Workshop:
Using assessment criteria as a basis when planning your teaching activities

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What promotes quality learning

• A good teaching climate
• Motivation and commitment
• Pre-understanding and cognitive conflict
• Clear and balanced goals
• Constructive alignment
• Student activity and interaction
• Variation
• Feedback
• Self-control and meta-cognitive skills
Constructive alignment

What should the students know, be able to do etc.?

Outcome

What should the students do to show that they have reached the outcome?

Learning activities

What do the students need to perform (activities) to best achieve the outcome?

Assessment

Biggs and Tang, 2007
Student Learning Strategies
(From Marton, Entwistle)

Surface approach
• Main focus reproducing, memorizing
• Fragmentisation
• Seldom reflects
• Sees task as given from outside
• Fear of failure

Deep approach
• Main focus search for meaning, interest
• Relate to previous knowledge/other subjects
• Integrate with own knowledge, experience and interest
Factors that induce different strategies
(from Gibbs 1992, Ramsden 1992)

Surface approach

• Heavy work load = A lot of scheduled classes, a lot of course material

• Little possibility to deepen knowledge or choose

• Reproducing assessment formats

Deep approach

• Student activity

• Motivation, good learning climate

• Interaction

• Well structured knowledge base = students previous knowledge and experience, threshold concepts as starting point
SOLO-taxonomy

(Structure of the Observed Learning Outcomes)

1) **Pre-structural**
   Facts without linkage., student hasn’t really understood the point and uses too simple a way of going about it.

2) **Uni-structural**
   The student's response only focuses on one relevant aspect (identify, do simple calculations)

3) **Multi-structural**
   Focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative (give account for, describe,, list)

4) **Relational**
   The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic. (compare, contrast, explain reasons, analyze, relate, apply)

5) **Extended abstract**
   The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area (theorize, generalize, hypothesize, reflect)