The University of Hong Kong

Marks of Excellence Seminars I and II

Gathering, Analysing and Reporting Direct Evidence of Students' Learning and Achievements

Dai Hounsell
The University of Edinburgh

Marks of Excellence, II

Evidence of Experiential Learning

INTRODUCTION

HKU New Undergraduate Curriculum: Educational Aims

- Pursuit of academic/professional excellence, critical intellectual enquiry and life-long learning
- Tackling novel situations and ill-defined problems
- Critical self-reflection, greater understanding of others, and upholding personal and professional ethics
- Intercultural understanding and global citizenship
- Communication and collaboration
- Leadership and advocacy for the improvement of the human condition

Generic skills and HKU

Distinctive Features of the New Curriculum

(Inter)disciplinary inquiry
Multidisciplinary collaboration
Enquiry in multiple contexts
Diverse learning experiences
Multiple forms of learning & assessment
Engagement with local & global communities
Development of civic & moral values

Senate Paper, HKU, January 2012

EXPERIENTIAL LEARNING AT HKU

"Experiential learning refers to the kind of learning that requires students to tackle real-life issues and problems by drawing on theoretical knowledge that they have learnt in the formal curriculum.

Unlike classroom situations, real-life situations are often unfamiliar to students, and in these situations, problems are not easily identifiable or not well-defined. Dealing with real-life problems requires students to integrate knowledge within and across disciplines, to go beyond technical considerations, and to take into account social and human factors that come into play.

It is in these situations that students put theoretical knowledge to the test, gain a deeper understanding of theories and, most importantly, construct knowledge. It is also in these situations that students develop their core values and generic skills.

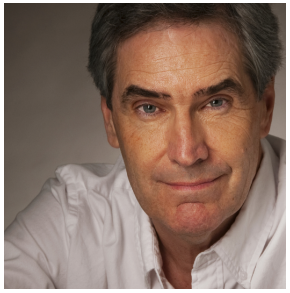
As such, experiential learning is relevant to all programmes."

Learning from Experience & Teaching

"One of the things that is challenging to my teaching now is ... that there are some things you can learn only from experience and can't be taught – and one of them might be political judgment. I don't think that's a despairing thought, but it does induce humility in a teacher and make the job much more interesting."

Interview in *Times Higher Education*, 14 Nov 2013

Michael Ignatieff, Toronto & Harvard Professor, and former Canadian Liberal Party leader



"A lot of teaching is driven by 'the literature', 'the field', or 'the discipline', the state of academic debate on a particular controversy. All that is fine, but once you've done politics you really feel you want to teach the problems and to be as realistic as you can about the obstacles that lie in the way of solutions".


THE WISDOM OF A LEARNED
OPPORTUNITY
DOM THAT HOLDETH THE PLOUGH
HE GIVETH HIS MIND TO MAKE
FURROWS AND IS DILIGENT TO
GIVE THE KINE FODDER:SO EVERY
CARPENTER AND WORKMASTER
THAT LABOURETH NIGHT AND DAY
AND THEY THAT CUT AND GRAVE

"The wisdom of a learned man cometh by opportunity"

