

Learning-oriented assessment for future-oriented learning

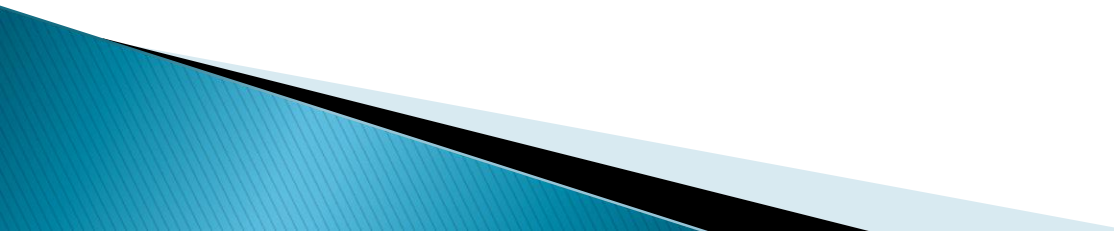
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Generic graduate attributes

- ▶ *'the skills, personal attributes and values which should be acquired by all graduates regardless of their discipline or field of study. the central achievements of higher education as a process'*
(Higher Education Council (1992, p.20))

Employability skills

- ▶ *'skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions'* (DEST, 2002)
 - ▶ Subset of graduate attributes (BIHECC, 2007)
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Generic graduate attributes (Oliver, 2011)	Employability skills (DEST, 2002)
written and oral communication; learning and working collaboratively	communication and teamwork skills
problem-solving, generating ideas and innovative solutions	problem solving skills; initiative and enterprise skills
critical and analytical thinking	planning and organising skills
learning and working independently	self-management skills; life-long learning skills
information literacy, often associated with technology	technology skills
ethical and inclusive engagement with communities, cultures and nations	

Generic graduate attributes in practice

- ▶ Policy well developed (eg Barrie, 2004)
- ▶ Issues:
 - Developed or selected?
 - Mix of dispositions and attitudes, abilities, and skills
 - Student awareness *‘good for us to have’*
- ▶ Must be included in curriculum and aligned with learning outcomes and assessment (Oliver, 2011)
- ▶ Challenge for academics → leave them out? (Hughes & Barrie, 2010)

Assessment and constructive alignment

- ▶ *‘Sustainable assessment’* (Boud & Falchikov, 2006)
 - certification/feedback
 - prepare students to assess own learning beyond the unit in which the assessment is embedded
- ▶ Characteristics of sustainable assessment

Engage with standards, criteria and problem analysis	Emphasise context influences on learning activity
working in association with others in/out institution	authentic representations and productions
promotes transparency, including structure and purpose of the task	fosters reflexivity, self-monitoring and self-evaluation
builds learner agency and promotes active learning	portrayal of learning outcomes for a range of purposes

Learning-oriented assessment

(Carless, 2007)

