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Masterclass CHARM-EU Assessment

“A new innovative way of assessment”

11th of January 2021



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BARCELONA



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



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WELCOME BACK!

On behalf of the CHARM-EU team:

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Reconciling Humanity with the Planet by creating the university of the future



Who are we?



Sanne van Vugt
Co-lead CHARM-EU
WP4 Teaching &
Learning Strategies

*“Let’s think about what we want students to **learn**, rather than what we want to **teach**.”*



Lubberta de Jong
Lead CHARM-EU
WP4.6 Assessment
Techniques

*“Let’s make every assessment a **learning opportunity** for the student.”*



What are we going to do today?



1. Recap KCTs Process and Timeline
2. CHARM-EU Educational Principles
3. CHARM-EU Assessment Principles
4. An innovative approach to assessment
5. The CHARM-EU Assessment Journey
6. Follow-up and Questions

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Recap KCTs Process & Timeline



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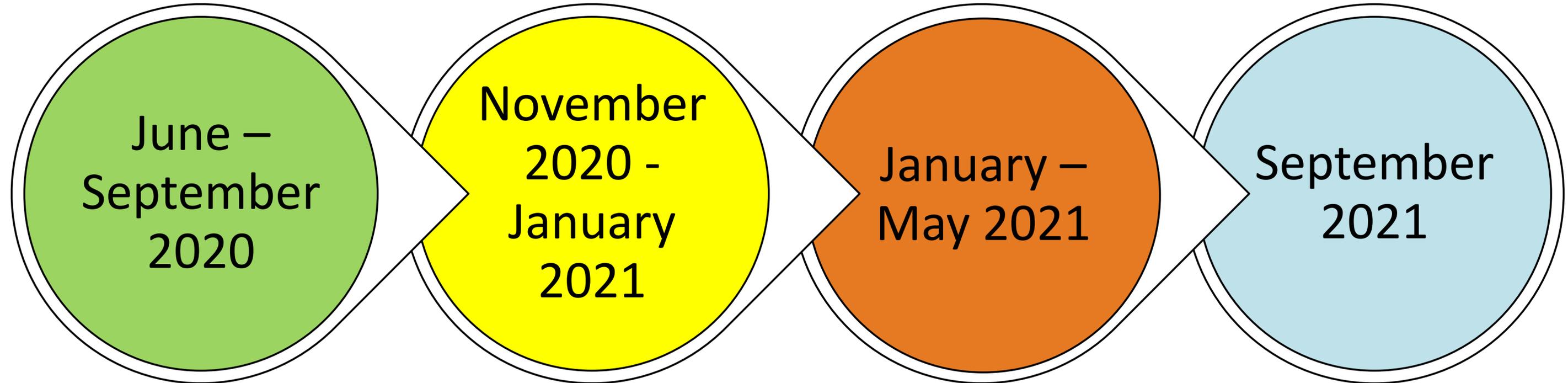
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Module Design and Delivery Timeline



- Content creation workshops
- Programme Proposal

- Detailed Content Creation
- Engagement with
 - Expanded Network
 - Extra-academic actors
 - Students

- Delivery Modality + Technology
- Assessment
- Learning activities
- Mobility
- Inclusiveness
- Review

- Masters operational



Short term activities: Module Design Sprint 1

Questions about planning?
Email: charm-euoffice@ub.edu

Timeline of CHARM-EU Module Development and Professional Development November 2020 to January 2021

Module Development Activities

19/11
3.00-4.30PM CET
Detailed content creation session*

17/12
1.30-3.00PM CET
Detailed content creation session*

25/01 Module Design Feedback Sessions With Module Advisory Board

- To be delivered – Module Design (Roadmap for CHARM-EU Module Design, high-level first draft)
- Detailed module content final
 - First draft Delivery modality (blended/online format)
 - First draft Assessment & Feedback
 - First draft Learning activities
 - Pilot activities Winter school (if preferred)
 - Marketing information

29/01 End of Module Design Sprint 1*

* = mandatory

November 2020

12/11
12-1.30PM CET
Transdisciplinary Teambuilding Workshop*

Professional Development Activities

23-24/11
CHARM-EU Days

December 2020

Online course Challenge based learning (CBL)

14/12
10.30AM-12.00PM CET
Challenge Based Learning session

Postponed to 11/02/21

January 2021

12/01
2.00-3.30PM CET
Masterclass CHARM-EU Assessment*



Professional Development Activities

February 2021



- **4 February 2021, 2.00-3.30PM CET**

Inspiration session Delivery modality & Technology enhanced learning
By Alex Lodder (UU), Antonie van Harteveld (UU), Luca Erdei (ELTE),
Agnes Sarolta (ELTE)

- **11 February 2021 10.00-11.30 CET**

Professional development activity Challenge based Learning
By Michele Gerbrands (UU) and Marta Turcsanyi-Szabo (ELTE)
Online module available already!

