Assessment for Holistic Learning

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Outline of Session

1. OBE and Holistic Assessment

2. What do we assess?

3. How do we assess?

4. Issues and Concerns in Holistic Assessment.

History

- Americans were shocked by the Soviet Union's launching of Sputnik in 1957. This led to much soul searching about their education system and how it should be structured to best prepare future American citizens in a world in which it was assumed that the USA needed to regain technological superiority.

- Thus, the OBE's instructional planning process is a reverse of that associated with traditional educational planning. *The desired outcome is selected first* and the curriculum, instructional materials and assessments are created to support the intended outcome (Spady 1988; 1993). All curriculum and teaching decisions are made based on how best to facilitate the desired final outcome.

Willis and Kissane (1995), reviewing the literature on ,OBE (mostly from the USA) ..., identified three basic premises of OBE.

- Decisions about what to teach should be driven by the outcomes we would like students to exhibit at the end of their education experience (p.2).

- All students can achieve learning outcomes of significance so long as the conditions necessary for their success are met (p.3).

- Accountability for schools and for school systems should be in terms of student outcomes (referred to as outputs) rather than in terms of what is provided by way of curriculum, hours of instruction, staff student ratios, school buildings, equipment or textbooks or support services (referred to as inputs) (pp.4-5).

Why focus on outcomes?
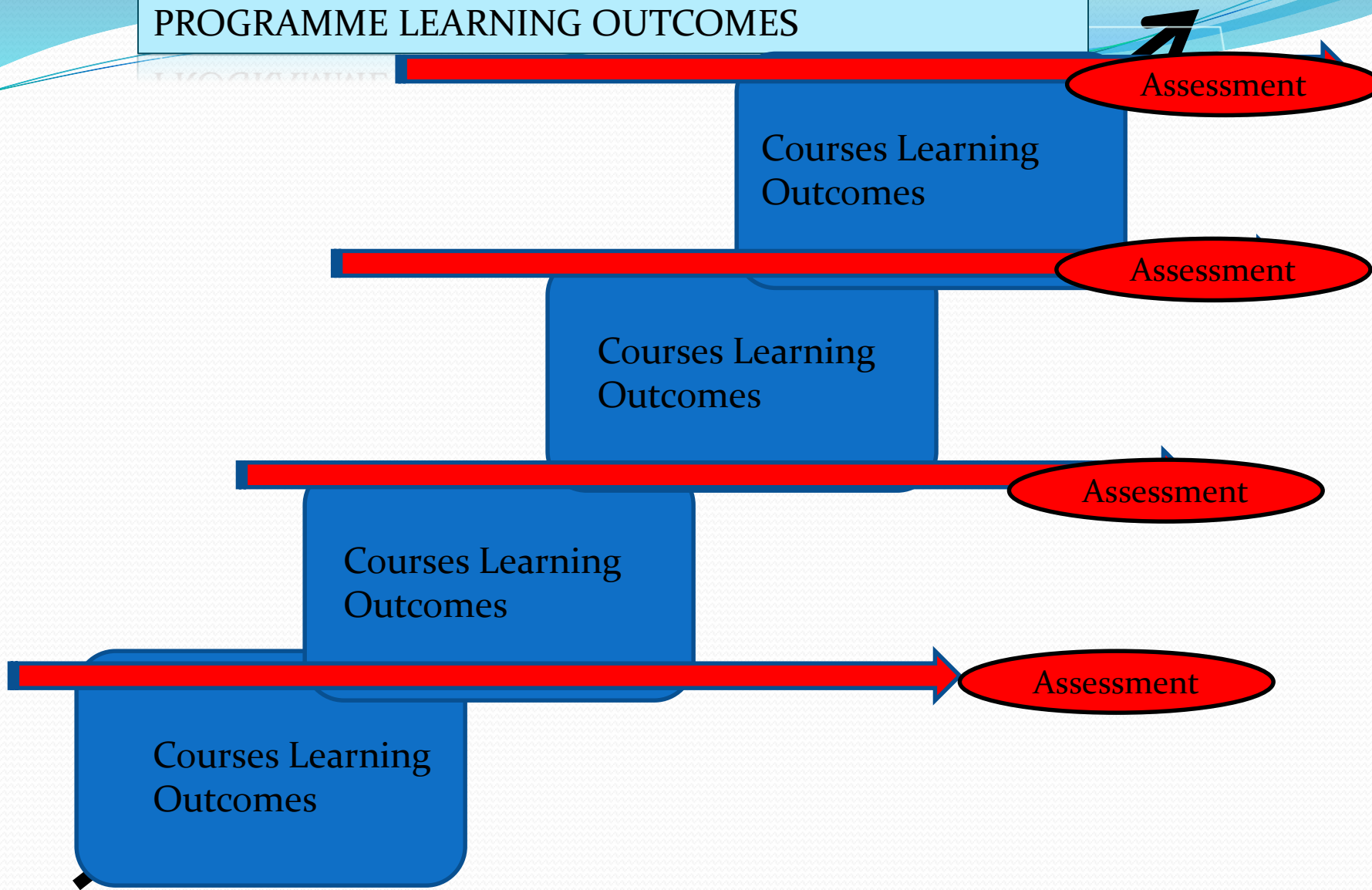
Courses Learning Outcomes

Assessment

Assessment

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Malaysia Higher Education Blueprint

1 — Holistic, entrepreneurial and balanced graduates

2 — Talent excellence

3 — Nation of lifelong learners

4 — Quality TVET graduates

5 — Financial sustainability

6 — Empowered governance

7 — Innovation ecosystem

8 — Global prominence

9 — Globalised online learning

10 — Transformed higher education delivery
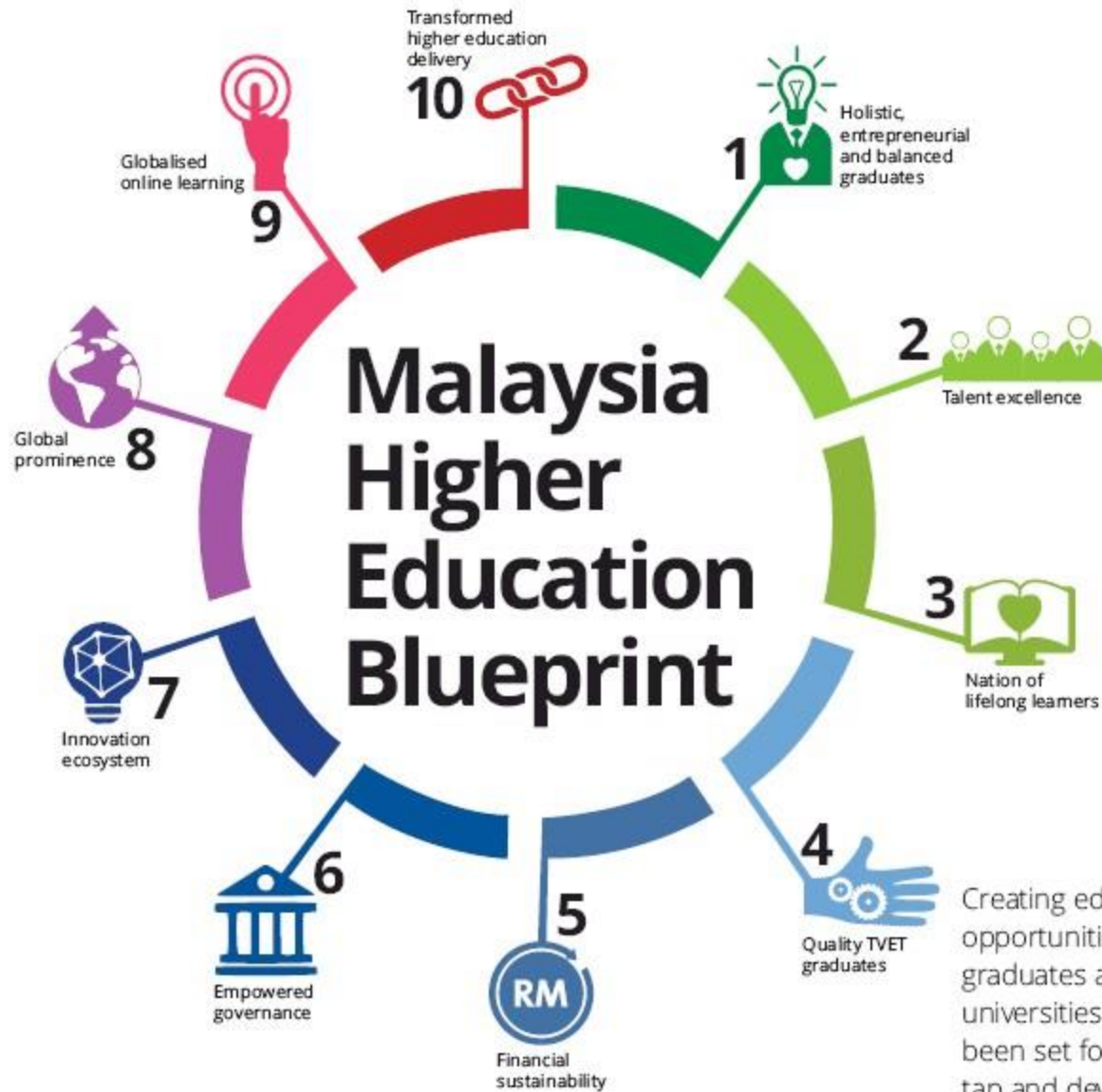
Creating education opportunities, compete graduates and empowe universities. The stage h been set for Malaysia to tap and develop its students. > 8, 9 & 10

