

Formative assessment – can grading help us get there?

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First big change: A new role

Politicians' masterplan: A highly educated population is the key to the future!

Before:

Universities led a
life of their own



Now:

Expected to become
engine for economic
growth and innovation





Susan

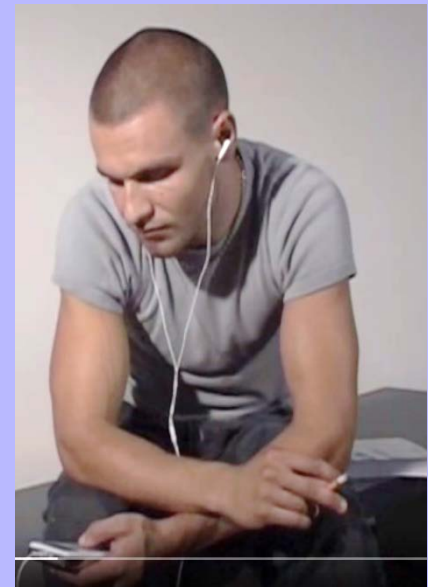
Inner motivation:

thinks, structures, makes links.

Deep learning is spontaneous:

learning cannot be prevented.

Dominated up until the 1980s.



Robert

External motivation:

diploma, grades, work, pay check.

Surface learning is most natural:

adapts learning to target exams.

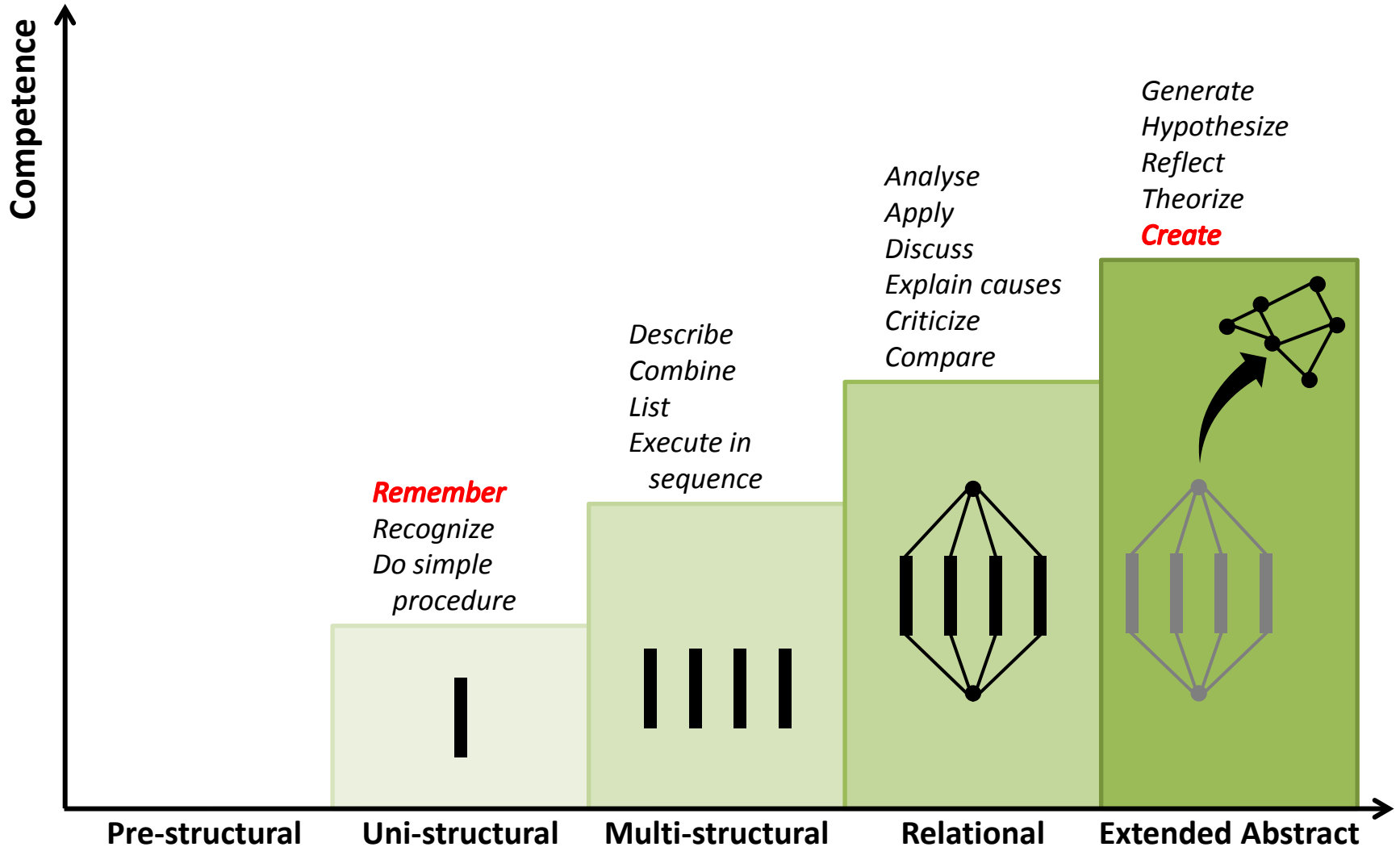
Dominates among current students.

