Workshop: Translating graduate attributes into classroom learning

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Aim
To allow participants to explore graduate attributes teaching, learning and assessment strategies in the context of their own courses and teaching.

Please consider....What insights, ideas and experiences can you share with your colleagues today?

But before we start......Are we clear about the learning outcomes we are aiming ‘translate into student learning’?

• What are the graduate attributes you would like to teach/assess in your course?
• Write them down
• Then find somebody you don’t know and introduce yourself
• Explain what the outcome is and why it is relevant and important in your course.

Articulating learning outcomes (and assessment criteria)

• Are these clear for the learners and our colleagues?
• How can we help students understand what it is we are trying to help them learn?

What are the challenges about teaching and assessing a ‘graduate attributes based curriculum’ that you would like to explore today?

Solutions to these challenges

Leaders?
Which do you think you can contribute to?

Five (+/-) solutions / strategies for the group 20 minutes to work on these

Please be ready to present these as a ‘proposal’ to your faculty curriculum committee for debate and discussion
Presentations

While you are listening please consider:

• Do you think the proposed strategy would help develop graduate attributes?
• What pedagogical characteristics make it effective?
• What might further enhance its effectiveness?
• Can you adapt this idea to your context?
• What would you like to know more about from the group?

What are the recurring features about these teaching / assessment strategies?

• Intentionally aligned with outcomes
• Broaden / diversify the learning experiences and the teaching inputs
• Active student learning
• Active teaching
• Collaborative learning
• Authentic, challenging and meaningful
• Self regulated
• Scaffolded
• Collaborative teaching
• Systemic support & recognition

Some examples of effective learning experiences
Kuh (2008)

First-Year Seminars and Experiences
Common Intellectual Experiences
Learning Communities
Writing-Intensive Courses
Collaborative Assignments and Projects
Undergraduate Research
Experiencing Diversity/Global Learning
Service Learning, Community-Based Learning
Internships
Capstone Courses and Projects

The key message about assessment of graduate attributes?

GA assessment is not an add-on to assessment – it should be a new assessment of a different understanding of what ‘learning the discipline’ means.

Other GA assessment messages

1. Assessment for graduate attributes is nothing more than good assessment
2. Assessment in the individual subjects needs to also be integrated at course level
3. It should be based on the ideas of constructive alignment
4. An authentic task – one that integrates and applies knowledge in a substantial and significant way and involves more than the teacher in making decisions.
5. The description of the performance in criteria is essential but not sufficient
6. The assessment is only as good as the students’ comprehension of it.

Developing (or reviewing) assessment criteria

• How will you recognise if the student really has developed the graduate attribute?
• What would the performance of the task look like?
• What qualities would the product demonstrate.
• Aim to write 5 -6 criteria
• Share these with your colleagues
• On the butchers paper write a description of the attribute you are assessing and then list some example criteria.
An example of criteria and standards

**Task:** Each group makes a short oral presentation of their plan for their project and distributes a two page (maximum) annotated practice/literature review.

**Assessment criteria**
1. The presentation clearly communicates the proposed project.
2. The proposed activity will make a scholarly contribution to knowledge, understanding and/or practice about university teaching or learning.
3. The proposal is methodologically sound.
4. An accurate, sufficiently broad and relevant scholarly basis is established for the proposed project in the handout detailing the literature/practice review.

An example of standards

**Distinction** 75% - 84% The work shows a good appreciation of the general purpose of the topic. There is good coverage of the topic with relevant and accurate support and a well developed scholarly argument. The work demonstrates a clear view of how the various aspects of the topic integrate to meet the purpose. There is good evidence of application of assignment content to a relevant context.

**High Distinction** 85% - 100% As for the criteria for Distinction. However, the work also shows a high degree of originality and creativity. There is evidence that views of teaching and learning in professional, vocational and/or higher education, and their application in practice, have contributed to deep personal learning. There is excellent evidence of reflection on academic practice, and identification of strategies for development of self and others. There is evidence of the ability to generalise the subject content to areas not covered in formal class sessions.

How do you make sense of these for staff and students?

Experience.

How can you communicate this experience to students before they fail the assessment?

Some ideas…..

Share examples of work at different standards

Have students assess each others work or some examples of work from previous years

Have students explain what work might look like

Are there still unresolved challenges?

What else can we add?

What other graduate attribute teaching resources can you access?


Thank you!