OBE in Malaysia
Employability driven

- EMPLOYABILITY in today's context means having the *capability to gain initial employment, maintain employment and obtain new employment, if required.*

- To Saterfield and McLarty (1995), employability skills are the skills required to acquire and retain a job, including **job-specific skills**, **academic skills** and **a range of attitudes and habits**.

- According to Hillage and Pollard (1999, p.83), employability is
  - (a) the ability to gain initial employment,
  - (b) the **ability to maintain employment** and **make 'transitions' between jobs and roles** within the same organization to meet new job requirements, and
  - (c) the **ability to obtain new employment** if required, to be independent in the labour market by being willing and able to manage employment transitions between and within organizations."

OBE in Malaysia

- 2003-2006 Employability issues in Malaysia

- PSPTN (2007-2010) :
    - Meluaskan akses dan meningkatkan ekuiti.
    - ***Menambah baik kualiti pengajaran dan pembelajaran.***
    - Memperteguh penyelidikan dan inovasi.
    - Memperkasakan institusi pengajian tinggi
    - Mempergiatkan pengantarbangsaan.
    - Membudayakan pembelajaran sepanjang hayat.
    - Mengukuhkan sistem penyampaian KPT.

Employability issues

Graduate Employability in Asia- UNESCO 2012 report

"According to UNESCO's data, enrolment in tertiary education more than doubled over the past two decades from 68 million in 1991 to 151 million in 2008. At the same time, the financial crisis that began in 2008 has resulted in increasing unemployment, as highlighted in ILO's Global Employment Trends reports. The global unemployment rate was 6.2 percent in 2010 compared to 5.6 percent in 2007. According to the 2012 report, young people continue to be the hardest hit by the job crisis with 74.8 million youth being unemployed in 2011, an increase of more than 4 million since 2007." (UNESCO, 2012, pg. 6)

Employability in Malaysia

- In 2007, the total number of graduates from all levels of studies at public HEIs was 85,448 and an equally astounding number of 83,432 graduated from the private system.

- In 2008, the public system graduated 59,844 students, while the private HEIs produced 26,590 graduates at the bachelors' degree level (MoHE, 2008). A large proportion of these graduates had difficulties in finding employment. […] the percentage of graduates looking for jobs ranged between 30.7 percent in 2006 and 24.0 percent in 2008.

(UNESCO, 2012, pg. 31)

Employability issues

- Graduate employability in the United Kingdom (2010)
  - Graduate unemployment hits 15 year high
  - One-in-five students left university without a job as graduate unemployment soared to its highest level since the mid-90s.
  - Official figures [...] showed 20 per cent of ex-students were without work in the third quarter of 2010 – double the number when the recession started.

    (http://www.telegraph.co.uk/education/educationnews/8283862/Graduate-unemployment-hits-15-year-high.html)

Employability issues

Graduate employability in Australia

- The unemployment rate in Australia was last reported at 5.1 percent in May of 2012. Historically, from 1978 until 2012, Australia Unemployment Rate averaged 7.0000 Percent reaching an all time high of 10.9000 Percent in December of 1992 and a record low of 4.0000 Percent in February of 2008.

- UNIVERSITY graduates are finding it more difficult to secure full-time work than at any time since 1994, a report released last night shows.

- The survey of almost 100,000 university graduates found 76.2 per cent of those hunting for work found full-time positions after finishing their studies in 2009. Almost a quarter were still looking four months after they left university.

(http://www.theage.com.au/national/graduate-job-rate-hits-gfc-slump-20110705-1h0t3.html#ixzz1yiu8HJX6)

(http://www.tradingeconomics.com/australia/unemployment-rate)

Table 2: Employment status of undergraduate graduates, by group of specialization, 2006-2009

Specialization	2006		2007		2008		2009	
	Employed	Not yet employed	Employed	Not yet employed	Employed	Not yet employed	Employed	Not yet employed
Arts and Social Sciences	55.5	44.5	63.9	36.1	69.8	30.2	64.6	35.4
Sciences	52.4	47.6	65.6	34.4	69.1	30.9	66.9	33.2
Technical	65.2	34.9	70.6	29.4	75.8	24.2	69.8	30.2
Information & Communication Technology	61.1	38.9	67.7	32.3	77.1	22.8	73.3	26.7
Education	97.0	3.0	96.4	3.6	96.9	3.2	94.9	5.1
Total percentage by year	63.6	36.4	70.3	29.7	75.3	24.7	70.9	29.1

Source: MoHE, various years.

