




**TALOE**  
TIME TO ASSESS  
LEARNING  
OUTCOMES  
IN E-LEARNING

TALKS ON  
E-ASSESSMENT AND  
LEARNING OUTCOMES

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**TALOE**

webinars

# The TALOE web tool- which e-assessment strategies to choose?

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On-line Educa, Berlin  
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## What are we going to talk about?

- TALOE web tool – how to decide on the e-assessment strategies to use in online courses
  - how to use it?
  - what is the theoretical background of the tool?
  - who has prepared the tool?

So, let's see what it is about!





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## What can you do with the tool?

- Check if the existing assessment methods in courses are in line with the stated learning outcomes
- Use it as help in decision on the most appropriate assessment methods for the new course or module



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# How to use TALOE web tool

<http://taloetool.up.pt/>

The screenshot shows the TALOE webtool interface. At the top, there is a navigation bar with links: About TALOE Webtool, Ask for Assessment Advice, Writing Learning Outcomes, Assessment Methods, Case Studies, Help, and a search box. The main content area is titled "About TALOE Webtool" and includes a welcome message, a list of purposes, a description of the tool's matrix, and two steps for using the tool. A sidebar on the right contains links for "Submit your feedback!", "TALOE Project", and "Recent News".

**About TALOE Webtool**

Submit your feedback!

TALOE Project

Recent News

3rd TALOE Newsletter is now available

Welcome to the TALOE webtool that will help you decide which e-assessment strategies to use in your online courses. The tool can be used in two ways:

- Check if the existing assessment methods in existing course are in line with the stated learning outcomes
- Help you make decisions on the most appropriate assessment method for the new course or module

The webtool consists of the matrix that aligns the six categories of the cognitive process dimension and relative cognitive processes with the six categories of the general assessment (based on the ALOA model) each with subcategories.

**How to use the webtool**

The TALOE webtool will guide you through two steps that will help you to better define your learning outcomes and to decide adequate assessment strategies for each learning outcome.

**Step 1**

During this stage you will be asked to describe the Learning Outcomes you want your students to achieve. Please keep in mind that the Learning Outcomes should be described in a clear way and kept simple. If you have difficulties with this stage, or you wish to learn more about how you can better write learning outcomes please go to the section [Writing Learning Outcomes](#).

**Step 2**

After defining your learning outcome you will be asked to choose the verb/verbs that best describe it.

**Go through the process and receive the assessment advice for your course!**



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# Write your learning outcome

The screenshot shows the 'Ask for Assessment Advice' page of the TALOE web tool. At the top, there is a navigation menu with links: 'About TALOE Webtool', 'Ask for Assessment Advice', 'Writing Learning Outcomes', 'Assessment Methods', 'Case Studies', and 'Help'. A search bar is located on the right side of the menu.

The main content area is titled 'Ask for Assessment Advice'. It contains two steps:

- Step 1:** 'Choose the learning outcome you want your students to achieve. You can write the learning outcome in the box below.' Below this text is a text input field containing the text 'explain the difference between metals and non-metals'. A blue arrow points to this field from the left.
- Step 2:** 'Please select from one or more of the tabs below the verb or the verbs (maximum 3) that better describes the Learning Outcome:'. Below this text are six tabs: 'Remember', 'Understand', 'Apply', 'Analyze', 'Evaluate', and 'Create'. Underneath the tabs are two checkboxes:
  - Recognizing – Locating knowledge in long-term memory that is consistent with presented material
  - Recalling – Retrieving relevant knowledge from long-term memory

At the bottom of the main content area, there is a button labeled 'Check assessment methods'.

On the right side of the page, there are three sections:


- 'Submit your feedback!' with a link.
- 'TALOE Project' with a link.
- 'Recent News' with the text '3rd TALOE Newsletter is now available'.

At the bottom right, there is a link for 'TALOE Assessment Platform > Ask for Assessment Advice'.



