TALOE
TIME TO ASSESS LEARNING OUTCOMES IN E-LEARNING

TALKS ON E-ASSESSMENT AND LEARNING OUTCOMES
organized by srce
TALOE webinars

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

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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?

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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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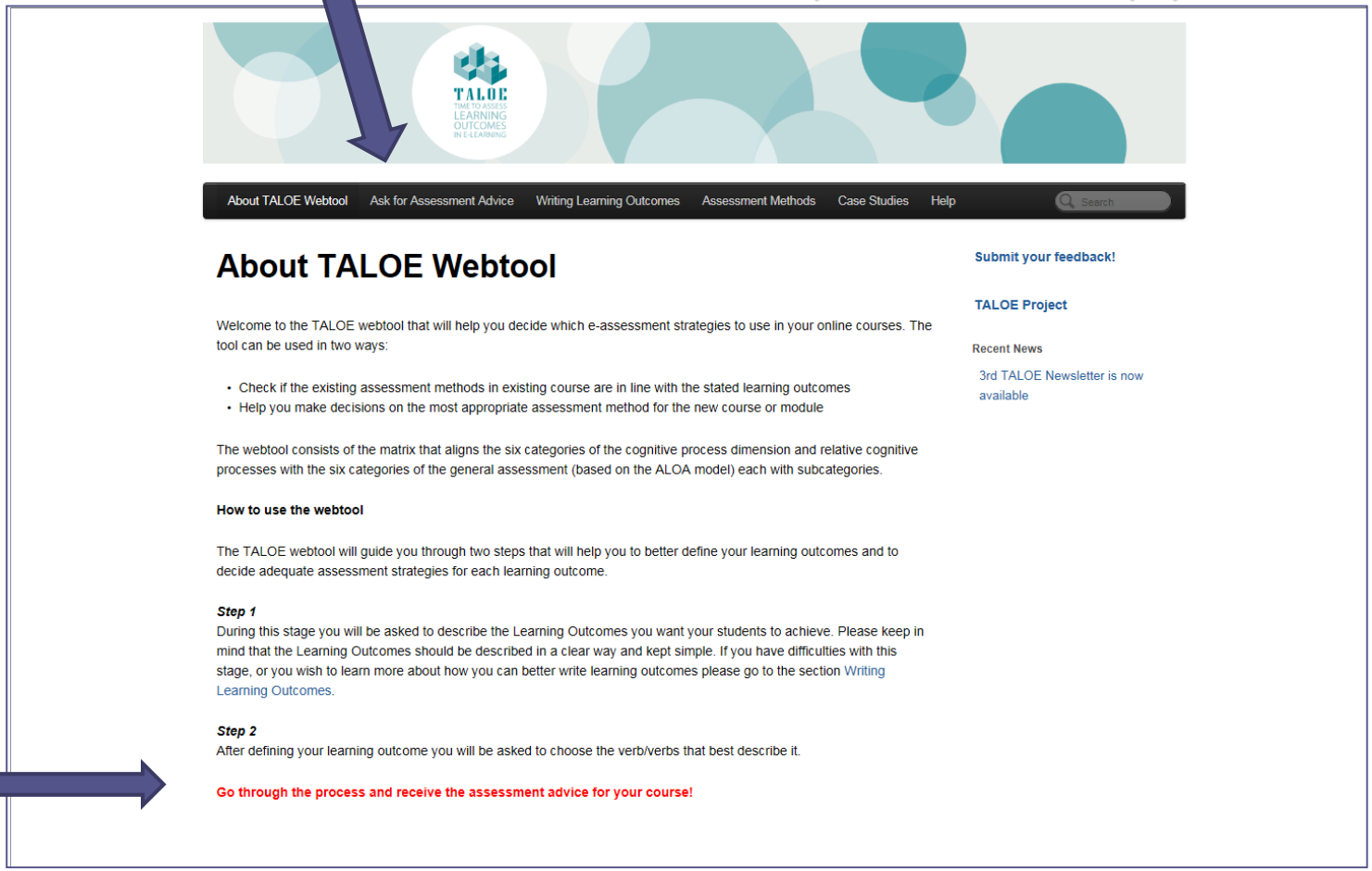
How to use TALOE web tool

