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Linking learning outcomes, teaching, learning and assessment methods

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CBHE project: Establishing and development of Quality Assurance Centers at
Azerbaijan Universities

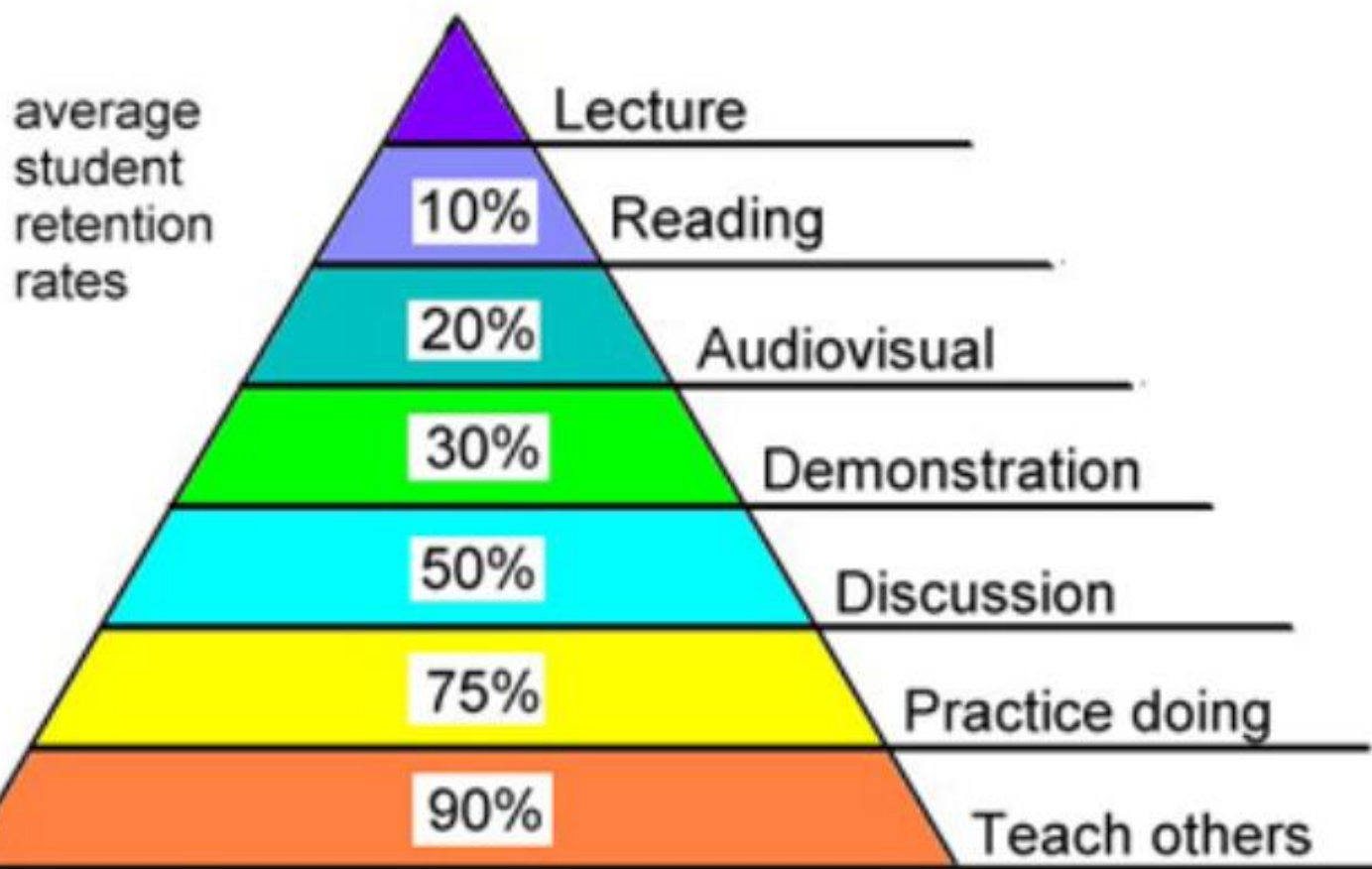
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Teaching, learning and assessment methods

Engaging students in active learning experiences: field trips, problem solving, note-taking with mind maps, short periods of discussions, etc.