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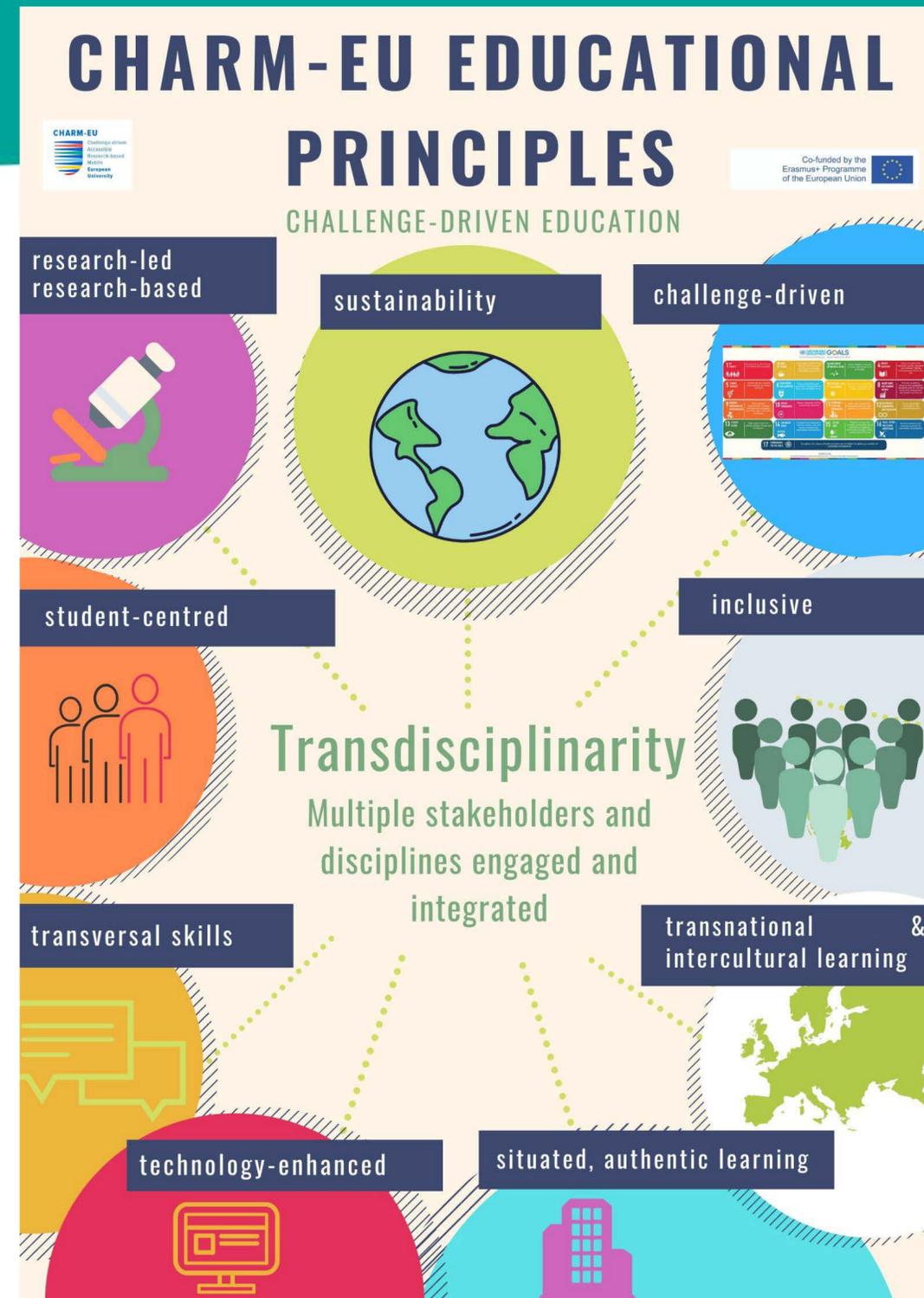
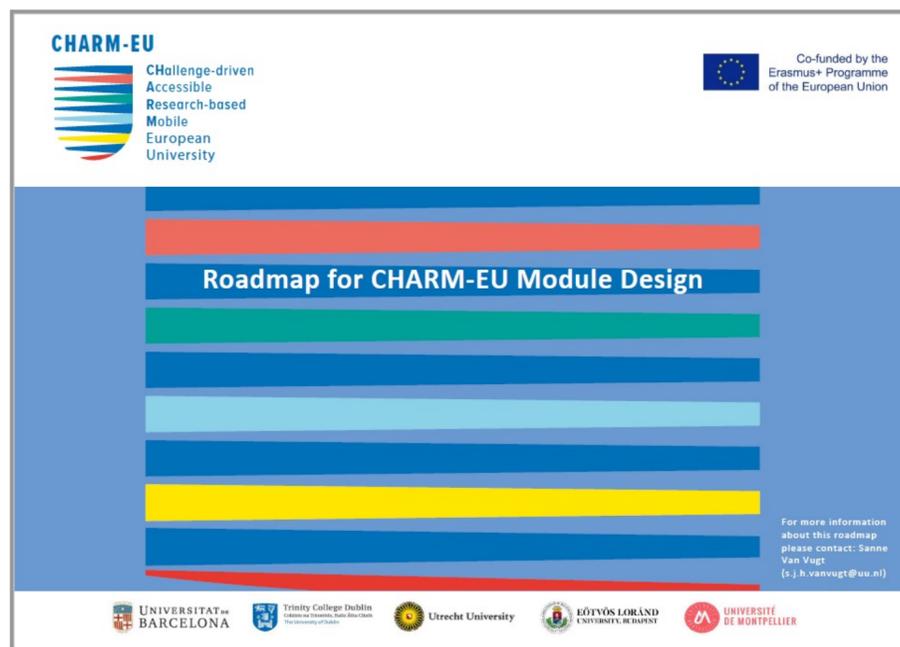
CHARM-EU Educational Principles & Assessment Principles





CHARM-EU Educational Principles

- Guiding and organising concepts
- Design of educational experience
- Pedagogical and educational expertise





Example implications of the Educational Principles on Assessment



- Each student with an individual learning path
- Involvement of external stakeholders from the field as assessors
- Feedback integration
- Authentic assessment tasks (real-life)
- ...



