



Quality Assurance in Assessment

***Using Portfolio Assessment to Align
Teaching, Learning and Assessment***

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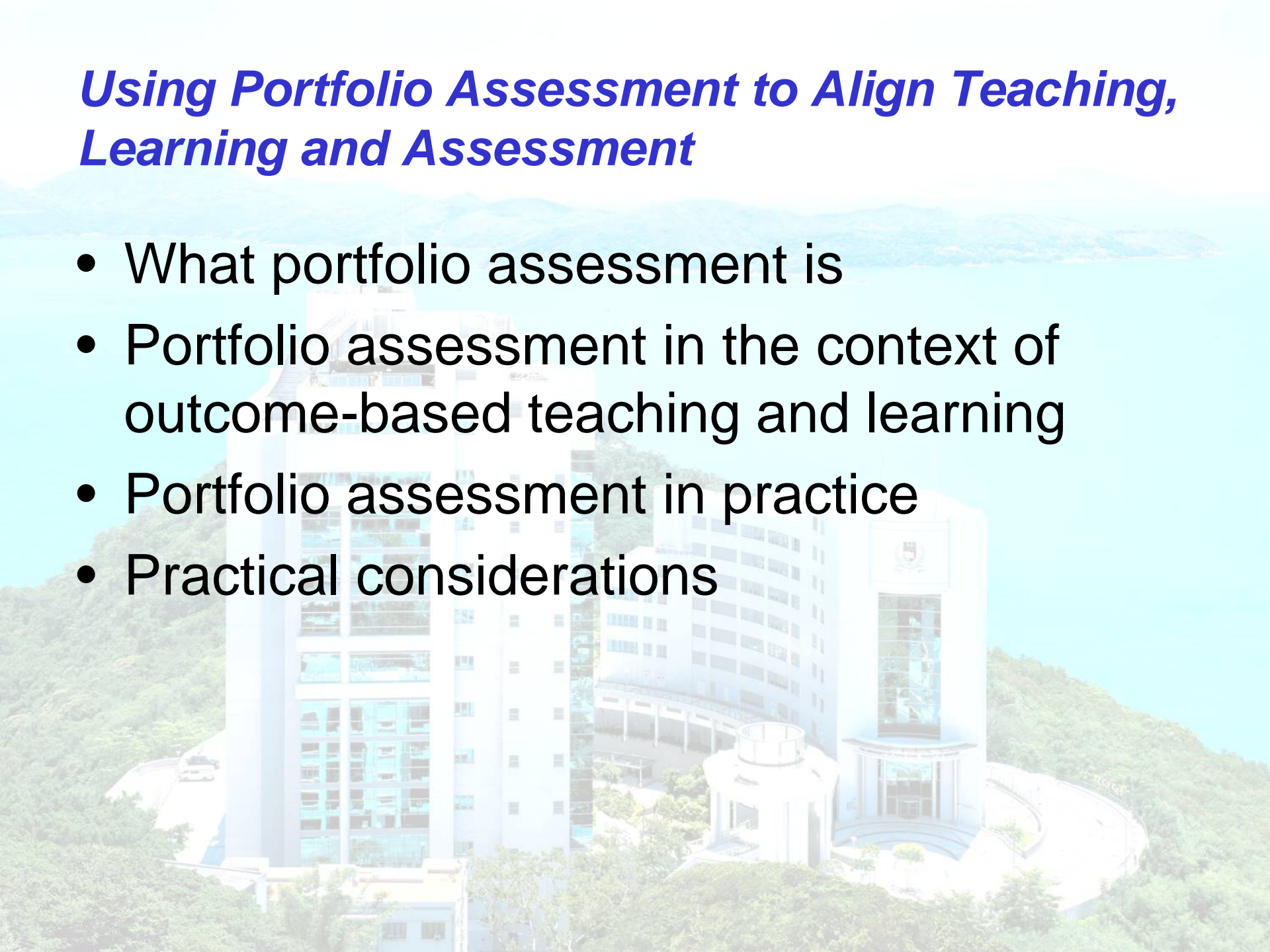
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馮戩雲題