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# Select three verbs that describe the LO



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About TALOE Webtool
Ask for Assessment Advice
Writing Learning Outcomes
Assessment Methods
Case Studies
Help

## Ask for Assessment Advice

**Step 1:** Choose the learning outcome you want your students to achieve. You can write the learning outcome in the box below.

explain the difference between metals and non-metals

**Step 2:** Please select from one or more of the tabs below the verb or the verbs (maximum 3) that better describes the Learning Outcome:

Remember

Understand

Apply

Analyze

Evaluate

Create

- Interpreting – Changing from one form of representation to another
- Exemplifying – Finding a specific example or illustration of a concept or principle
- Classifying – Determining that something belongs to a category
- Summarizing – Abstracting a general theme or a major point
- Inferring – Drawing a logical conclusion from presented information
- Comparing – Detecting correspondences between two ideas, objects or the like
- Explaining – Constructing a cause-and-effect model of a system

Check assessment methods

[Submit your feedback!](#)

**TALOE Project**

Recent News

3rd TALOE Newsletter is now available

[TALOE Assessment Platform >](#)  
Ask for Assessment Advice



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# Results

Search
[About TALOE Webtool](#)
[Ask for Assessment Advice](#)
[Writing Learning Outcomes](#)
[Assessment Methods](#)
[Case Studies](#)
[Help](#)

## Results

This is your learning outcome:

explain the difference between metals and non-metals

**You consider that the verbs that better describe the Learning Outcome are:** *Classifying Comparing Explaining*

**Based on the information provided, we suggest the following e-assessment methods:**

- ### 1. MCQ Understand

Response requires recall of more than one correct item of information, may involve a number of unconnected items. Test item asks to compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify.
- ### 2. Reflective practice – reflective observation

In the 'Reflective Observation' stage the student will describe and critically reviews his learning experience. He will analyze and make judgments of his performance. Other students, teachers or employers might make contributions regarding observation and judgment.
- ### 3. Essay – Assertion

The student is given a statement and is expected to examine the pros and cons, focusing on evidence in favour and against it. The student will interpret the statement and will recall relevant knowledge, including evidence and examples that support or not the statement. He will organize his arguments and at the end he will probably make some judgment on the statement.

**For more information regarding the recommended methods please check the section [Assessment methods](#).**

[Submit your feedback!](#)

[TALOE Project](#)

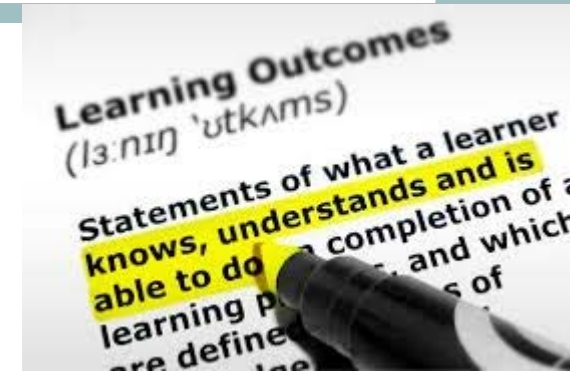
Recent News

3rd TALOE Newsletter is now available

[TALOE Assessment Platform > Results](#)



## About learning outcomes



- A learning outcome (LO) is the specification of what a student should learn as the result of a period of specified and supported study
- Outcomes are usually expressed as knowledge, skills, or attitudes
- They can be defined at different levels:
  - LO of the study programme
  - LO of the course
  - LO of the module





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## Learning Outcomes should be



### Stated from the student's position

- *Student will understand the nine reasons for conducting a need assessment*
- *Student will be able to explain advantages and disadvantages of on-line communication*

### Observable and measurable

- *Student will be able to list nine reasons for conducting a need assessment*
- *Student will be able to summarize three major groups of learning theories and their representatives/authors of some theories*

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## Constructive alignment

- a principle used for devising teaching and learning activities, and assessment tasks, that directly address the learning outcomes intended in a way not typically achieved in traditional lectures, tutorial classes and examinations (Biggs and Tang, 2011).
- Approach where planning of the course starts with clear vision of learning outcomes
- LO of the course should be aligned with content and activities in course and with assessment methods