http://taloetool.up.pt/



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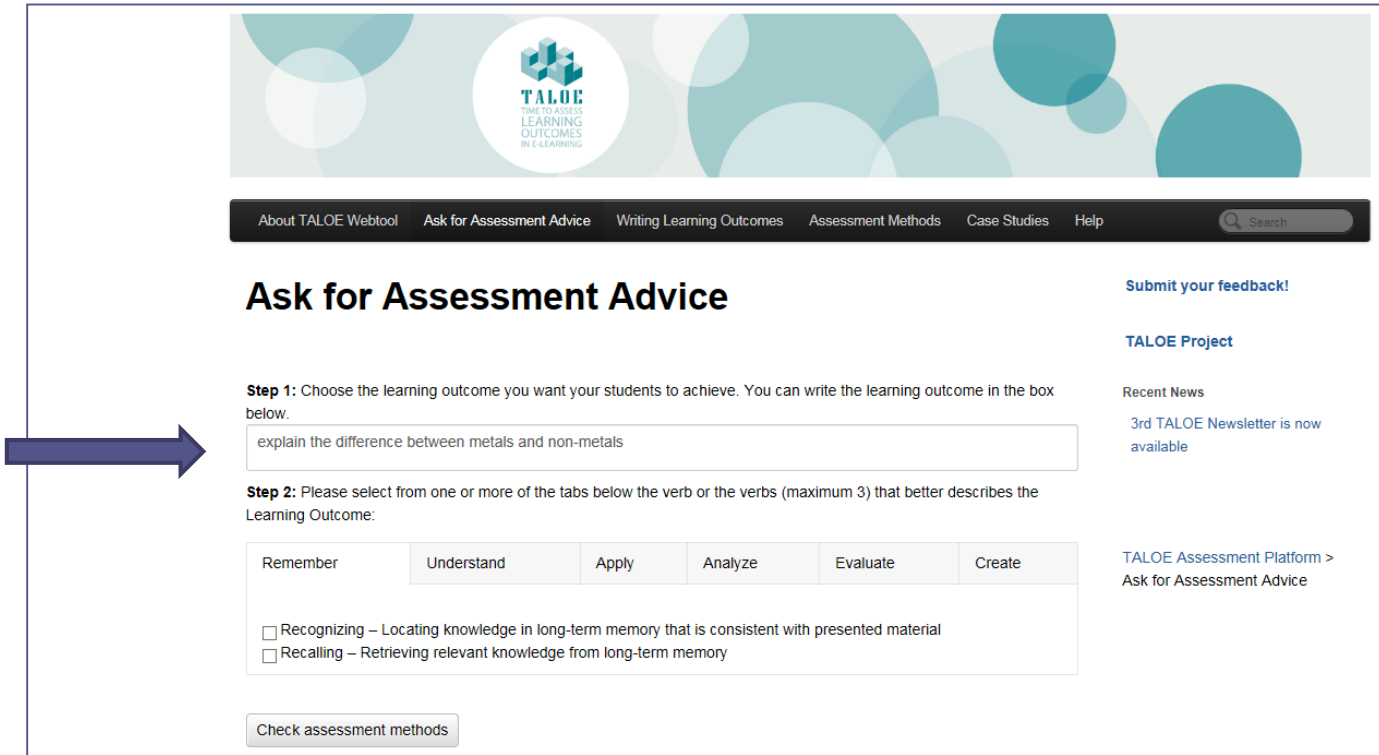
Write your learning outcome