THE MANY FACES OF EXPERIENTIAL LEARNING

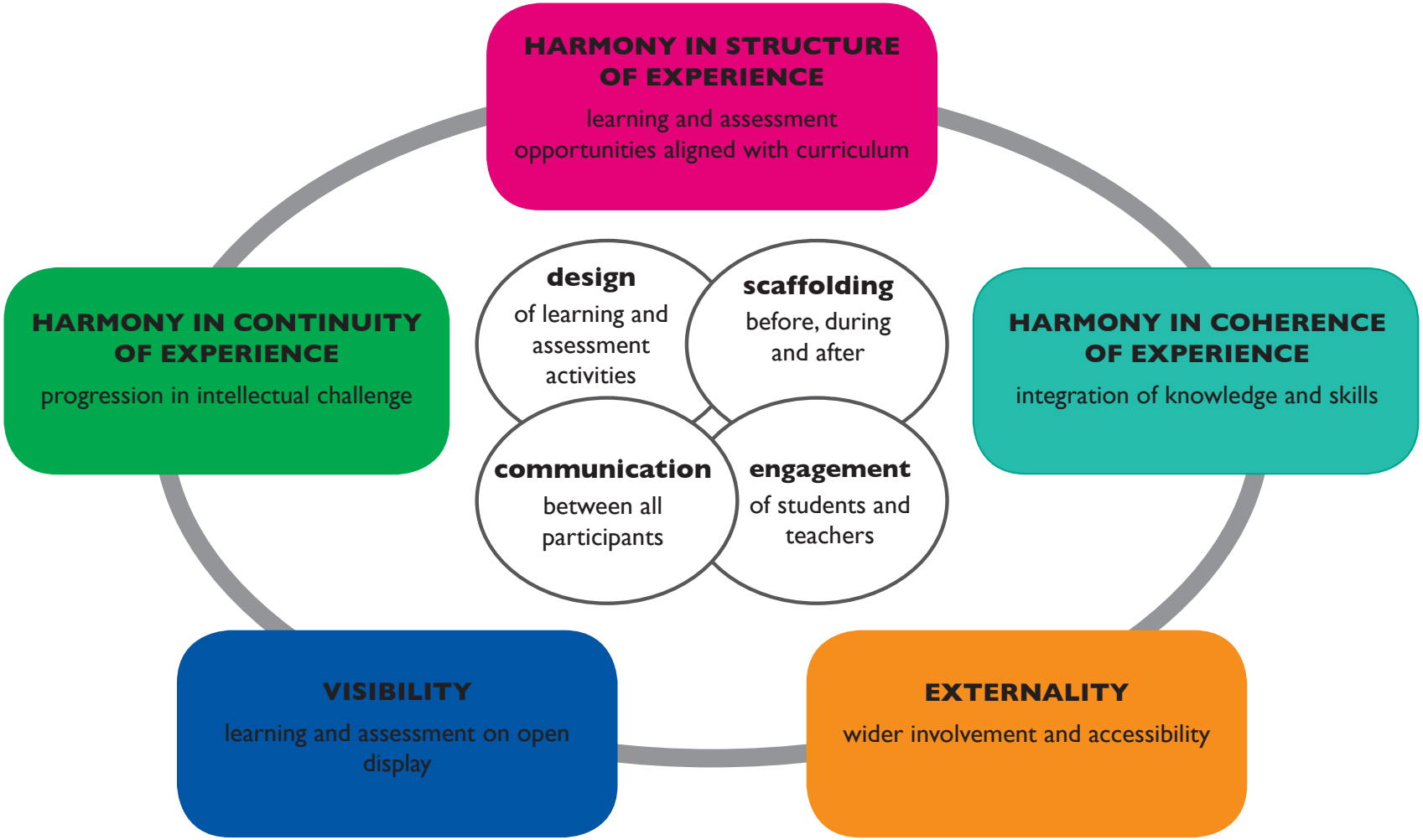
see Attachment E

SEMINAR AIMS

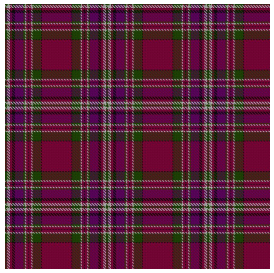
SEMINAR AIMS

The second seminar focuses more closely on the enhanced opportunities for experiential learning which are one of the hallmarks of the quality of undergraduate education at HKU.

It considers how excellence in experiential learning can be captured and communicated, focusing particularly on strategies that are complementary to traditional forms of assessment and feedback, including those that capitalise on advances in communication technologies.



see Attachment A



Harmony in Structure of Experience

learning and assessment opportunities aligned with curriculum aims

”The diversity of methods used in the assessment process is inexhaustible”

Cooper, L. et al. (2010).

Work Integrated Learning

A guide to effective practice

London: Routledge

p. 111

TYPES OF PORTFOLIO

- ***The showcase portfolio***
  a demonstration of student work and publicly accessible
- ***The development portfolio***
  shows work in progress and identifies the student's development needs. The basis of discussion with the tutor or supervisor.
- ***The reflective portfolio***
  enables students to assess their own growth and changes in their thinking over a period of time. May be a purely personal portfolio.
- ***The assessment portfolio***
  brings together documents and other artefacts chiefly for the purpose of assessment

Adapted from:
Stefani, L. et al. (2007). *The Educational Potential of e-Portfolios*. Routledge, pp. 71-72

Alverno COLLEGE

Diagnostic Digital Portfolio

- Home
- Enter the DDP
- FAQ's
- History
- Research

Do You Know?

You can DOWNLOAD your DDP

Version 3.2 features the ability for students to download their DDP!

For directions, click on the HELP button from the My Portfolio Tab!

Welcome to the DDP!

This first-of-its-kind, web-based system was implemented in 1999 at Alverno College. The DDP enables Alverno students — anyplace, anytime — to follow their learning progress throughout their years of study. It helps students process the feedback they receive from faculty, external assessors and peers. It also enables them to look for patterns in their academic work so they can take more control of their own development and become more autonomous learners.

The Diagnostic Digital Portfolio (DDP) is built on Alverno's student assessment-as-learning process. It makes the process more transparent to students and others who seek to understand this important educational program. It also provides actual, accessible performance data with which graduates can create an electronic resume for potential employers or for graduate schools.

In an effort to make this tool available to other institutions, Alverno has developed a customizable version, DDP v 3.2. For more information and a password for the Demonstration DDP contact Kelly Talley .

DDP v. 3.2 Patent: 6,651,071 November 2003
Last Updated: 7.14.11

Alverno College
3400 S. 43rd St. P.O. Box 343922
Milwaukee, WI 53234-3922
414-382-6100 or 1-800-933-3401

Griffith UNIVERSITY

Adapted from: Toohey, S., Ryan, G., & Hughes, C. (1996). Assessing the practicum. *Assessment and Evaluation in Higher Education, 21*(3), 215-227.

Different models for assessing students' professional skills

Which model will you use?	Assessment
The attendance model? Work placement seen as: an optional extra to traditional curriculum; an opportunity for networking/job prospects.	No formal assessment; or else Pass/Fail grading, where "Satisfactory Completion" = "Satisfactory Attendance" in the workplace.
The work history model? Emphasis is on documentation and completion of tasks. Students are required to document/reflect on significant tasks undertaken in workplace. There is little structure in the learning process.	Student's log book or journal is sighted and certified by academic supervisor. Student's performance in workplace is observed by academic supervisor.
The broad abilities model? A more integrated model in which the abilities/generic skills such as critical thinking, teamwork, etc. are specified as learning goals.	Comparative grading of students' achievements is possible. Students are required to submit reflective reports relating theory to practice, and analyse and reflect on the meaning of their workplace experiences.
The specific competencies model? Key roles and tasks expected of practitioners are identified, so students can experience the full range.	Students are required to demonstrate competence on all or some of the tasks/roles. Graded or non-graded assessment. Mix of observed performance in workplace and formal paper/oral examination.
The negotiated curriculum model? Uses learning contracts between student and workplace supervisor; placement is seen as a learning experience.	Criteria and learning outcomes are mutually agreed. Time consuming for academics; beneficial for students.

