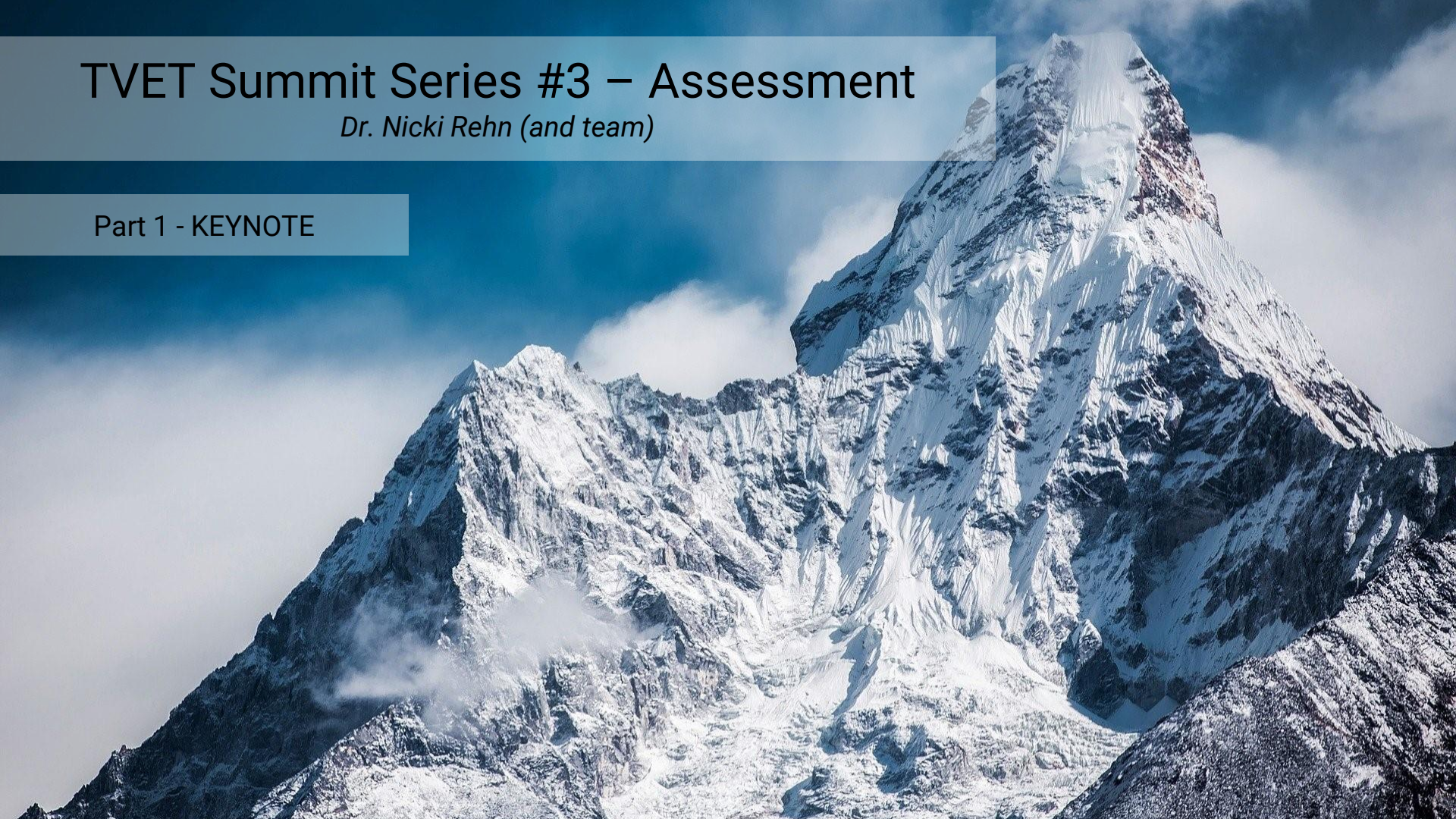


TVET Summit Series #3 – Assessment

Dr. Nicki Rehn (and team)

Part 1 - KEYNOTE

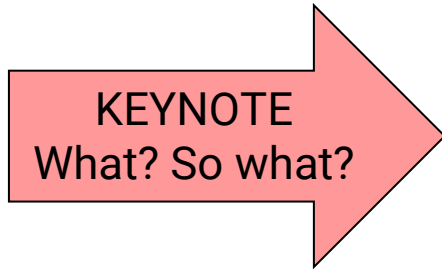


I respectfully acknowledge the six traditional Indigenous territories on which Coast Mountain College resides: Haida, Tshimshian, Haisla, Nisga'a, Gitksan, and Wet'suwet'en.