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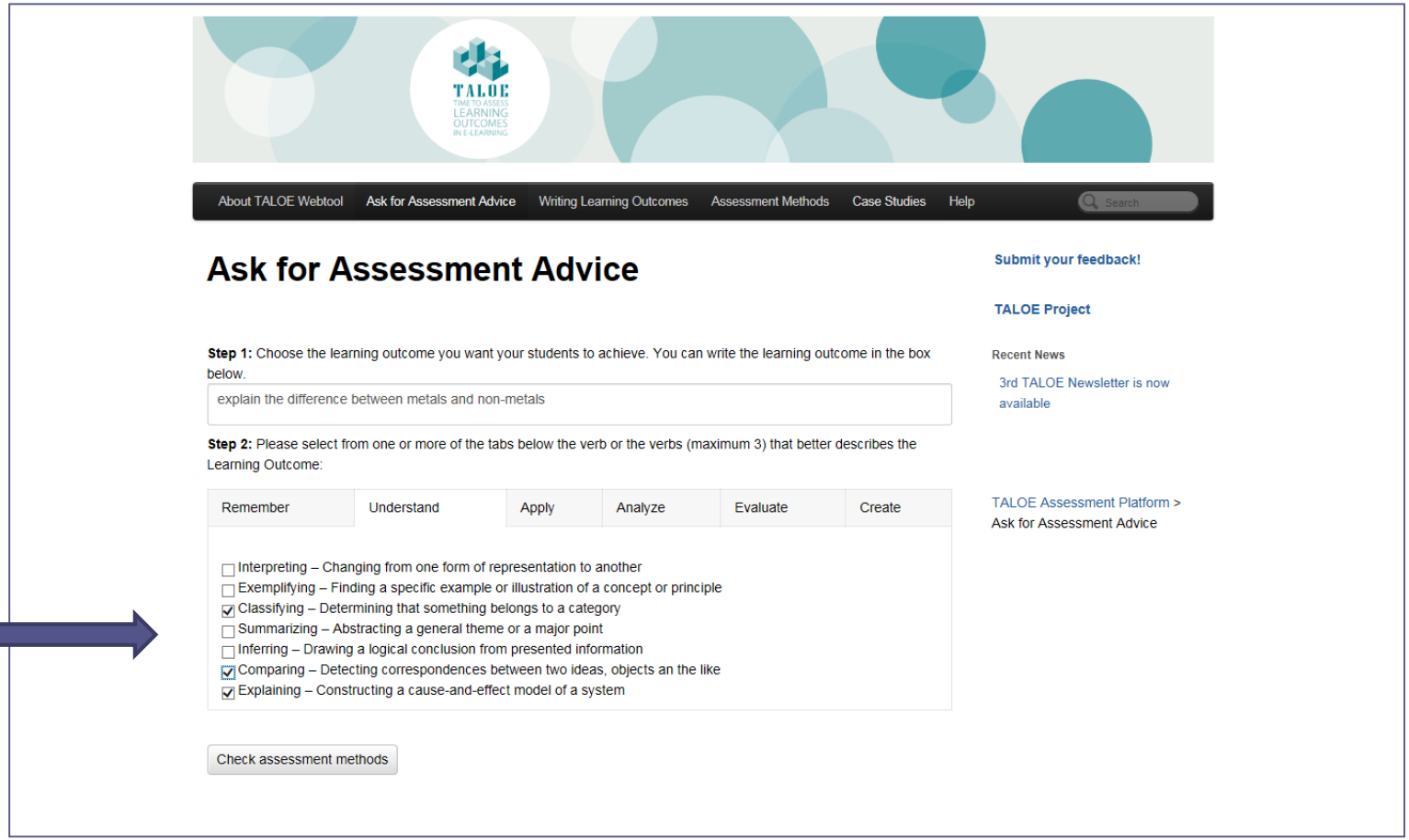
Select three verbs that describe the LO



