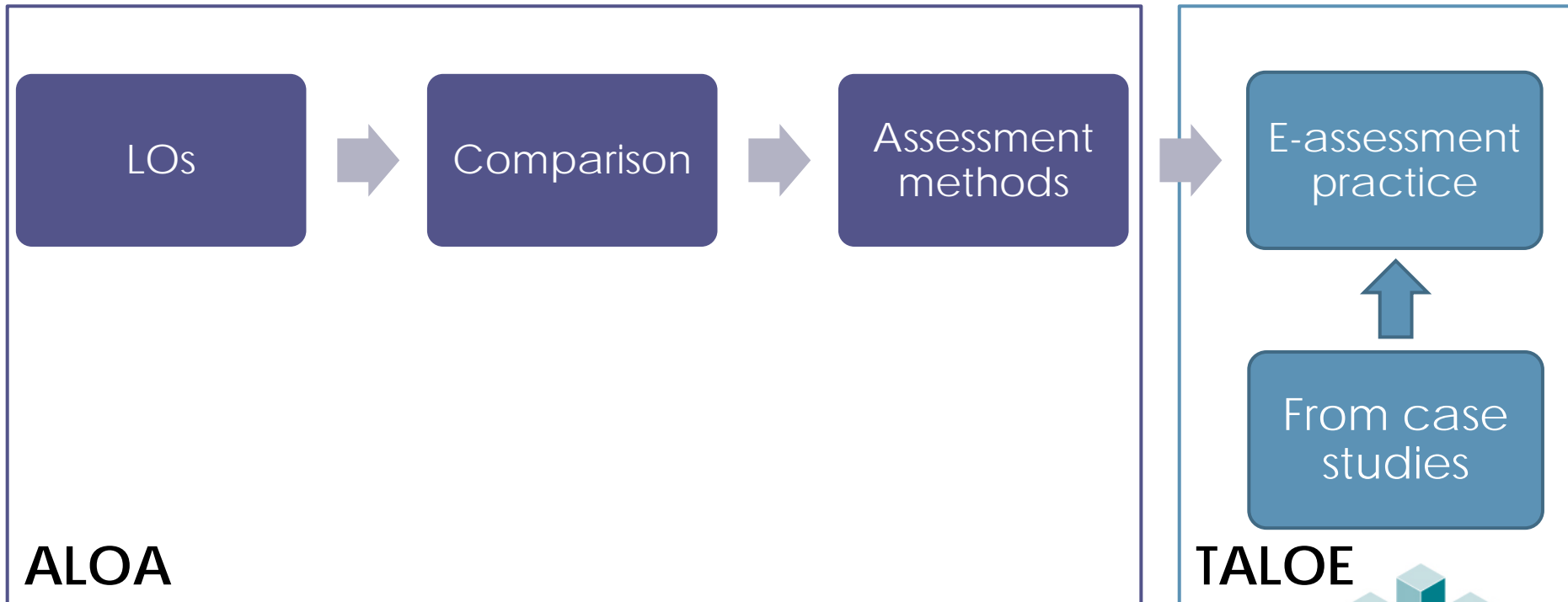
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Current outline

- Obtained 18 case studies of e-assessment
- Developed webtool specifications
- Teachers present learning outcomes of an on-line course or module
- Webtool suggests e-assessment methods
- Test the implementation of webtool with case studies
- Distribute and disseminate the webtool





ALOA

TALOE

- Case-studies will be integrated in the web tool as examples or suggestions of e-assessments
- TALOE will use classification and descriptions to associate specific cases to specific methods of assessment from ALOA model



General contact information

- Project mailing-list
 - taloe-list@up.pt
- Project email
 - taloe@up.pt
- Project platform for virtual collaboration
 - <http://moodle.up.pt>
- Project logo
 - Building blocks of education
- Project website
 - <http://taloe.up.pt>



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Thank you!

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