Assessment Principles

Outcome based

Student centred

Feedback
focused

Mentor
supported

Multiple
assessors and
methods applied

Process oriented

Flexible

More
information in
the Assessment
Handbook that
will become
available after
Sprint 2!

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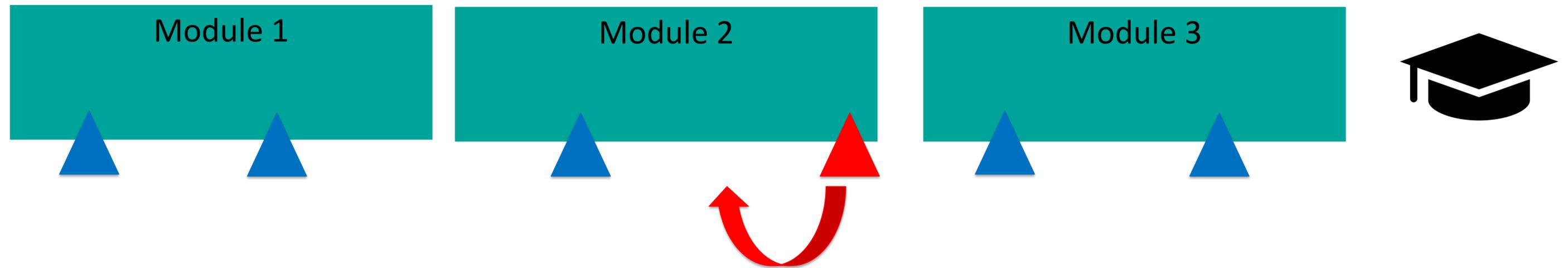


An innovative approach to assessment





The conventional approach towards assessment



 Each assessment should be passed on minimal level

 Re-assessment or resit the module

Why are we not going to adopt a conventional approach?

- Superficial learning learning style¹
- Grades provide little information²
- Feedback is often neglected by the student³
- Lack of longitudinality
- Measurement error & reliability issues⁴

This approach does not fit our vision on assessment!

1. Cilliers FJ, Schuwirth LW, Herman N, Adendorff HJ, van der Vleuten, CPM: A model of the pre-assessment learning effects of summative assessment in medical education. *Adv Health Sci Educ.* 2012;17(1):39-53.
2. Shute VJ: Focus on formative feedback. *Rev Educ Res.* 2008;78(1):153-189.
3. Harrison CJ, Könings KD, Dannefer EF, Schuwirth LW, Wass V, van der Vleuten, CPM: Factors influencing students' receptivity to formative feedback emerging from different assessment cultures. *Perspect Med Educ.* 2016;5(5):276-284.
4. Van der Vleuten CPM, Schuwirth LW: Assessing professional competence: From methods to programmes. *Med Educ.* 2005;39(3):309-317.

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What approach do we then want to adopt?