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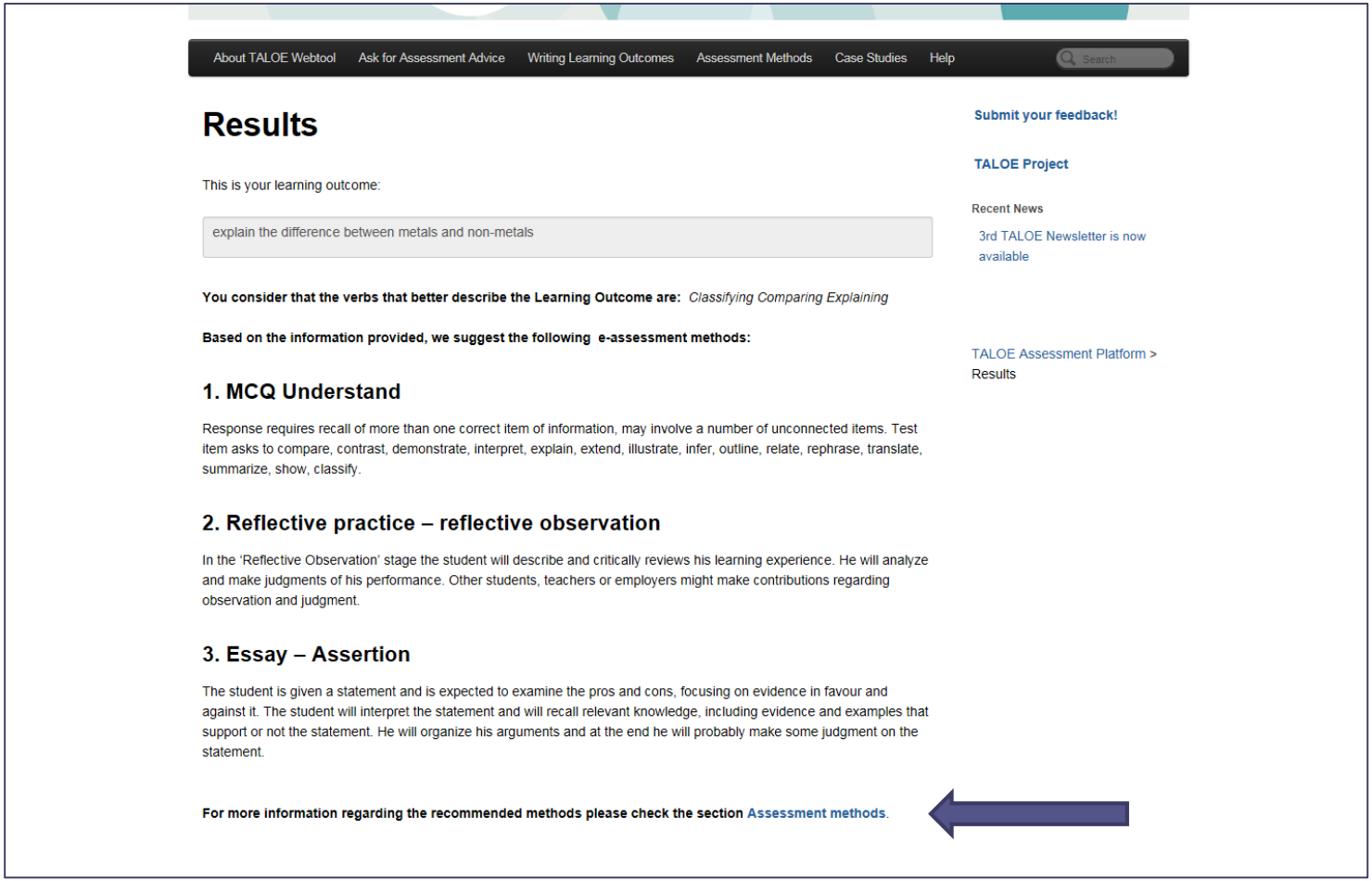
Results



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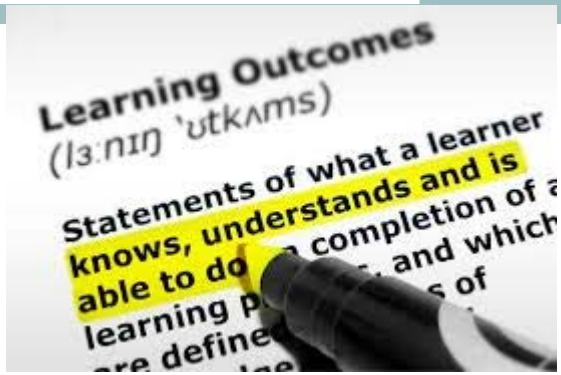
About learning outcomes