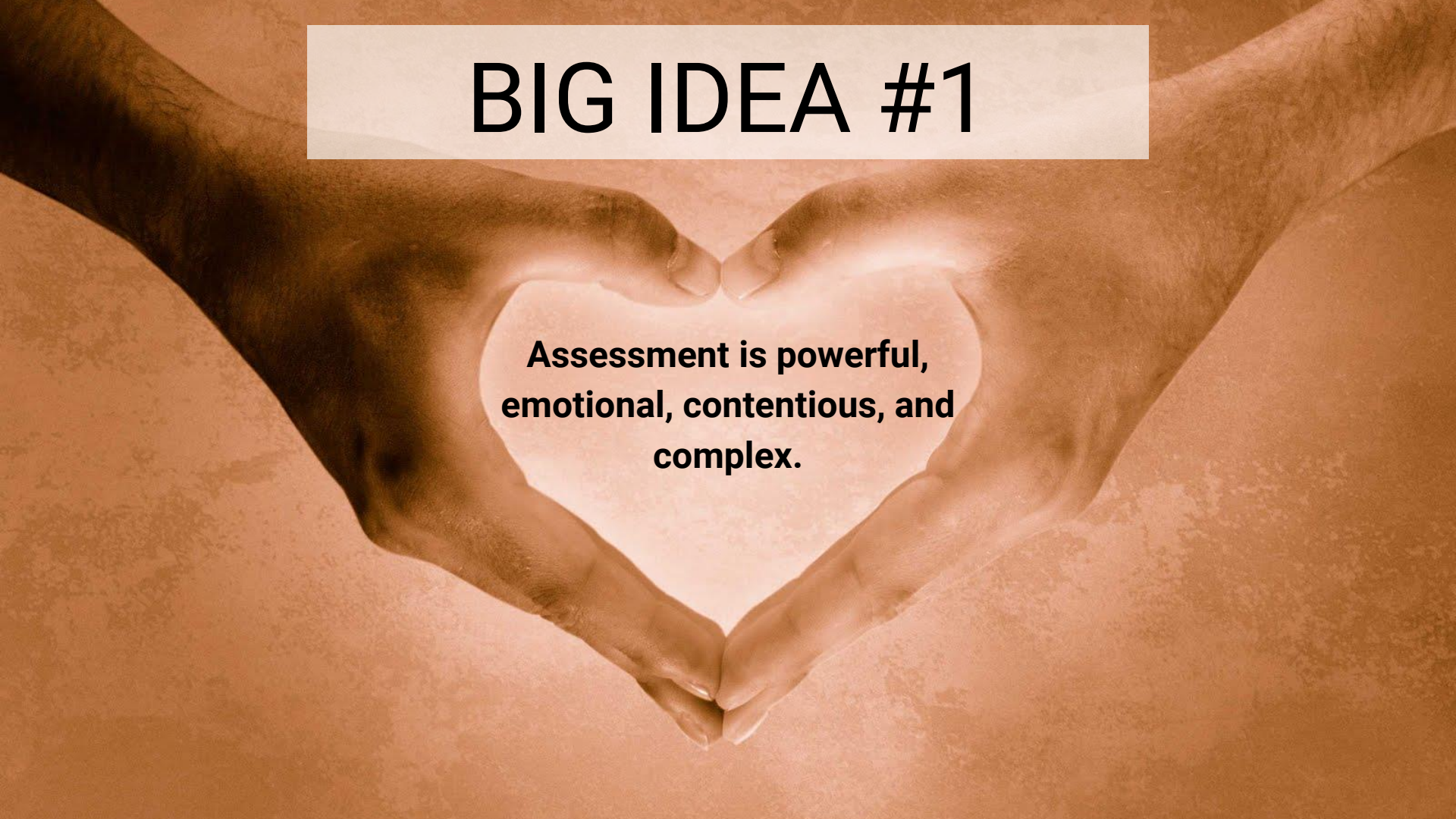


I am also grateful that I get to live, work and play on the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Stoney Nakoda Nations, the Metis Nation (Region 3), and all the people who make their homes in the Treaty 7 region of Southern Alberta.





BIG IDEA #1

A close-up photograph of two hands, one from a darker-skinned person and one from a lighter-skinned person, joined together to form a heart shape. The hands are positioned with fingers pointing outwards and thumbs meeting at the top. The background is a warm, textured orange-brown color. The heart shape formed by the hands is filled with a soft, glowing light.

