

Assessment for the changing nature of work

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Aims of Workshop

1. Identify and name how you think about assessment
2. Introduce new ways of thinking about assessment in relation to learning.
3. Consider some assessment practices for the changing nature of work

Today's Program



Time	Item
13:40-13:55	Introduction & Ice-breaker
13:55-14:10	Brief presentation (PPT) Questions/Clarification
14:10-14:15	Briefing on Ecology Room
14:15-14:50	Breakout for Ecology Room
14:50-15:10	Debrief and Wrap up

Introductions & Ice Breaker

13:40 – 13:55

So what is assessment? Your thoughts...

1. You have 4 cards about assessment. Read them
2. Identify any that capture what you believe assessment is (these ones you want to keep)
3. Trade the cards you do not want for others that capture what you believe assessment is
 - Approach people you do not know
 - Exchange names, organisation and position
 - Negotiate to exchange desired cards

You should
always have 4
cards

Icebreaker: part 2

RETURN TO YOUR SEAT

1. Use the cloud sheet to stick down those cards that represent what you think assessment is (peel-off the strip of tape behind cards)
2. Add (write) any other points you wish to capture about what you believe assessment is
3. Write your NAME on the cloud sheet
4. Place your cloud on the floor for your group
You will pick these up later and possibly change / add to what you have on your cloud sheet

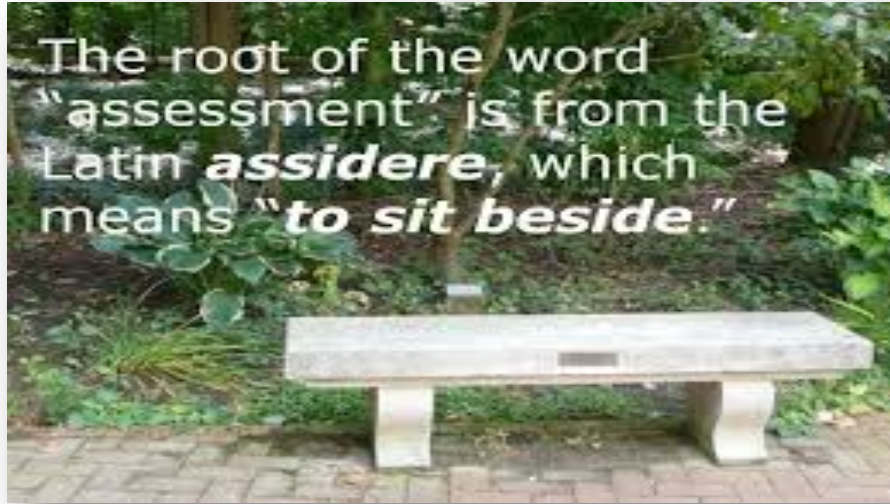
Assessment for the changing nature of work project



1. How do **different contexts** (e.g. different institutional policy contexts, their purposes including credentialing, discourses and practices) **mediate assessment practices and decisions?**
2. What are the current **experiences** of and **challenges** in assessment for learners, AEs, providers, and employers?
3. What factors **enable and/or disable an establishment** and **practitioners** in **adopting leading practices** in assessment?

Case	Duration	Accredited by	Where assessment took place
Workplace learning facilitators	10 months	IAL	Through doing the work Submission of report and journal
New promotional menu items	4 weeks	NA In-house learning	Development kitchen at HQ On site
Rotational commander	7 months	CDA	Simulated environments Classroom
Resident doctor	3 years	ACGME, MRCP(UK))	At work Exams
Aircraft engineer	3 years	UK university	Classrooms Submission of project
Certified IP Associate	1 week	Training provider Optional WSQ (not included)	Classroom – practical, oral and short answer tests

Capturing our working assumptions



Learning and assessment:
separate but entwined

Assessment that is **holistic**?