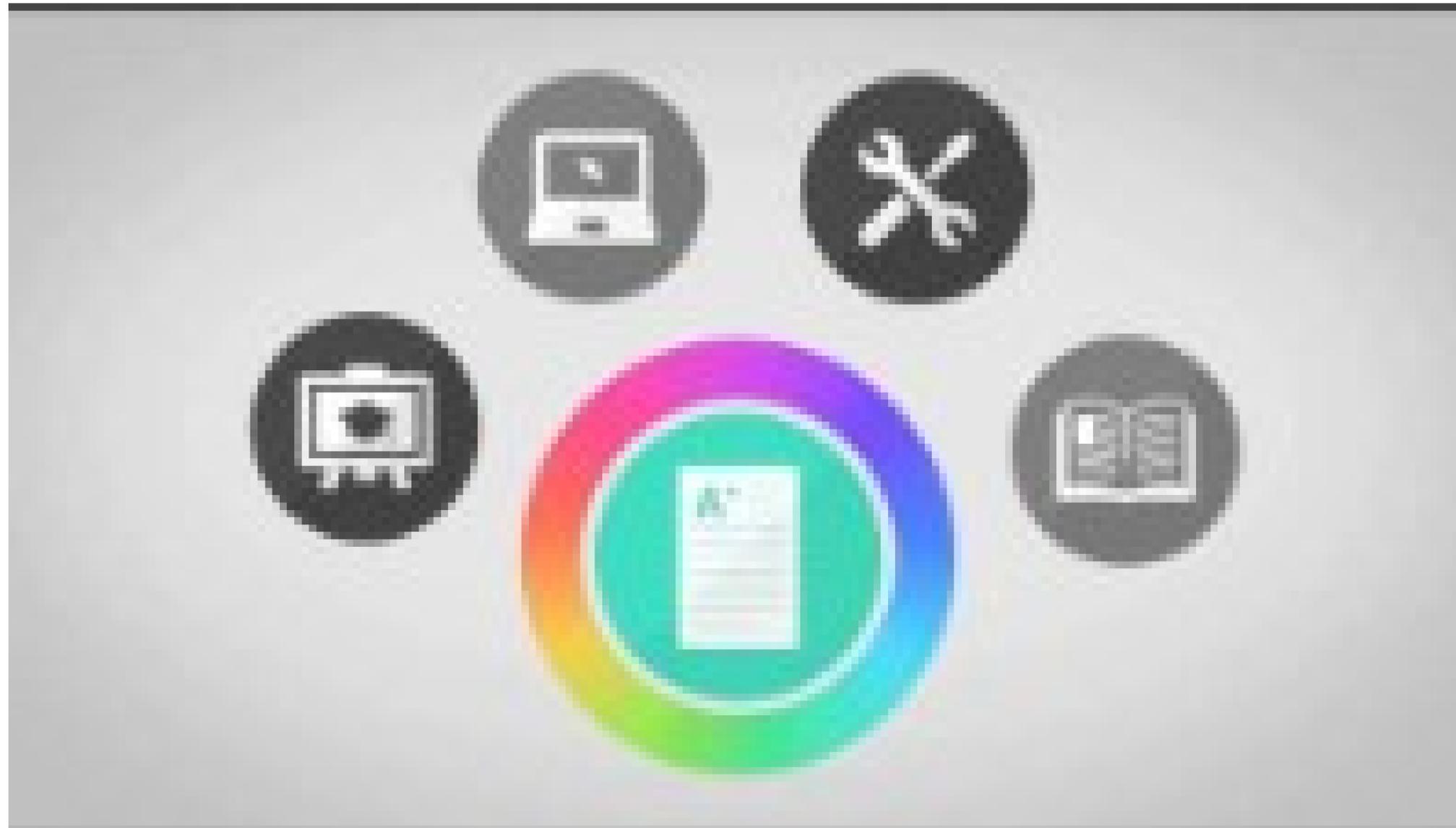
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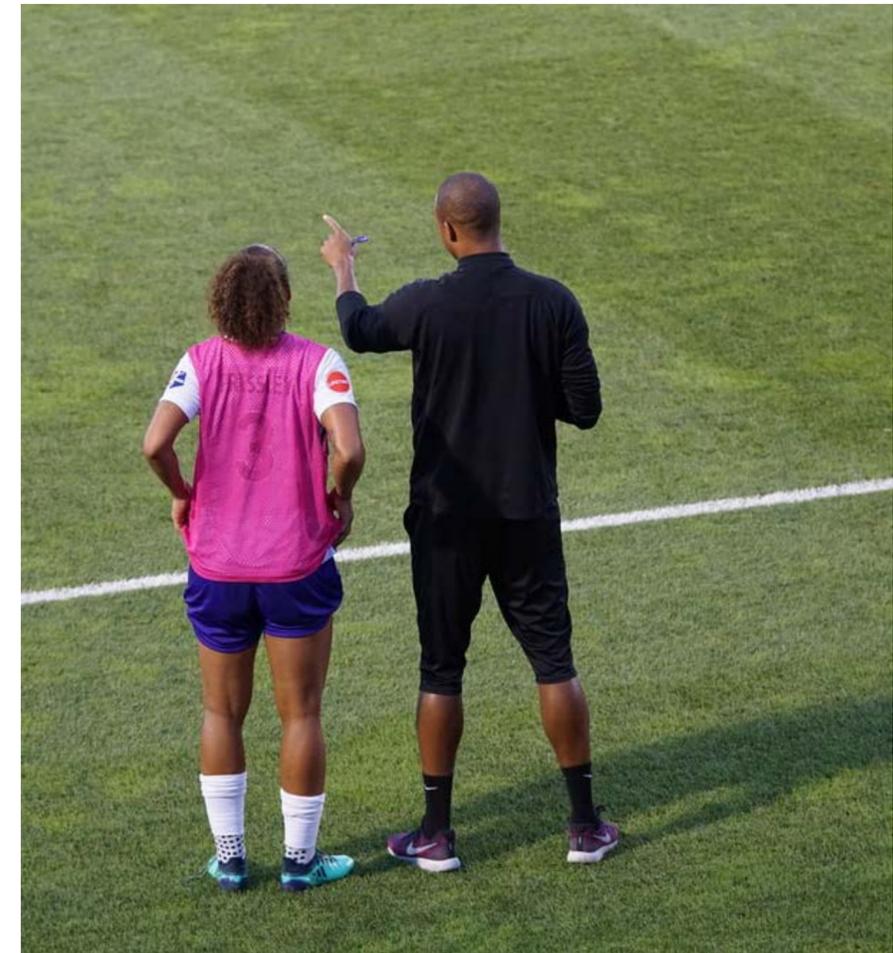
An innovative approach to assessment: Programmatic Assessment





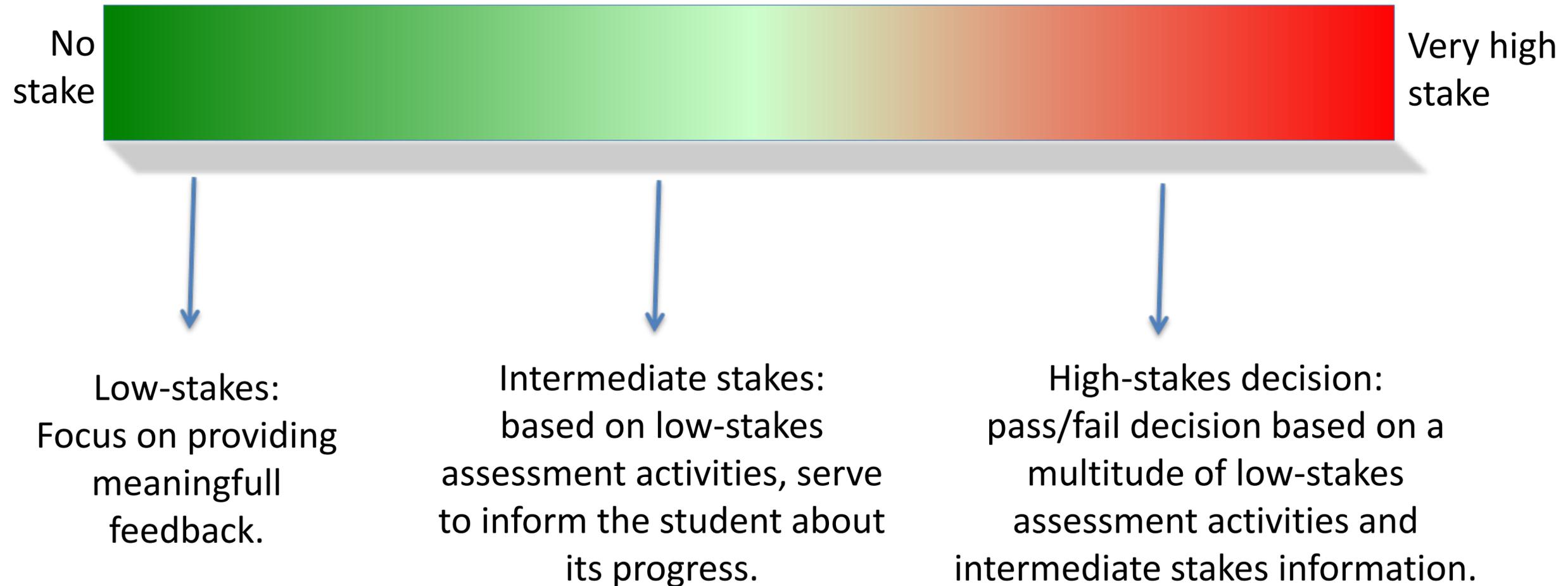
What are the main differences to remember?