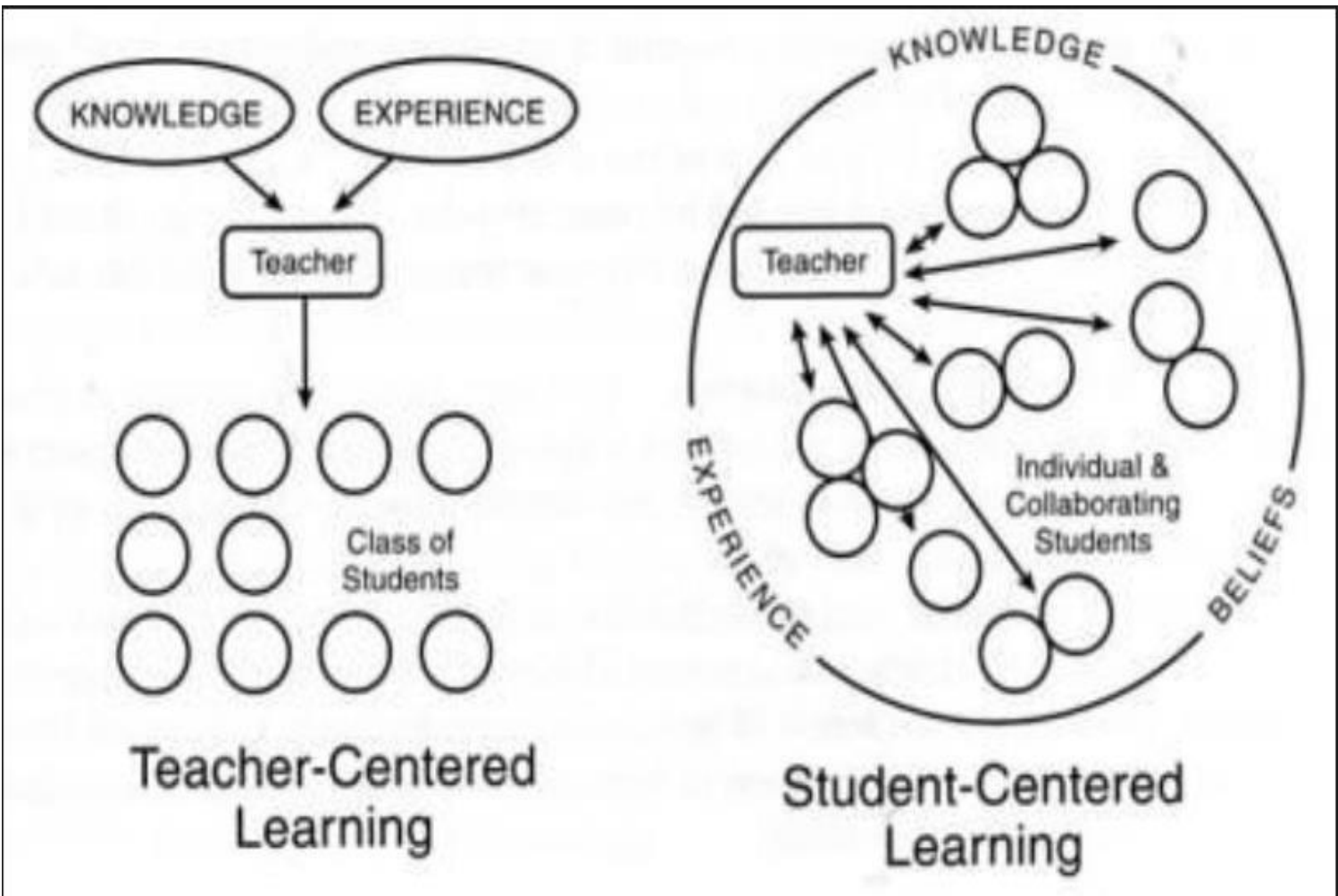
Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Teaching, learning and assessment methods

- Teacher's work should be oriented not to the instruction but to the empowerment of student



Teaching, learning and assessment methods

- ***Teacher-centered*** (traditional) methods: lecturing, demonstrating concepts, reading aloud, issuing instructions; students spend most of their time sitting in desks, listening, taking notes, giving brief answers to questions that the teacher asks, or completing assignments and tests.
- ***Student-centered*** (active, cooperative) learning methods: students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, brainstorm during class; work in teams on problems and projects within and outside the class.

Teaching, learning and assessment methods

Teacher-centred Learning	Student-centred Learning
Low level of student choice Student passive Power is primarily with teacher	High level of student choice Student active Power primarily with the student

Examples of student centred learning/teaching methods

Outside of the lecture format	In the Lecture
Independent projects	Buzz groups (short discussion in twos)
Group discussion	Pyramids/snowballing (Buzz groups continuing the discussion into larger groups)
Peer mentoring of other students	Cross-overs (mixing students into groups by letter/number allocations)
Debates	Rounds (giving turns to individual students to talk)
Field-trips	Quizzes
Practicals	Writing reflections on learning (3/4 minutes)
Reflective diaries, learning journals	Student class presentations
Computer assisted learning	Role play
Choice in subjects for study/projects	Poster presentations
Writing newspaper article	Students producing mind maps in class
Portfolio development	

Assessment of Learning Outcomes:

European Standards and Guidelines for Quality Assurance, 2015:

"Institutions should ensure that programmes are delivered in a way that encourages students to take an active role in creating the learning process and [should ensure] that the assessment of students reflects this approach."



