

Students' Self-assessment of Their Learning Outcomes:

Findings from a small-class teaching

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Outline

- Personal journey of implementing OBA in teaching: From resistance to acceptance
- An action research on a small-class teaching using students' self-assessment to demonstrate their learning outcomes under guidance
- Conclusion and reflection

Introduction: Personal journey with OBA

- Previous personal uneasiness to use ‘narrowed’ outcomes to assess students:
 - Can deep learning and critical reflection be targeted as outcomes?
 - How can they be demonstrated and assessed?
- An experiment to ‘**educate**’ students ‘**learning for learning outcomes**’ (to include their review of final assignment) rather than ‘**teaching for learning outcomes**’ (CTE).
- RQ for the action research: Can students’ self-assessment be trusted and used?

Action Research: *Background*

- The course titled 'Educational Reform in Chinese Societies' offered to PGDE part-time students from the Faculty of Education
- Intensive summer course in July of 2011 for 19 students (**17 finished**): two hours per day, ten days in two weeks
- Nature of the course: aiming at analytical understanding and critical reflection, rather than descriptive surface understanding

Action Research: *Learning outcomes redefined*

- Professionally defined purposes and learning objectives: identify and analyze; build up; makes sense; reflect and judge
- Educationally reminded learning experiences and learning outcomes:
 - significant and meaning learning with teacher's commitment and students' engagement;
 - learning outcomes **BEYOND** teaching purposes and teacher's efforts;
 - learning as self-responsibility and engagement

Type	Description	Evaluation measures
Expected and certain outcomes	<ul style="list-style-type: none"> ▪To participate in discussion, work in a group and to present; ▪To demonstrate some reading and knowledge acquired from the course; ▪To demonstrate mastery of certain issues and perspectives covered in the course; ▪To demonstrate understanding of global-local interaction and the relationship between contexts and education changes; 	<ul style="list-style-type: none"> ▪By evaluation of in-class participation and presentation ▪By evaluation of participation, presentation and essay writing (case analysis or paper)
	<ul style="list-style-type: none"> ▪To recognize and state major themes of education reforms in Chinese societies; ▪To identify a meaningful and relevant case or issue of education reform which can bridge your observation with concepts or analytical perspectives you learnt from the course; ▪To analyze an issue and a case from different levels of context and its real implications in the educational field; ▪To identify the interrelationships between issues and contexts; 	
	<ul style="list-style-type: none"> ▪To synthesize your analysis and evaluate your argument ; ▪To review and re-evaluate personal experience or observations about certain issues or phenomena of education reforms in Chinese societies; ▪To compare and reflect on education policy, reform practices and implications brought by education reform and changes in the local context. 	
<p>Expected outcomes with uncertain implications</p>	<ul style="list-style-type: none"> ▪To evaluate changes of your views, opinions and arguments concerning the topics, certain issues or phenomena of education reforms and educational changes in Chinese societies, if any. ▪To evaluate changes of your way of thinking, analyzing and drawing conclusion, if any. ▪To reflect on your changes if any of your knowing, being and doing. 	<ul style="list-style-type: none"> ▪By paper ▪By written reflection of the learning ▪By self-evaluation

Types of learning	Learning activities		Alignment with learning outcomes	Alignment with learning assessment	
	Description	Percentage	Description	Description	Percentage
In-class	Discussion	10%	Apply and question	Self evaluation of participation and engagement	10%
	Presentation	5%	Work in a group, present and identify issues	Presentation on the round-table discussion	10%
	Lecture	30%	Engage and understand	Case study report or themed paper	60%
	Peer-learning	10%	Learn from others		
	Case study & PBL	5%	Participate and engage, Analyze, apply and assess		
Out-of-class	Reading	30%	Review of reading	Self-evaluation of learning by review and reflection	20%
	Writing		Identify issues, analyze, apply, synthesize, and reflect		
	Reflection		Reflect		
	Voluntary tutorial				

Action Research: *Self-assessment*

- Learning outcomes are a chemical synthesis from compounds of my teaching, your learning and chemical-interaction-like classroom improvisation. There are two types of outcomes expected. One is those specified certain performances, part of which are usually evaluated by me, and the other is what I expect to happen as the beauty of uncertainty on the journey of learning which is impossible for me to assess.
- Clear as it is for performative presentation, please be noted it can't capture the fluidity and flows in our teaching-learning interactions. The wonders, beauties and painful happiness of learning can never be gauged by evaluations.
- In line with all that I have promoted and tried to convince you in the course introduction, i.e. the reciprocal teaching-learning, your engagement of significant learning and intangible learning outcomes impossible to be assessed by me, so 30% of your final grade is left to your evaluation.

Guidance of Self-assessment and Justification

- ❖ In the justification part, please state and review your engagement, participation and learning, and provide reflection on
 - ❖ (1) your way of participating in the course: discussion, group work and others.
 - ❖ (2) how did you engage yourself in the learning? What ways are effective and helpful to you, e.g. lecturing, group sharing, guest speakers, reading or writing? What benefits did you get from the engagement? What makes you unengaged?
 - ❖ (3) To focus on substantive contents of the education reforms in Chinese societies, what views you had held before the course towards certain issues or phenomena? Have them been changed after the whole learning experiences (upon when you finish your final project)? What makes the change possible? If there is no change, why?
 - ❖ (4) Compared with the learning objectives and outcomes listed, please evaluate your learning outcomes. What have been achieved or not achieved? Why? Please give concrete examples in your justification.
 - ❖ (5) How did you evaluate the course design? In what way does it help your learning and achieve some learning outcomes? Or in what ways it fails? Any suggestion of improvement?