Using Portfolio Assessment to Align Teaching, Learning and Assessment

- What portfolio assessment is
- Portfolio assessment in the context of outcome-based teaching and learning
- Portfolio assessment in practice
- Practical considerations



The concept of portfolio is not new



Portfolio Assessment

- Interest in the use of portfolios for assessment since late 1980s
- In search for more “authentic” assessment practices
- As an alternative to the “traditional” assessment methods

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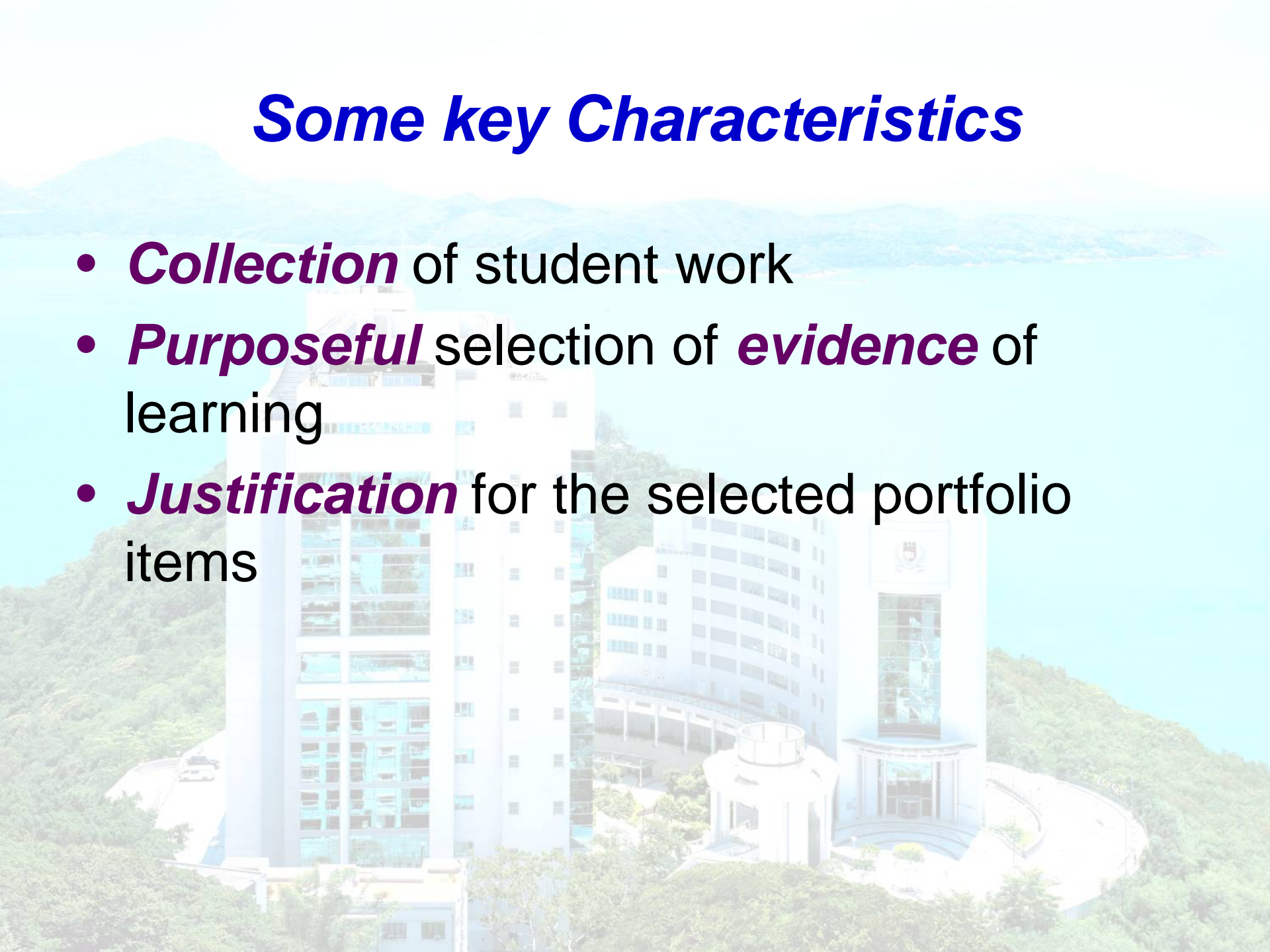


