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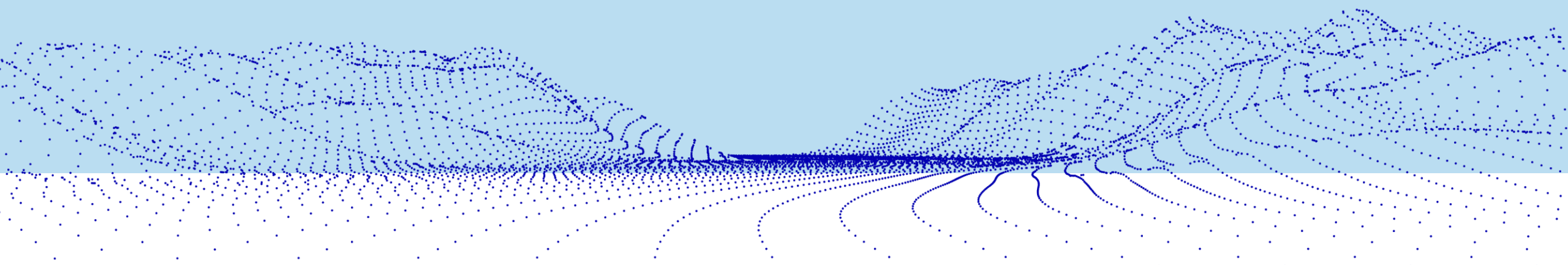
Re-thinking Assessment of Learning Outcomes

Dr Mary Kelly

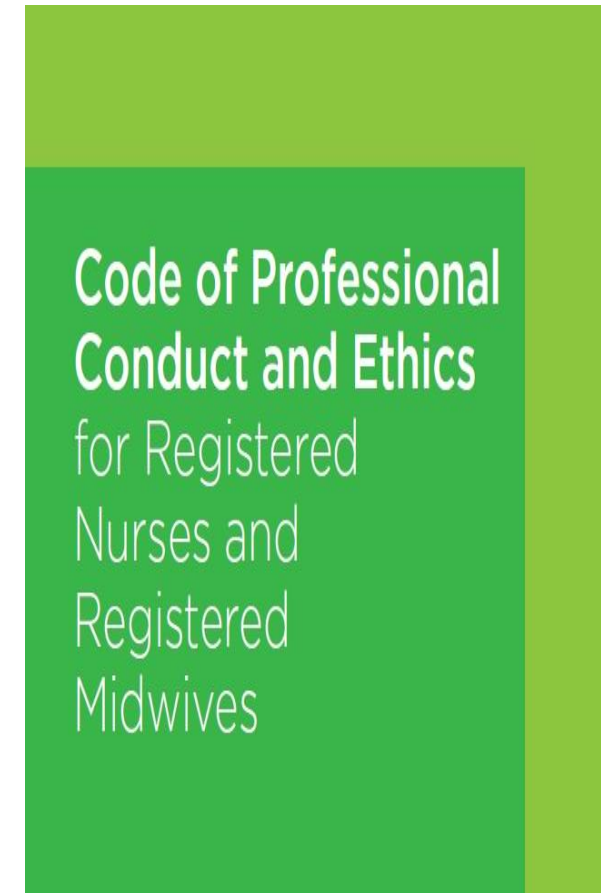
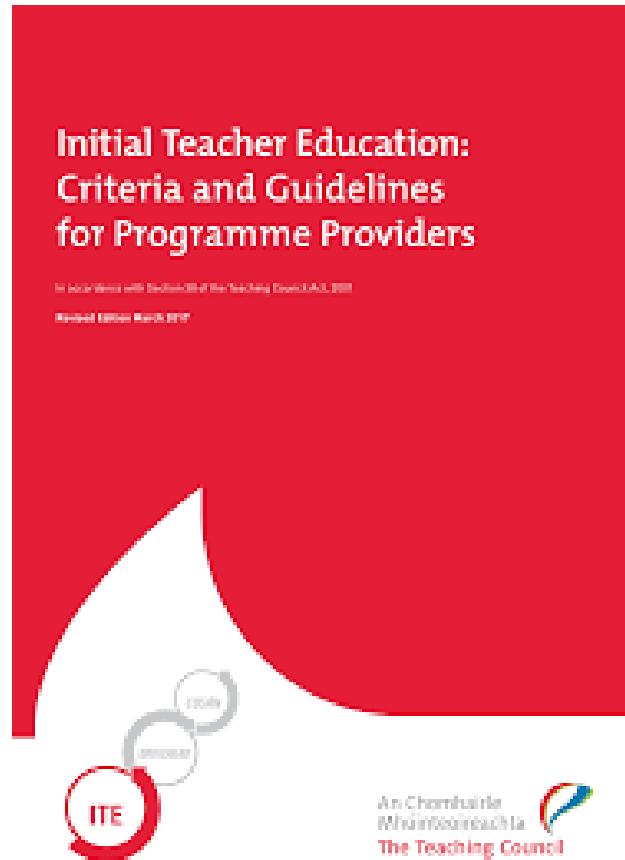
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Shaping the conversation