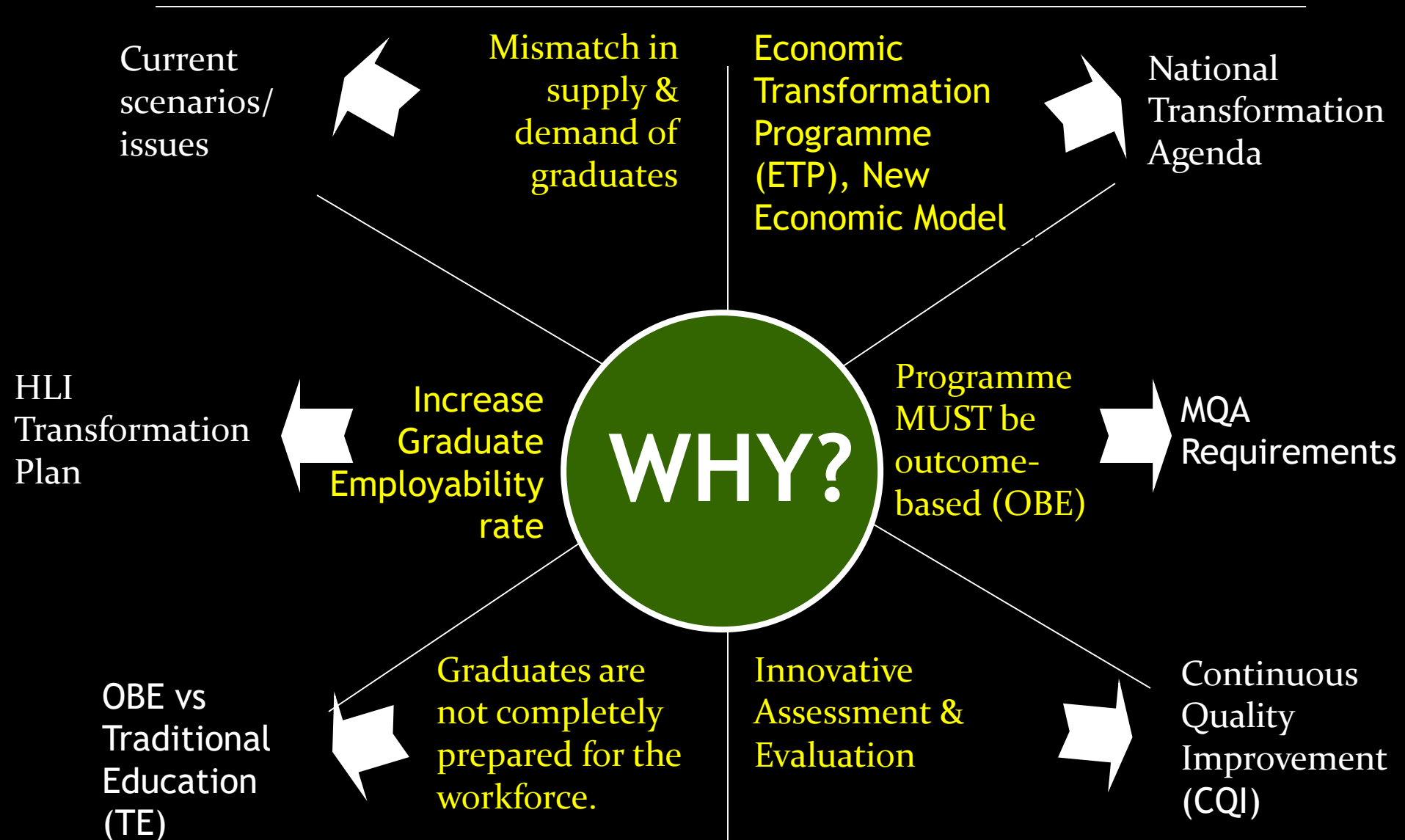# Reasons for unemployment among graduates in Malaysia

The Malaysian government and employers are in unison in interpreting employability of graduates as their marketability in the workforce. Employers have increasingly voiced their dissatisfaction to the MoHE about the employability of local graduates, arguing that while many graduates are being churned out of HEIs annually, there is a limited supply of those considered to be of "good quality", and **that rising unemployment among graduates is primarily due to mismatch between supply and demand** (Morshidi et al., 2009).

Accordingto a 2004 study by the Institut Penyelidikan Pendidikan Tinggi Negara (IPPTN, 2004), slow economic growth and the changing employment structure have had a significant negative impact on graduate unemployment in Malaysia.

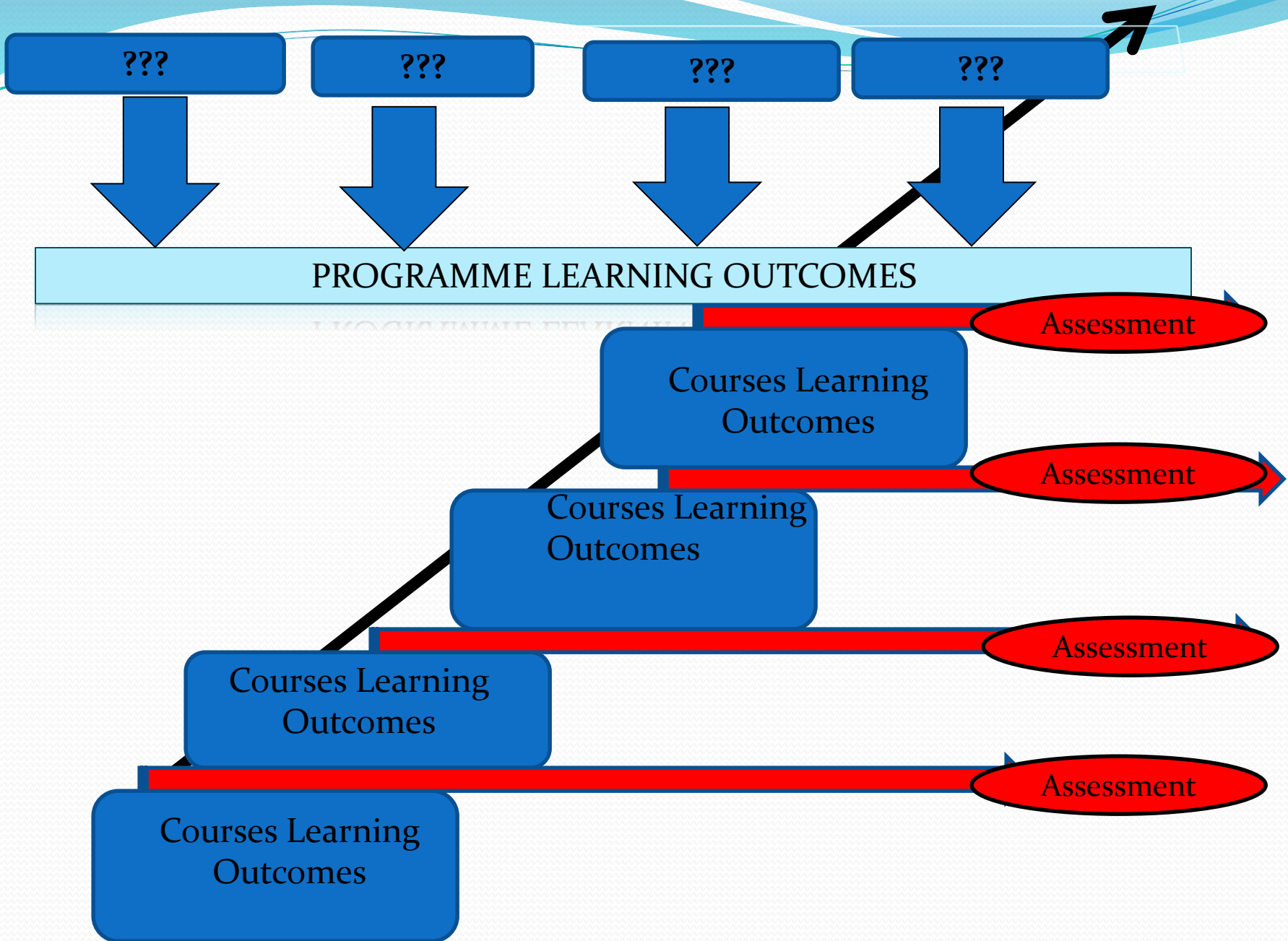# Reasons for unemployment among graduates in Malaysia

- Another study undertaken by the IPPTN in 2002 and 2003 (IPPTN, 2003) concluded that **while there were some gaps in the curriculum in terms of equipping students with the necessary skills for employment, more needs to be done with respect to graduates' career planning and their overall psychological make-up.**

The IMPORTANCE OF OBE- The Malaysian Scenario

Current scenarios/ issues

Mismatch in supply & demand of graduates

Economic Transformation Programme (ETP), New Economic Model

National Transformation Agenda

HLI Transformation Plan

Increase Graduate Employability rate

WHY?

Programme MUST be outcome-based (OBE)

MQA Requirements

OBE vs Traditional Education (TE)

Graduates are not completely prepared for the workforce.

Innovative Assessment & Evaluation

Continuous Quality Improvement (CQI)

What are "good quality graduates"?

