Experiential Learning Example

Alignment of Learning, Teaching and Assessment - Course Planning to Achieve Course Intended Outcomes

Strand: Assessment Concepts, Theories and Practices

Course: CUI5046 Curriculum and Assessment



Lessons	Planning	Perceived Outcomes
Lesson 11:	Students learn basic concepts of assessment in this main strand. I started with the most	Students received L11 very well and their feedbacks for me was that the
Assessment Reform	current topic on formative assessment. Assuming students did not have much school	example helped them understand initially the process of thinking to
Concept Development	experience, I introduced the concept by role play where my students act as a teacher in	align curriculum, teaching and assessment that serves their needs at
·	school, by putting them into a context to think about of how they plan for assessment in	the conceptual as well as application levels. Participants were eager to
Through Observation	teaching, making use of the knowledge they learned in my previous lesson 1 to 10 about	find out more about assessment after the examples was presented.
(Mass Lecture)	curriculum reform to project the "reform necessary for assessment".	Some students feedback on the e-learn:
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	Then, an invited teacher shared an illustrative example on formative assessment on a	"the example is good as it teaches me to consider students in lesson
	project learning curriculum design, to get them to know the process and skills of planning	planning, and the assessment is planned to support students but not to
	assessment that support student learning. By assigning a key reference, I used the	mark students a grade"
	examples the guest teacher delivered, as well as other examples to illustrate more	
1	concepts about assessment.	"I know more about the functions of assessment, and I found that what
		I learned in the lessons about curriculum and current reform link
1		together to widen my horizon" (2009-2010).

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Lesson 12: Consolidation of Concepts and Application (Tutorial) Application (Tutorial) Figure 1: Consolidation of Concepts and Application (Tutorial) Application (Tutorial) Application (Tutorial) Figure 2: Lesson. They were required to do hands-on exercise in groups; I designed 5 authentic assessment in surpling concepts and the ories of formative assessment, though the design of tasks (A to E) and assigned relevant tasks to students based on their subject major. In such way, I aligned the expected outcomes of the lesson on assessment concepts and theories of formative assessment in the way of the expected outcomes of the lesson on assessment concepts and theories and skills, by structuring around a hands-on exercise. After that, each group shared the answer, I instantly gave comments based on their activity output posted up in class, by discussing the outputs, I sought to highlight some theories of assessment instruments in other subject that theories of assessment such as "validity, reliability", etc., and about rules of developing rubrics and assessment tools. Prom Understanding To Critical Analysis (Mass Lecture) After students developed some hands-on skills and understanding on assessment; I talked formative assessment was introduced in last two lessons. Examination scenarios of TSA, SBA, and case studies were shown to students. From here, participants were related to the policy level from classroom practice. I then moved them to think critically towards issues by asking a lot of questions to clarify the clarification of the subject of the design of the			
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Application (Tutorial) lesson. products still need sophisticated analysis and more thoughts to refine for use and consideration on environmental and other conditions. The They were required to do hands-on exercise in groups; I designed 5 authentic assessment tasks (A to E) and assigned relevant tasks to students based on their subject major. In such way, I aligned the expected outcomes of the lesson on assessment concepts and theories and skills, by structuring around a hands-on exercise. Students' feedback shows they appreciated the lesson because it was conducted in a small group setting, and that they were assigned to their subject major that they learned more effectively with one another. Students also learn other assessment instruments in other subjects that strengthen their understanding on assessment tools. Students also learn other assessment instruments in other subjects that strengthen their understanding on assessment. Students were further asked to complete reading of L12 as a consolidation on theories and principles.	Consolidation of Concepts and	in the subsequent lesson, enabling students to develop knowledge on the roles and	procedural knowledge on designing assessment instruments by
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