- Understanding the landscape
- Exploring challenges
- Exploring solutions



Balancing the needs of 'Professional' and 'Academic' Accreditation



Characteristics of Professional Programmes

Specialised curriculum:

Professional programmes typically have a focused and specialised curriculum to provide students with the knowledge and skills necessary for success in their chosen profession.

Placement:

Professional programmes ensure that students gain real-world experience in addition to theoretical knowledge. This may include internships, clinical rotations, fieldwork, or other experiential learning opportunities.

Professional Standards:

Professional programmes emphasise ethical considerations and adherence to professional standards, they are often value-led.

Dual accreditation:

Professional programmes may seek accreditation from professional organisations or accrediting bodies relevant to the field.

Some of the challenges

Specificity and Precision: It can be challenging to articulate exactly what students should be able to do or know upon completion of the program, especially when dealing with complex and multifaceted professional skills..

Balancing Breadth and Depth: Professional programmes often cover a broad range of topics and skills. Achieving the right balance between providing a comprehensive education and ensuring in-depth understanding in key areas can be challenging.

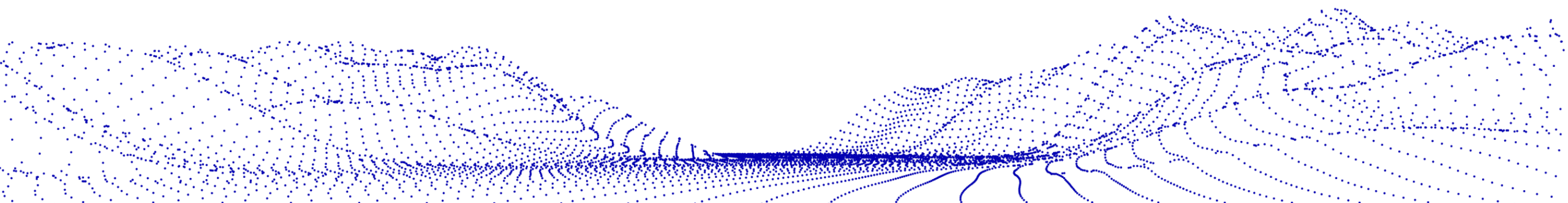
Measurability and Assessability: Designing assessments that accurately measure the attainment of specific outcomes and skills can be a challenge, especially when dealing with skills that are more qualitative than quantitative.

Some of the challenges

Incorporating Soft Skills: Many professional programmes aim to develop not only technical skills but also soft skills such as communication, teamwork, and critical thinking. Describing and assessing these skills in a concrete and measurable way can be challenging.

Future-Proofing: Anticipating future industry trends and ensuring that the learning outcomes are designed to prepare students for evolving challenges can be difficult. The curriculum needs to be flexible enough to adapt to changes in the profession.