- The characteristics of "good quality graduates", as perceived by the employers, include the following:
  - **Good values** (e.g. honest, confident yet humble, innovative and creative);
  - **Positive attitudes** (e.g. proactive, hardworking, high motivation and curiosity driven);
  - **Work-related skills** (e.g. communication, entrepreneurship and leadership skills); and
  - **Preparedness to work** (e.g. industry-ready skills and ability to perform well in a working environment).
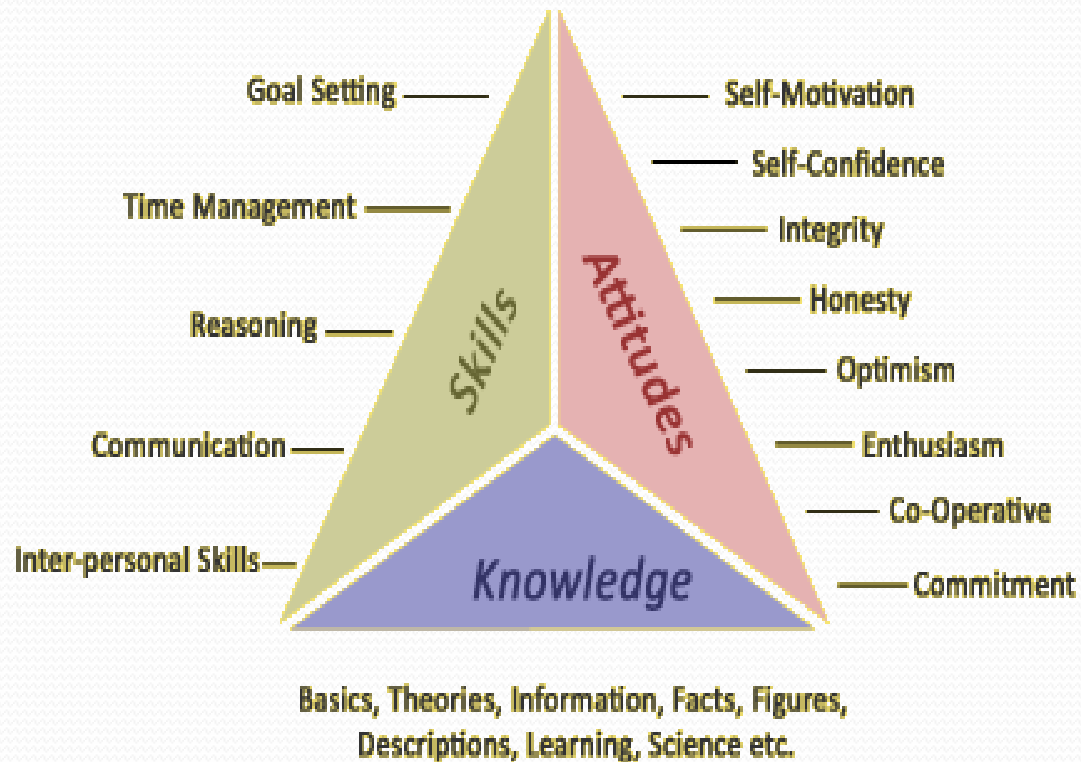
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PROGRAMME LEARNING OUTCOMES

Assessment

Courses Learning Outcomes

Assessment

Courses Learning Outcomes

Assessment

Courses Learning Outcomes

Assessment

Courses Learning Outcomes

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Define your outcomes?

What are the students' needs?

Triangle of Success

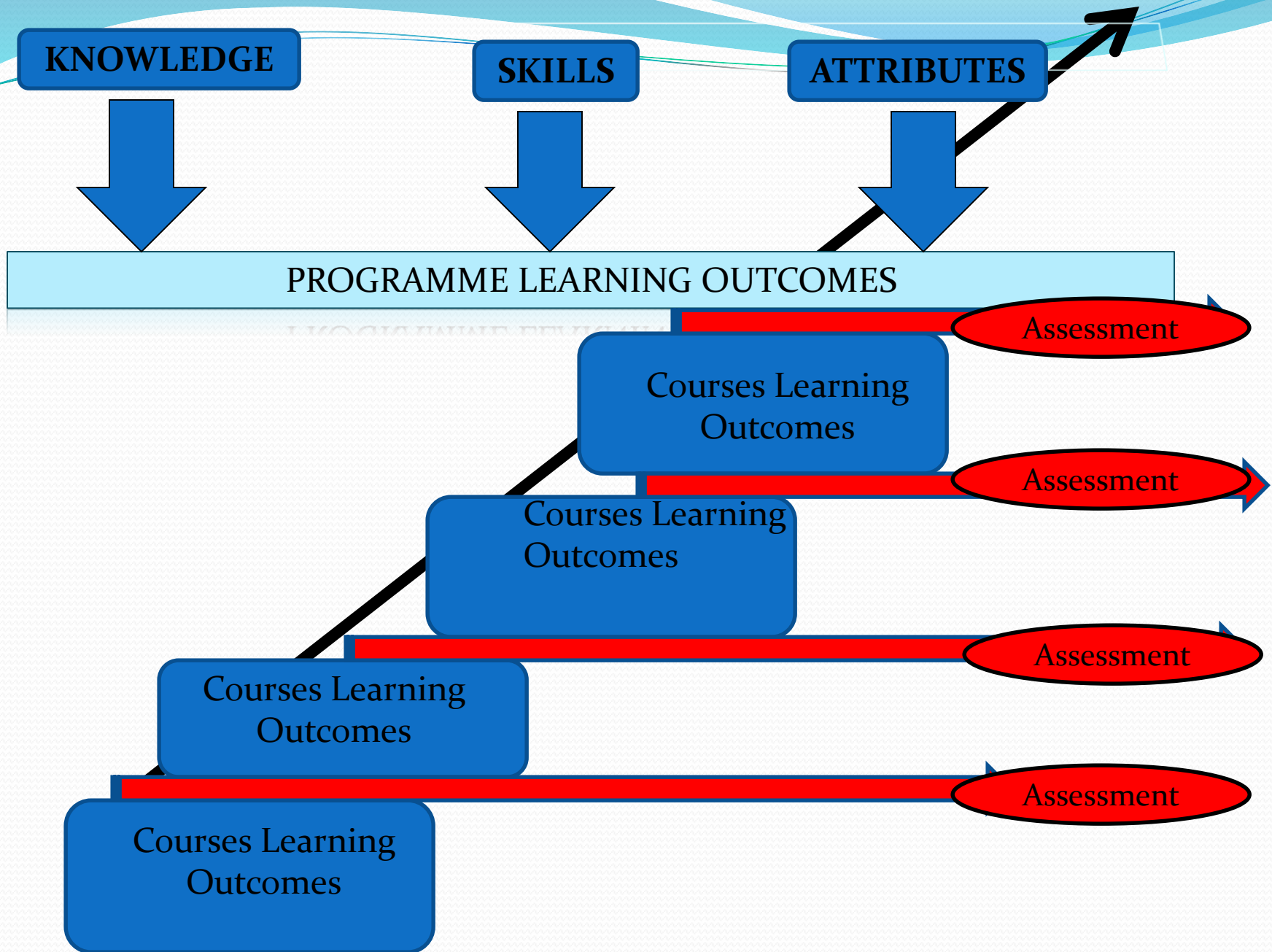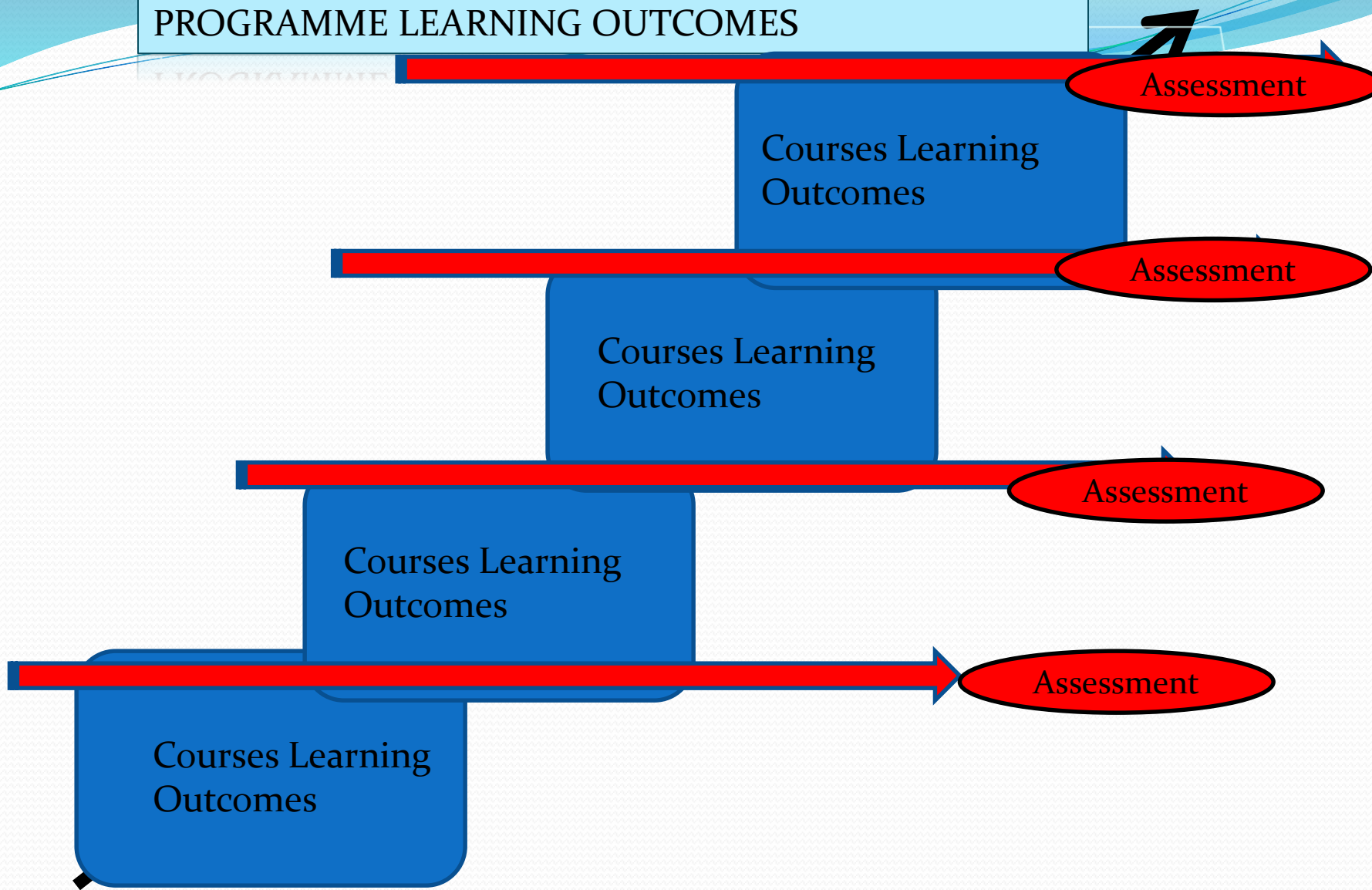# 8 MQF Learning Outcome Domains