Biggs: A common mistake is to think of these as a **good** and a **bad** student. The knowledge society requires that **both** succeed in higher education.

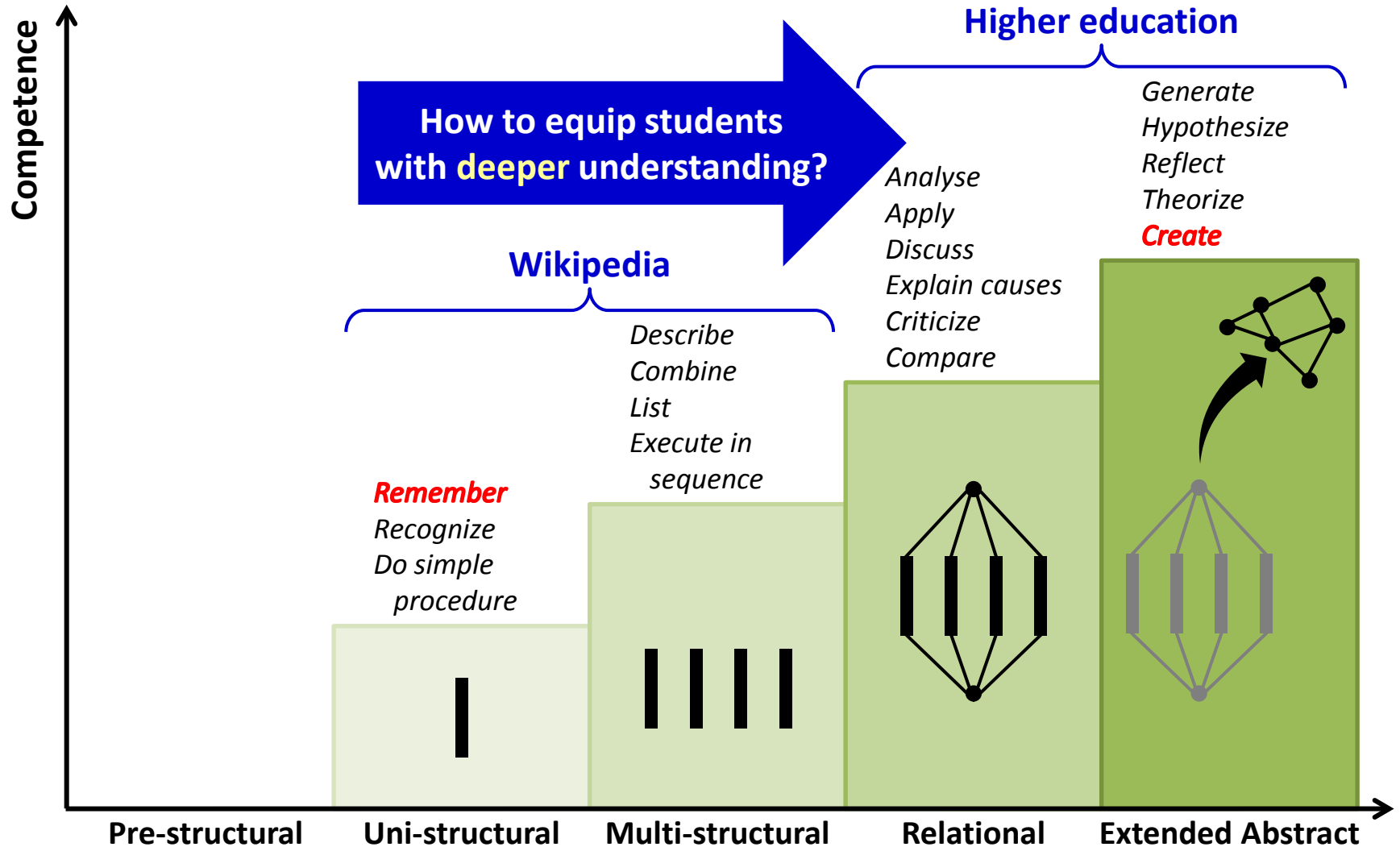
Pedagogical aim:

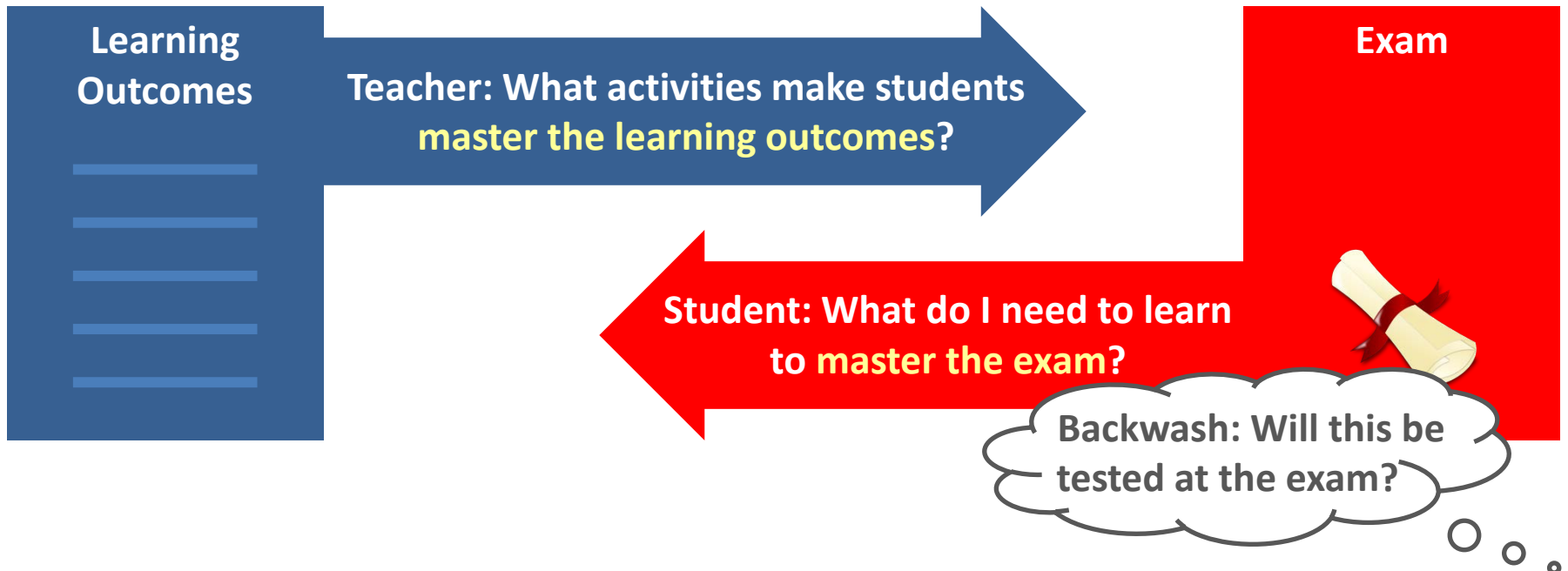
Teaching and assessment must make Robert *behave as Susan*.