**Assessment is powerful,
emotional, contentious, and
complex.**



Every act of assessment gives a message to students about what they should be learning and how they should go about it. (Boud, 1995)



BIG IDEA #2

**There are three competing purposes of
assessment:**

**Judgment and rank
Motivation
Learning**

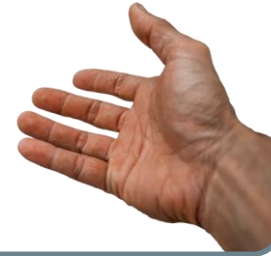




High-stakes
tests and
exams.
One-chance
performances



Marks and
points to
incentivize
behaviour.
Grades as a
currency.



Feedback
Formative
assessment
Authentic,
meaningful
assessments
Relationships



Judge
Evaluator
Gatekeeper



Game-
master
Banker
Carrot-on-
stick-holder



Coach
Mentor
Cheerleader
Designer
Curator

BIG IDEA #3

Alignment is everything. Design thinking gets you there.



```
graph LR; A[Identify outcomes.] --> B[Determine acceptable evidence of success.]; B --> C[Decide how to get there.];
```

**Identify
outcomes.**

**Determine
acceptable
evidence of
success.**

**Decide how
to get there.**

OUTCOME: Students will apply mathematical reasoning and procedures to basic measuring tasks (B4 Carpentry Level 1)



Identify
outcomes.

Determine
acceptable
evidence of
success.

Decide how
to get there.

ASSESSMENT: Students will measure a room in their house, and provide the dimensions in metric. They will show how to estimate a metric to imperial conversion, give the volume of room, the surface area of the walls, and the length from one floor corner to the opposite ceiling corner using Pythagoras. Students must prove their understanding of these concepts by providing worked calculations, sketches, and images as evidence.