1 Knowledge

2 Practical Skills

3 Social skills and responsibilities

4 Values, attitudes and professionalism

5 Communication, leadership and team skills

6 Problem solving and scientific skills

7 Information management and lifelong learning skills

8 Managerial and entrepreneurial skills
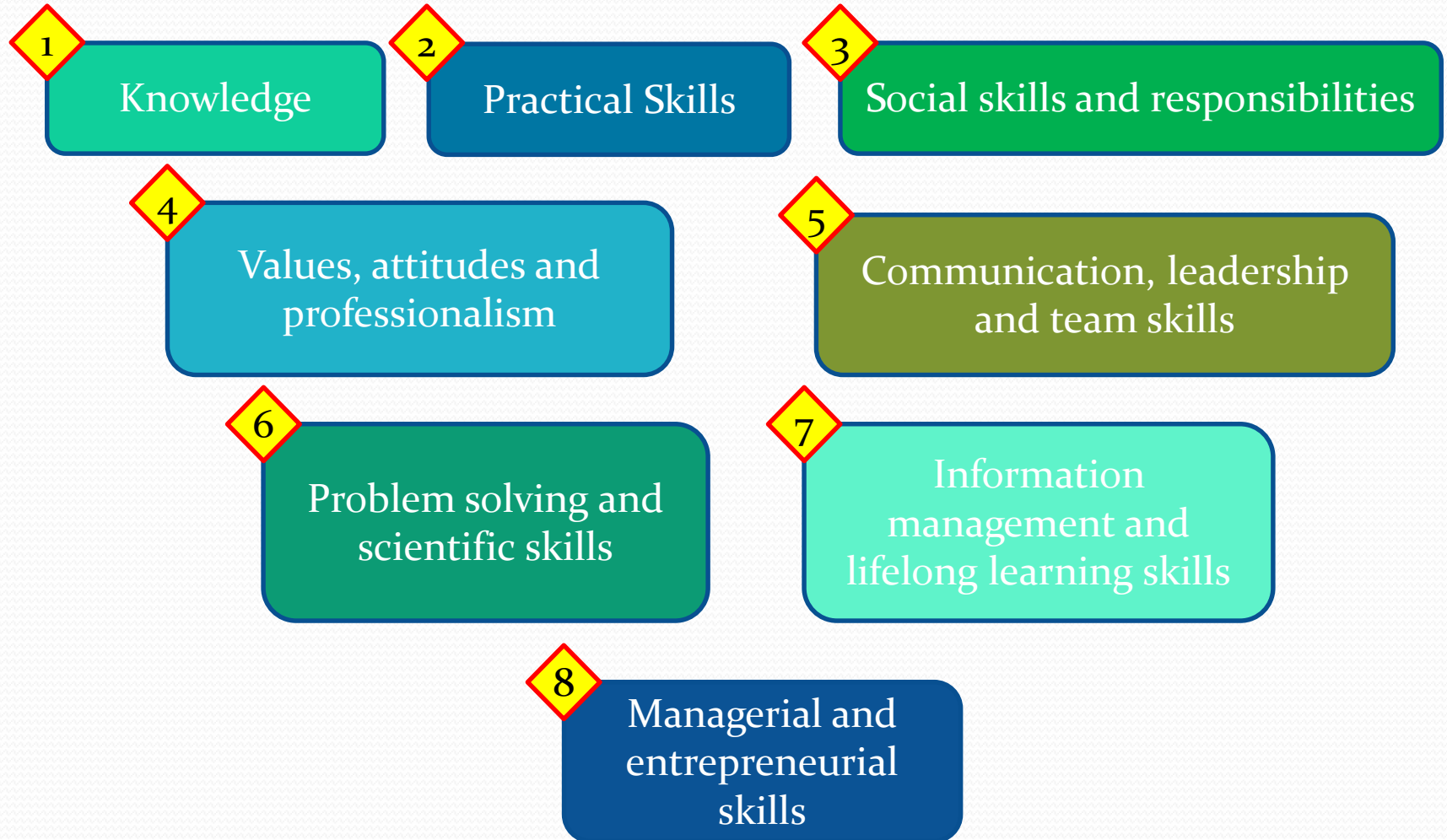
How to do it?

Planning a programme in OBE

KNOWLEDGE   SKILLS   ATTRIBUTES

PROGRAMME LEARNING OUTCOMES

Courses Learning Outcomes

Assessment

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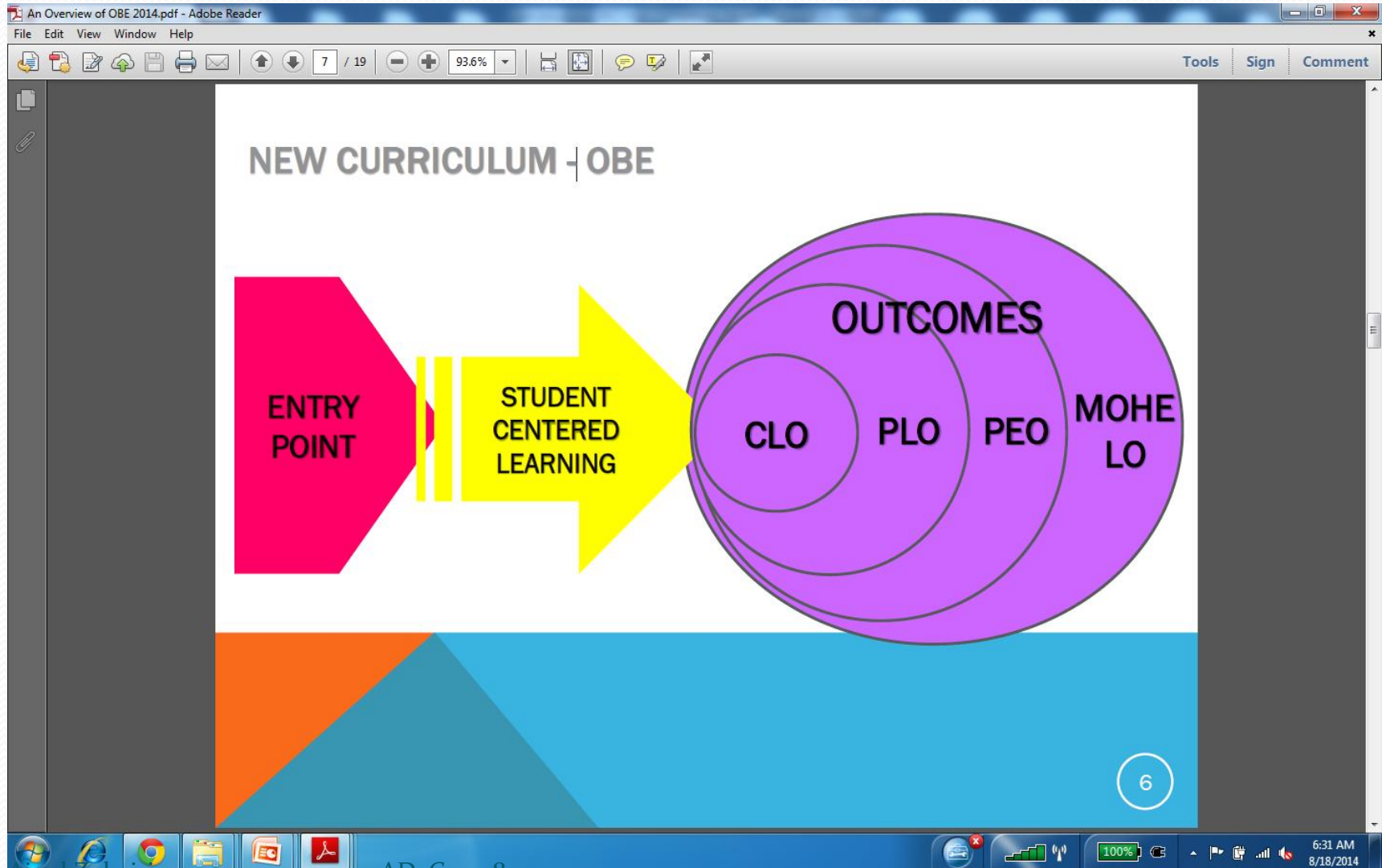
OBE in Malaysia

PEO
Programme Educational Objectives
(3-5 years after graduation)

PLO
Programme Learning Outcomes (upon graduation)

CLO
Course Learning Outcomes (upon subject completion)

OBE in Malaysia

- **Program Educational Objectives [PEO] are statements that describe the expected accomplishments of graduates during the first several years following graduation.**

- **Program Outcomes focus on those abilities that are measurable at the successful end of a student's academic program**

- **Course Learning Outcomes (CLO) focus on Content, Skills and Abilities that are measurable upon completion of a subject/course.**

PRINCIPLES OF OBE

Lecturers must be clearly focused on what they want students to know, understand and be able to do. In other words, teachers should focus on helping students to develop the _knowledge, skills and personalities_ that will enable them to achieve the intended outcomes that have been clearly defined.

back

OBE vs TE

OBE

| Active Learners |
| Assessment on an ongoing basis |
| An Integration of knowledge |
| Learner-centred |
| Lecturers can be innovative and creative |
| Learners responsible for their own learning |
| Emphasis on outcomes |
| Flexible time frames; learner determines pace |
| Critical thinking, reasoning and action |

TE

