ICO Course Manual

*Using assessment and feedback to make learning visible for all*

Table of contents

[Basic information 1](#_Toc130807795)

[Summary of the setup of the course 1](#_Toc130807796)

[Course Set up 2](#_Toc130807797)

[Options to tailor this course to your current needs 3](#_Toc130807798)

# Basic information

**Course name: Innovative assessment research and implications for practice**

**Theme group: Assessment, evaluation and examination**

**Tutors: Judith Gulikers and Liesbeth Baartman (and guest lecturers)**

**ECTS***:* **56 hours (2 ECTS)**

**Course description**

This course engages students in innovative approaches to assessment and feedback. It challenges the why, what and how of assessment in a variety of contexts: collaborative assessment, assessment and feedback in hierarchical contexts, assessment that is inclusive for different students, assessment in innovative learning environments (such as transdisciplinary learning environments). Students experience more creative ways of making learning visible throughout the course and at the end of the course. And as feedback is such a key element of powerful assessment practices, and developing feedback literacy gains a lot of attention in assessment research, the course aims to empower students in asking better feedback questions to get more out of the PhD trajectory, both in terms of process and output (e.g articles).

## Summary of the setup of the course

*Just give a short summary. A more detailed description can be given in chapter on the course setup:*

|  |  |  |
| --- | --- | --- |
| Date and time | Subjects  | AssignmentDeadline |
| Dec 7th 2023 10:00-16.30 hUtrecht | Day 1 (morning) start up, getting to know each other and experimenting with feedback questions and emotions. Liesbeth Baartman & Judith Gulikers (and Renske de Kleijn)Day 1 (afternoon): assessment of collaborative learning. Jan Willem Strijbos, University of Groningen | Journalling throughout the sessions to grasp your learnings + asking a powerful feedback question to peers, supervisor or another expert. |
| Feb 1st 202410.00 – 16.30 Utrecht  | Day 2 (morning): Fairness as a quality criterion for assessment. What constitutes fair assessment for multilingual students? Marian van Popta and Liesbeth Baartman, HU University of Applied Sciences Utrecht.Day 2 (afternoon): assessment and uptake of feedback. Desiree Joosten-Ten Brinke, University of Maastricht. | Journalling throughout the sessions to grasp your learnings + asking a powerful feedback question to peers, supervisor or another expert |
| Feb 27th 202410.00-17.00 Utrecht  | Day 3 (morning): the why, what and how of assessment in transdisciplinary learningJudith Gulikers, Wageningen UniversityDay 3 (afternoon): creative and reflective sessions sharing your learnings Judith Gulikers & Liesbeth Baartman | Wrapping up of your final assignment during the session |

**Course objectives**

*After this course…*

* *You have broadened your perspective on what assessment and feedback can be and entail.*
* *You have developed the capability to ask better feedback questions that empower you during your Phd trajectory.*
* *You can reflect on the why, what and how of assessment and feedback in various situations (e.g. collaborative learning, innovative learning environments (e.g interdisciplinary, intercultural, transdisciplinary), hierarchy contexts and inclusivity) and what this means for educational practice as well as research.*
* *You are able to show your learning in more creative and reflective ways (i.e, assessment as making learning visible).*
* *You have developed a future perspective on assessment research, either from a deepening perspective, or a broadening perspective.*

**Requirements/entry level**

The ICO introductory course provides a broad idea of the research fields in this theme group. To get the most out of the sessions, it is helpful if students have an understanding of what assessment is, including that assessment can have different functions: assessment of / for / as learning. Reading Schellekens et al (2021) can be helpful as an introduction on these different functions of assessments.

Schellekens, L. H., Bok, H. G. J., de Jong, L. H., van der Schaaf, M. F., Kremer, W. D. J., & van der Vleuten, C. P. M. (2021). A scoping review on the notions of Assessment as Learning (AaL), Assessment for Learning (AfL), and Assessment of Learning (AoL). Studies in educational evaluation, 71, 101094. doi:<https://doi.org/10.1016/j.stueduc.2021.101094>

# Course Set up

|  |  |
| --- | --- |
|  **Type of course**: | [x]  Face-2-face course [x]  Blended Course [x]  Online Course |