Adapted from: Toohey, S., Ryan, G., & Hughes, C. (1996). Assessing the practicum. *Assessment and Evaluation in Higher Education, 21*(3), 215-227.

Case study 4.12 Final-year team research projects on local environmental issues, Univ of Gloucestershire (from Healey et al)

Issues in Environmental Geography was a final-year capstone module. Students worked in groups of 4-6 on local environmental issues. The module was concerned with analysing competing environmental philosophies, applying them to understanding a particular local or regional environmental issue and coming up with policy recommendations.

The students developed their own projects, starting with a proposal. They were supported through two key lectures on environmental philosophies, a workshop on effective teamwork and individual group tutorials on their chosen topics.

Assessment was via a group report (60%); oral presentation of project (30%) and an individual learning journal and reflective essay (together counting for 10%).

Case study 4.12 Final-year team research projects on local environmental issues, Univ of Gloucestershire

The marks given for the group project were redistributed among group members using peer and self assessment of the quality and effectiveness of their contributions on a five point scale to five group processes (ideas and suggestions; leadership, group organisation and support, minute taking; data collection/collation/analysis; report writing, production and editing; and preparing/giving verbal presentation).

Developing and enhancing undergraduate final-year projects and dissertations

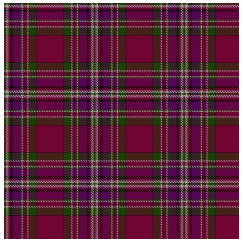
A National Teaching Fellowship Scheme project publication

Mick Healey, Laura Lannin, Arran Stibbe and James Derounian

July 2013

UNIVERSITY OF GLOUCESTERSHIRE
at Cheltenham and Gloucester

The Higher Education Academy



Harmony in Structure of Experience

achieving a harmonious match between curriculum aims and learning & assessment opportunities as a creative act . . .

Harmony in Continuity of Experience

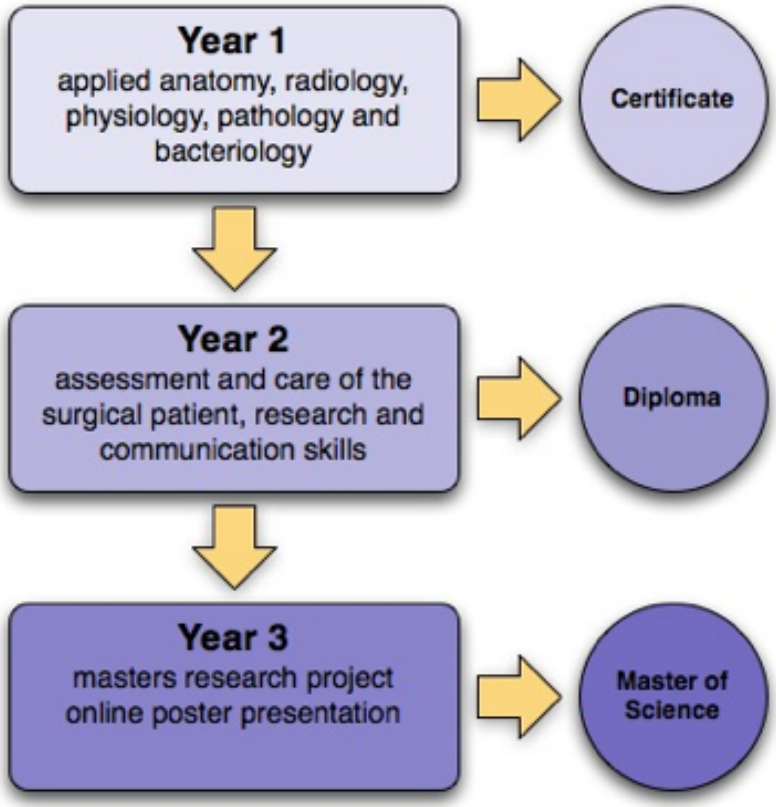
progression in intellectual challenge

ESSQ edinburgh surgical sciences qualification

MSc in Surgical Sciences

THE ROYAL COLLEGE OF SURGEONS OF EDINBURGH

THE UNIVERSITY OF EDINBURGH



Masters research project

The third year of the ESSQ ran for the first time in 2009/10, and the team took the decision to introduce a**n iterative and incremental in-course assessment component replicating the natural research interaction between student and tutor.**

The use of such a design also helps to progress the project through conceptual, developmental and delivery stages, and ensures that the student cohort achieve appropriate milestones at a similar rate.

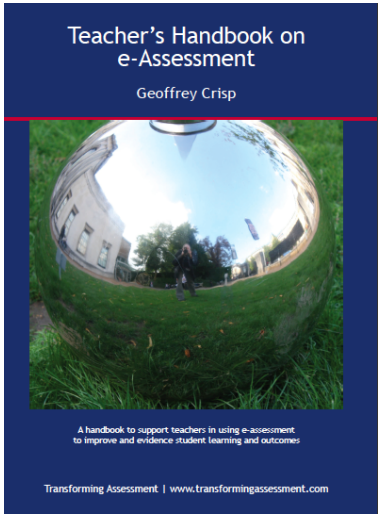
The assessment is based not only on the final project report but includes a project outline, a detailed summary and an e-poster.