| Passive learners |
| Examination driven |
| Content-based syllabus |
| Textbook and lecturer-centred |
| Syllabus is rigid |
| Lecturers responsible for learning |
| Emphasis on what lecturer hopes to achieve |
| Content placed into rigid time frames |
| Rote learning |

OBE
VS
TE

The place of assessment?

Assessment

- Looking at the Curriculum Framework's principles of teaching and learning from an assessment perspective, it is clear that if students are to have opportunities to learn, are to be provided with connection and challenge, as well as action and reflection, if they are to experience motivation and purpose, and the curriculum is to provide for inclusivity and difference as well as independence and collaboration in a supportive environment, then much more sophisticated types of assessment will be necessary.

- In this sense the principles of assessment are as necessary to support student learning as are the principles of teaching and learning. A primary purpose then is "**for assessment to enhance learning**" (Curriculum Council, 1998, p.37).

LO statements to make explicit what the

- student is expected to be able to know, understand or do;

- Providing learning activities which will help the student to reach these outcomes;

- *Assessing the extent to which the student meets these outcomes* through the use of explicit assessment criteria.
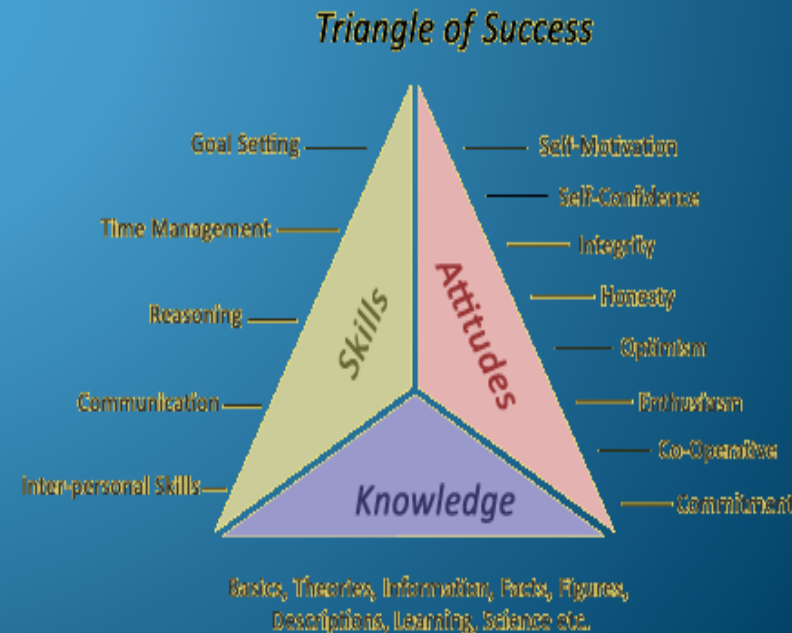
IIUM Assessment Policy

...., assessment should enable the University to audit and certify that a student has achieved the learning outcomes and academic standards for the grades and qualifications. More importantly, **assessment should serve as a powerful tool to enhance teaching and learning**. (p. 5)

Task 1: Reflection

- To what extend does your program/course help students
  - to communicate effectively by developing their language and written skills?

