FROM TEACHING ASSESSMENT

to FORMATIVE LEARNING ASSESSMENT

9th EQAF, Barcelona 13-15 Nov 2014
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ORGANIZATION

1. INTRODUCTION
   a) Bologna process

2. SIQUIST – IST INTEGRATED QUALITY MANAGEMENT SYSTEM

3. QUC - COURSE UNIT QUALITY SYSTEM
   a) Principles and Objectives
   b) Methodology
   c) Publication of Results
   d) Action Plans

4. QUESTIONS FOR DISCUSSION
1. INTRODUCTION

BOLOGNA PROCESS

Putting the student at the heart of the learning process

Building up curricula based on competence profiles

Students
- Critical participants and creative producers of knowledge
- Actively involved in their own learning process
2. SIQuIST – IST INTEGRATED QUALITY MANAGEMENT SYSTEM

SIQUIST MODEL

ACCREDITED JAN 2013

Higher Education
- 1992/2008: QUC – Course Unit Quality System
- 2004: FENIX – Information System

Technology Transfer

RD&I

COMMUNICATION
INTERNATIONALIZATION
PROCESSES AND QUALITY

HUMAN CAPITAL
INFRASTRUCTURE
INFORMATION TECHNOLOGIES
FUNDING

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To set objectives for assessment and assessors
To involve stakeholders in decisions regarding assessment processes and policies
To redress the balance between institutional and individual needs
To disclose information on the assessment in a clear way (criteria, processes and procedures)
To provide resources for teaching quality promotion and improvement
To promote a regular and continuous assessment process over time
To use and adapt instruments to specific teaching situations
To use validated instruments for institutional assessment purposes
To keep formative assessment separate from summative assessment for decision-making
Since 1993

**Summative Function**

- Warning indicators

Since 2008

**Formative Function**

- Dissemination /sharing of **innovative teaching and learning processes**
- Promotion of self-assessment and training of teachers
- Increased involvement of the academic community
- Greater mobilization of the outcomes achieved
3. QUC - COURSE UNIT QUALITY SYSTEM

PRINCIPLES AND OBJECTIVES

OBJECTIVES

• To improve students teaching and assessment processes
• To improve students involvement in their learning process

BY

• Providing Course Units regular evaluation
• Encouraging pedagogical research and innovation in teaching practices
• Promoting teachers (self) assessment and reflection

Teaching & Learning          a Shared Responsibility

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METHODOLOGY

FORMATIVE VIEW POINT

• What to teach?
• How to teach?
• What tools to use?
• What strategies are the most efficient in teaching?
• What strategies are the most efficient in learning?

INFORMATION IS COLLECTED ON

• The quality of knowledge
• The way it is done
• Students’ learning skills
• Quantitative indicators
• Diversified assessment sources and instruments
• Cross-checking information
### INFORMACIÓN Fuentes de información

**SUMMATIVE**

Operating conditions: Organization, Planning, Results

Outcome quantitative indicators

Based on IST information system

**FORMATIVE**

Reflexion: Teachers, students

Teachers & students self assessment

Based on surveys and reports

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th>PLANNING ORGANIZATION AND OUTCOMES</th>
<th>TEACHING, EVALUATION AND LEARNING - PERCEPTIONS &amp; STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EVALUATION PARTICIPANTS</strong></td>
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<td></td>
</tr>
<tr>
<td>TEACHERS</td>
<td></td>
<td>Self-assessment Report</td>
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<tr>
<td>ACADEMIC MANAGEMENT</td>
<td>Fénix System (IST Information System)</td>
<td></td>
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<tr>
<td>STUDENTS</td>
<td></td>
<td>Student Survey + Student Representatives</td>
</tr>
</tbody>
</table>
3. QUC - Course Unit Quality System

INFORMATION SOURCES

Planning Organization and Outcomes

IST information System - Fénix

Perceptions on Teaching, Assessment & Learning Strategies

Student Survey

Teachers Self-Assessment Report

Academic Managers Report
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INFORMATION SOURCES

PLANNING ORGANIZATION AND OUTCOMES
- Objectives and skills
- Programme and schedule
- Workload (contact hours, autonomous work) and credits (ECTS)
- Performance and assessment criteria
- Main and secondary bibliography
- Teaching body
- Class summaries (including student attendance)
- Class timetable and enquiry schedules
- Exam results

STUDENT PERCEPTIONS
- Anonymous survey after evaluation period
- Self-assessment of students at Curricular Unit
- Process of Teaching and Learning
- Performance of Teachers

STUDENTS’ REPRESENTATIVE REPORT
- Course Unit workload, Organization, Evaluation process, Teachers’ performance

