Assessment for Learning | Co-creating Student Futures

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Assessment | Design

Traditional design
- Focus on attainment
- Fixed on end-point
- Learner as subject of measurement
- Distinct from learning process

Start of course → End of course
Assessment for learning
• Focus on outcomes
• Progressive
• Learner as active participant
• Embedded in the learning process

Healthcare communication Assessment

Communication theory course
• Year 1, Undergraduate
• Inter-professional course
• Large number of students

Traditional assessment
• Theory exam
• Essay

Assessment for learning
• Role-play (video recorded)
• Reflective writing
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Healthcare communication Assessment

Issues to overcome
• Logistics
• Media production and handling of large volume of media assets
• Tracking of student submissions and asset linking
• Minimising technical requirements
• Ensuring a sustainable marking experience

Solution
• Computer Booths → Managed tablet devices
• Fully integrated media production, handling and submission via learning management system → seamless experience for students
• Automatic tracking, logging and grouping of assets
• Online marking → seamless experience for academic staff
• Reduced marking load by applying crowdsourcing techniques to the design of the assessment brief
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Feedback from students

- “Realisation of time restraints within professional healthcare scenarios”
- “Eye opening experience – watching yourself providing support as a healthcare professional & evaluating verbal and non-verbal communication”
- “Insight into the skill required to effectively read other peoples body language whilst appropriately managing your own”
- “Easy to pin point negative and positive points – therefore effective reflecting tool”

Raised anxiety

- “Removed from your comfort zone – great preparation for the reality of nursing”
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Feedback from staff
• “Students are exposed to variable standards and approaches to communication, provides a framework to understand these variations”
• “Video captures the multitude of channels used within communication”
• “Gives students a rare opportunity to observe their own communication from both an internal and external perspective”
• “Gives them a unique position to reflect on their strengths and developmental needs”

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1. Making the logistics more manageable
   Mobile Solution
   - Tablet devices as capture devices
   - Mobile VLE integration

2. Expanding onto other subject areas
   Social Work, Psychology, Politics

3. Develop new concepts
   Virtual conference assessment
   Laboratory contexts
   Professional standards development
Thank you for your attention

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