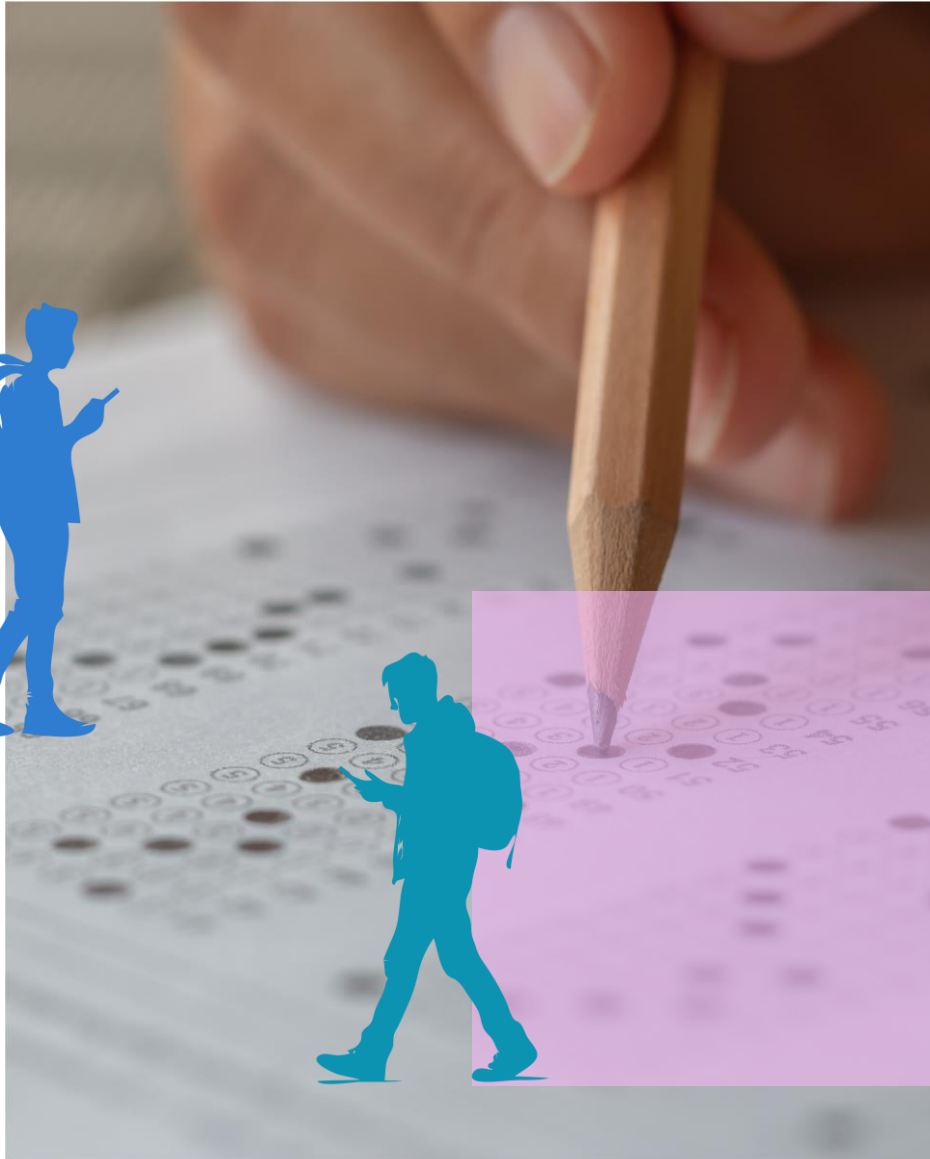
Stakeholder involvement: Balancing academic goals with the expectations and needs of the professional community is crucial.



What needs to be assessed



Assessment of Qualitative Learning Outcomes



Peer and Self-Assessment:

Incorporate peer-assessment to promote a collaborative learning environment.

Encourage self-assessment to enhance students' reflective practices.

Rubrics and Assessment Tools:

Develop detailed rubrics outlining specific criteria for assessing qualitative skills.

Align rubrics with program goals to ensure a comprehensive evaluation.

Authentic Assessment of Learning Outcomes

Observation:

Assessors observe individuals in action to evaluate their performance, behaviour, or skills in real-life situations.

Providing constructive feedback allows individuals to understand their strengths and areas for improvement based on their performance



Student self-evaluation/Reflective Practice

Students reflect on their own learning experiences, identifying their achievements, challenges, and areas for growth.

Learning artefacts collected in portfolios, e-portfolios

Individuals compile and organise evidence of their learning, achievements, and experiences in portfolios or electronic portfolios (e-portfolios) for assessment and reflection.



Professional Values and Relationships

Include key words such as caring, committed, respect, equality, inclusion, positive relationships, trust.

Professional Integrity

Refer to your commitment to act with honesty and integrity, confidentiality, professional approach, avoid conflict at all levels.

