

Observing innovative learning assessment practices



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Marie-Claude Petit

Chantal Tremblay

Edith Potvin-Rosselet

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OPIÉVA / Interuniversity Observatory of Innovative Learning Assessment Practices

Interdisciplinary group of researchers and professionals specializing in education, specifically in measurement and assessment, whose research is devoted to the study of various dimensions of innovative practices in the evaluation of teachers' learning, at all levels of education.

Our areas of focus :

1. Practices of learning assessment
2. Innovation in learning assessment
3. Data analysis techniques and methods in assessment

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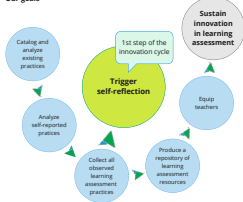
Mission

At a time when learning assessment is undergoing various changes, notably with respect to methods, purpose and massive data, OPIÉVA has adopted as its main mission the **tracking and analyzing of innovative practices of learning assessment**, in terms of academic knowledge, from the perspective of recognizing the initiatives of researchers and practitioners, with a focus on support for student learning.

Our main objectives :

1. Observing and analyzing learning assessment practices
2. Supporting innovation in learning assessment
3. Sharing knowledge about assessment

Our goals



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COMPASSES

<https://opieva.ca/en/boussols/>

Compass #1

Assessing innovative practices

This compass explores teachers' evaluation practices as a function of their innovative or traditional characteristics.

Where do you stand ?

Compass #2

Work in progress

Initial learning assessment

Compass #3

Work in progress

Progressive self-assessment

Innovation +

Tradition +

- Designed for **all educational levels**

- Tool which encourages **self-observation and reflection**

- Suggests **exploratory paths** to diversify their assessment practices

- **Allows teachers to**

- **Analyze** their answers to a questionnaire that offers a self-portrait

- Graphically **reveal where they stand** in relation to others and in relation to the **theoretical concepts** of the compass

- **Monitor their own practices** in learning assessment

Specificities & outcomes

- School Boards and schools

- **Use compasses to start conversation** on learning assessment

- **Workshops for teachers** about innovating in learning assessment

- **Concrete, theoretical and practical resources repository** to foster innovation in learning assessment

- **Provide continuous free professional development** to teachers

Evaluating Assessment Practices in Higher Education

currently being translated

- The PrADE questionnaire was originally created by Jean-Yves Blais in 1998 for the GRPU at Université de Montréal.

- Pascal Detrez (LIEGE University) and Marc Romainville (Namur University) in Belgium adapted it in 2016 for the Belgium Ministry of Education

- A Belgium-Canada agreement allows the OPIÉVA to take over in part the questionnaire

- **Goals**

- Document higher education teachers assessment practices

- By higher education teachers, we mean college teachers as well as university professors, lecturers and educators

Specificities & outcomes

- Built around the learning assessment process

- Look at the beliefs as well as the practices

- Try to corroborate beliefs and practices

- Aim to compare practices in Quebec/Canada with those of Belgium and elsewhere

- Collect concrete data on practice assessment

<https://opieva.ca/en/etudes/>

SERIOUS BOARD GAME

coming fall 2021 in french

coming spring 2022 in english

Examples of innovative assessment practices

- Adopt and encourage a **reflective posture**

- Integrate its assessments into a **pedagogical alignment**

- Assess using **complex and authentic tasks**

- **Diversify** assessment methods

- Provide a **feedback mechanism**

- Assess the 3 P (product, process, purpose)

- Carry out assessments that **develop metacognitive strategies**

- Use assessments that encourage and exploit **interactivity**

- Personalize assessment conditions

- Assess **collaboration**

- **Co-construct** assessments with students

- Use **self-assessment, co-assessment and peer assessment**

- Create assessments that exploit digital features to support learning

- Assess with a **judic approach**.



The game mid-2020



Snack peak of the playing cards

Goals

- Board game : 4 to 6 players / ~60 min.