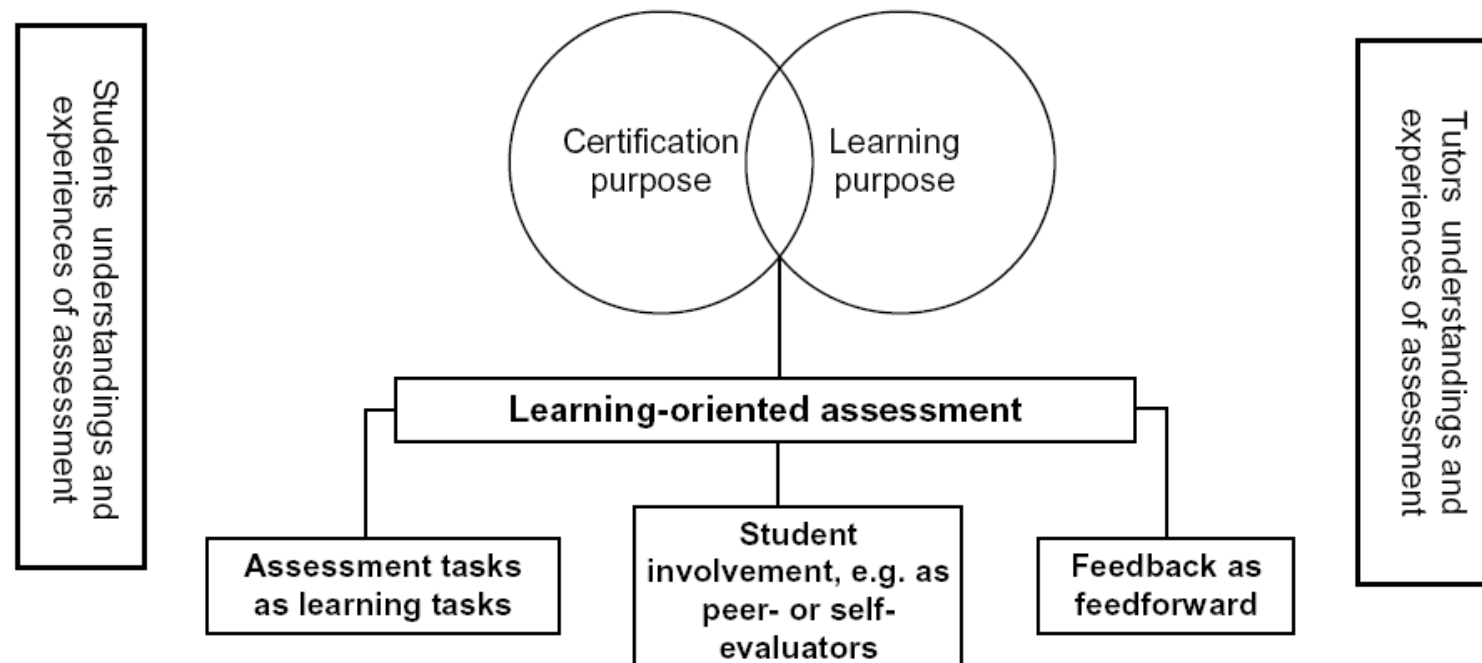


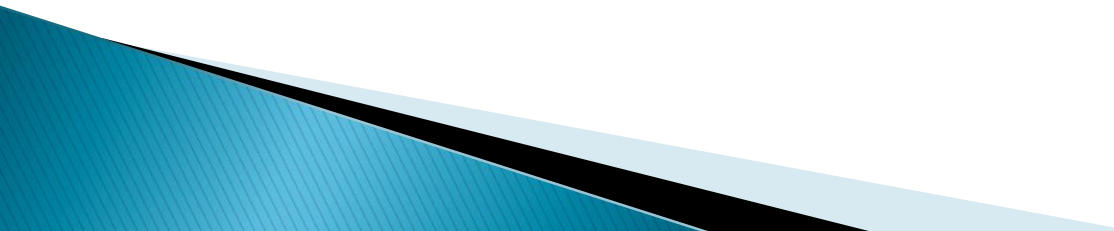
Figure 1. Framework for learning-oriented assessment

Constructive alignment:
objectives, content and
assessment (Biggs, 1999)