- No pass/fail decision after each assessment activity
- Focus on learning
 - FEEDBACK
- Mix of assessment methods
- Longitudinal development
 - MENTOR
- Focus on the Assessment Program
 - Continuum of stakes





What is a continuum of stakes?





How do you think about this?

Statement: I think that in most cases the high-stakes decision does not come as a surprise

Hand raised: agree

Hand not raised: disagree



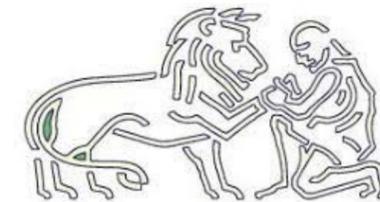
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Are we the first ones?

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Faculteit der Diergeneeskunde

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Is there evidence?

Evidence is collected on how the approach works in practice

Dannefer EF, Henson LC: The portfolio approach to competency-based assessment at the cleveland clinic lerner college of medicine. *Acad Med.* 2007;82(5):493-502.

Rich JV, Fostaty Young S, Donnelly C, et al: Competency-based education calls for programmatic assessment: But what does this look like in practice? *J Eval Clin Pract.* 2020;26(4):1087-1095.

Schut S, Driessen E, van Tartwijk J, van der Vleuten C, Heeneman S: Stakes in the eye of the beholder: An international study of learners' perceptions within programmatic assessment. *Med Educ.* 2018;52(6):654-663.

Bok HG, de Jong LH, O'Neill T, Maxey C, Hecker KG: Validity evidence for programmatic assessment in competency-based education. *Perspect Med Educ.* 2018;7(6):362-372.



Take a moment...

- 2 minutes
- Write down some questions



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The CHARM-EU Assessment Journey



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MASTERS IN GLOBAL CHALLENGES FOR SUSTAINABILITY



Phase 1: Preparatory

COMPULSORY

10 ECTS MODULE

social innovation



Phase 1 Content
Creating Team



10 ECTS MODULE

sustainability



10 ECTS MODULE

transdisciplinary research



Phase 2: Flexible

STUDENTS CHOOSE ONE THEME

Theme 1: Life & Health

10 ECTS
MODULE

10 ECTS
MODULE

10 ECTS
MODULE

Knowledge
Creating Team 1



Theme 2: Water

10 ECTS
MODULE

10 ECTS
MODULE

10 ECTS
MODULE

Knowledge
Creating Team 2



Theme 3: Food

10 ECTS
MODULE

10 ECTS
MODULE

10 ECTS
MODULE

Knowledge
Creating Team 3



Phase 3: Capstone

COMPULSORY

30 ECTS MODULE

extra-academic actors



authentic, situated
learning



Knowledge
Creating Teams



challenge-driven





Karim*

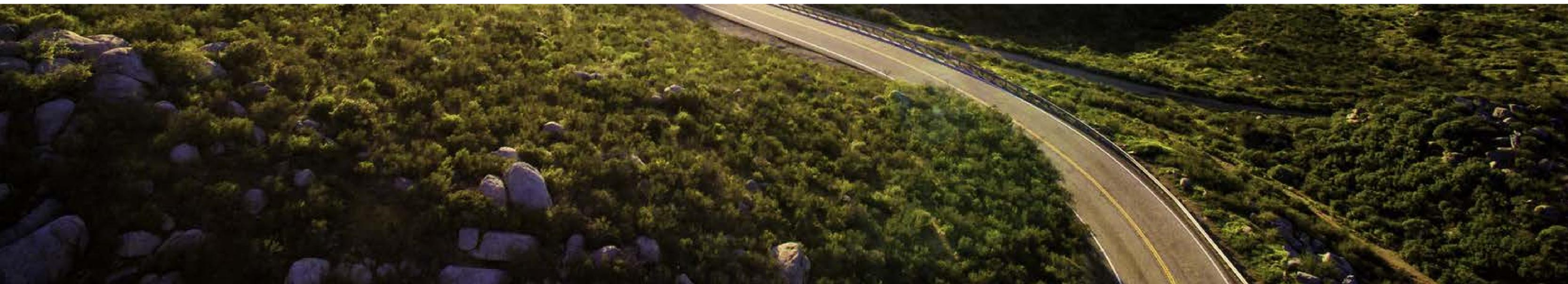
*this is a fictive student, for illustration purposes only



The first day of Karim's assessment journey

Karim is introduced to his mentor, who is:

- Trained
- Knowledge of the curriculum
- Stays for the full year





Examples low-stakes assessment activities



1. Trans-disciplinary research

2. Sustainability

3. Action and Innovation



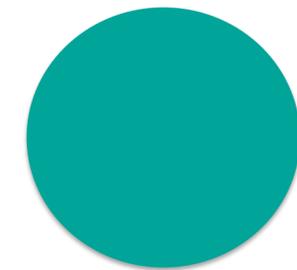
Presentation, pitch..