Defining Portfolio Assessment

- “Collection of student work that demonstrates achievement or improvement” (Stiggins 1994)
- “A portfolio is a collection of evidence that is gathered together to show a person’s learning journey over time and to demonstrate their abilities” (Butler 2006)

Some key Characteristics

- *Collection* of student work
- *Purposeful* selection of *evidence* of learning
- *Justification* for the selected portfolio items





Article

From process to outcome: the effect of portfolio assessment on student learning

Agnes Tiwari and Catherine Tang



What motivated us to use portfolio assessment?

Teacher:

Objectives → Teaching activities → Assessment

Student:

Assessment → Learning activities → Outcomes

**Assessment
determines
what and how
students learn**



Students learn
what they think
they will be tested on





BACKWASH

*The effects of assessment
on learning*

Alderson and Wall, 1993

Negative Backwash Effect

Student:

Assessment → Learning activities → Outcomes

Perceived
low cognitive level
assessment tasks

Surface
approach to learning

Minimally
acceptable
outcomes
and applications

?



?



?



Positive Backwash Effect

Student:

Assessment → Learning activities → Outcomes

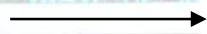
Perceived
high cognitive level
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Deep
approach to learning

The **very best**
outcomes that
could reasonably
be expected

Aligning...