Biggs' SOLO taxonomy

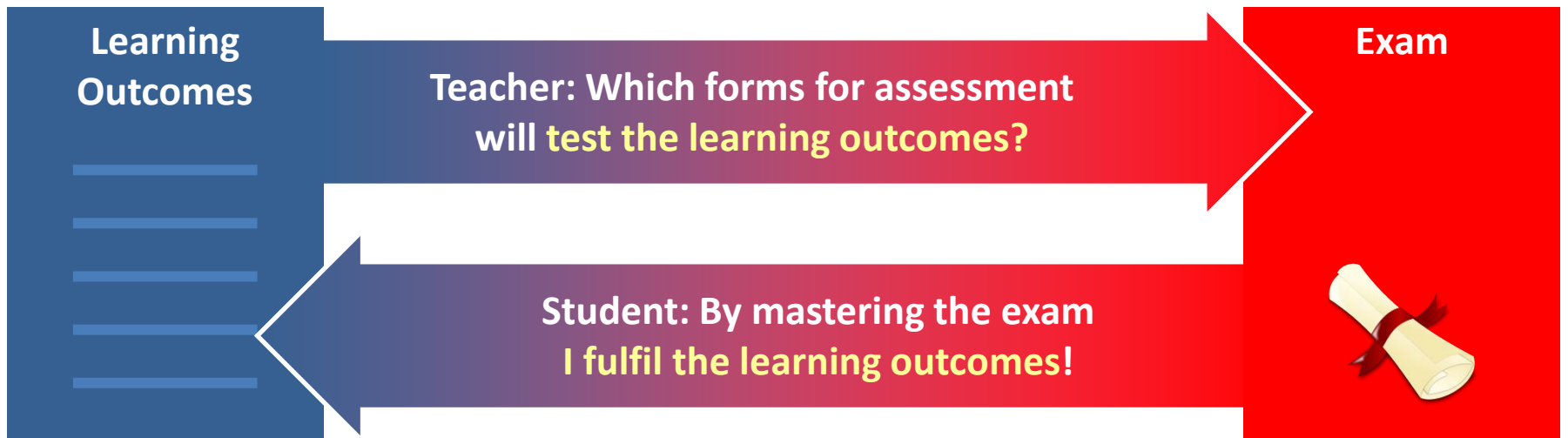


Second big change: **Information** overflow



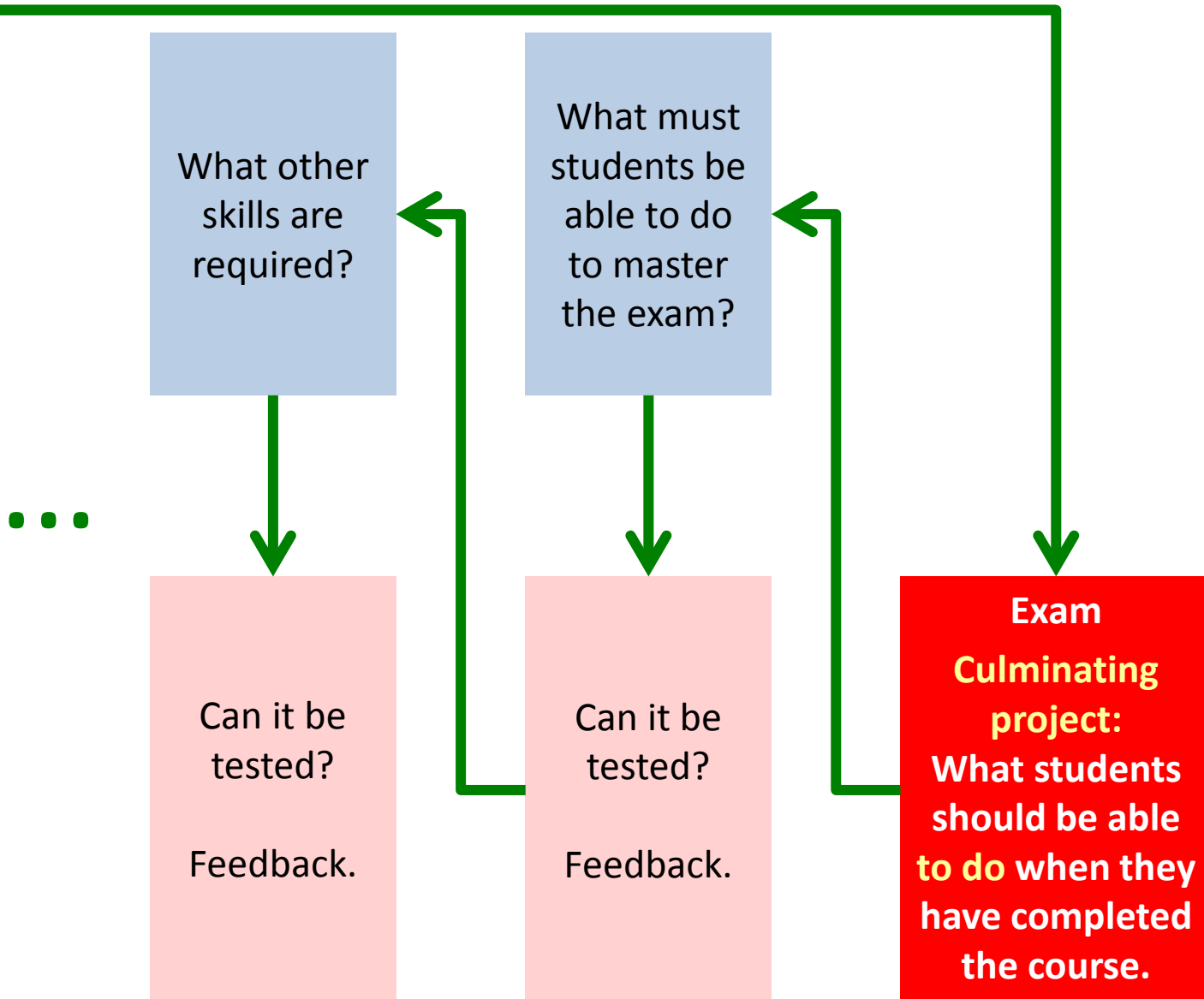


Biggs' Method: Constructive Alignment



TEACHING

Learning Outcomes

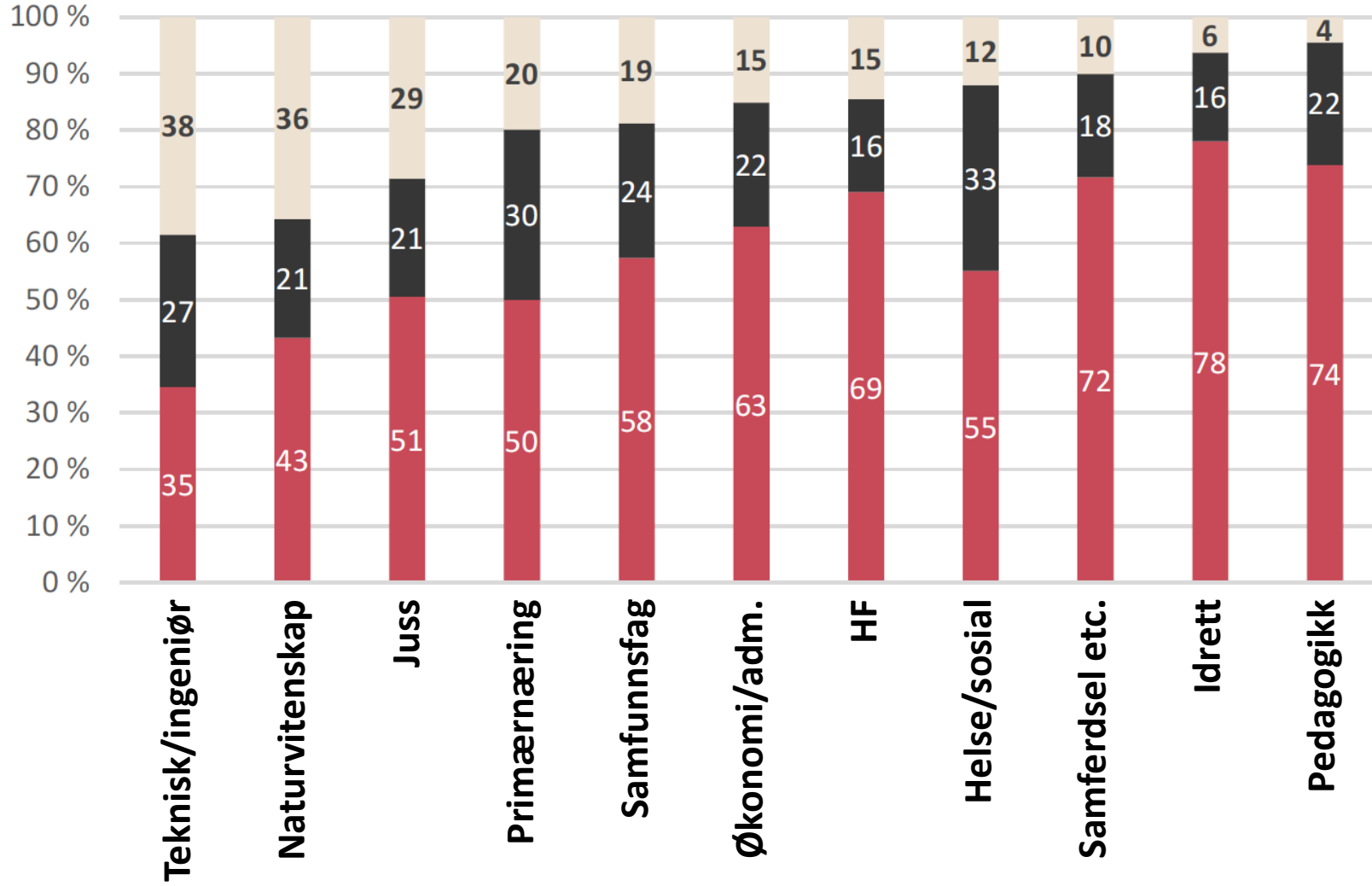


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ASSESSMENT

Assessment is formative

Fagkunnskaper	Gode	Svakere	Middels gode
Kommunikasjons- og samarbeidsevner	Svakere	Gode	Middels gode



Hva prioriterer 157 bedrifter som har ansatt naturvitere?

4,7	Har god evne til å tilegne seg ny kunnskap
4,7	Har gode samarbeidsevner
4,6	Er god til å jobbe selvstendig
4,5	Har gode evner til å formidle fagkunnskapen sin
4,5	Er flink til å disponere arbeidstida
4,5	Er god til å operasjonalisere fagkunnskapen sin
4,4	Er god til å løse uforutsette oppgaver
4,3	Har god evne til å utføre yrkesspesifikke oppgaver