- Target the **development of innovative assessment characteristics** within the participants

- **Lead to innovation** through play

- **Encourage innovation** in a safe context

- **Expected outcomes**

- **Lunch and Play with :**

- Teachers from all educational levels

- Teachers in formation

- Use in **class** with teachers-to-be

- Use during **workshops** with teachers

Draw me learning assessment

Goals

- Due to COVID : Develop a platform for participants to **upload their assessment-related drawings**

- Collect students and teachers assessment-related drawings (conception, perception, emotional state, ...)

Data collection

- Teachers and learners will be asked to **upload a drawing** about assessment with a **short description**

Adapted from Minkling, 2007



Expected outcomes

- **Annual exhibition and website gallery**

- Showcase the drawings

- Highlight our findings

- **Travelling workshops** to collect data and address the sensitive issues of assessment

- Available upon request to schools of all educational levels

- Using drawing to address learning assessment

- With teachers : Initiate discussions about learning assessment

- With students : Talk about their conceptions and perceptions



References

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(Resources tab)

- Landry, S. (2007). *Travail, réflexion et pouvoir dans les groupes restreints : le modèle des trois zones dynamiques*. Montréal : Presses de l'Université du Québec.

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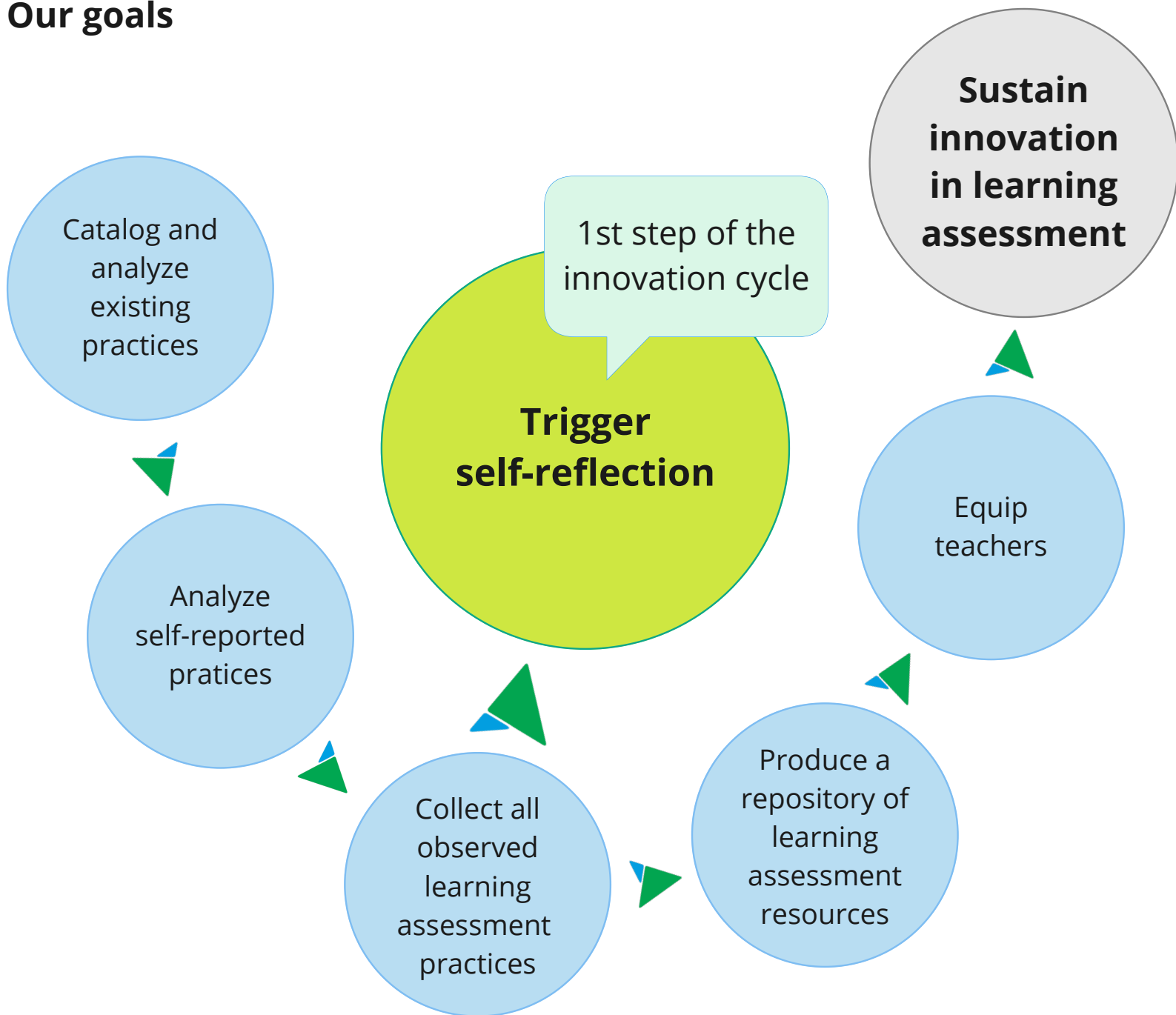