Professional Conduct

The following are some of the aspects of demonstrating your commitment to Professional Conduct. - Uphold professional reputation, ensure their safety and welfare of students, adhere to relevant legislation, national and school policies, communicate effectively

Professional Practice

Examples of this are - maintaining high standards of practice, students' holistic development, expectations, creating an active learning environment, develop teaching, learning and assessment strategies.

Professional Development

Examples include - actively maintaining their professional knowledge, reflecting on and critically evaluating their professional practice

Professional Collegiality and Collaboration

Examples include: sharing, developing and supporting good practice, work in a collaborative manner with all members of school community, engage with the planning, implementation and evaluation of curriculum.



Lesson Plans



Classroom Management Plan



Evidence of Reflective Practice



Your classroom code of conduct



Assessment strategies



Collaboration strategies



Active learning strategies



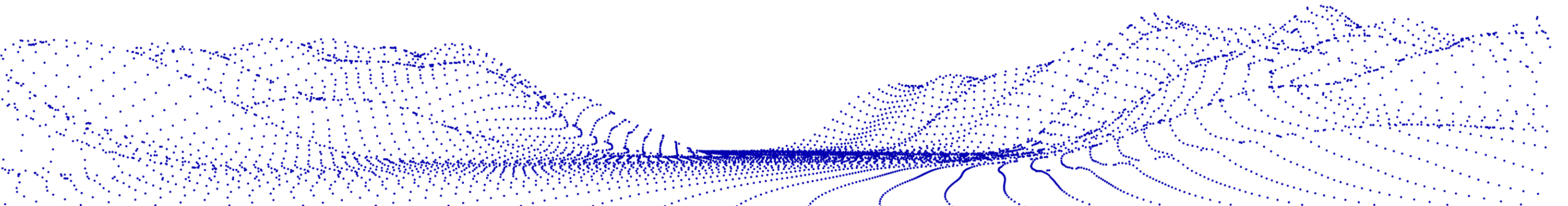
Teacher Professional Development



Participation and contribution to subject department planning

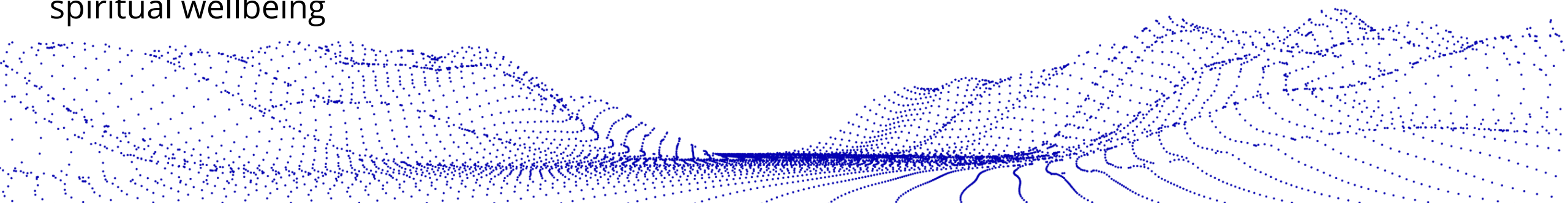
Programme Learning Outcomes

- **Analyse** and implement **evidence-informed practice** to develop a **self-reflective and autonomous professional teacher identity**, in line with the **values** outlined in the Code of Professional Conduct for Teachers
- **Critically assess** the suitability of classroom routines, strategies and teacher actions taken to create and sustain an environment that fosters a quality, supportive, social, emotional and ethical classroom climate.



Module Learning Outcomes

- **Synthesise knowledge and understanding** of the foundations of education to **engage in reflective practice** and professional discourse on their ethical life as a teacher and teacher identity in the context of contemporary education and society.
- **Critically evaluate** current research and demonstrate advanced systematic knowledge, **pedagogical competence, linguistic ability** and **numeracy skills to** teach all subjects of the primary school curriculum.
- **Critically and creatively select and develop** appropriate SPHE and PE content, strategies, resources and assessments that will enhance children's physical, social, emotional and spiritual wellbeing



Scenario Based Learning

To design and develop an integrative authentic virtual scenario-based learning (VSBL) environment to support the assessment of programme learning outcomes on a Professional Master of Education Primary (PMEP) programme.