- 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 disadvantvages 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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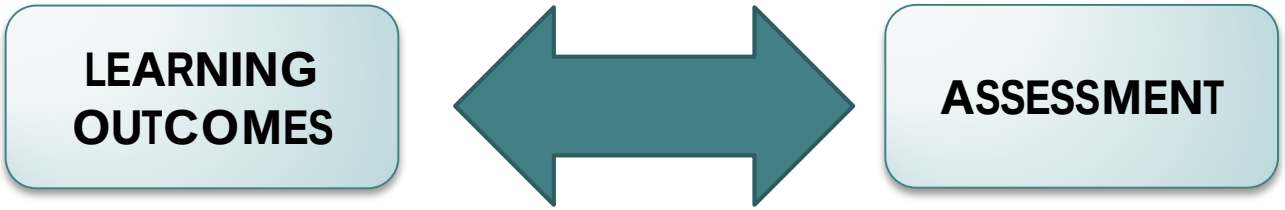
Constructive alignment

- 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?

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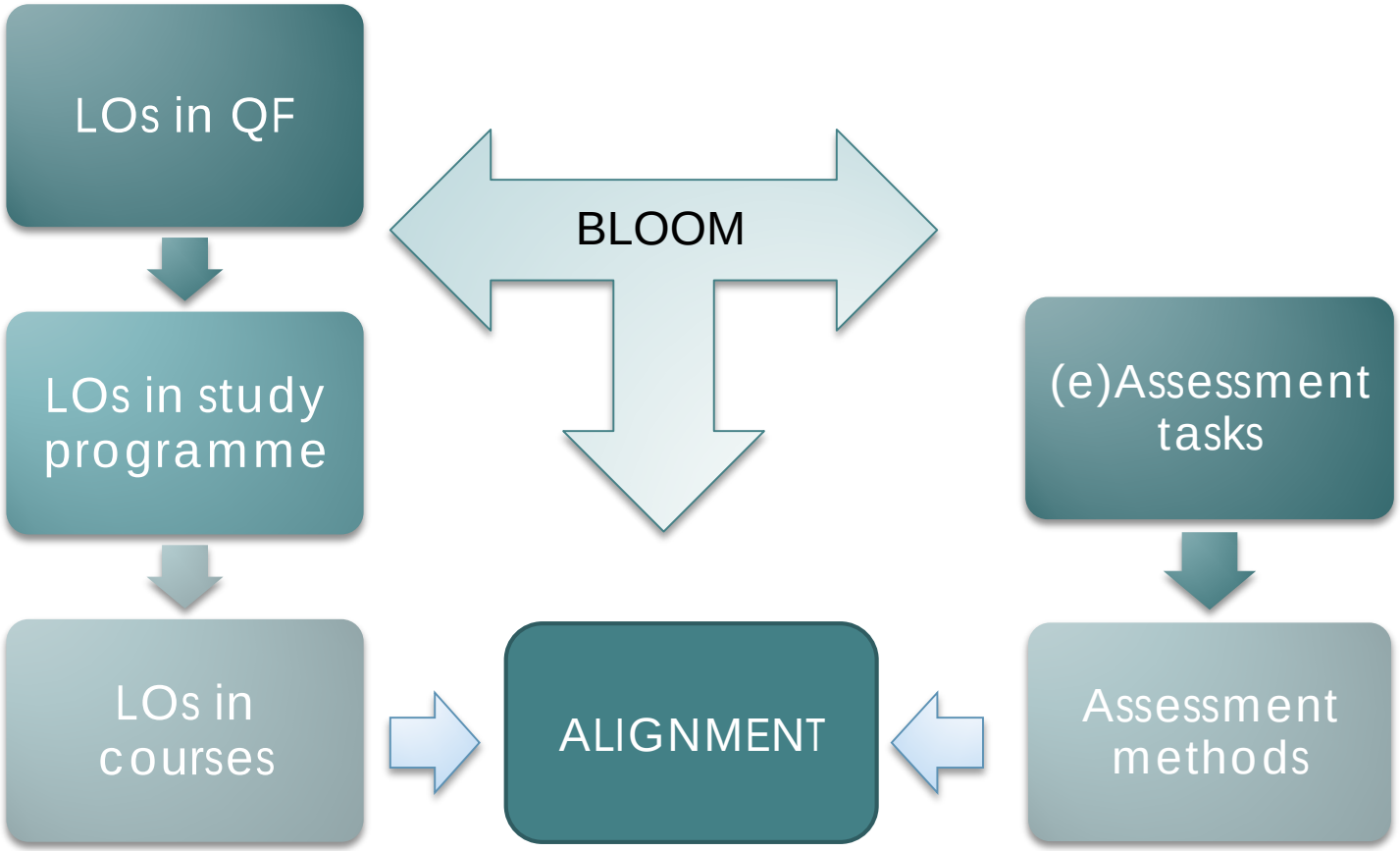
The ALOA conceptual model