Assessment of Learning Outcomes:

Assessment is a way of finding out what students know and can do.

Examination system tests if learning outcomes have been achieved.

Linking Learning Outcomes, Teaching and Learning Activities and Assessment

Learning Outcomes	Teaching and Learning Activities	Assessment
<p>Cognitive (Demonstrate: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)</p> <p>Affective (Integration of beliefs, ideas and attitudes)</p> <p>Psychomotor (Acquisition of physical skills)</p>	<p>Lectures</p> <p>Tutorials</p> <p>Discussions</p> <p>Laboratory work</p> <p>Clinical work</p> <p>Group work</p> <p>Seminar</p> <p>Peer group presentation etc.</p>	<ul style="list-style-type: none"> •End of module exam. •Multiple choice tests. •Essays. •Reports on lab work and research project. •Interviews/viva. •Practical assessment. •Poster display. •Fieldwork. •Clinical examination. •Presentation. •Portfolio. •Performance. •Project work. •Production of artefact etc.

Linking Learning Outcomes, Teaching and Learning Activities and Assessment

Learning outcomes of a course unit (module)	Teaching and learning methods	Assessment methods
The student is able to create an empirical research design in order to analyse the selected problem.	Literature studies, problem-oriented teaching in class; discussions in student groups, drafting of a plan for the analysis of the selected problem	The plan for the analysis of the selected problem drafted in writing
The student is able to collect qualitative data using the selected method/methods.	Problem-oriented teaching; preparation and taking of narrative interview with a respondent/respondents	Report on the qualitative research, which was autonomously implemented

Matching the Assessment to the Learning Outcome

Learning outcomes	Assessment?
<ol style="list-style-type: none">1. Demonstrate good presentation skills2. Formulate food product3. Identify an area for research4. Identify signs and symptoms of flu in a patient	<ol style="list-style-type: none">a) Multiple choice questionsb) Prepare a 1000 words research proposalc) Lab-based projectd) Make a presentation to peers

PRACTICAL ACTIVITY (20 min.)

- Based on the written Learning Outcomes select 2 LO's and apply the most suitable teaching, learning and assessment methods to achieve particular LO.

PRACTICAL ACTIVITY (20 min.)

Learning outcome	Teaching and learning methods	Assessment methods

PRACTICAL ACTIVITY (20 min.)

Levels of cognition according to B. Bloom's taxonomy	Verbs to be used when formulating purposes and learning outcomes	Assessment methods	Examples of assessment assignments
1. Knowledge Reproduction and provision of information (theories, facts) from memory. The lowest level.	To know, to remember, to recognise, to reproduce facts, concepts, terms; to define, to describe classifications, criteria, methods, rules, theories, laws, consistent patterns, conventional signs, tendencies.	<ul style="list-style-type: none"> • Written, verbal quiz • Testing • Concept maps 	<ul style="list-style-type: none"> • Open and closed-type questions / assignments: presentation of information / data (documents, texts, rules, dates, facts) from memory
2. Understanding Recognition of information, explanation of information using other words, rephrasing, description in another form.	To say in your own words, to translate (from one language into another), to rephrase, to interpret, to explain.	<ul style="list-style-type: none"> • Narration • Presentation • Written composition • Writing of a diary • Testing 	<ul style="list-style-type: none"> • To explain the steps of carrying out a complicated assignment in your own words • To retell or translate a text read in a foreign language
3. Application Acquired knowledge (theories, rules, laws, etc.) is applied in a variety of new situations.	To apply, to select, to adapt, to modify, to recalculate, to prepare, to transform, to abstract, to specify.	<ul style="list-style-type: none"> • Practical studies • Testing 	<ul style="list-style-type: none"> • To draw up a cost estimate using the pricelist • To assess the reliability of the test by applying the laws of statistics
4. Analysis The entirety is divided into components.	To separate, to distinguish, to establish elements, organisational principles, categories, relationship; to distinguish, to identify items, features that	<ul style="list-style-type: none"> • Writing of essays • Project-related activities • Testing • Concept maps • Case analysis • Graphic methods 	<ul style="list-style-type: none"> • To analyse the presented problem situation • To analyse the bibliographical source • To compare two phenomena, to distinguish