Observation
teacher, peer, self-assessment



MCQ, short answer test



Essay, poster, report

Low-stakes assessments



- Focused on providing meaningful feedback
 - Narrative
 - Scores, grades
- Low-stakes **not no stakes**
- Longitudinal follow-up



Measure progression over time

Backbone: Programme Learning Outcomes (PLOs) connected to Module Learning Outcomes (MLOs)

Indicative connections PLOs-MLOs:

PLO1: MLO1A, 1C, 1D

PLO2: MLO2B, 2C, 2D

PLO3: MLO1A, 1B

PLO4: MLO1C, 1E, MLO2B, 2C

PLO5: MLO2A, 2E, 2F, MLO3A, 3B

PLO6: MLO3C, 3D

Example MLO: Critically evaluate and applies theories and concepts associated with creativity, innovation (social and traditional) and design/systems thinking

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That is a lot of data!

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How can document this data
in a sustainable way?

Portfolio



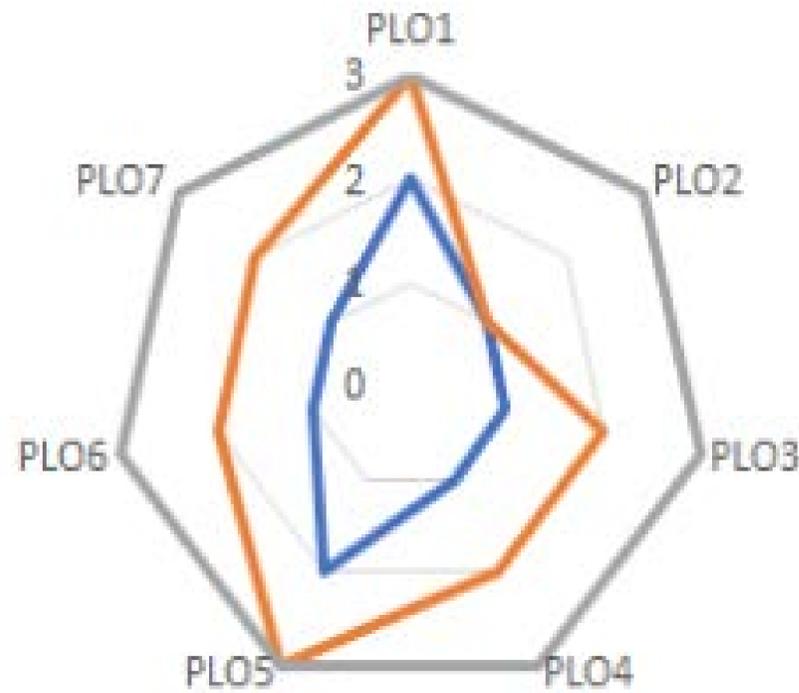
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E-portfolio Karim