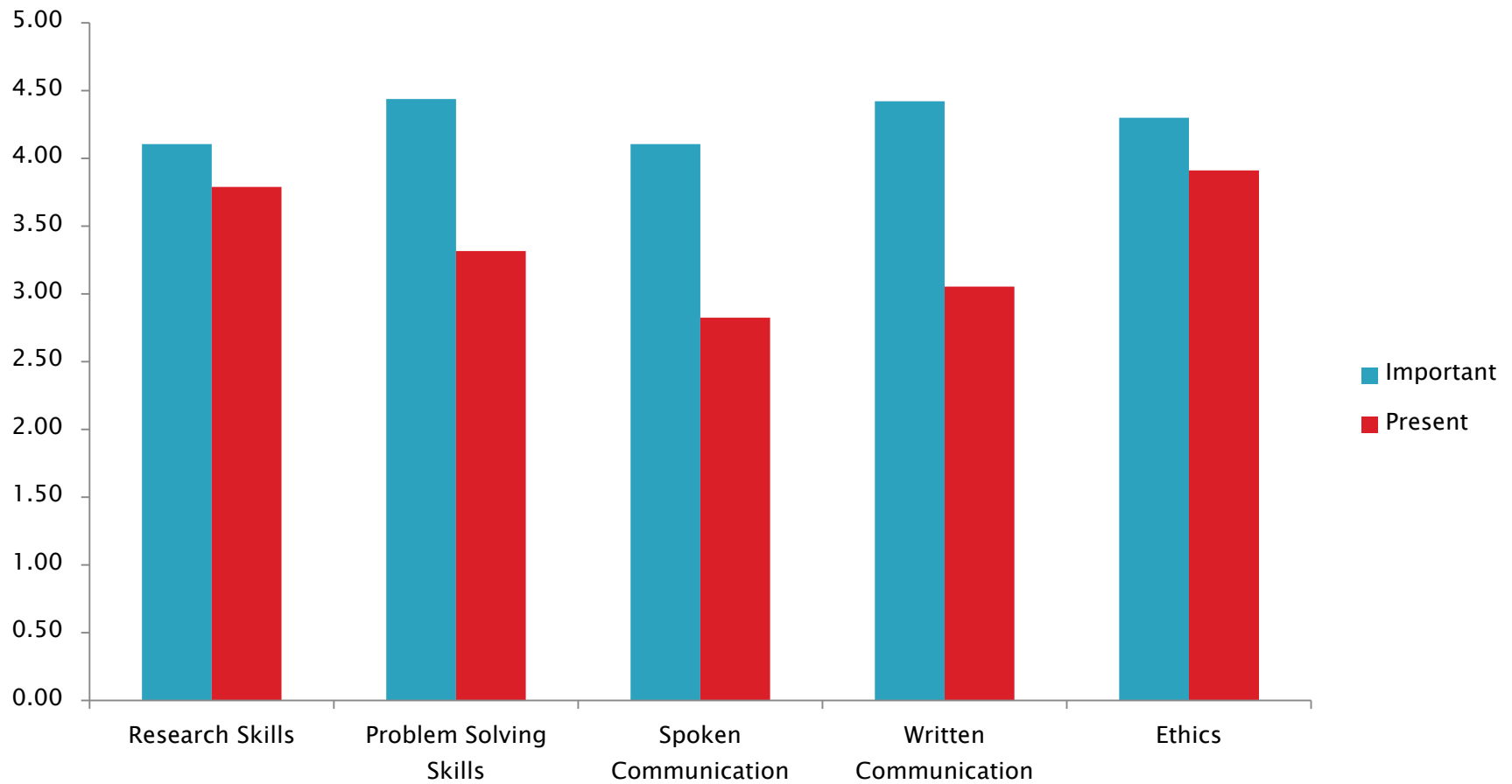
Active engagement

Timely to allow
feedforward into
future work

Case study: LOA to promote acquisition of key graduate attributes

- ▶ BHIthSci commenced 2002, revised 2008
 - ▶ curriculum approval documents
 - research skills;
 - problem-solving skills;
 - communication skills appropriate to a range of contexts;
 - ethical perspectives
- 

Ratings of importance and presence of key skills in curriculum (Year 1 students, n=58)



* $p < .05$

Foundational core unit

Learning and Teaching Activities

Lectures

Interactive seminars

Unit outline presents graduate attributes and discusses each learning activity and assessment in terms of graduate attributes and key skills for the health sector

Team-based activity: research a key health problem, including (a) evaluating interventions; (b) interviewing health professionals (≥ 2)

