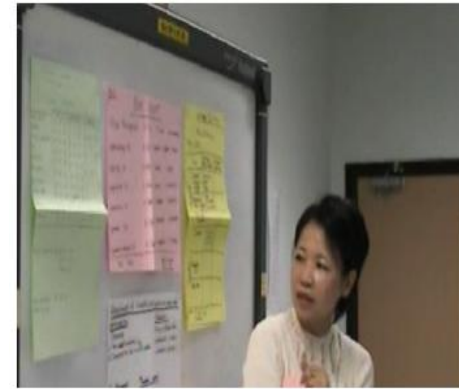


Experiential Learning Example

Alignment of Learning, Teaching and Assessment - Course Planning to Achieve Course Intended Outcomes

Strand: Assessment Concepts, Theories and Practices

Course: CUI5046 Curriculum and Assessment



Lessons	Planning	Perceived Outcomes
<p>Lesson 11: Assessment Reform Concept Development Through Observation (Mass Lecture)</p>	<p>Students learn basic concepts of assessment in this main strand. I started with the most current topic on formative assessment. Assuming students did not have much school experience, I introduced the concept by role play where my students act as a teacher in school, by putting them into a context to think about of how they plan for assessment in teaching, making use of the knowledge they learned in my previous lesson 1 to 10 about curriculum reform to project the “reform necessary for assessment”.</p> <p>Then, an invited teacher shared an illustrative example on formative assessment on a project learning curriculum design, to get them to know the process and skills of planning assessment that support student learning. By assigning a key reference, I used the examples the guest teacher delivered, as well as other examples to illustrate more concepts about assessment.</p>	<p>Students received L11 very well and their feedbacks for me was that the example helped them understand initially the process of thinking to align curriculum, teaching and assessment that serves their needs at the conceptual as well as application levels. Participants were eager to find out more about assessment after the examples was presented. Some students feedback on the e-learn:</p> <p>“the example is good as it teaches me to consider students in lesson planning, and the assessment is planned to support students but not to mark students a grade...”</p> <p>“I know more about the functions of assessment, and I found that what I learned in the lessons about curriculum and current reform link together to widen my horizon” (2009-2010).</p>

<p>Lesson 12: Consolidation of Concepts and Application (Tutorial)</p>	<p>I consolidate students' understanding on assessment as a whole by setting the objectives in the subsequent lesson, enabling students to develop knowledge on the roles and functions of assessment, and they are expected to construct assessment tools in this lesson.</p> <p>They were required to do hands-on exercise in groups; I designed 5 authentic assessment tasks (A to E) and assigned relevant tasks to students based on their subject major. In such way, I aligned the expected outcomes of the lesson on assessment concepts and theories and skills, by structuring around a hands-on exercise.</p> <p>After that, each group shared the answer, I instantly gave comments based on their activity output posted up in class, by discussing the outputs, I sought to highlight some theories of assessment such as "validity, reliability", etc, and about rules of developing rubrics and assessment tools.</p>	<p>The activity outputs show that students were trying to develop procedural knowledge on designing assessment instruments by applying concepts and theories of formative assessment, though the products still need sophisticated analysis and more thoughts to refine for use and consideration on environmental and other conditions. The lesson was proved useful for them to approach the design of assessment instruments.</p> <p>Students' feedback shows they appreciated the lesson because it was conducted in a small group setting, and that they were assigned to their subject major that they learned more effectively with one another. Students also learn other assessment instruments in other subjects that strengthen their understanding on assessment. Students were further asked to complete reading of L12 as a consolidation on theories and principles.</p>
<p>Lesson 13: From Understanding To Critical Analysis (Mass Lecture)</p>	<p>After students developed some hands-on skills and understanding on assessment; I talked about external assessment in Hong Kong, and referred summative assessment after formative assessment was introduced in last two lessons. Examination scenarios of TSA, SBA, and case studies were shown to students. From here, participants were related to the policy level from classroom practice.</p> <p>I then moved them to think critically towards issues by asking a lot of questions to clarify their values on the role of assessment in teaching.</p>	<p>This serves to build stronger capacity on students in this course in terms of professional competencies in teaching profession – students need basic skills and, they should be a change agent, they should also know how they can better perform their role by reflecting on policy with justified ground for the good of education.</p>