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Our goals



Compass #1

Assessment : between innovation and tradition

This compass explores teachers' evaluation practices as a function of their innovative or traditional characteristics.

Where do you stand ?

Compass #2

work in progress

Digital learning
assessment

Compass #3

work in progress

Beliefs and emotions
in assessment



COMPASSES

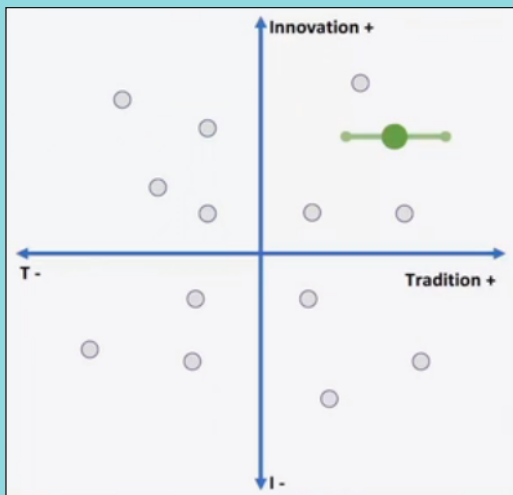
- Designed for **all educational levels**
- Tool which encourages **self-observation and reflection**
- **Suggests exploratory paths** to diversify their assessment practices

Allows teachers to

- **Analyze** their answers to a questionnaire that offers a self-portrait
- Graphically **reveal where they stand** in relation to **others** and in relation to the **theoretical concepts** of the compass
- **Monitor their own practices** in learning assessment

Specificities & outcomes

- School Boards and schools using **compasses to start conversation** on learning assessment
- **Workshops for teachers** about innovating in learning assessment
coming fall 2021
- **Concrete, theoretical and practical resources repository** to foster innovation in learning assessment
- **Provide continuous free professional development** to teachers





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Goals

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Specificities & outcomes

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SERIOUS BOARD GAME

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- **Personalize** assessment conditions
- Assess **collaboration**
- **Co-construct assessments** with students
- Use **self-assessment, co-assessment** and **peer assessment**
- Create assessments that **exploit digital features** to support learning
- Assess with a **ludic approach**.



The game mid-2020



Sneak peak of the playing cards

Goals

- Board game : 4 to 6 players / ~60 min.
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- **Lead to innovation** through play
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Expected outcomes

- **Lunch and Play** with :
 - Teachers from all educational levels
 - Teachers in formation
- Use **in class** with teachers-to-be
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Draw me learning assessment

Goals

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Expected outcomes

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 - Showcase the drawings
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 - Available upon request to schools of all educational levels
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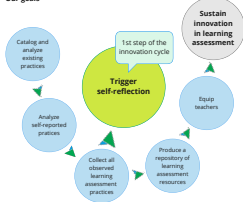
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- using compasses to start conversation on learning assessment

- Workshops for teachers

- about innovating in learning assessment

- coming fall 2021

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- to foster innovation in learning assessment

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(2016). Bilan de pratiques évaluatives des apprentissages à distance en contexte de formation universitaire. *Revue internationale de pédagogie de l'enseignement supérieur*, 32. (2016). Processus de coconstruction d'une grille critériée pour l'évaluation ...

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