Information literacy and academic writing online module

Learning Outcomes

Describe conceptual framework & definitions

Understanding of biopsychosocial determinants

Evaluate preventative and restorative interventions

Apply principles to novel problems

Understand teamwork and how to improve outcomes of team-based projects

Information literacy skills

Skills in spoken and written communication, and academic writing

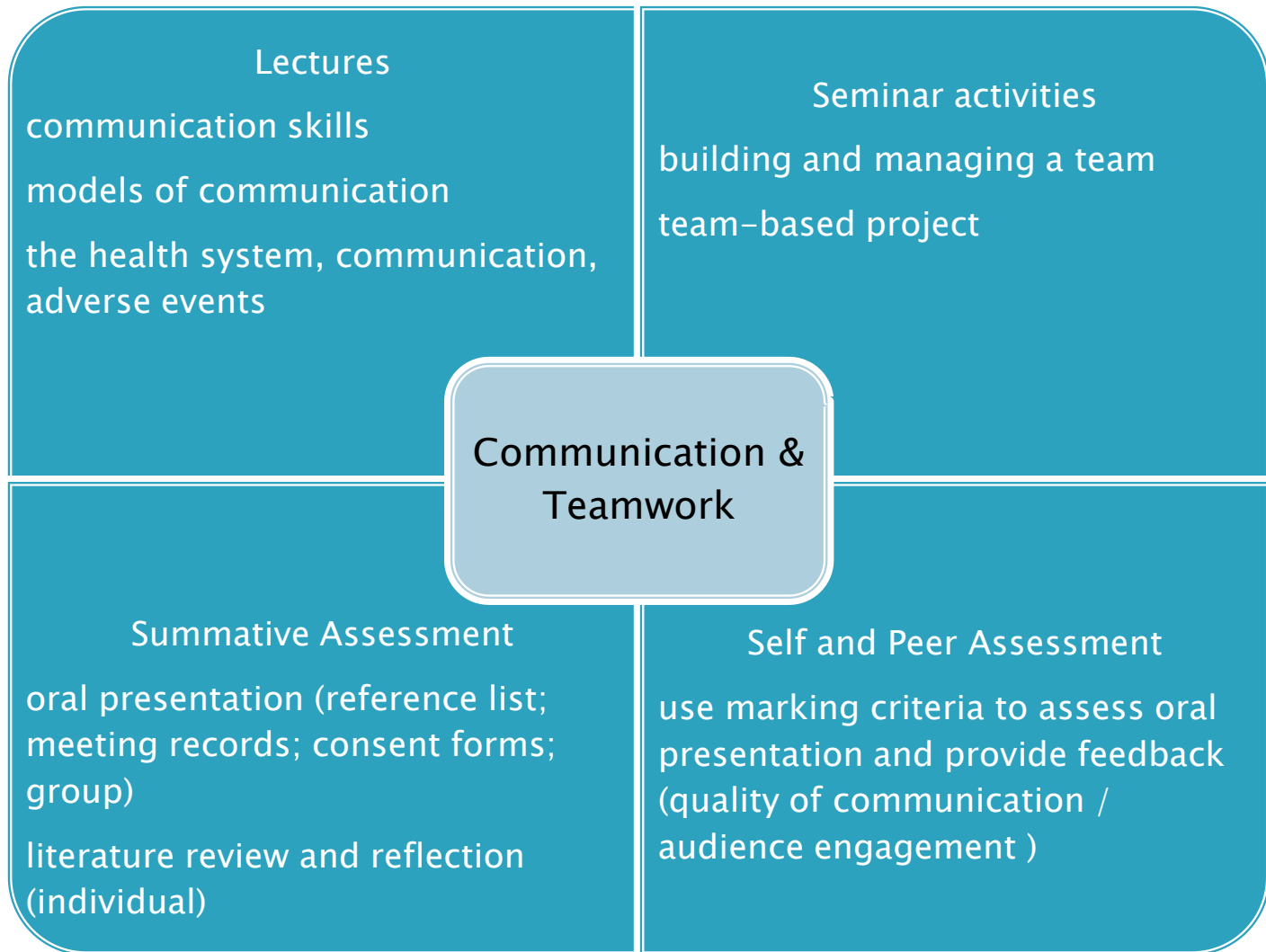