Problem

Students said they lacked practical experience teaching and managing a classroom prior to their first placement and found this experience overwhelming and complex.



Research Question

What are the characteristics of a VSBL authentic assessment environment to improve pre-service teachers' self-efficacy and classroom readiness which will best support them before their first school-based experience on a PMEP programme?



Research Function

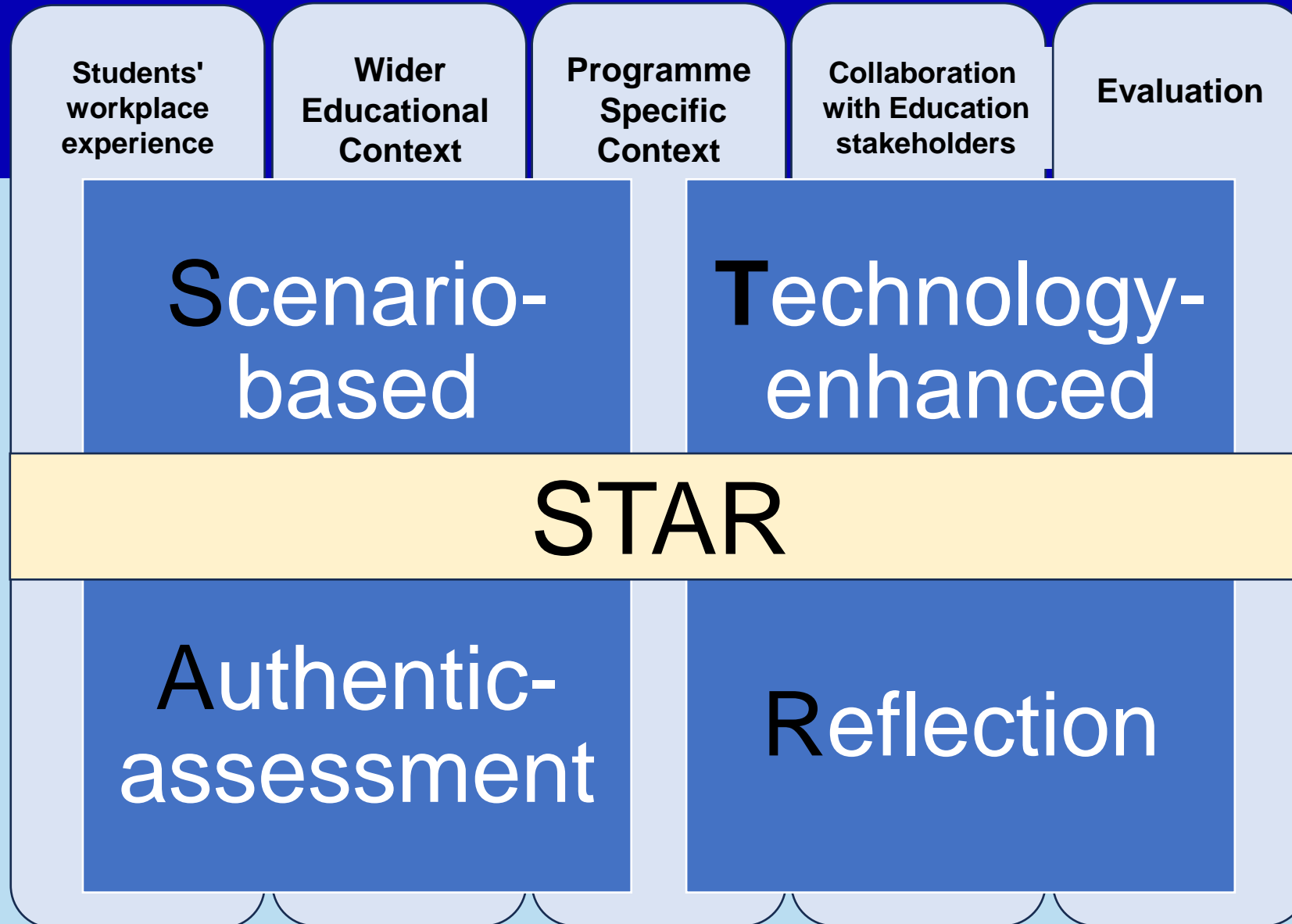