Learning
Objectives



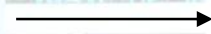
Teaching
& Learning
Activities



Assessment

Outcome-based Teaching and Learning

Teaching/
Learning
Activities



Intended
Learning
Outcomes

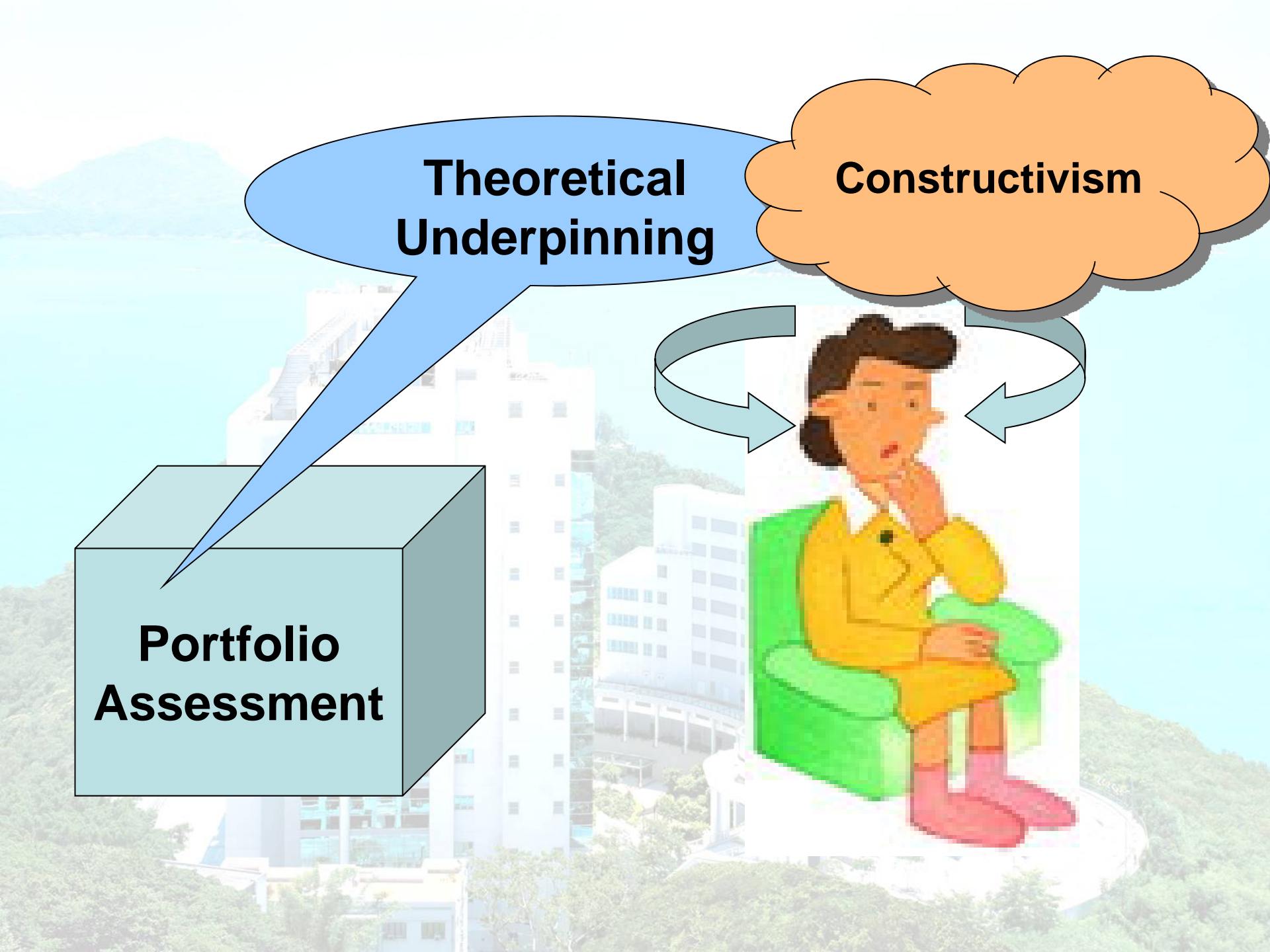
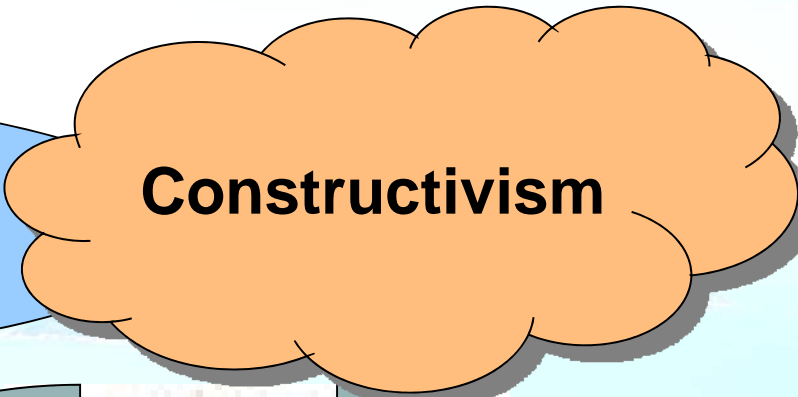
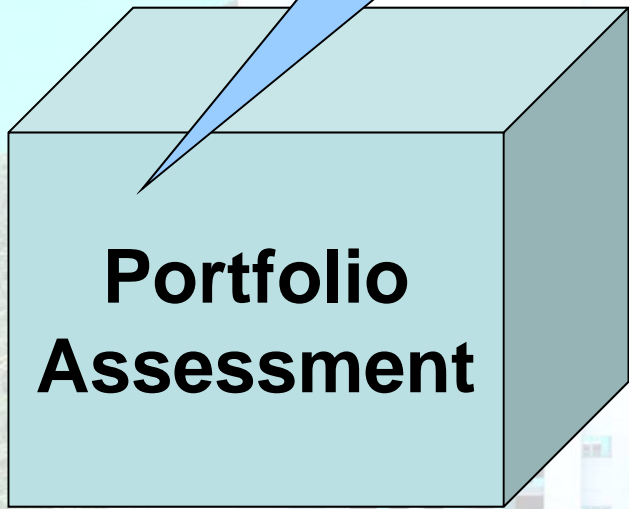
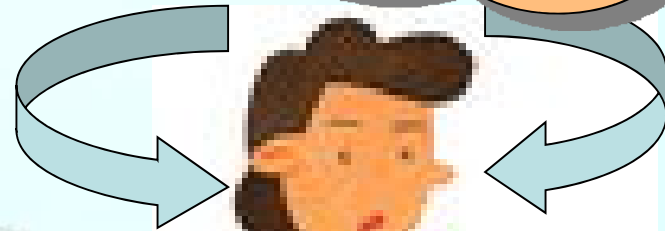