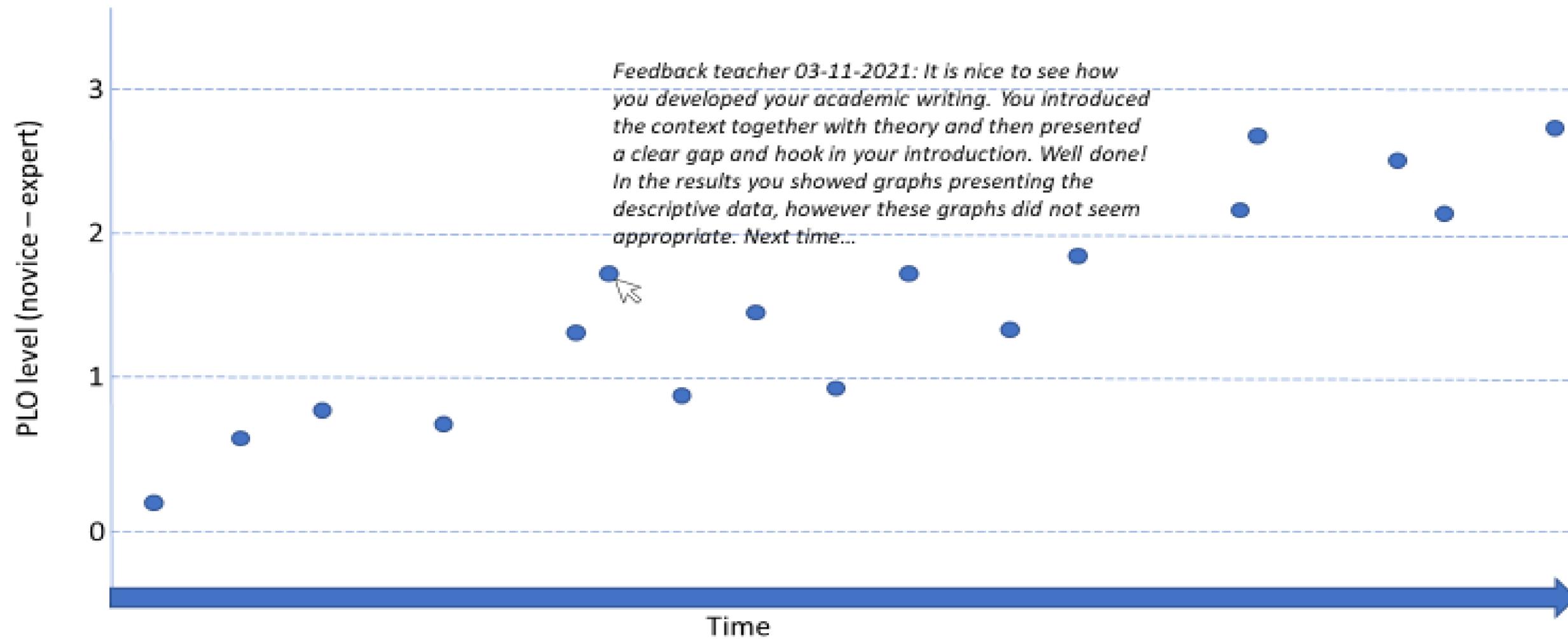


— Preparatory — Flexible — Capstone





Progression PLO 1 Karim





Assessment activity Module 3 Action and Innovation

Teacher: L. de Vries

Student: K. Alami

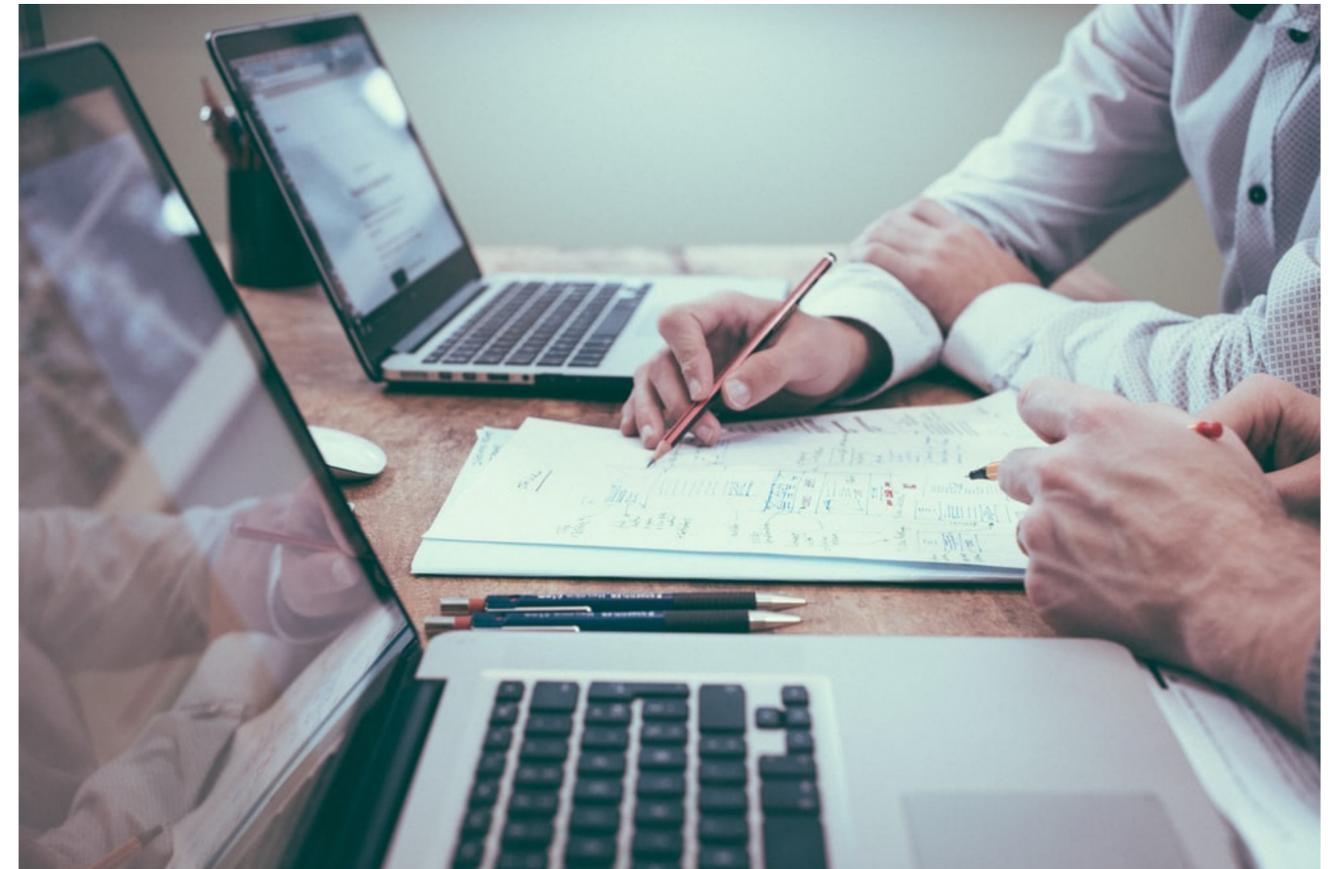
Essay Innovative sustainability

It is nice to see how you developed your academic writing. You introduced the context together with theory and then presented a clear gap and hook in your introduction. Well done! In the results you showed graphs presenting the descriptive data, however these graphs did not seem appropriate. Next time...