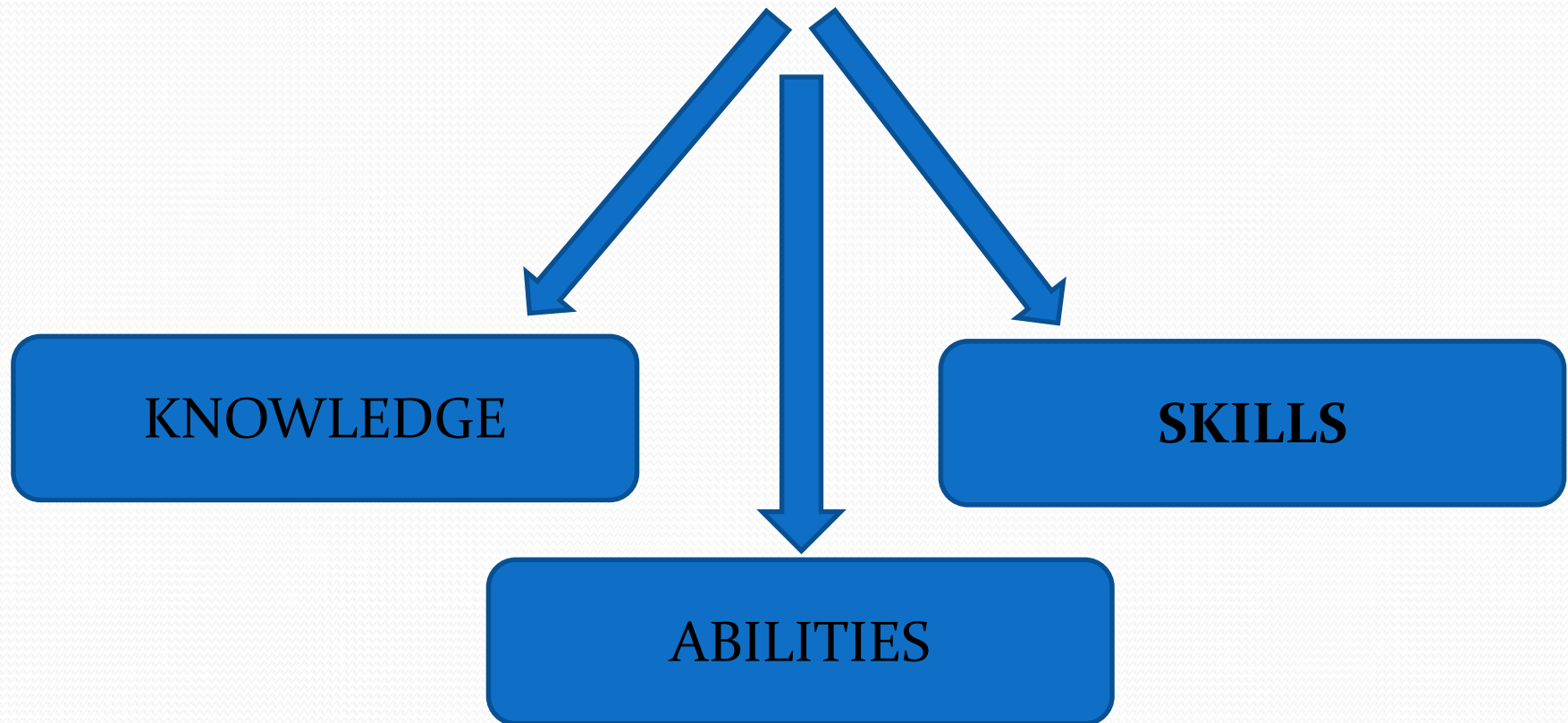 - to think critically and solve problems?

Task 2

1. What are some concepts/topic/theories you expect graduates from your faculty need to know and master at the end of their undergraduate studies?
2. What are the qualities of graduate you look for at job entry level?
3. What are the skills you expect of graduates at the end of their undergraduate studies?

Triangle of Success

Goal Setting — — Self-Motivation

— Self-Confidence

Time Management — — Integrity

Reasoning — — Honesty

Skills   Attitudes — Optimism

Communication — — Enthusiasm

— Co-Operative

Inter-personal Skills — Knowledge — Commitment

Facts, Theories, Information, Facts, Figures, Descriptions, Learning, Science etc.

What do we assess?

LEARNING OUTCOMES

KNOWLEDGE

SKILLS

ABILITIES

Alignment of learning outcomes to K, S and A

# Identify the **Knowledge** and **<u>A</u>**, **<u>S</u>** or **<u>O</u>**?

- Upon completion of this course, students should be able to:
- 1. Identify the relevant **mathematical operations** and **techniques** **to solve a particular problem.**

- 2. Perform **mathematical operations** and **techniques related to functions and matrices**.

- 3. Interpret and **relate** **mathematical concepts to economics, business and accounting problems**.

- 4. Apply the **mathematical concepts** and offer solutions to economics, business and accounting problems.

-

Example of a CLOs, identify the knowledge and the A, S or O?

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  1

- 3. <u>Interpret</u> and **relate mathematical concepts to economics, business and accounting problems**.

  2

- 4. <u>Apply</u> the **mathematical concepts** and <u>offer solutions to</u> <u>economics, business and accounting problems</u>.

-

How do we assess?

Assessment Practices

Traditional Assesment Methods	Alternative Assessment
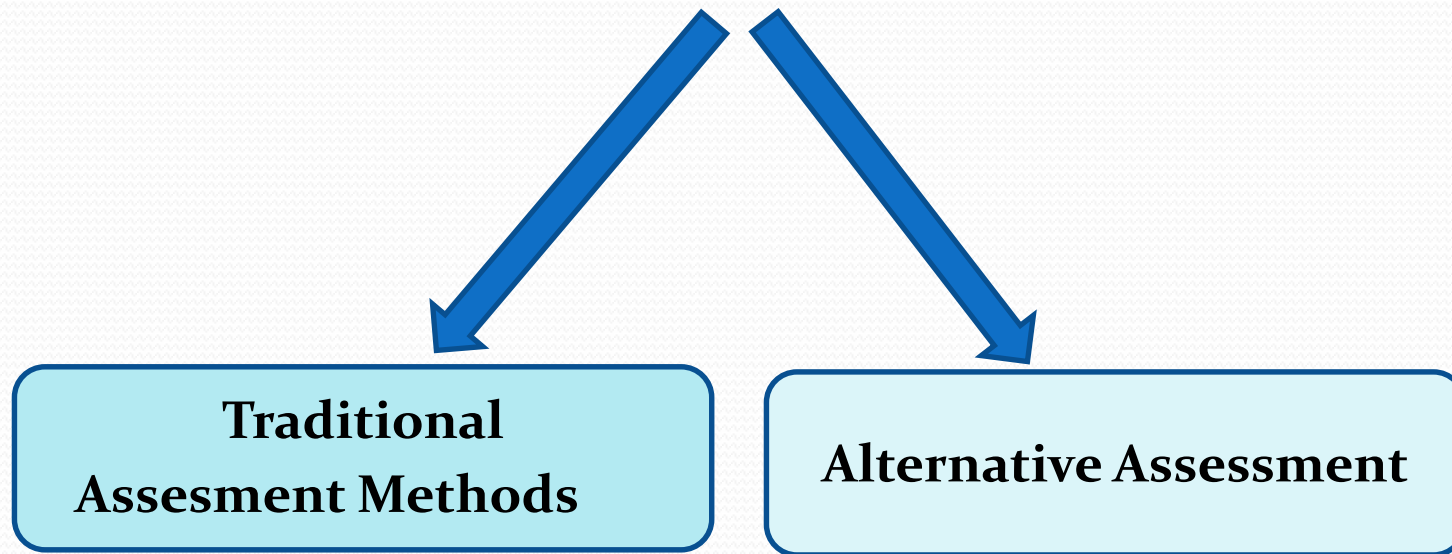
What are the non-paper and pen assessments used in your course?