Assessment
Tasks

Theoretical Underpinning

Constructivism

Portfolio Assessment



Constructivism

- Students **construct** their own knowledge from the teaching/learning experience
- Teaching is not a matter of **transmitting** knowledge
- But of **engaging students** in active learning, building their knowledge in terms of what they already **understand**

Portfolio as a means of aligning teaching/learning and assessment

1. Identify the **intended learning outcomes**
2. Create a learning environment using **teaching/learning activities** that would bring out the intended learning outcomes
3. Select **portfolio** as the **assessment task** to judge how well students' performance meets the criteria
4. Transform the judgment into **grading** criteria



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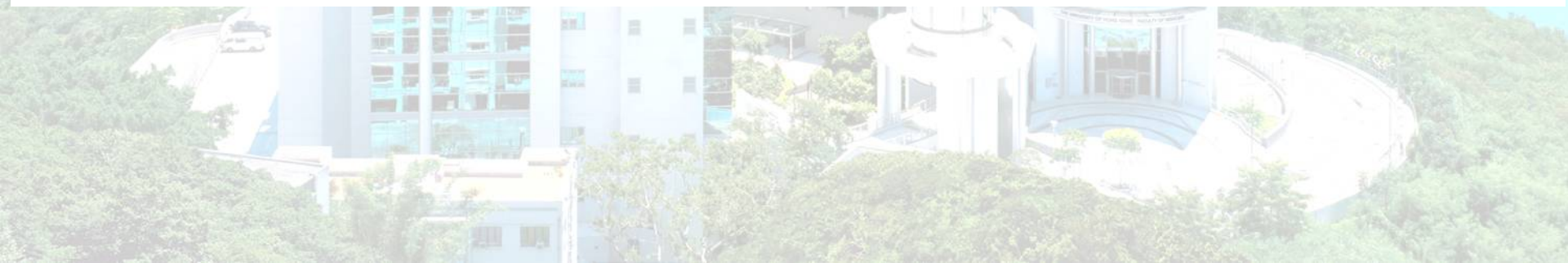
PHILOSOPHY & SCIENCE OF NURSING

COURSE MANUAL

Intended Learning Outcomes

At the end of this module, students should be able to:

- ILO1** *Explain* the nature of the philosophy of nursing and *relate* it to the western and Chinese philosophical context
- ILO2** *Describe* and *reflect* on the development of nursing knowledge
- ILO3** *Explain* the historical evolution of nursing science
- ILO4** *Analyse* the metaparadigm of nursing in terms of nursing, health, client and environment
- ILO5** *Reflect* on and *evaluate* the contemporary perspectives of nursing
- ILO6** *Analyse* and *theorize* the interrelationships among nursing theory, research, practice and education