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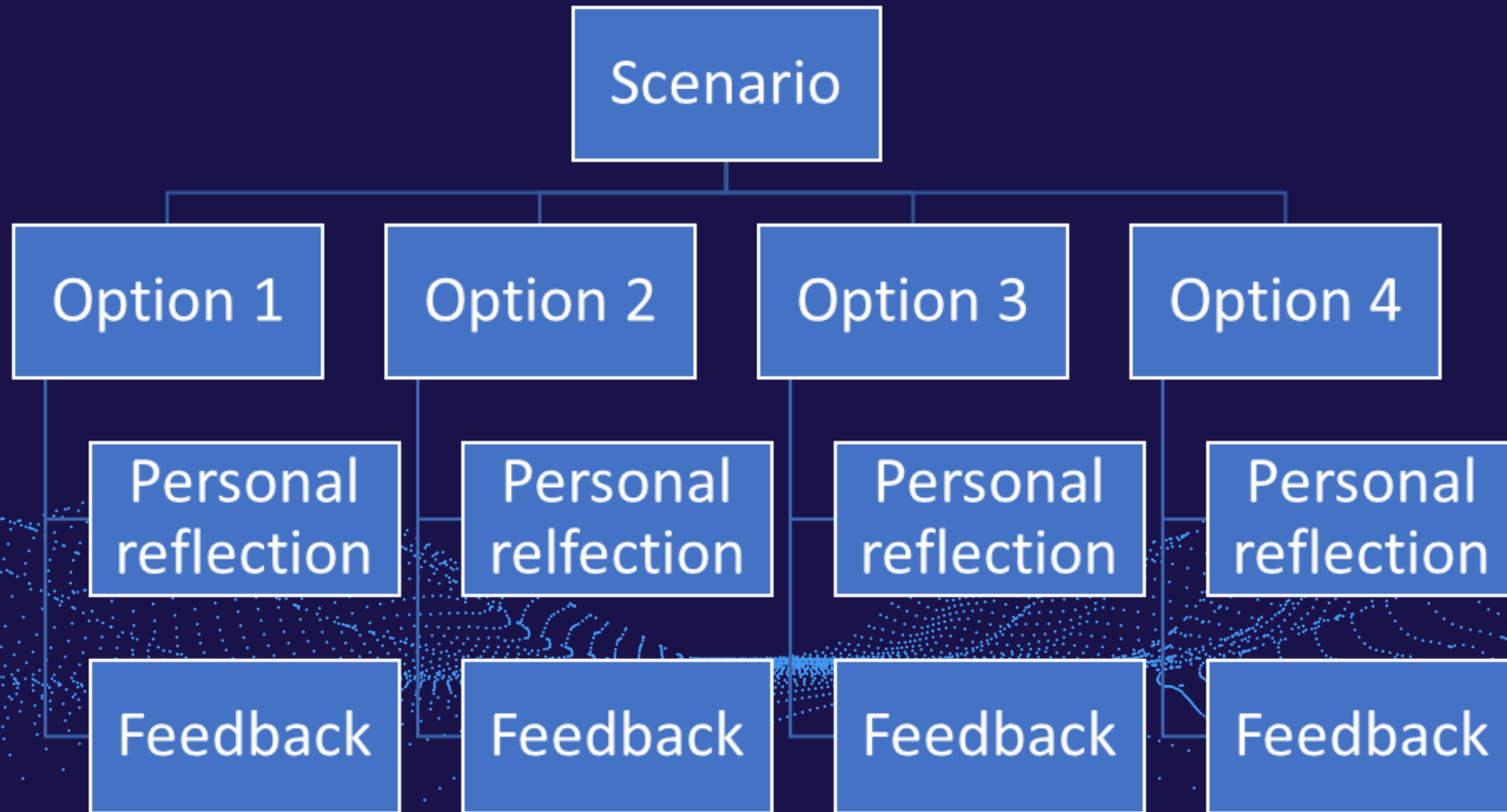
Research Design

Design a VSBL environment to improve pre-service teachers' self-efficacy and classroom readiness underpinned by social cognitive theory (Bandura, 2012).

Emerging Thematized STAR Framework



Scenario example activity



The greatest challenge





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THANK
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