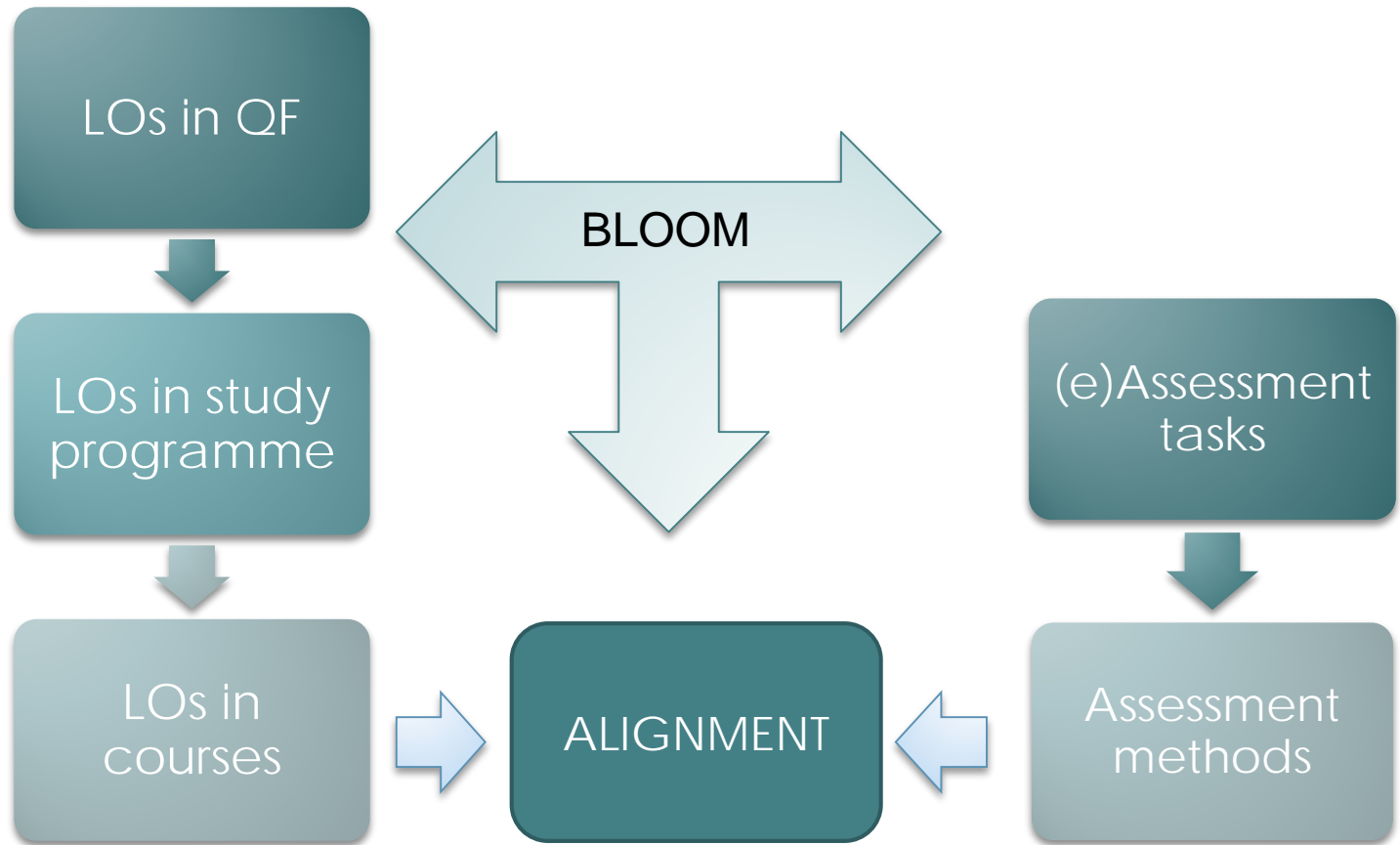
*What do we  
hope students will learn?*