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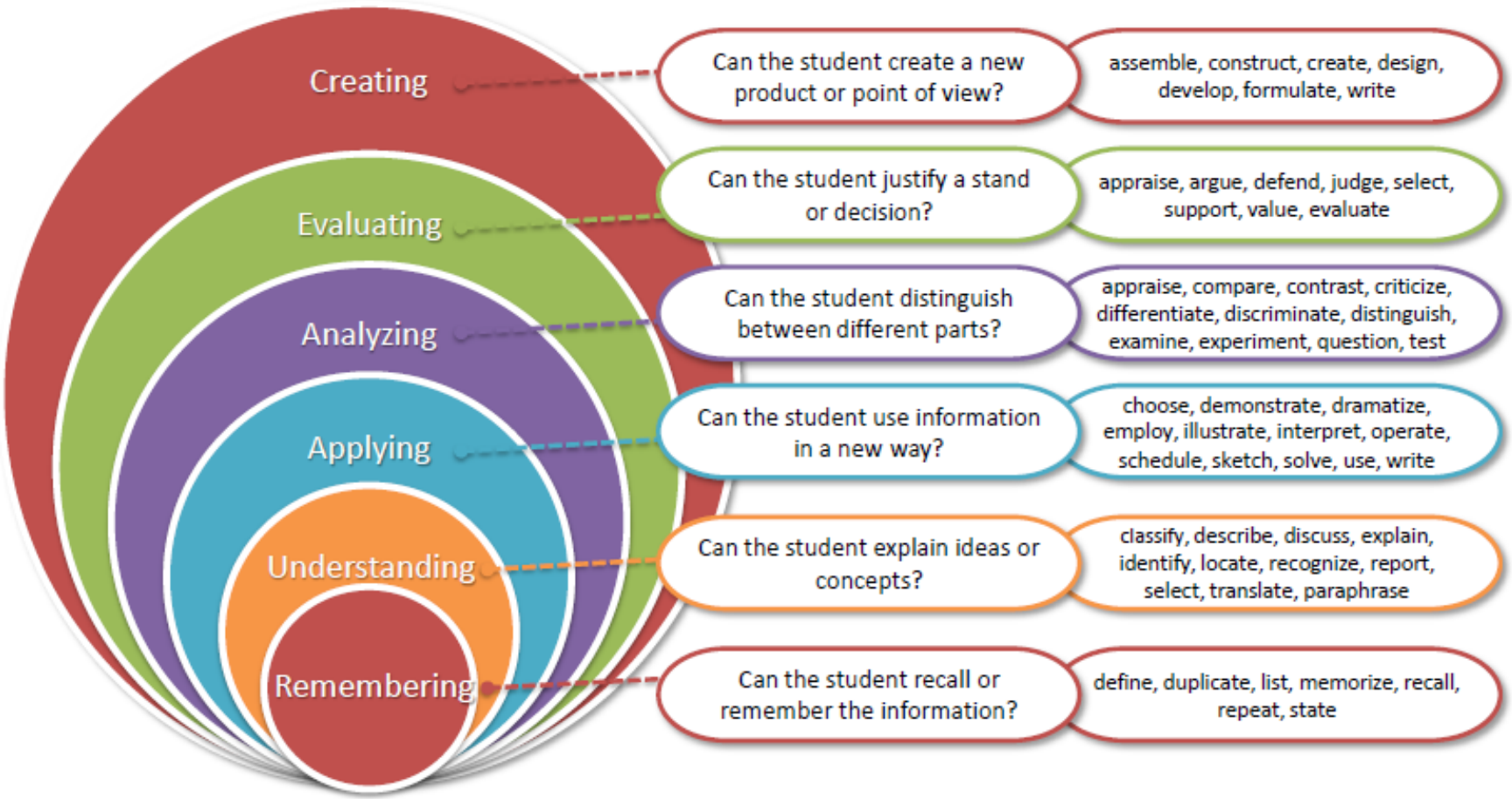
Bloom's Taxonomy (Revised)



