

# ASSESSMENT

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## Outcome-based Education (OBE)

# *REFLECTION*

- ✦ What is assessment?
- ✦ Why is assessment so important?
- ✦ What kind of assessment/evaluation is done at your institution?

# Change methods of assessment

✦ *"If you want to change student learning then change the methods of assessment"*

✦ *Chuckett & Sutherland, 2000*

# Importance of Assessment

- ✦ *Assessment defines for the students what is important, what counts, how they will spend their time and how they will see themselves as learners*

# OUTCOME-BASED LEARNING

- ✦ This differs from the traditional content-or competency-based learning in the sense that those types of learning were mainly content/skills driven and teacher/trainer centred
- ✦ Outcome-based learning is learner-driven and aimed at achieving outcomes



# Role of the lecturer

- ✦ The lecturer becomes more a facilitator learning by stimulating creativity, self learning and critical thinking
- ✦ Outcomes become more important to the lecturer than the written syllabus

# Assessment of outcome-based learning: Old approach

- ✦ Passive learners
- ✦ Exam driven
- ✦ Rote-learning
- ✦ Syllabus is content-based and broken down into subjects
- ✦ Textbook bound and teacher centred
- ✦ Syllabus is rigid and non-negotiable

# Old approach (Continue)

- ✦ Teachers responsible for learning
- ✦ Motivation dependent on personality of lecturer
- ✦ Emphasis on what the teacher hopes to achieve
- ✦ Content placed into rigid time-frames
- ✦ Curriculum development process not open to public comment



# New Approach

- ✦ Active learners
- ✦ Learners are assessed on an on-going basis
- ✦ Critical thinking, reasoning, reflection and action
- ✦ An integration of knowledge, learning relevant and connected to real-life situations

# New Approach (Continue)

- ✦ Learner-centred. Lecturer is facilitator. Lecturer constantly uses groupwork and teamwork
- ✦ Curricula seen as guides that allow lecturers to be innovative and creative
- ✦ Learners take responsibility for their learning. Pupils motivated by constant feedback and affirmation

# New Approach -Continue

- ◆ Emphasis on outcomes – what the learner becomes and understands
- ◆ Flexible time-frames allow learners to work at their own pace
- ◆ Comment and input from the wider community is encouraged
- ◆ Outcomes will be assessed in different ways and on an on-going basis

# New Approach - continue

- ✦ Assessment is an integral part of the whole system
- ✦ Students will not get marked just for remembering subject content
- ✦ Different aspects of the learner's abilities, such as creativity and critical thinking will also be assessed



# Critical Cross-field Outcomes (Essential outcomes)

Students should be able to demonstrate their ability to:

- ✦ Communicate effectively –language skills and written presentation
- ✦ Identify and solve problems by using creative and critical thinking
- ✦ Organise and manage themselves and their activities responsibly and effectively



# *REFLECTION*

- ✦ To what extent does your institution help students to communicate effectively by developing their language (English, Portuguese and Chewa) and written skills?
- ✦ To what extent does your institution help students to think critically and to solve problems?

# Essential outcomes (Continue)

- ✦ Use technology effectively and critically, showing responsibility towards the environment and the health of others
- ✦ Understand that the world is a set of related systems – problem solving do not exist in isolation
- ✦ Show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, entrepreneurial abilities.

# OBE and the learning process

- ✦ Outcomes-based education is a flexible, empowerment orientated approach to learning
- ✦ It aims at equipping learners with the knowledge, competence and orientation needed for success in their future professions.

# OBE will need changes

- ✦ Aspects such as teaching and learning models even timetabling will have to be adapted to optimise learning and ensure the development of effective learning institutions.



# The benefits for the student of OBE

- ✦ Students, actively involved with a curriculum that is relevant and learner-centred will blossom
- ✦ Students will have greater self-esteem because they will be allowed to develop at their own pace
- ✦ Learners will be trained to work effectively in groups



# The benefits for the student of OBE Continue

- ✦ Students will become analytical and creative thinkers, problem solvers and effective communicators
- ✦ They will know how to collect, gather and organise information and conduct research
- ✦ They will be more aware of their responsibilities to the environment and the people around them

# Lecturers: Central to the implementation of the OBE

- ✦ OBE requires lecturers to focus on the outcomes of education rather than merely teaching information.
- ✦ The lecturer will plan all activities around these outcomes
- ✦ Assessment will be on-going

# The role of lecturers (Continue)

- ✦ OBE encourages lecturers to translate the curriculum into something achievable. There must be a shift away from content-based programmes.
- ✦ In OBE lecturers are encouraged to find ways of providing conditions of success in the classroom. A positive learning environment is essential.

# Benefits to the lecturers

- ✦ Teaching will become a far more creative and innovative career.
- ✦ Lecturers will no longer feel the pressure of having to be the “source of all knowledge”
- ✦ *We will ultimately help to transform our continent in one which we all want to live, by producing thinking, caring students.*



# Affective educational goals

- ✦ In the process of writing and evaluating outcomes, we would not only look towards cognitive educational goals (knowledge and understanding) and psychomotor educational goals (skills), but also to **affective** educational goals (Attitudes and Values).



# Affective goals being neglected

✦ *"The expression of an institution's affective education goals for learners is the most neglected part of curriculum design in theological education"*

(Ford 1991)

# Examples of affective educational goals

- ✦ The affective educational goal grows out of the institution's vision and mission, value system and educational purpose.
- ✦ Typically one can then expect outcomes like: "The student demonstrates assurance of his call to salvation and Christian ministry" or the discipline, Church Polity, might include as affective goal: "The student demonstrates loyalty to the church and denomination."

# Problems with affective goals

- ✦ Expressing affective goals and objectives is not common amongst theological schools because of the difficulty to evaluate the affective performance. However, it should not be adequate grounds for avoiding them in an institution's curriculum design.

# Affective educational goals should be implemented

- ✦ With adequate curriculum supervision, affective educational goals should find a place in all courses.
- ✦ Such supervision should make spiritual formation part of the curriculum plan, lessening the need for special courses that focus on spiritual growing.



# *REFLECTION*

- ✦ Do all your modules have written outcomes?
- ✦ Are you satisfied with the way it is written?
- ✦ If not, when do you plan to re-write all the outcomes?



# ASSESSMENT OF LECTURERS

## ✦ By students

- Evaluation impersonal preferably on scale 1 – 5

## Things like:

- Knowledge of subject
- Preparation
- Presentations logically
- Does the lecturer give the context
- Does he/she keep with study guide
- Does he/she motivate the students
- Variety in presentations? (Audio visual etc)

# ASSESSMENT OF LECTURERS

## ✦ By Academic Dean

- Discuss student's and Admin's evaluations with every individual lecturer

## ✦ By colleagues

## ✦ By Administration

- Exam papers and memorandums on time?
- Gave tests and exams back on time?

# APPEAL

- ✦ If you would like to have an institution with high quality education and a professional approach – you should get your assessment/evaluation in order – the sooner the better.