### Specify the starting dates, end dates and other deadlines of the course:

See summary schedule above

### Give a description of the course and each of the course days

|  |  |
| --- | --- |
| Whole course | 1. *Preparation beforehand (reading /assignment)*: Per session, some preparation will be provided below. Moreover, some additional reading material will be provided, certainly for those students who choose the “deepening final assignment” (see final assignment below).
2. As a final assignment you can choose to take a deepening or broadening perspective.
	* Deepening: You deepen, elaborate on one of the guest lectures (de Kleijn, Strijbos, Joosten, van Popta, Gulikers) and connect this to your own research as well as to a future research and practice agenda.
	* Broadening: you try to find connections between the various guest lectures, your own current understanding of what assessment is and future directions in assessment research and practice.
3. *Final assessment and feedback / peer-feedback:*
	* *During the sessions students will be prompted to journal about their key learnings of the sessions. These insights should be used in the final assignment.*
	* *During the last course day we will make use of various creative forms of reflection (i.e, arts-based methods; reflection methods to make learning visible) that allow students to show their learnings. These forms of assessment challenge students to think about their learning and possibilities to show their learning (i.e. assessment) in different ways then we are mostly used to. Also in this final assignment students will be asked to wrap up with at least one POWER, CLOSER or SUPER feedback question (de Kleijn, 2021, see starting session) for the peers to discuss. An active engagement and preparation of this final assessment session will be required to finish the course.*
 |
| Day 17th December 202310.00 – 12.30 | **Introduction to this ICO course****Judith Gulikers and Liesbeth Baartman (course coordinators)***Short description*The morning session intends to get to know one another, and each other’s research in relation to assessment. How do you currently view assessment? What are your expectations of the course? What do you hope to get out of the course? Do you prefer to dig deeper into 1 session, or do you prefer to take the broader perspective (see description of differentiation assignments) and why?As feedback (feedback literacy, giving/receiving, using, seeking and asking feedback) is critical in assessment research, we are going to practice with some feedback activities.1) asking proper feedback questions using the framework of Renske de Kleijn (de Kleijn, 2021). We are going to introduce the common feedback pitfalls (Tielemans et al., 2022) and the POWER, SUPER, CLOSER feedback questions (de Kleijn, 2021) that can help you to ask better feedback from e.g. your supervisors and peers. This will be used during the course in several ways:- You are going to apply this to your own research when you introduce your own work (see preparation 1 below).- You are going to practice using this in asking feedback from your supervisor on either a process or product related to your PhD. - You are going to use this in your preparation of at least 1 guest lecture session. 2) Exploring the relationship between feedback and emotions doing an interactive activity. We will shortly introduce the importance of relationships and emotions in the feedback process. Students will explore their own emotional responses to feedback, which can improve feedback literacy and working relationships. ***Preparation beforehand (doing)***Task 1:Prepare a short 5-minute presentation (can be in any (creative) form) about your own research for your peers to get to know each other and each other’s work. Include (possible) connections of your research to assessment in general and specifically the guest lectures of this course. Include:* You research topic (if possible in connection to this course)
* How do you view assessment currently?
* What do you hope to get out of the course?
* Try to wrap up your introduction with a POWER or CLOSER or SUPER feedback question (de Kleijn, 2021). (just to practice, see literature below)

Task 2: Think about whether you want to deepen one of the guest lectures or whether you want to take a broader perspective connecting or comparing the various guest lectures. **Preparation (reading)*** de Kleijn, R. A. M. (2021). Supporting student and teacher feedback literacy: an instructional model for student feedback processes. *Assessment & Evaluation in Higher Education*, 1-15. doi:10.1080/02602938.2021.1967283