4,2	Har god bransje-/ virksomhetsforståelse
4,2	Har gode analytiske ferdigheter
4,1	Er flink til å knytte kontakter
3,9	Har god tallforståelse
3,9	Har god IT-kompetanse
3,9	Er innovativ/har nyskapningsevner
3,7	Har gode lederegenskaper
3,5	Har god forståelse av statistikk
3,5	Er flink til å kommunisere på et fremmed språk

Improvisere litt

- PhD som transformasjon
- «Readiness to learn»
- Opplæringsdel

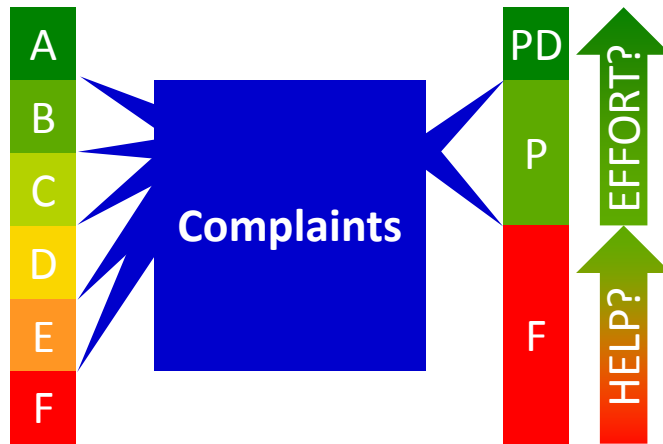
**Literature suggests pass/fail grading has numerous advantages.
Main obstacle: Many teachers fear students would pass where
the fence is lowest, and therefore stick with letter grades.**

A photograph of a rustic wooden suspension bridge crossing a river. The bridge is made of weathered wooden planks and is supported by thick steel cables. The river water is a vibrant turquoise color. The surrounding landscape is rocky and sparsely vegetated. A semi-transparent white box with black text is overlaid on the top of the image, and another smaller semi-transparent white box with black text is overlaid on the bridge's wooden structure.

**Pass with
distinction?**

A new grading scale?

Pass with distinction, pass with honours, väl godkänd, bestått med glans, laud...



Fewer and easier **complaints**?

Aim:

Courses where students *do* stuff, that requires **higher cognitive levels**, supervised by an instructor, training **skills** that employers desire, rewarded for curiosity and **sharing**, and assessed by their **peers**.

Focus: **Formative assessment**.

Pass/fail benefits:

- less **backwash** and anxiety,
- more collaboration and curiosity.

Incentive for extra effort

- expected by **teachers** and good students.

Coarse scale:

- demands fewer resources,
- grade can be set from a distance - instructor may supervise peer grading.