Assessment

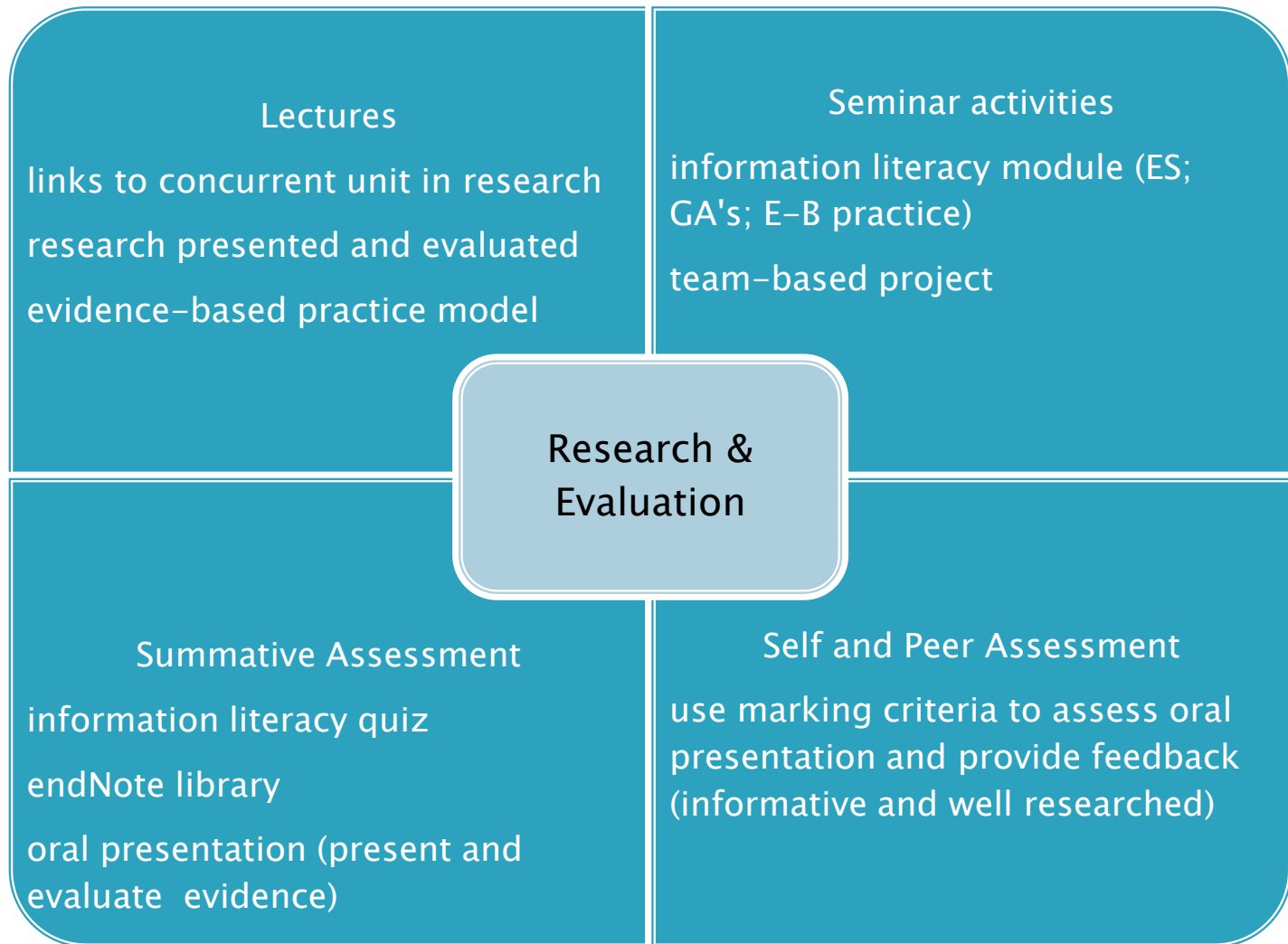
MCQ and SA exam

Literature review (teamwork in health) and reflection on group process

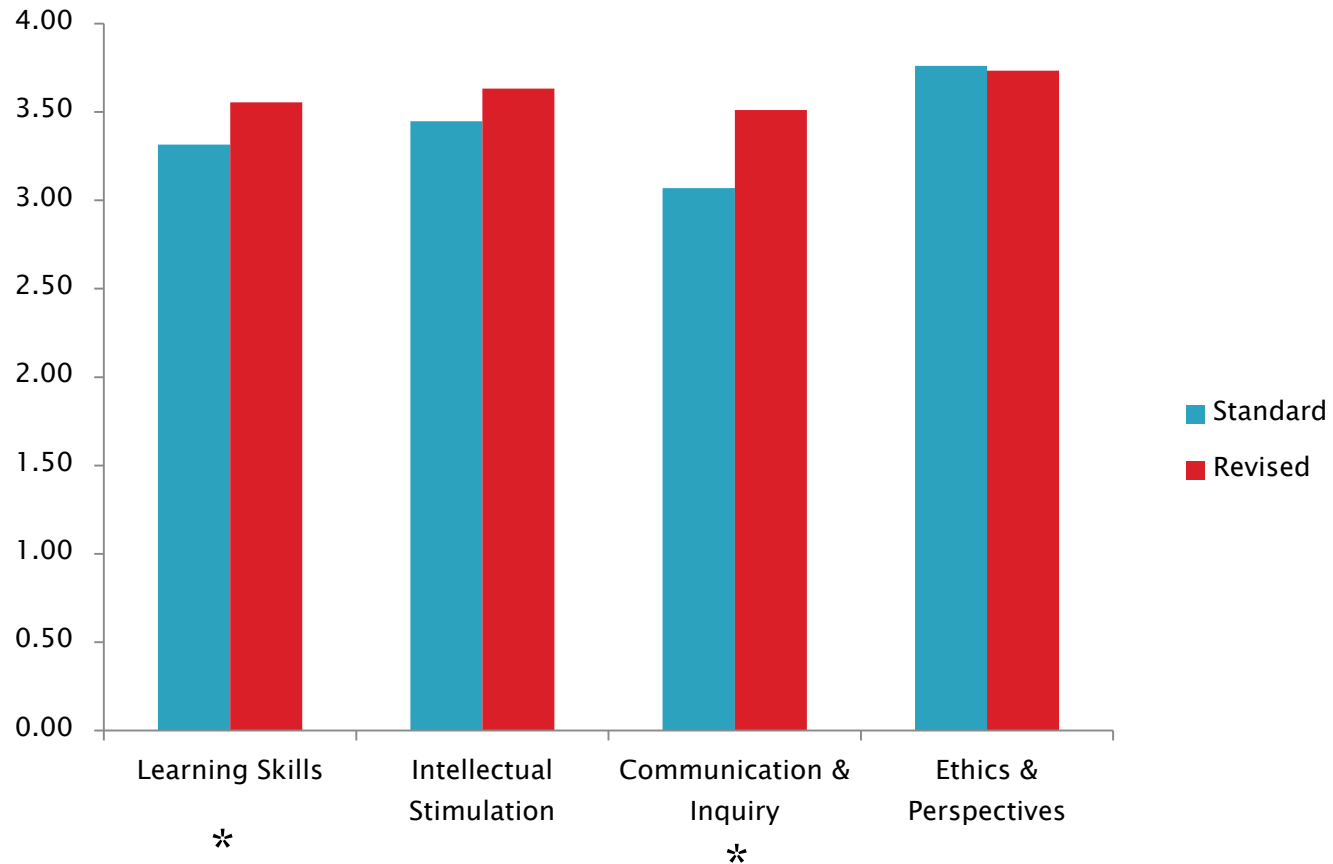
Seminar presentation: Health problem and interviews