**Possible other readings** * de Kleijn, R. (April, 2022). Het (leren) stellen van een goede feedback vraag. Blog op toetsrevolutie. <https://toetsrevolutie.nl/?p=3278> (IN DUTCH)
* Tielemans, C. J. M., Eijkelboom, C. M. C. L., Lesterhuis, M., de Vreugd, L. B., Pennings, H. J. M., & de Kleijn, R. A. M. (9900). Receiving Feedback Is Not Easy! Six Common Pitfalls. *Academic Medicine*, 10.1097/ACM.0000000000005099. doi:10.1097/acm.0000000000005099
 |
| Day 17th December 202313.30 – 16.00 | **Guest lecture 1: Assessment of collaborative learning****Jan-Willem Strijbos (University of Groningen)***Short description*Over the past two decades, education at all levels has increasingly incorporated collaborative learning. However, when asked about experiences with collaborative learning, students typically mention (a) unequal participation by students—up to free-riding, and (b) dissatisfaction with the assessment of collaborative learning. Moreover, teachers often express they find assessment of collaborative learning challenging. In this talk I will address the position of assessment within an overall perspective on the design of collaborative learning, as well as issues regarding construct validity and the degree to which the assessment of collaborative learning is (mis)aligned with student behavior from the assumption that an assessment ought to reflect students’ individual domain-specific ability. Finally, I will address challenges and potential solutions for assessment of (computer-supported) collaborative learning. In particular I will highlight the role and added value of peer assessment and peer feedback for assessment of collaborative learning. It is essential that we deepen our understanding of methods to assess collaborative learning, as well as the implications (intended or unintended), to enhance teacher, student and researcher awareness for as well as the need to develop ‘collaborative learning assessment literacy’.*Work form(s)*Lecture, discussion and short interactive assignment*Preparation beforehand*Required reading:- Strijbos, J. W. (2011). Assessment of (computer-supported) collaborative learning. *IEEE Transactions on Learning Technologies*, *4*(1), 59-73. [https://doi.org/10.1109/TLT.2010.37](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1109%2FTLT.2010.37&data=05%7C01%7Cliesbeth.baartman%40hu.nl%7C810e4f5836304ca49fab08db6d81e823%7C989329099a5a4d18ace47236b5b5e11d%7C0%7C0%7C638224176942019706%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=oIiCIhYJTFf2StZ42zNGWcD%2FdIXvnFGiIWj%2FTPpgTIg%3D&reserved=0)- Meijer, H., Hoekstra, R., Brouwer, J., & Strijbos, J. W. (2020). Unfolding collaborative learning assessment literacy: A reflection on current assessment methods in higher education. *Assessment & Evaluation in Higher Education*, *45*(8), 1222-1240. [https://doi.org/10.1080/02602938.2020.1729696](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1080%2F02602938.2020.1729696&data=05%7C01%7Cliesbeth.baartman%40hu.nl%7C810e4f5836304ca49fab08db6d81e823%7C989329099a5a4d18ace47236b5b5e11d%7C0%7C0%7C638224176942019706%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BAre173noLVtUW5J6s%2B6XNZiMJQKFjTddDcAllOBpDk%3D&reserved=0) |
|  |  |
| Day 2 | **Guest lecture 2: Fairness as a quality criterion for assessment. What constitutes fair assessment for multilingual students?****Marian van Popta and Liesbeth Baartman (HU University of Applied Sciences Utrecht)***Short description*In this guest lecture we will discuss what fairness in assessment means when we take the perspective of multilingual students. Mostly, assessments (in the Netherlands) are in Dutch, which can disadvantage multilingual students who are most fluent in their home language. Assessment accommodations like visual and auditive support, or translation of tests into students’ home languages contribute to fairness of existing tests. However, multilingual pupils differ in their needs of assessment strategies to show their capabilities. New perspectives on fairness and inclusive assessment are presented and discussed, both for formative and summative uses of assessment information. After this guest lecture you will:* Be able to discuss fairness of assessment from different viewpoints, including that of multilingual students
* Be able to discuss possible “solutions” to enhance fairness of assessment

*Work forms*Lecture, interactive discussions *Preparation beforehand:*Required reading:* Joanna Tai, Rola Ajjawi & Anastasiya Umarova (2021): How do students experience inclusive assessment? A critical review of contemporary literature, International Journal of Inclusive Education, DOI: 10.1080/13603116.2021.2011441
* De Backer, F. (2020). Bridging the gap between learning and evaluation: lessons learnt from multilingual pupils. *Journal of Applied Linguistics and Professional Practice, 14*(1), 96-118.