Thus, half of the final mark relates to activities assessed throughout the year, thereby allowing the ESSQ team to offer feedback and monitor progress, in addition to the support trainees receive from their project supervisor.

Learning and assessment and fast-evolving 21st century communication

Table 2. 21st century technology skills (adapted from content by Mioduser, Nachmias, & Forkosh-Baruch, 2008)

Multimodal information processing	Ability required to understand, produce and negotiate meanings in a culture made up of words, images and sounds.
Navigating the infospace	Ability to know when and why there is a need for information; how and where to find it in, and retrieve it from, infospace; and how to decode, evaluate, use and communicate it in both an efficient and ethical manner.
Interpersonal communication	Ability to be mindful, knowledgeable, and ethical in using of a wide range of communication means, using multiple communication channels, in various interaction configurations, for different purposes.
Visual literacy	Ability to decode, evaluate, use, or create images of various kinds using both conventional and 21st century media in ways that advance thinking, reasoning, decision making, communication, and learning.
Hyperacy	Ability to deal, either as consumers or as producers, with nonlinear knowledge representations.
Personal information management literacy	Ability or process by which an individual stores his/her information items to retrieve them later.



Harmony in Coherence of Experience

integration of knowledge and skills

INTEGRATION AND WORK-RELATED LEARNING

"In relation to work integrated learning, is the process of bringing together formal learning and productive work, or theory and practice, to give students a complete integrated learning experience.

Integration involves the application of formal theory with real-world problem solving, abstract thinking and practical action, and discipline-specific and vocational skills.

Integration is not an event but a learning process encouraged in the workplace and academy through dialogue, reflection, tutorials and assessable work, resulting in students putting knowledge into action and developing the ability to 'act knowledgeable and responsibly in the world (Association of American Colleges and Universities, 2009).

Cooper, L. et al (2010). *Work Integrated Learning. A guide to effective practice.* London: Routledge p. 40

HARMONY *in* COHERENCE/INTEGRATION OF EXPERIENCE

University of Melbourne

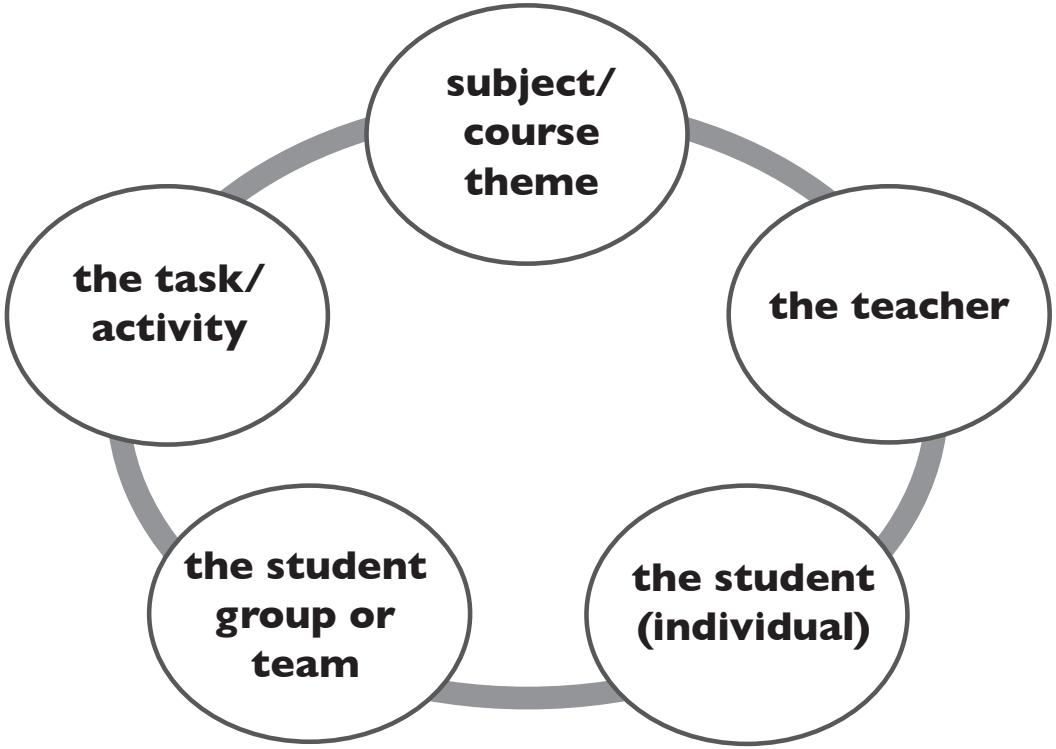
LEARNING CYCLES OF EXPERIMENTATION, FEEDBACK AND ASSESSMENT

"Embedding knowledge transfer in teaching and learning can be done on several levels:

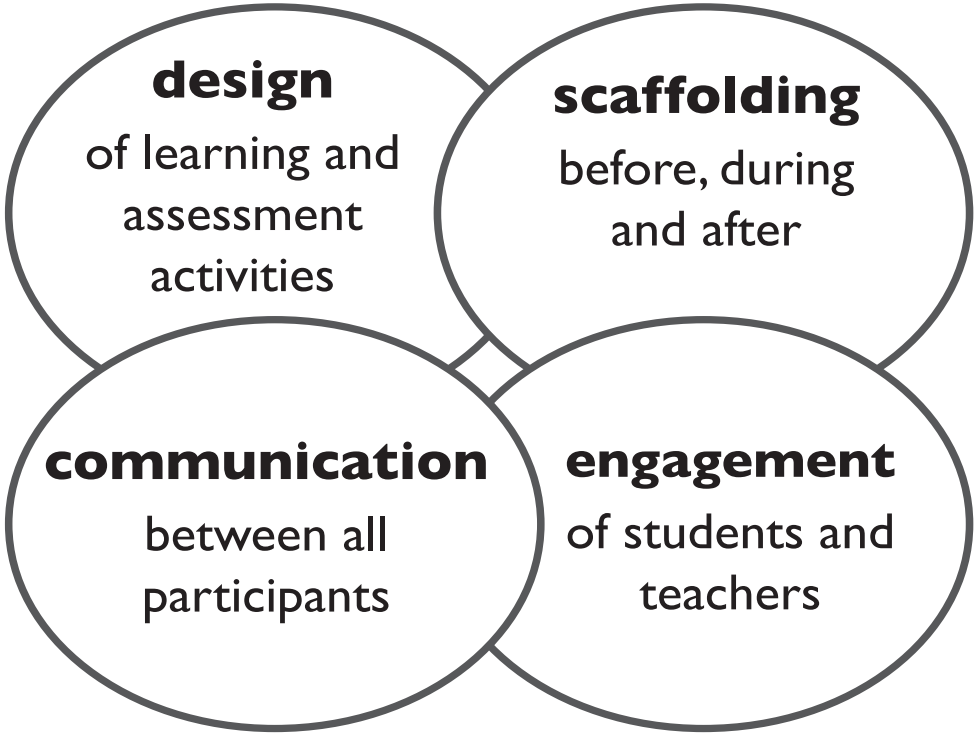
- ***At the within-subject level***, where the specific subject objectives might include core knowledge transfer capacities or core knowledge about the context and process of knowledge transfer, and where a variety of practices might be utilized, such as **problem- and project-based approaches in teaching and learning, use of case studies and field trips, experiential learning, involvement of community and industry participants in class activities, and consultation with industry, professional and community stakeholders;**
- ***At the whole-subject level***, where the subject objectives might have knowledge transfer as a primary objective, such as through **field and industry placements or internships, on-location subject delivery, student exchange and study abroad programs, community-based projects, and applied research projects**;
- ***At the level of a sequence of subjects*,** such as a major, where the systematic development of knowledge transfer skills is an objective of the sequence, and the demands for knowledge transfer skills might become increasingly sophisticated across the sequence, for example, **beginning with small design, analysis or performance projects, and culminating in a "capstone" knowledge transfer experience."**

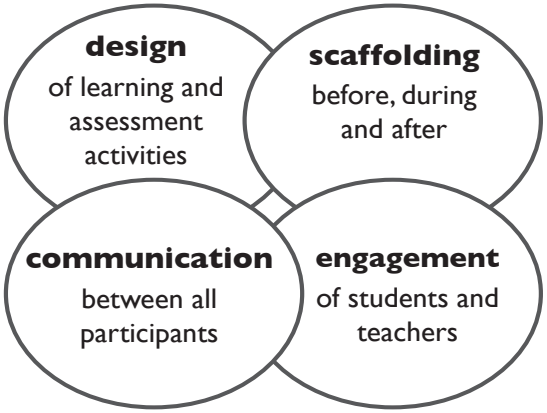
How is integration pursued and achieved?

(how is coherence brought about?)



CONCOMITANTS OF EXCELLENCE IN LEARNING AND ASSESSMENT




design
of learning and assessment activities
scaffolding
before, during and after
communication
between all participants
engagement
of students and teachers

DESIGN

Capstone projects: Designing in Choice

MBA University of Edinburgh

Dissertation/Capstone Project Formats

The majority of Business School Dissertations/Capstone Project are traditional research projects. If you chose to complete a non-traditional Dissertation/Capstone Project, you should be looking for comments on each of the elements expected in a non-traditional format. The following guidelines are offered by the School but individual programmes can offer specific guidance.

We currently offer five types of Dissertation/Capstone Project:

Traditional Business research Dissertation/Capstone Project: Critically engaging with a body of literature and concepts and designing and conducting research that generates new data or new theory addressing gaps in the literature and adding to the body of knowledge.

Business Report: Reflecting upon business issues gathered from experience in or study of a business setting, which addresses questions chosen by the student from a cited body of literature. Dissertations/Capstone Projects of this type may be the result of internship, casework or previous experience; such Dissertations/Capstone Projects may reflect upon business strategy, though without the detail and completeness expected of a Business Plan.

Business Project: Analysis of an issue chosen by a business that provides data for analysis, which the student reintegrates with issues or gaps in general literature. This type of Dissertation/Capstone Project is often the result of a work-based project and differs from a Business report in that the research questions and data are the result of negotiation between the business and the researcher.

Business Plan: A fully-costed and complete plan for a business project such as might justify investment against a predicted return.

Case Study/Teaching Note (MBA only): For this type of Capstone Project, students must produce two related documents - the Case Description and the Teaching Note.

If you are completing a Dissertation/Capstone Project focussed on a Business, please see Appendix 7 for a sample non-disclosure agreement which you may wish to use when agreeing terms of your

Case study 5.12 Alternative final-year projects, biosciences, Univ. of Leeds (from Healey et al)

Final-year biomedical sciences students undertake one of seven types of research project. Each project is of eight weeks duration, with students expected to commit 3.5 days per week to their project.