*How do we know that  
they have learned?*

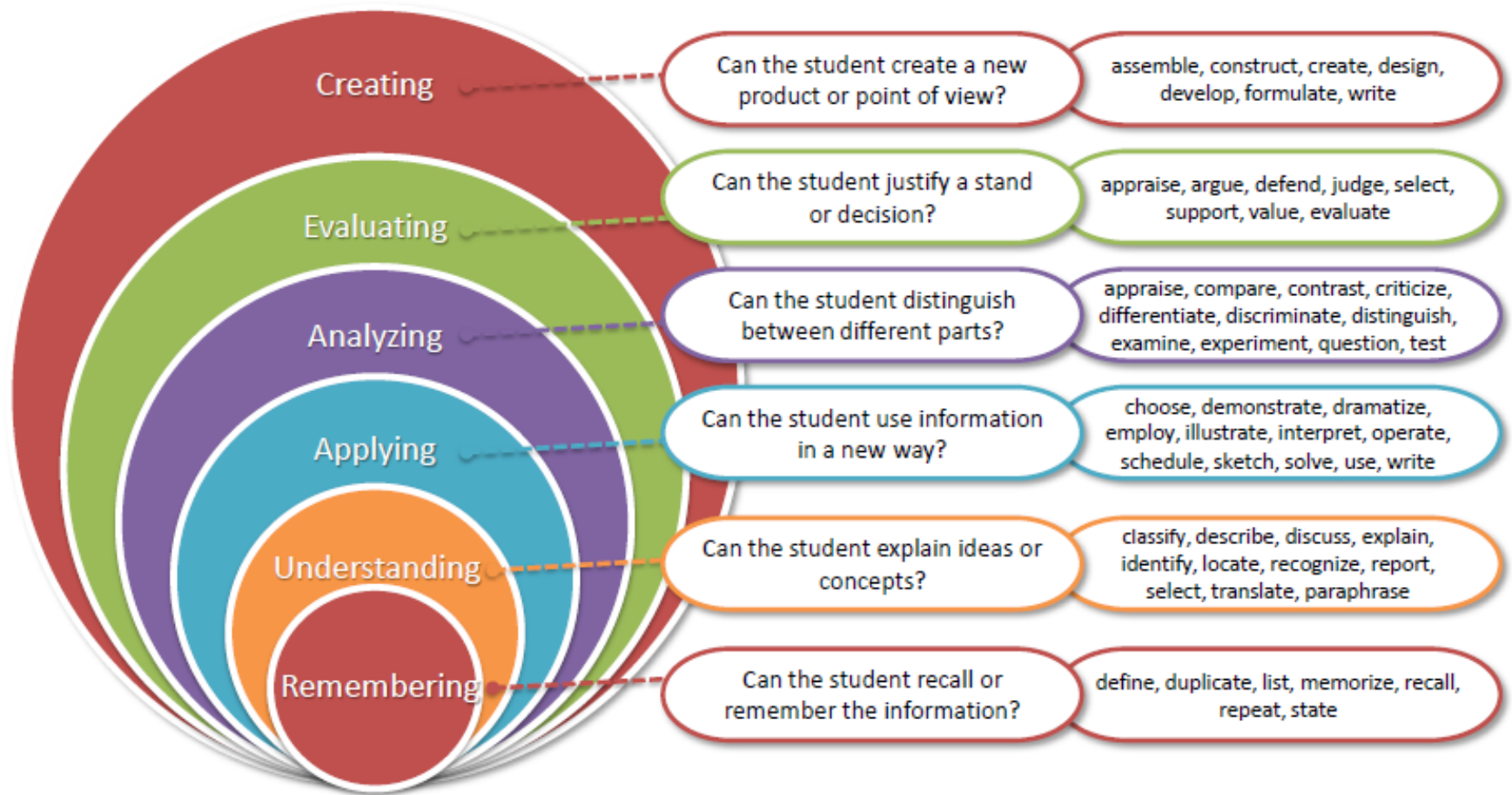
# The ALOA conceptual model



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# Bloom's Taxonomy (Revised)





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# The cognitive process dimension – categories, cognitive processes

lower order thinking skills				higher order thinking skills	
remember	understand	apply	analyze	evaluate	create
recognizing <ul style="list-style-type: none"> <li>identifying</li> </ul> recalling <ul style="list-style-type: none"> <li>retrieving</li> </ul>	interpreting <ul style="list-style-type: none"> <li>clarifying</li> <li>paraphrasing</li> <li>representing</li> <li>translating</li> </ul> exemplifying <ul style="list-style-type: none"> <li>illustrating</li> <li>instantiating</li> </ul> classifying <ul style="list-style-type: none"> <li>categorizing</li> <li>subsuming</li> </ul> summarizing <ul style="list-style-type: none"> <li>abstracting</li> <li>generalizing</li> </ul> inferring <ul style="list-style-type: none"> <li>concluding</li> <li>extrapolating</li> <li>interpolating</li> <li>predicting</li> </ul> comparing <ul style="list-style-type: none"> <li>contrasting</li> <li>mapping</li> <li>matching</li> </ul> explaining <ul style="list-style-type: none"> <li>constructing models</li> </ul>	executing <ul style="list-style-type: none"> <li>carrying out</li> </ul> implementing <ul style="list-style-type: none"> <li>using</li> </ul>	differentiating <ul style="list-style-type: none"> <li>discriminating</li> <li>distinguishing</li> <li>focusing</li> <li>selecting</li> </ul> organizing <ul style="list-style-type: none"> <li>finding coherence</li> <li>integrating</li> <li>outlining</li> <li>parsing</li> <li>structuring</li> </ul> attributing <ul style="list-style-type: none"> <li>deconstructing</li> </ul>	checking <ul style="list-style-type: none"> <li>coordinating</li> <li>detecting</li> <li>monitoring</li> <li>testing</li> </ul> critiquing <ul style="list-style-type: none"> <li>judging</li> </ul>	generating <ul style="list-style-type: none"> <li>hypothesizing</li> </ul> planning <ul style="list-style-type: none"> <li>designing</li> </ul> producing <ul style="list-style-type: none"> <li>constructing</li> </ul>

(Table adapted from Anderson and Krathwohl, 2001, pp. 67–68.)