Further reading (not required):* Nyoli Valentine, Steven J. Durning, Ernst Michael Shanahan, Cees van der Vleuten & Lambert Schuwirth (2022): The pursuit of fairness in assessment: Looking beyond the objective, Medical Teacher, DOI: 10.1080/0142159X.2022.2031943
* Nieminen, J. H. (2023). Unveiling ableism and disablism in assessment: a critical analysis of disabled students’ experiences of assessment and assessment accommodations. *Higher Education*, *85*(3), 613-636.
* De Backer, F., Slembrouck, S., & Van Avermaet, P. (2020). Functional use of multilingualism in assessment: opportunities and challenges. *Research Notes (Cambridge Assessment English)(78),* 35-43.
 |
| Day 2 | **Guest lecture 3: Upward feedback****Desiree Joosten-ten Brinke (Maastricht University)***Short description*In many professions, people work together in teams where there are differences in hierarchy. Think of students and supervisors or assessors, operating room assistants and surgeons, teachers and school leaders, or doctoral students and their supervisors. To function optimally as a team, giving and receiving feedback properly is crucial. We know from research that this feedback process is not easy, but this process may be even more complicated if you want to give feedback to someone higher in hierarchy than yourself. We call this type of feedback upward feedback. In this session, we will first go into the concept of upward feedback and what it takes to realize good upward feedback. Then we will look at our own practice. What do you notice about upward feedback in your research team? What goes well or not so well? What does upward feedback look like in your research project or process as a PhD student and what do you need to optimize this process? *Work forms*Lecture and applying the upward feedback ideas in your own practice. How to improve your own feedback engagements (e.g. with a colleague, supervisor, students) using the insights from the literature and lecture?*Preparation beforehand:*Required reading:Van de Walle-Van de Geijn, B. F. H., Joosten-ten Brinke, D., Klaassen, T. P. F. M., Van Tuijl, A. C., & Fluit, C. R. M. G. (2020). Upward feedback in nursing education: a matter of giving, taking and asking. Nurse education in practice, 45, 102792. Doi: 10.1016/j.nepr.2020.102792. |
|  |  |
| Day 3 | **Guest lecture 4: The why, what and how of assessment in transformative learning environments.** **Judith Gulikers, Wageningen University***Short introduction*To current world is facing global, sustainability challenges (e.g climate change, food security, health for all people etc). These challenges are open ended, uncertain and complex. Education should allow student to develop the ability to navigate these challenges and their uncertainty and complexity and learning with and from the variety of perspectives. This is often done via inter- or transdisciplinary learning environments (e.g challenge based learning, place-based learning, boundary crossing learning, learning communities etc). These contexts require different assessment approaches, in terms of why, what and how of assessment. In building up the argument for the *why* this contribution focusses on using assessment for sustainable purposes (Boud & Soler, 2016) serving both short-term goals and fostering students’ self-regulatory learning and feedback literacy for the long-term (Malecka et al., 2022). Moreover, I will argue that these assessments should allow, or even stress, students to be different (assessment for distinctiveness (St Jorre et al., 2021) and be inclusive (Nieminen, 2022). The *what* will address the importance of looking at processes present in dealing with uncertain problems (e.g., boundary crossing; Gulikers & Oonk, 2019), allowing learning surprises (Baggen et al., 2022), and developing successcriteria together with students (Winstone et al., 2017). With respect to the *how* a wider palet of assessment forms (e.g arts-based; reflective methods; emotion inclusive, see round up session), feedback loops and principles of programmatic assessment will be discussed. *Work forms** Start up assignment to engage in prior knowledge activation on the why, what, how and challenges of assessment in innovative learning environments
* Lecture
* Expert group method digging into one of the key concepts addressed in the lecture and pitching this to each other. *For this, you should bring a device with you to look up literature or resources during the session*
 |
| Day 3 | **Round up**During the last course day we will make use of various creative forms of reflection (i.e, arts-based methods; reflection methods to make learning visible) that allow you to show your learnings. These form of assessment challenge you to think about your learning and possibilities to show your learning (i.e. assessment) in different ways then we are mostly used to. Also in this final assignment you wrap up with at least on POWER, CLOSER of SUPER feedback question (de Kleijn, 2021) for peers to discuss. *An active engagement and preparation of this final assessment session (i.e., see preparation) will be required to finish the course. This mean that during this last day your need to be able to show 1) you developed insights in assessment (making use of the deepening or broadening assignment; connecting to your own research if possible) 2) your learning surprises 3) your POWER, SUPER of CLOSER feedback question and 4) our ideas for the future of assessment research and assessment.* *Preparation:* * *Scan through the document of Gordijn et al (2018) and Pearson et al. (2018) to identify a method that suits you to show, visualise, discuss your learning throughout the course. You should be able to at least address the 4 elements mentioned above. These will be further explained during the first day*
* *You can use one hour during the last day to actually finish your learning product (you should already prepare if you like a bit)*
* *If you need material for your activity, make sure to bring it and contact the course coordinators to discuss possibilities*

*Gordijn, F., Eernstman, N., Helder, J., & Brouwer, H. (2018).*Reflection methods : practical guide for trainers and facilitators: Tools to make learning more meaningful*. Wageningen Centre for Development Innovation. https://doi.org/10.18174/439461**Pearson, K.R., Backman, M., Grenni, S., Moriggi, A., Pisters, S., Vrieze de, A. (2018). Arts-Based Methods for Transformative Engagement: A Toolkit. Wageningen: SUSPLACE.*[*https://doi.org/10.18174/441523*](https://doi.org/10.18174/441523) |

**Specification of the workload:**

*3 full days of f2f meetings: 24 hours*

*Preparations: 6 x 2 hours of reading and preparing per session = 12 hours*

*Sharing journalling learnings and powerful feedback questions in between sessions = 8 hours*

*Deepening or broadening activity as part of final assignment = 6 hours*

*Preparing the final assessment (choosing a format and preparing the learnings) = 6 hours*

# Options to tailor this course to your current needs

ICO considers it very important that PhD candidates can tailor the courses to their current needs, so that they can make the most of these courses within their PhD trajectory. Hence, the present course offers you several options to tailor the content and assignments to your needs.

You can tailor the *content* of this course to your current needs as follows:

[x]  Before or during the first meeting, you can *indicate specific topics* you would like to see covered during the course. The course coordinator(s) take(s) these wishes into account as much as possible.

You can tailor the *assignments* of this course to your current needs as follows:

[x]  You can tailor one or more of the assignments to your own interests and/or learning goals.

Do you feel the need to discuss how you can make the most of this course within your PhD trajectory? Then please contact the course coordinator(s) as follows:

Judith Gulikers: judith.gulikers@wur.nl

Liesbeth Baartman: Liesbeth.baartman@hu.nl