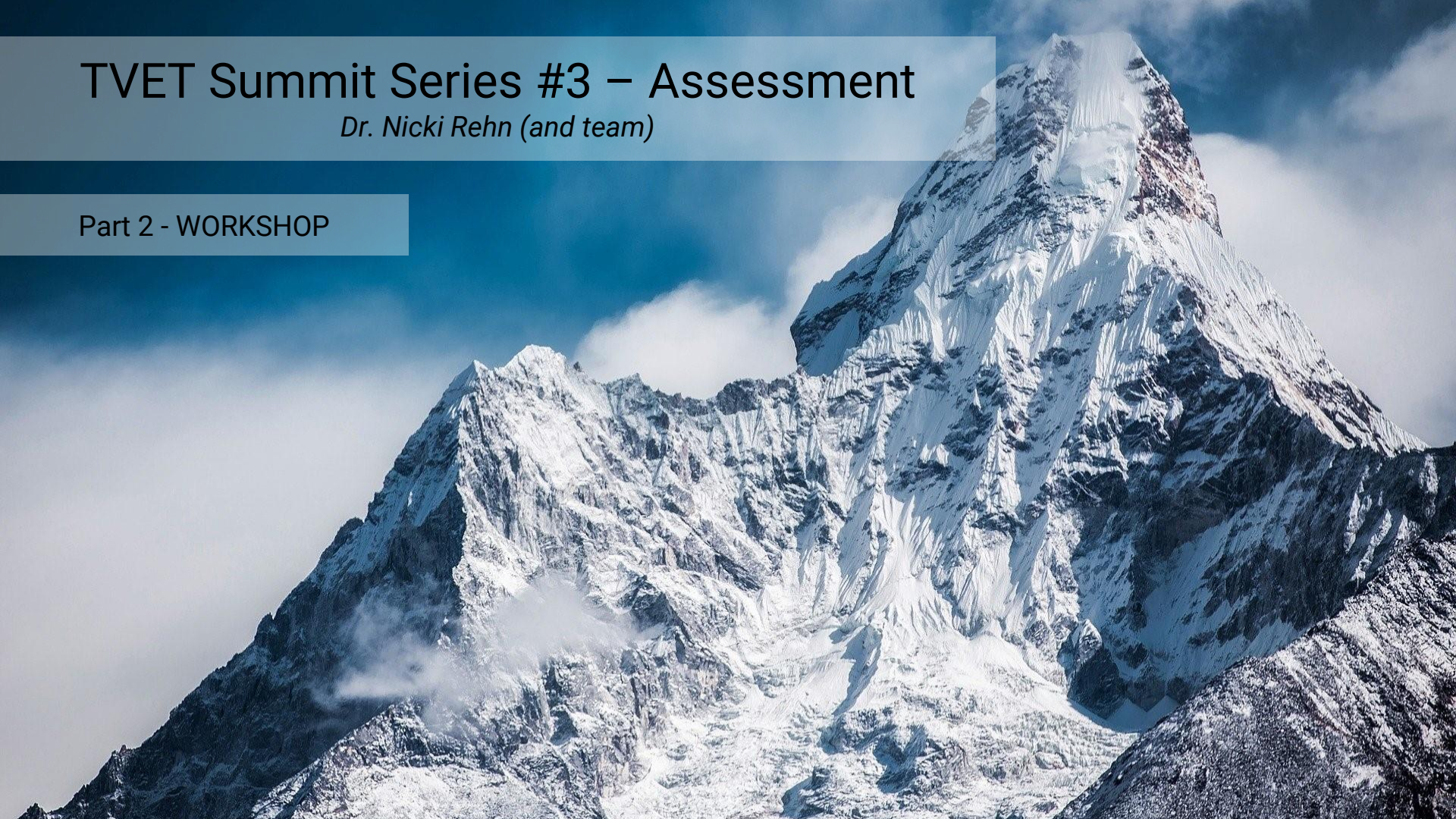


1. Assessment is powerful, emotional, contentious, and complex.
2. There are three competing purposes of assessment: judgment, motivation, and learning.
3. Alignment is everything. Design thinking gets you there.

TVET Summit Series #3 – Assessment

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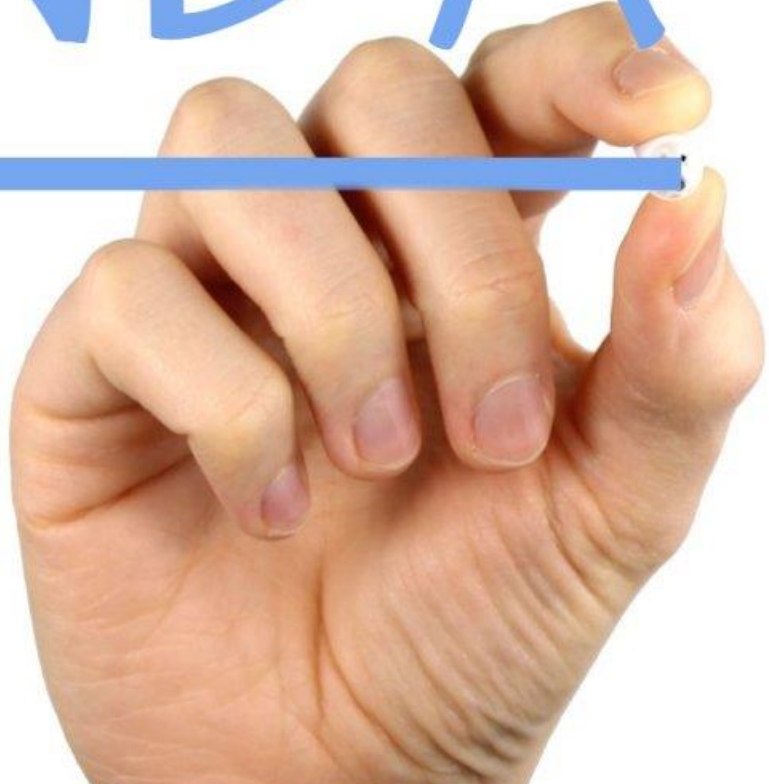
Part 2 - WORKSHOP



A yellow diamond-shaped road sign with a black border. The sign is centered against a background of a blue sky with wispy white clouds. The text on the sign is in a bold, black, sans-serif font, arranged in two lines: "Now" on the top line and "what?" on the bottom line.

**Now
what?**

AGENDA



At the end of this workshop, you will take away at least one new assessment practice that is authentic and aligned.