Students are provided with a list of projects (with project descriptors) in March of the year preceding their final year and invited to choose, in rank order, ten projects they would like to be considered for. Projects are then allocated based on student choice and ranking within the year group; with projects starting in the January of their final year.

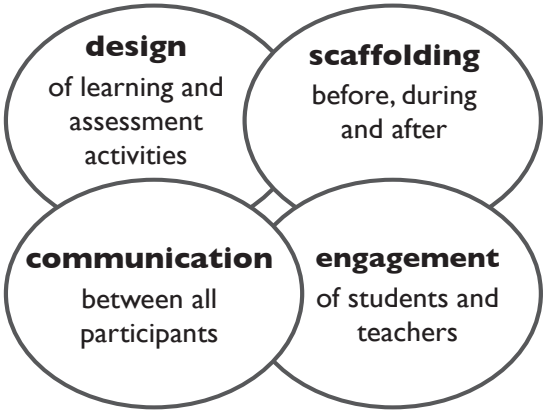
The assessments for all project types are similar. Students write a 25-30-page dissertation and deliver an oral presentation.

Students undertaking critical review projects also have to submit a 5-page grant proposal linked to their review.

In addition there is a supervisor allocated 'productivity' mark.

Capstone projects: Assessable Options

- **a case study** based on a "real-world" situation
- **a research grant proposal or plan** based on an authentic professional or industry need
- **a feasibility study report** on a proposed initiative addressing an issue relevant to a particular professional or industry need
- a **project management plan** for a team-based product design project
- a **research report** on the project conducted through the capstone unit
- **a plan for the development and implementation of a program of activities** for an authentic professional or industry setting
- **a series of communiqués** addressed to those working in the authentic professional or industry setting of the capstone project work
- **an integrative portfolio** of a student's key learning outcomes from the course.



SCAFFOLDING

TRACKING PROGRESS, PROVIDING FEEDFORWARD

The dissertation is the most challenging piece of writing that Edinburgh University's undergraduate Business School students have to undertake. Since the target length is a daunting 18,000 words and the process takes place over a full year, it has to be carefully managed to ensure that it stays on track and blends in with the various other assignments and assessments that the students complete in their final year.

In the Business School, this is being achieved with the aid of a computerised 'dissertation support system' (DSS for short). The DSS operates across across eleven degree programmes, helping to match around 180 students with topic supervisors and enabling both to keep tabs on how the dissertation work is progressing over the course of the year. There is a minimum of four supervisory meetings associated with each dissertation, and the students get 'feedforward' comments on two draft dissertation chapters.

ESSQ edinburgh surgical sciences qualification MSc in Surgical Sciences THE ROYAL COLLEGE OF SURGEONS OF EDINBURGH THE UNIVERSITY OF EDINBURGH

Masters research project

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The assessment is based not only on the final project report but includes a project outline, a detailed summary and an e-poster.

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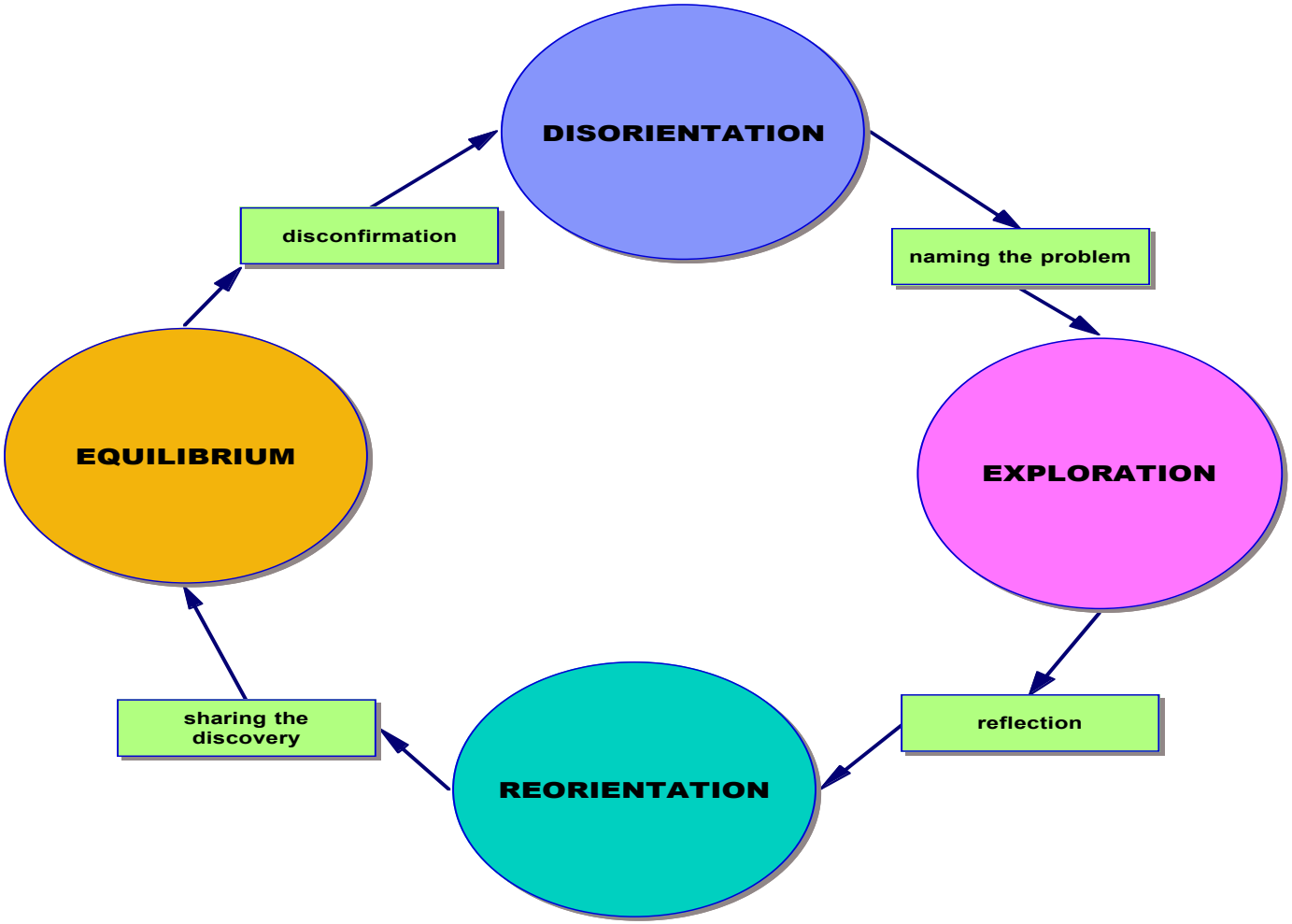
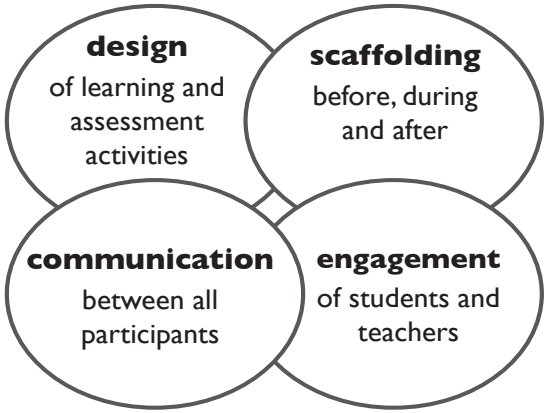
FEEDBACK AS A LOOP OR CYCLE *(Taylor, 1986)*