## E-assessment - definition

- e-Assessment is the end-to-end electronic assessment processes where ICT is used for the presentation of assessment activity, and the recording of responses. This includes the end-to-end assessment process from the perspective of learners, tutors, learning establishments, awarding bodies and regulators, and the general public. (JISC/QCA)
- e-assessment refers to assessment methods and practices that emphasize the role of information technology relative to measuring students' learning.



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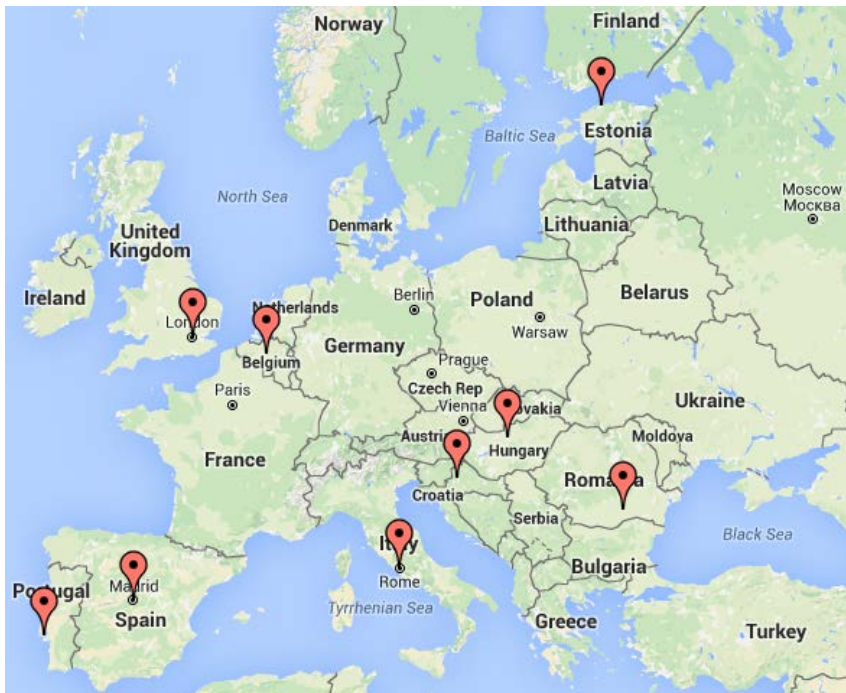
## Advantages of e-assessment

- immediate feedback to students,
- allows rehearsal and revision,
- immediate feedback to staff,
- allows evaluation of a course's strengths and weaknesses,
- can be linked to other computer-based or online materials.



## About the TALOE Team

- University of Porto, Portugal
- Dennis Gabor College, Hungary
- University of Zagreb, Croatia
- University of Padova, Italy
- National Distance Education University, Spain
- Innovate4Future - Center for Advanced Educational Solutions, Romania
- Information Technology Foundation for Education, Estonia
- European Distance and E-Learning Network - EDEN, United Kingdom
- European University Continuing Education Network - EUCEN, Belgium







## You might also be interested in...

- **Talks on E-assessment and Learning Outcomes** – series of webinars organised by TALOE
  - [Content analysis and critical thinking – An Assessment Study](#) by Antonella Poce
  - [Assessment Strategy: Managing and Supporting Assessment Designers](#) by James Brunton and Elain Walsh
  - [Reflections on collaborative assessment: materiality, dialogue and group connoisseurship](#) by Clara O'Shea and Tim Fawns
  - [A journey through the assessment and feedback landscape: from principles to effective practice](#) by Dr. Gill Ferrell
  - [Composing assessment for the multimodal classroom](#) by James Lamb
  - [Mind the gap! Perceptual differences and learning](#) by Steve Wheeler
  - [Be aware what you are asking for! Assessment criteria and analytics](#) by Blaženka Divjak



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More information about the TALOE project and web tool

<http://taloe.up.pt>

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E-learning Centre



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