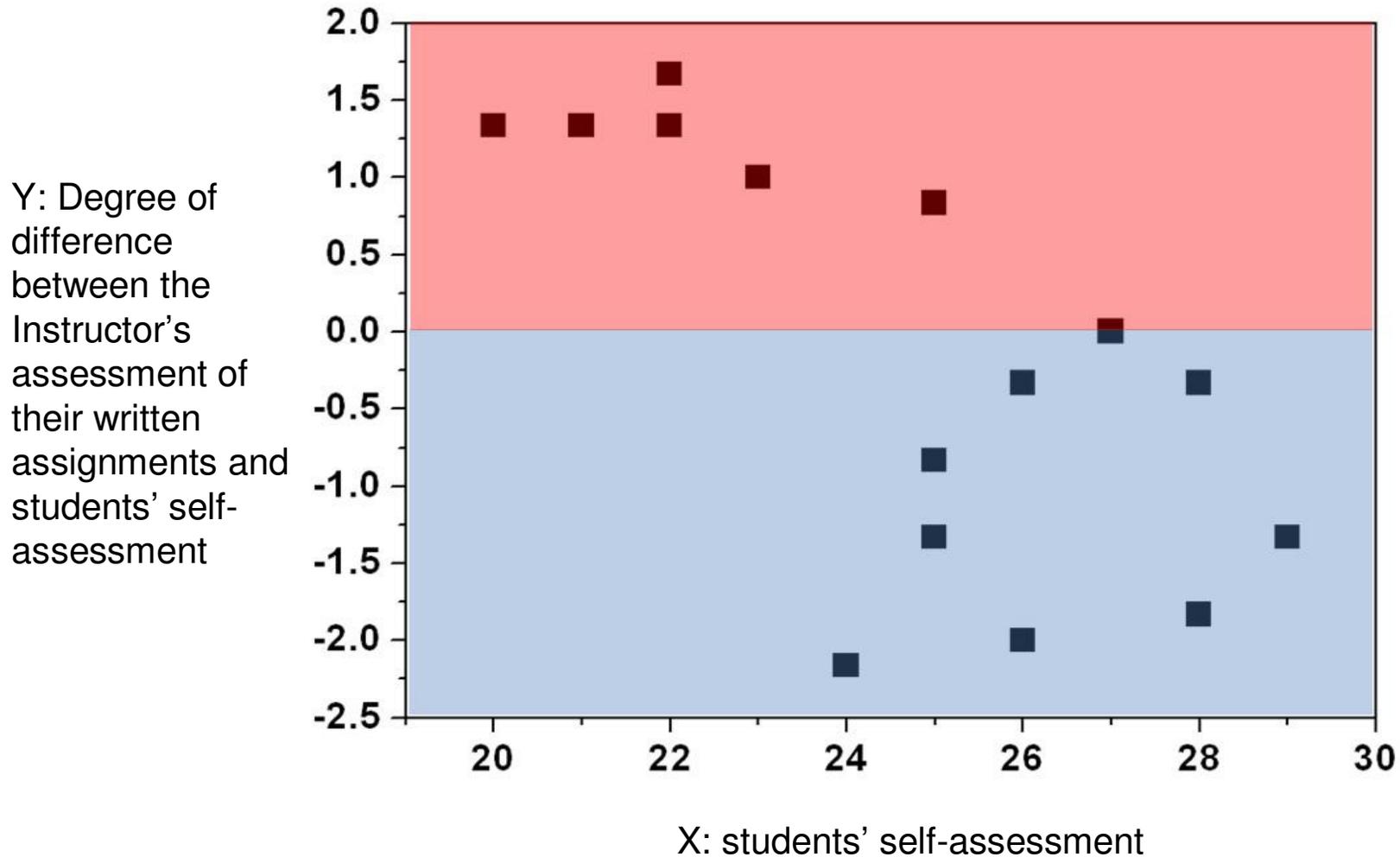
Action Research: Findings

Students No.	Self-assessment (30)	Written assignment (60)
1	26 M	50 M
2	25 M	55 H
3	27 H	54 H
4	28 H	54 H
5	22 L	54 H
6	28 H	54 H
7	21 L	50 M
8	23 L	52 M
9	22 L	52 M
10	29 H	50 M
11	20 L	48 M
12	28 H	45 L
13	28 H	45 L
14	25 M	45 L
15	25 M	42 L
16	26 M	40 L
10 17	24 M	35 L

Action Research: Findings

	SH	SM	SL
WH	3	1	1
WM	1	1	4
WL	2	4	0

Action Research: Findings



Final remarks: *personal reflections*

- Structured learning experiences and guided meaningful and engaged learning beyond class teaching
- Educated and self-reflected learning outcomes by students themselves
- Students can be trusted to have autonomy and rights partially in their final grades

Meaningful teaching beyond learning outcomes stated on paper, but from seeing students' real learning