COMMUNICATION

Communication & Engagement Challenges

A Science Foundation Course, University of Cape Town
(Paxton & Frith, 2013)

"In our interviews in this research project we were somewhat taken aback to find that students could not see how the scientific report on waste management was relevant to their course content. This had seemed obvious to the teaching staff and particularly the discipline specialist and course convenor who had designed the scientific report as a real world application of what the course was about.

This made us realise that the course convenor might need to work on ensuring that the aims of her course were made more explicit to the students from the start and that clear links were made between the content of the course and the major assessment task, the waste management project."

COMMUNICATION

A communication challenge

SELQ Question 18b

"It's always easy to know the standard of work expected"

COMMUNICATION

A communication challenge

SELQ Question 18b

"It's always easy to know the standard of work expected"

.... and the paradox of the bewildered student with a high grade for an assignment

COMMUNICATION

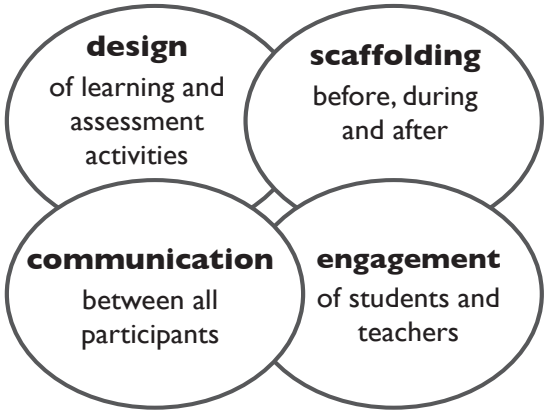
A communication challenge

SELQ Question 18b

"It's always easy to know the standard of work expected"

Some communication strategies

- **rubrics**
  see e.g. Attachment E
- **exemplars**
- **peer feedback**
- **feedforward**
  (espec. criterion/standards-focused comments)
- **presentations & displays to earlier-year students**


design
of learning and assessment activities
scaffolding
before, during and after
communication
between all participants
engagement
of students and teachers

ENGAGEMENT

TRACKING PROGRESS, PROVIDING FEEDFORWARD

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In the Business School, this is being achieved with the aid of a computerised 'dissertation support system'. The DSS operates across across eleven degree programmes, helping to match around 180 students with topic supervisors and enabling both to keep tabs on how the dissertation work is progressing over the course of the year.

" I joke with students that they will not want to let go of their dissertation at the end. They come back at the end and say, 'you were right!' That is very rewarding and you share a sense of achievement"

Wendy Loretto

LEARNER ENGAGEMENT & ePORTFOLIO REFLECTION FROM A DIVERSITY OF SOURCES

"Whilst ePortfolios assist to capture evidence of development, their value is limited to learners who appreciate the value of personal and professional development. Embedding formative feedback from staff, peers and professional mentors to encourage and support the development process can facilitate transforming learners into professionals."

from Faulkner (2013) p. 14

Visibility

learning and assessment on open display

VISIBILITY
learning on display

OUTCOMES AND OUTPUTS
What can have good visibility ?

http://www.youtube.com/watch?v=d99E_9aUcRU

OUTCOMES AND OUTPUTS
What can have good visibility ?

exhibitions and displays

open days

oral and multimedia presentations

poster presentations

screencasts

websites

wikis

roundtables & forums

designs, plans, proposals and option appraisals

report summaries

case vignettes

online student journals

commissioned guides, protocols, brochures, handbooks

WHO BENEFITS (AND HOW) FROM MORE VISIBLE OUTPUTS ?