Information literacy quiz and endnote library



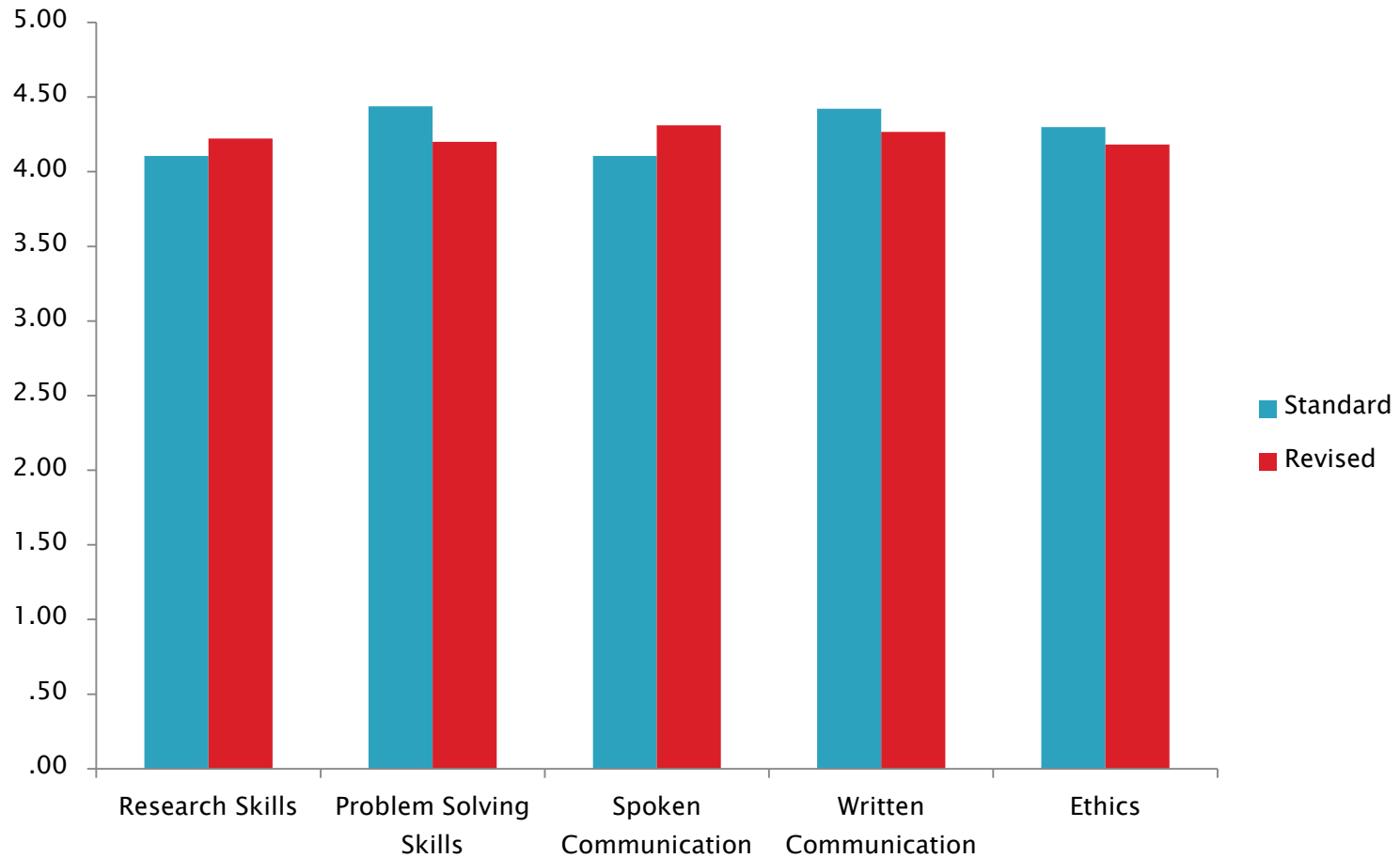


**Agreement Ratings Year 1 students standard program
(n=57) and revised program (n=45)**




p<.05

Ratings of importance of key skills in curriculum



All differences ns

Comments

- ▶ Assessments and learning activities aligned with learning outcomes
 - ▶ Assessments ‘sustainable’
 - ▶ Perception of ‘communication and inquiry’ (spoken, written/visual, engaged in R&I) and of ‘learning skills’ (problem solving, analytical skills, commitment to learning, plan own work) higher in revised program
 - ▶ Evaluation data only
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