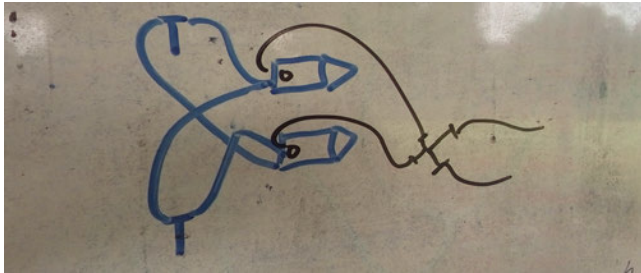
Flash-over training (5-11-2015)



Exercise briefing; review; feedback



Dry run: instructor guides trainees on entry procedure



Tactical schematic: pumps, bridging, hoses, nozzles



Into the compartment fire; 'smoke reading'

Tales *from* the field: Flash-over training

- **Identify symptoms** of a flashover fire.
- **Techniques** to handle flashover fire in an enclosed environment
- *'So it's not just the 'theory' or watching a video. They are there so that they can smell the problem; see the magnitude (of the problem); realize how tired the men are; understand how difficult it is to control the entire scene...'* (MAJOR W).
- **Embodied learning** – see, smell, feel **to know**; bodily techniques to move, position, hold and handle (equipment). Mastery through experience and practice, practice, practice!

Insights

- Nature of fire-fighting knowledge/know-how is **embodied** rather than a list of tasks or underpinning knowledge;
- Knowing is demonstrated in the doing,
- involves developing/cultivating awareness, responsiveness, fortitude, etc.
- Shifts understanding of 'skill' as isolated from the work to 'skill' as embodied learning, systems of knowledge and forms of knowing.
- Embodied knowing and doing
– holistic assessment

Assessment that
judges the integrated
whole – holistic
assessment

Implications for Assessment

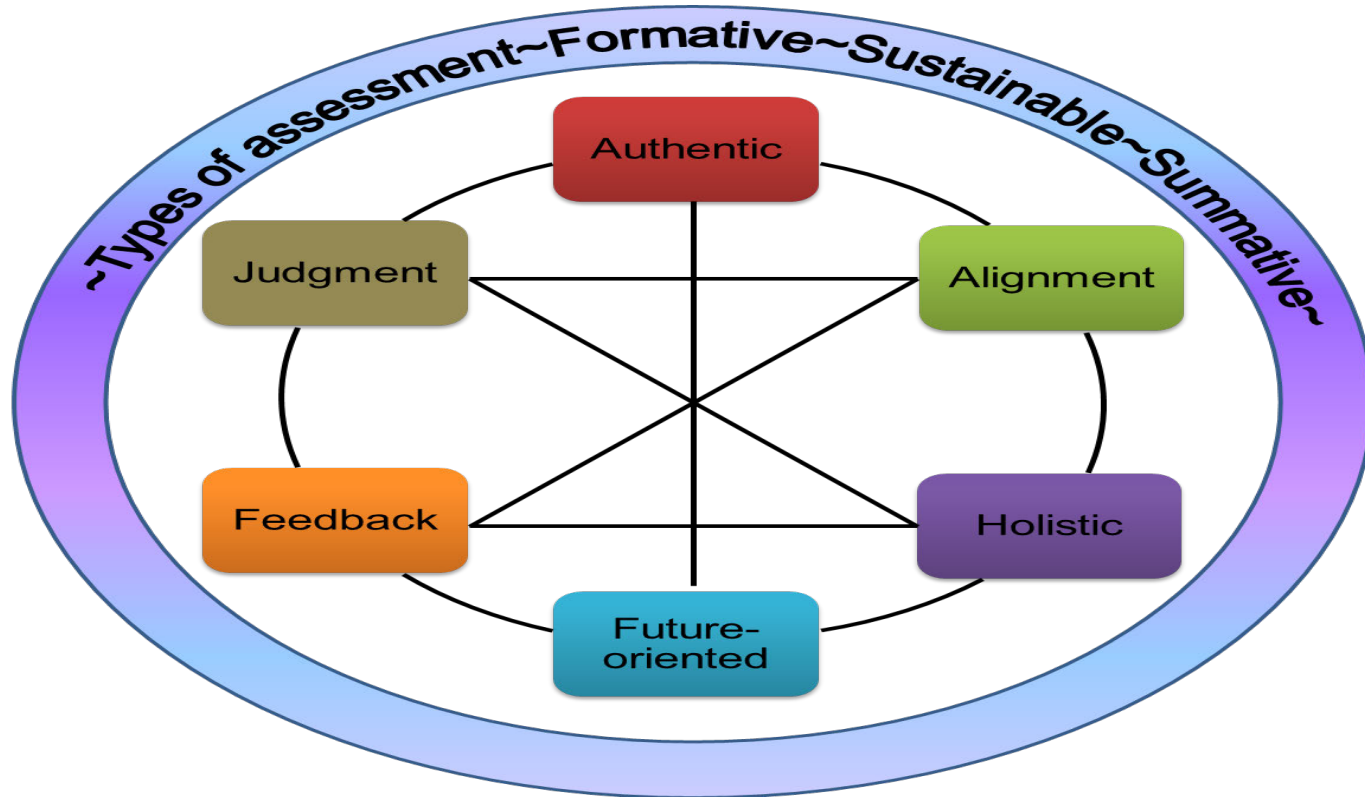
Assessment that
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Separation of:

- mind-body,
- knowledge-skills,
- theory-practice

Dimensions of Assessment for the changing nature of work



Dimensions of assessment for the changing nature of work (1 of 3)



Authentic:

- Uses, draws on and/or is embedded in real work practices
- Focuses on performance
- Enables learners' engagement

Alignment:

- Integration of assessment and learning
- Consistency & connectedness **between** the purposes, learning outcomes/standards, learning activities & assessment

Dimensions of assessment for the changing nature of work (2 of 3)

Holistic:

- **Integration** of knowing, doing & thinking
- Outcomes, learning activities and assessment reflect the **complexity of work**

Future-Orientedness:

- Ability to work with **future unknowns** and new challenges **beyond the course/ training.**

Dimensions of assessment for the changing nature of work (3 of 3)



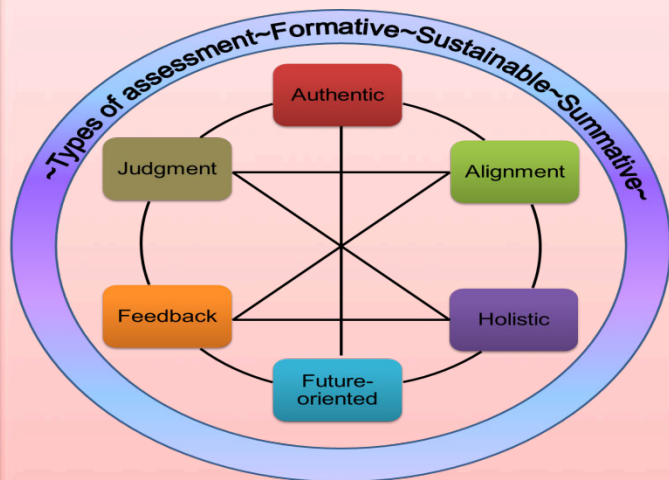
Feedback:

- **Helps/enables** learners to improve and grow
- **Many** opportunities to give and receive feedback
- **Feedback** can be through dialogue, interaction with texts, artefacts, etc.
- **Good feedback/dialogue** is:
 - responsive
 - attempts to enhance understanding

Judgment:

- Learners have **opportunities** to **make judgments** about their **own performance**
- Assessors have a **shared understanding** of expected performance
- Acceptance of **variation** of **judgments against criteria**

Dimensions of Assessment for the changing nature of work



Authentic		
Formative	Sustainable	Summative
Feedback	Judgment	Future-oriented
Judgment	Feedback	Holistic
	Future-oriented	
	Holistic	
Alignment		

Ecology Room Briefing



Pause, Reflect

3 minutes

1. Pick up your cloud
- 2. Make changes**
 - Remove unwanted cards
 - Jot down questions, concerns, tensions, doubts...
3. Hand any unwanted cards to Silin, Arthur, Helen, Weech

Debrief & Wrap Up



Form groups of 8

DISCUSS and capture on **flip chart paper**:

1. What was the same or different from your usual:
 - a) Ways of thinking about assessment
 - b) Your practices / your institution's practices
2. What would you like to try?
3. What would you need to assist you in your next step?