The Students Themselves

Students in Earlier Years

Graduating students

The Teacher/supervisor[s]

Other teachers in the Faculty/School/Department

Stakeholders (incl. quality & Accrediting bodies, Employer & Community partners and the Wider Public

praise and celebration of students' achievement

acknowledgement of the high standards attained

appreciation/connoisseurship of what's entailed in meeting a given standard in the subject

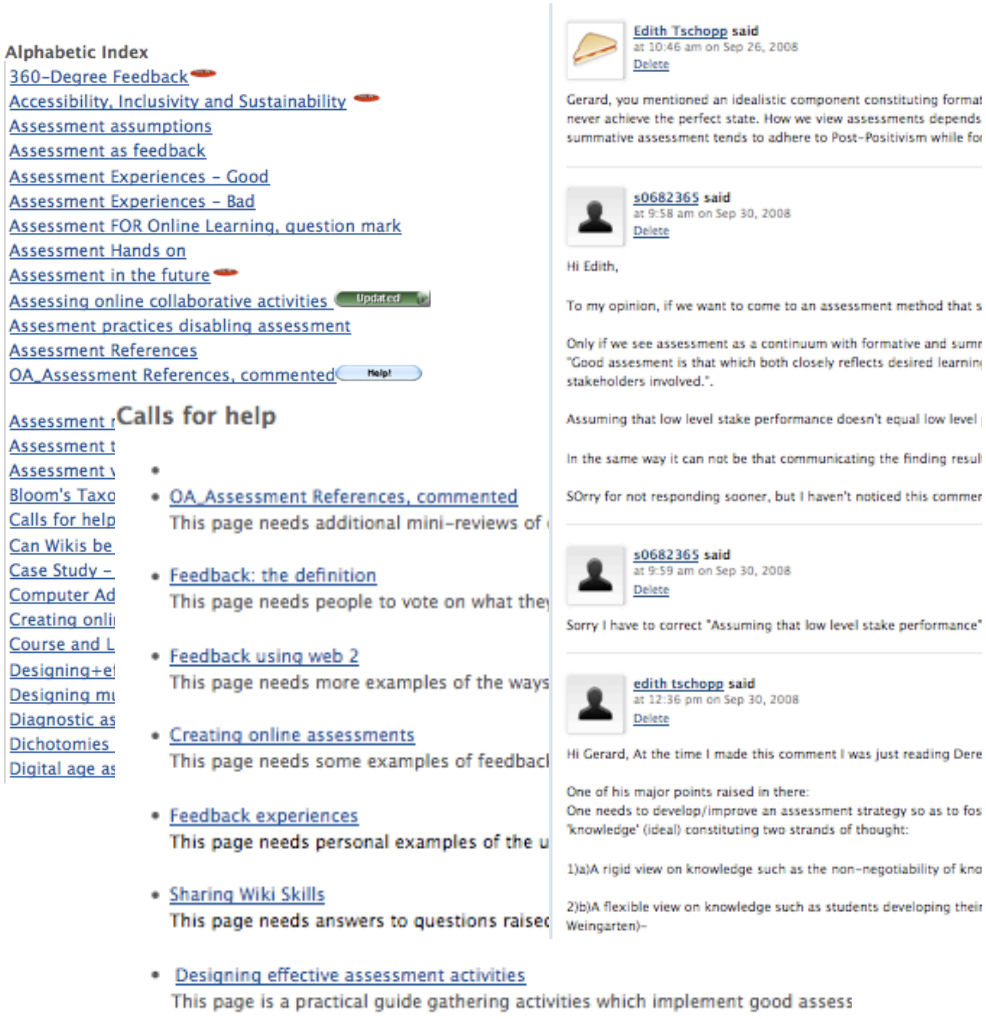
enduring examples of excellence

insights into how problems and issues in the subject are investigated and resolved

insights into what can be gained from partnership & collaboration

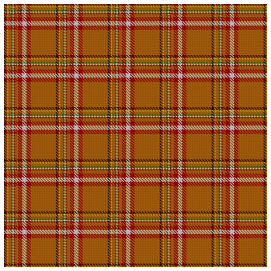
ASSESSING COLLABORATIVE LEARNING

- ***Class blogs and discussion boards***
- ***Group wikis***
- ***Team portfolios***
- ***Shared databases and compendia***
- ***Collaborative writing tools***



HIGH-VISIBILITY LEARNING & ASSESSMENT

co-planning, co-creating, co-writing, co-editing



Externality

wider involvement and accessibility

HOW CAN PARTNERS PLAY A PART IN THE ASSESSMENT OF EXPERIENTIAL LEARNING ?

- **Proposing criteria for use in evaluating & assessing**
- **Helping to communicate expectations and standards**
- **Guiding students in managing their time and effort**
- **Assisting with the scaffolding of new skills**
- **Contributing to feedforward/feedback on work-in-progress**
- **Offering a user/recipient/client/partner perspective on the output/outcome**
  - [including on e.g. environmental impact, cost-effectiveness, harnessing of available resources, fitness-for-purpose, ease of application]