TEACHING REPORT
- Student perceptions
- Student representative’s perceptions
- Teaching & Learning process result indicators
- Teaching staff performance results
- Evaluation & pass rates
- Tracking of registered summaries

25 questions

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TEACHING REPORT
### 3. QUC - Course Unit Quality System

**Teaching Report**

#### Teachers’ Reflection Promotes:

<table>
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<tr>
<th>Analysis of classes operating conditions and progress of the outcomes achieved</th>
<th>Development of technical and scientific skills, considering the Teaching contents and the Learning methods used</th>
<th>Systematization of pedagogical activities developed in class</th>
<th>Inventory of Good Practices likely to be disseminated among the academic community</th>
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</thead>
</table>

Teaching Report by ALL TEACHERS
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**Evaluation of Students’ Competencies**

<table>
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<tr>
<th>Competency</th>
<th>Teaching Report</th>
<th>Student Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed knowledge and understanding of the course contents</td>
<td>7.6</td>
<td>6.4</td>
</tr>
<tr>
<td>Increased capacity of applying acquired knowledge on the course subject</td>
<td>7.5</td>
<td>6.4</td>
</tr>
<tr>
<td>Developed skills on critical reflection on the course subject</td>
<td>7.4</td>
<td>6.2</td>
</tr>
<tr>
<td>Promoted skills on teamwork and communication</td>
<td>6.2</td>
<td>5.7</td>
</tr>
<tr>
<td>Increased self-learning skills</td>
<td>6.9</td>
<td>6.2</td>
</tr>
<tr>
<td>Strengthened analysis capacity on the implications of the course subject in the...</td>
<td>6.1</td>
<td>6.0</td>
</tr>
</tbody>
</table>
**Feedback FROM the academic community is as important as feedback TO the academic community.**

- **IST Academic Community**
  - Student Perception
    - UC functioning
    - Teaching Staff
    - Teacher/Type of Class
  - Class Delegate Perception
  - Teaching Staff Perception
  - Responsible Perception

- **Representativeness Criteria**
  - **Public Disclosure Criteria**
    - Answers > 50% enrolled students

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Publication of Results

Handbook of Best Practices

Teaching Profiles

- Aligned Teaching
  - Communicate high expectations to the students
  - Respect diversities: of talents, experiences and learning modes
  - Transmit unequivocal learning objectives to the students
  - Adapt the learning materials to the subject learning objectives and the subject assessment

- Pro-Active Teaching
  - Encourage the student-university interaction

- Practical Teaching
  - Encourage the student-student interaction and cooperation

- Inclusive Teaching
  - The use of active learning techniques

- Motivational Teaching
  - Assure immediate feedback to the student

- Student Oriented Teaching
  - Emphasize the need to carry out a task within the scheduled time
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ACTION PLANS

GOALS
- Monitor the UC functioning
- Improve the process of teaching and evaluation
- Maximize the involvement of students in learning

Standards
- Planning
  - Class Timetable
  - Summaries

Tools
- Monitoring
  - Surveys
  - Reports

Actors
- Teachers
- Students
- Academic Management

ACTION PLAN

Organization
- Curricular Plans
- Evaluation methodology

Planning
- Class Timetable
- Summaries

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ACTION PLANS - ANALYSIS OF WEAK RESULTS

- Analyze the available information, including Teacher reflections in the Teaching reports
- If appropriate, Teacher(s) concerned are invited to a meeting
- Clarify the situation and define measures to correct/overcome deficiencies detected
- Inform the Programme Coordinator on the outcome and of the steps taken to solve the situation and the proposed plan of action
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ACTION PLANS - AUDIT

WHEN
- If evidence provided and/or measures proposed in the improvement plan are insufficient
- If results of the implementation of the improvement plan do not show a positive evolution
- Where unsatisfactory results are identified by QUC surveys, in accordance to the defined criteria in QUC regulations

WHO
- 1 Teacher and 1 Student from the Pedagogical Council
- Chair of the Coordination Department and/or Programme Coordinator
  (audit team meets Teacher and Programme Students’ representative)
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ACTION PLANS - EXCELENT TEACHERS’ EVALUATION

IST ANNIVERSARY DAY

Diploma of Excellence in Teaching

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4. Questions for Discussion

Formative Learning Assessment

To call all participants in the teaching & learning process?

- Who should be invited to participate?
- What would the level of commitment be expected from each participant?
- How can we help participants increase their levels of commitment and accountability for the whole process?

To set clear boundaries/targets for expected results and clear procedures for action?

- How can we ensure these boundaries/targets remain stable overtime?
- How can we make sure that regulations prevent conflicts of interest between participants?
- Can we set clear guidelines to regulate action plans?