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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 • identifying recalling • retrieving	interpreting • clarifying • paraphrasing • representing • translating exemplifying • illustrating • instantiating classifying • categorizing • subsuming summarizing • abstracting • generalizing inferring • concluding • extrapolating • interpolating • predicting comparing • contrasting • mapping • matching explaining • constructing models	executing • carrying out implementing • using	differentiating • discriminating • distinguishing • focusing • selecting organizing • finding coherence • integrating • outlining • parsing • structuring attributing • deconstructing	checking • coordinating • detecting • monitoring • testing critiquing • judging	generating • hypothesizing planning • designing producing • constructing

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

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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 theperspective 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.

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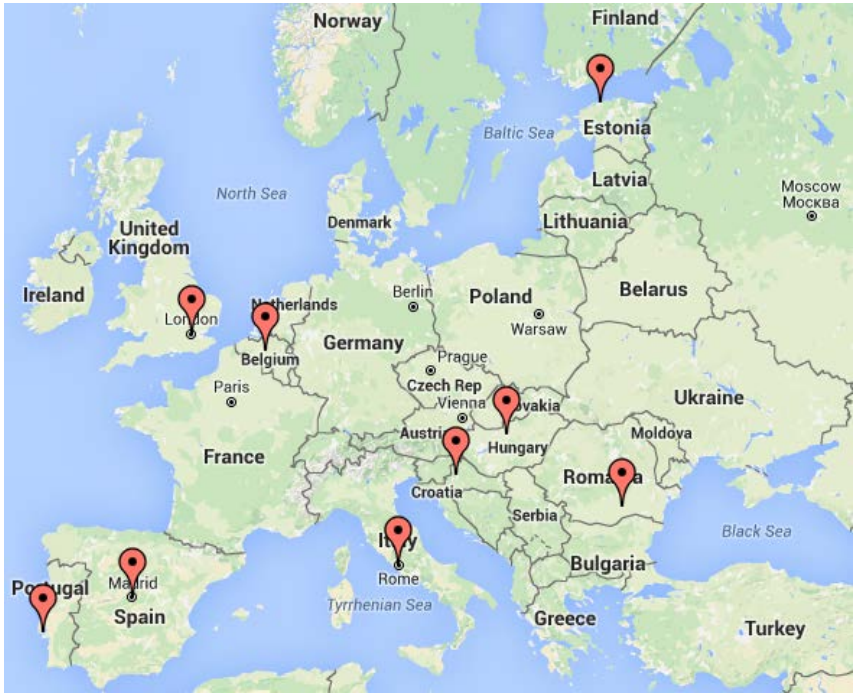
About the TALOE Team



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- 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
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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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