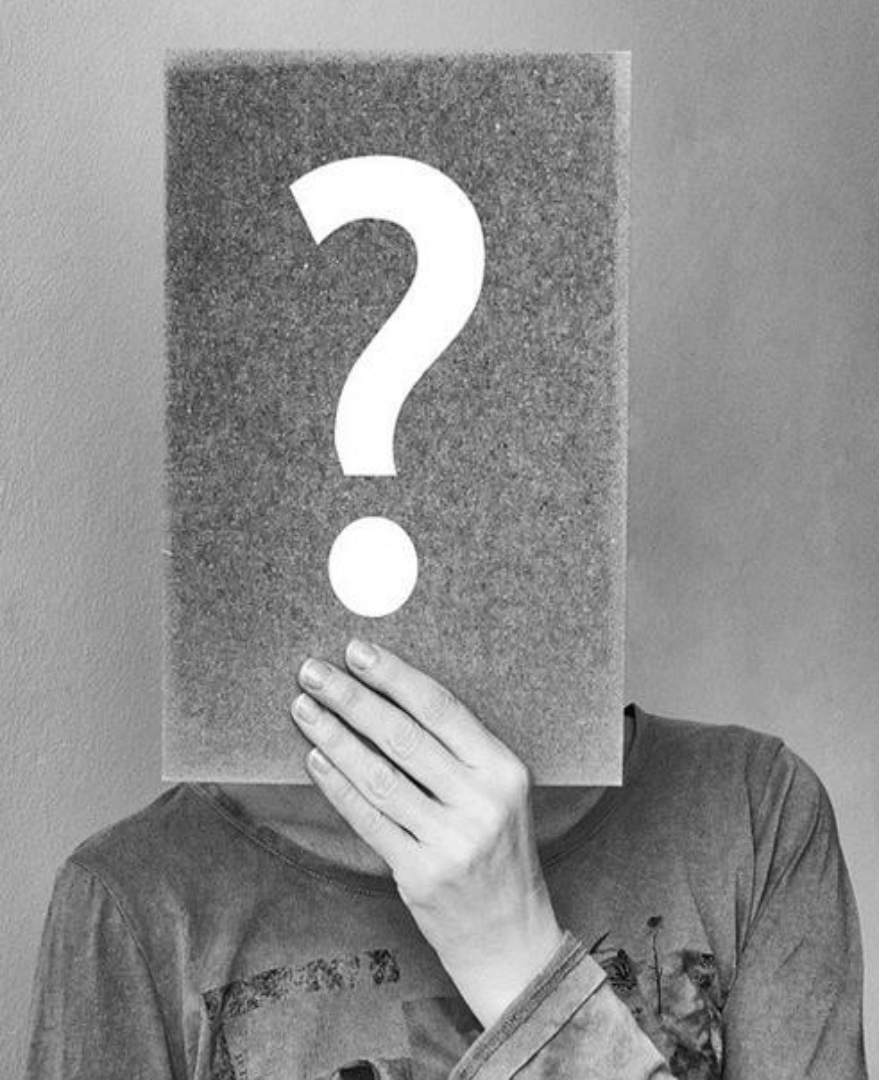
1. Now what? 4 x 15 minute blocks
2. But Nicki...Your objections answered
3. Conclusion

Oral exams/vivas

Example

- 10 minutes per student x 40 = approx. 10 hours over 2 days.
- Six questions given in advance. Instructor chooses one, students choose one. Probing and clarification follows. Plus problem-solving scenario.
- Students could follow-up with an “appendix”.
- VIU Welding example on Moodle
- Instructor marks on the spot with a broad category rubric (2-3 criteria that match outcomes, 3-4 degrees of quality).
- Jigsaw oral presentations





A different kind of test, a different kind of question.

Examples

- Don't ask the student what they know, ask how they know it and where they see it applied.
- Quiz for mastery – take as many times as you want until you reach 80%.
- Find the flaw, explain the mistake.
- Why is this answer correct, and the others wrong?
- Timed, open book high-level thinking questions requiring application, analysis, evaluation, and problem-solving.
- Submit one-page summaries/visual notes as appendix to quiz.

Open pedagogy as assessment

Example

- Students create question bank, including explanations about distractors.
- Student-made explainer videos.
- Non-disposable assignments
- Co-create rubrics and expectations around quality with your students.

Open Pedagogy



Digital Portfolio

Examples

- Evidence of competency and artifacts of learning vis-à-vis the outcomes.
- Websites, Google Apps, ePortfolio, blogs, audio/video clips.
- Use the practice to illustrate what is known about theory.
- Capstone projects

But Nicki....

“We have to prepare them for the high-stakes ITA and Red Seal multiple choice exams.”



How learning works

Encounter

- Read content module
- Listen to a lecture
- Watch a video
- Review an image
- Watch a demonstration
- Imagine the possible

Study

- Make connections
- Practice
- Apply concepts
- Create something new
- Troubleshoot a problem
- Summarize learning
- Articulate learning
- Explain to someone else
- Live quizzing

Test

- Read and process question
- Recall and retrieve content
- Choose correct answer

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Test

Read and process question
Recall and retrieve content
Choose correct answer

If we care about learning, we should care about this. How can you build your assessments so that students are held accountable to this critical stage?



But Nicki....

“I need to protect the integrity of my test questions.”



But Nicki....

“How do I stop my students from cheating?”



But Nicki....

“I’m not very creative. I can’t just think of new ideas.”



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