Common types of performance assessment:

- Written report
- Studio/Laboratory work
- Portfolio
- Oral presentation
- Internship/ Practical training
- Interview
- Project work
- Fieldwork

Common types of performance assessment (guidelines by MQA):

IT skills

Written communication skills

- Written report
- Studio/Laboratory work
- Portfolio
- Oral presentation
- Internship/ Practical training
- Interview
- Project work
- Fieldwork

Spoken communication skills
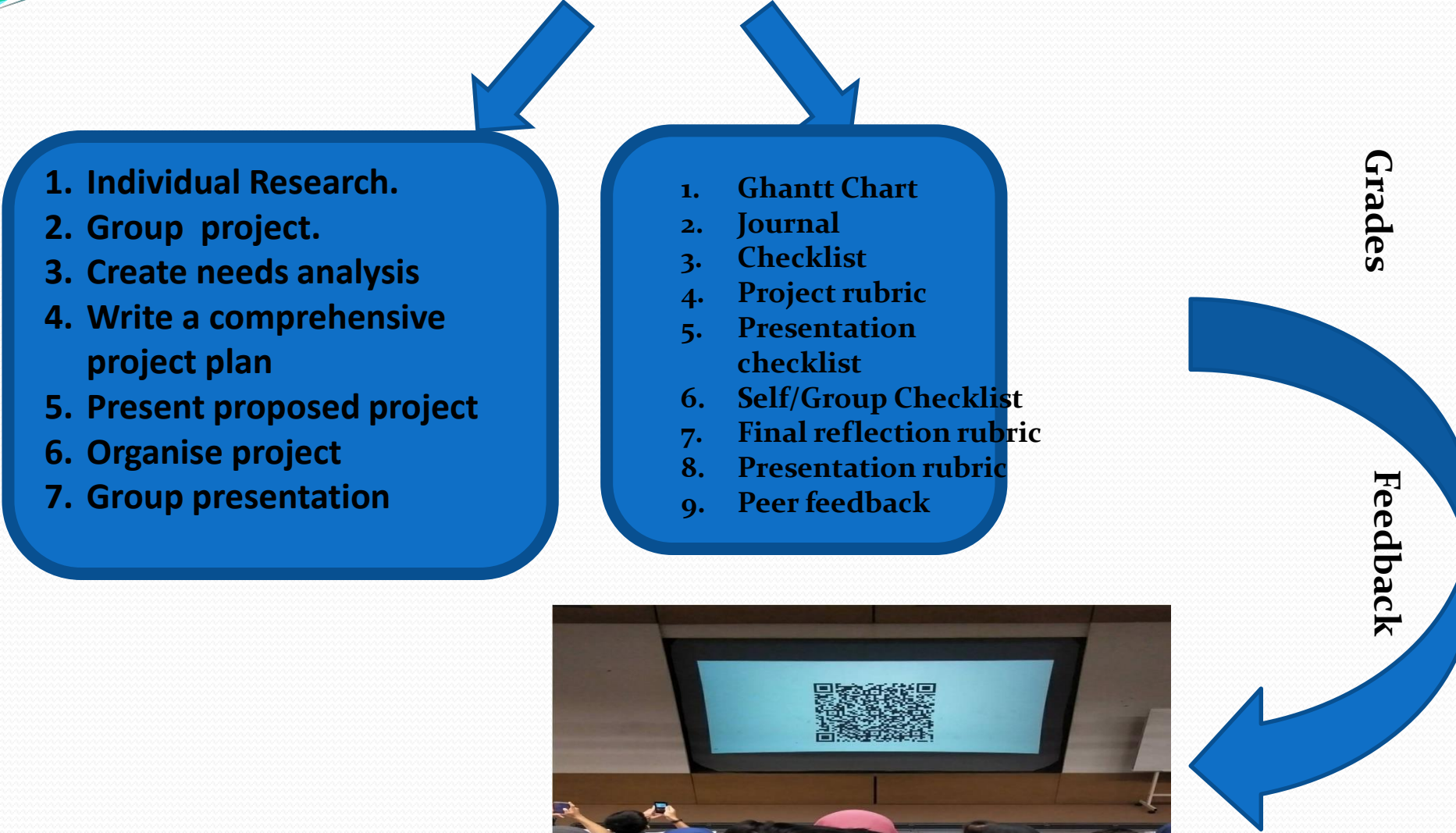
Teamwork skills

Lifelong learning skills

Time management

ASSESSMENT TASKS AND ASSESSMENT TOOLS

1. Individual Research.
2. Group project.
3. Create needs analysis
4. Write a comprehensive project plan
5. Present proposed project
6. Organise project
7. Group presentation

1. Ghantt Chart
2. Journal
3. Checklist
4. Project rubric
5. Presentation checklist
6. Self/Group Checklist
7. Final reflection rubric
8. Presentation rubric
9. Peer feedback

ASSESSMENT TASKS AND ASSESSMENT TOOLS

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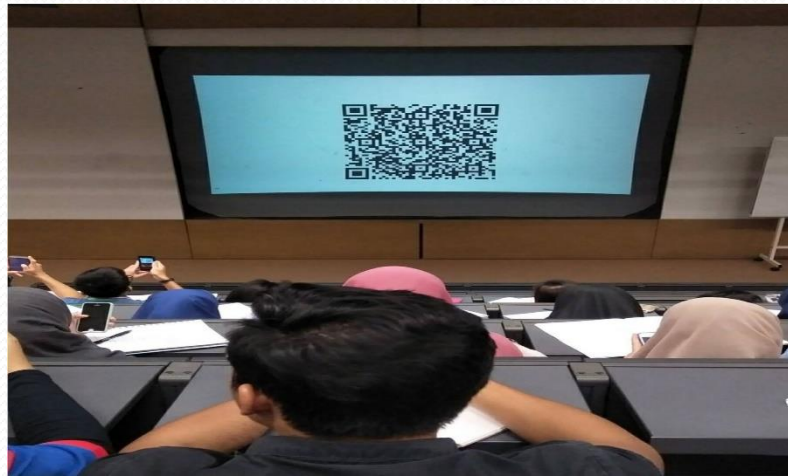6. **Organise project**
7. **Group presentation**

1. **Ghantt Chart**
2. **Journal**
3. **Checklist**
4. **Project rubric**
5. **Presentation checklist**
6. **Self/Group Checklist**
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8. Presentation rubric
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Grades

Feedback

ASSESSMENT TASKS AND ASSESSMENT TOOLS

**List your
Assessment tasks**

1. **List your assesment tools**

1. **EXPLAIN HOW THE ASSESSMENTS TOOLS ARE USEFUL FOR ASSESMENT OF SKILLS AND ATTRIBUTES?**
2. **DO STUDENTS GET FEEDBACK? ARE THE TOOLS USED FOR FORMATIVE FEEDBACK? EXPLAIN.**

Task 2: Reflection

- To what extent does your course use alternative assesssent? Name the assesment methods used?

- What are the attributes and skills included in the assessment methods?
  - Effective communicate
  - Critical thinking and solve problems
  - Teamwork skills?
  - Lifelong learning skills?

Issues and Concerns in Holistic Assessment.

1. Balance between Formative vs. Summative Assessment.

2. Formative assesment and Feedback (iCGPA)

3. Assessment Competency

Thank You

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