Student-mentor meeting

- Karim prepares student-mentor meeting
 - Learning goals
 - Reflection
- Feedback dialogue
- Intermediate assessment ('flagging')

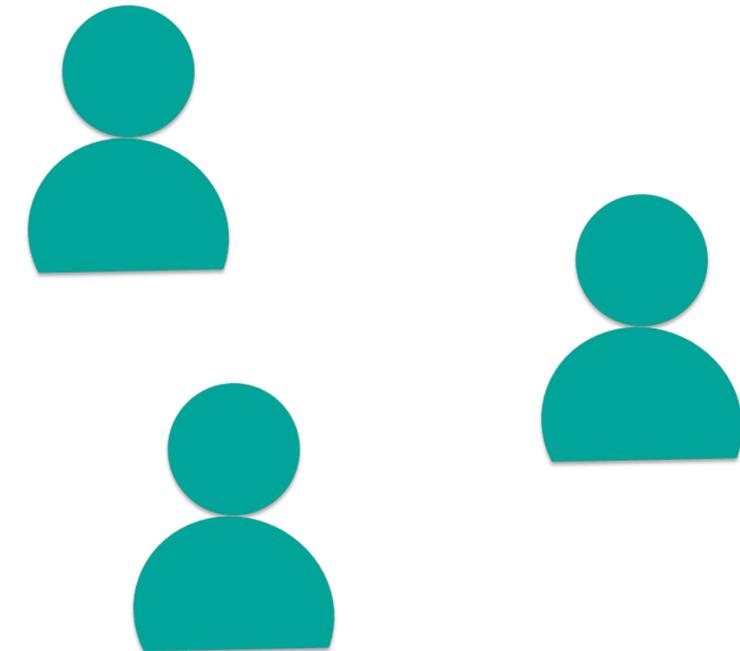




High-stakes decision



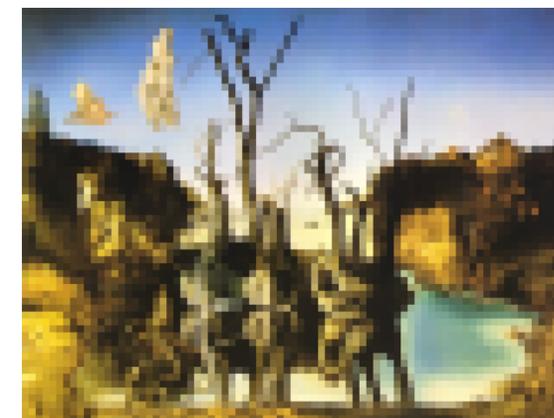
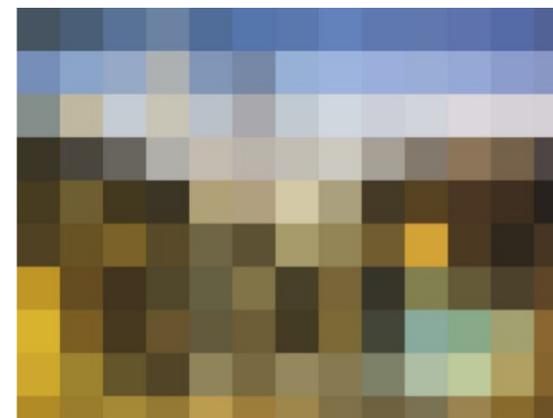
E-Portfolio Karim



Examiners



High-stakes decision





High-stakes decision



- Programme learning outcome (PLO) sufficient level
- Pass/fail (30 ECTS)
- Grade 1-100% scale
- Written explanation decision



What if a student failed the high-stakes assessment?

Fail
<50%



Remediation plan

- Individualized
- 35-50% progress to next phase
- Focused on development

Preparatory phase

Low-stakes assessment activities

- Presentations, Essay, Teamwork, Assignments, Pitch, Test, ...
- Feedback from peers, teachers, clients, etc.

Flexible phase

Low-stakes assessment activities

- Presentations, Essay, Teamwork, Assignments, Pitch, Test, ...
- Feedback from peers, teachers, clients, etc.

Capstone phase

Low-stakes assessment activities

- Presentations, Essay, Teamwork, Assignments, Pitch, Test, ...
- Feedback from peers, teachers, clients, etc.

Programme Learning Outcomes (PLOs)

CHARM-EU E-Portfolio



student-mentor meeting (intermediate assessment)



Coaching



High-stakes assessment of the e-portfolio (30 ECTS):



High-stakes assessment of the e-portfolio (30 ECTS):



High-stakes assessment of the e-portfolio (30 ECTS):





Tips and tricks

- In choosing your method, consider the assessment method which best fits the Module Learning Outcome you want to assess.
 - Inspiration? [matrix on sharepoint](#)
- Make sure that you provide feedback to the student
 - Quantitative (e.g., scores)
 - Qualitative (e.g., narrative feedback)
- Try to follow up
 - Provide opportunities for the student to learn

Follow up...



- Sharepoint: [resources, FAQ page, handbook](#) and so on
- Follow up: based on personal needs
 - Further information will be provided soon!
- Don't hesitate to contact us!



Contact Information



- Questions about CHARM-EU Assessment: Lubberta de Jong, Lead WP4.6 Assessment Techniques (l.h.dejong@uu.nl)
- Questions about WP4 Teaching and Learning Strategies, Lead and Co-lead WP4: Jan Haarhuis (j.c.m.Haarhuis@uu.nl) & Sanne van Vugt (s.j.h.vanvugt@uu.nl)
- General questions about CHARM-EU, KCTs and planning: Mertixell Chaves, Project Manager CHARM-EU (charm-euoffice@ub.edu)

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DANKE SCHÖN!**

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