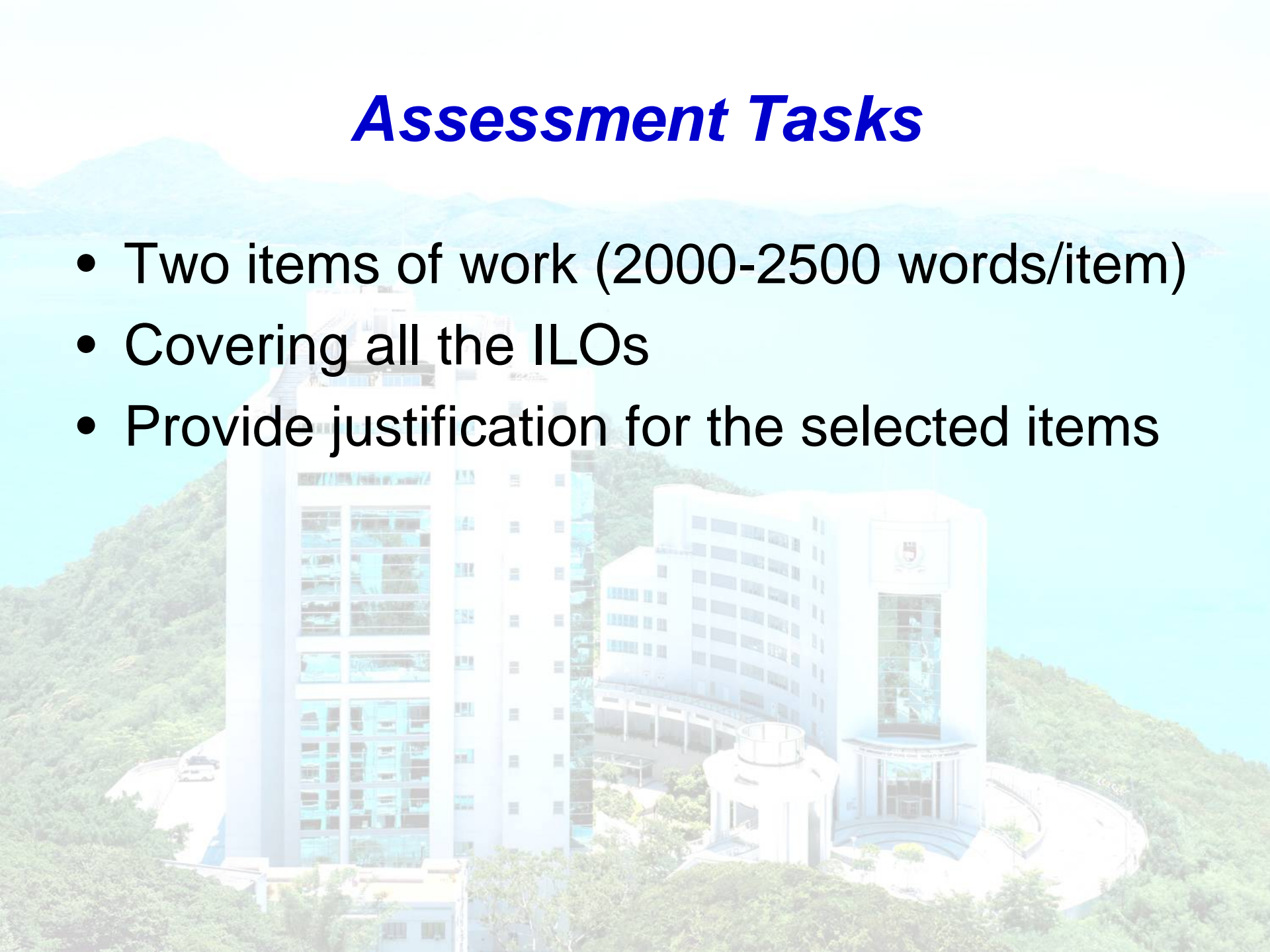
Teaching and Learning Activities

- Mini-lecture
- Socratic discussion
- Peer-led think-aloud evaluation
- Case studies
- Reflective logs
- Concept maps
- Context-based problem-based learning
- Spontaneous collaborative learning



Assessment Tasks

- Two items of work (2000-2500 words/item)
- Covering all the ILOs
- Provide justification for the selected items



Judging Performance

Table 13.8 Holistic grading for the assessment portfolio in nursing

<i>Grade</i>	<i>Description</i>	<i>Understanding demonstrated</i>	<i>Evidence provided (examples)</i>
A ≥ 70	Excellent	Understanding at an extended abstract level	Theorize about a topic Generalize to new applications Reflect on experience
B 60–69	Good	Understanding at a relational and application level	Apply theory to practice Recognize good and bad applications
C 53–59	Fair	Understanding at a multistructural declarative level	Describe nursing knowledge Explain nursing philosophy Comprehend selected nursing theories
D 50–52	Pass	Understanding at the lowest nominal level	Name the concepts or theories Focus on one conceptual issue
F ≤ 49	Fail	Fail to achieve the stated learning objectives	Miss key issues Demonstrate erroneous understanding

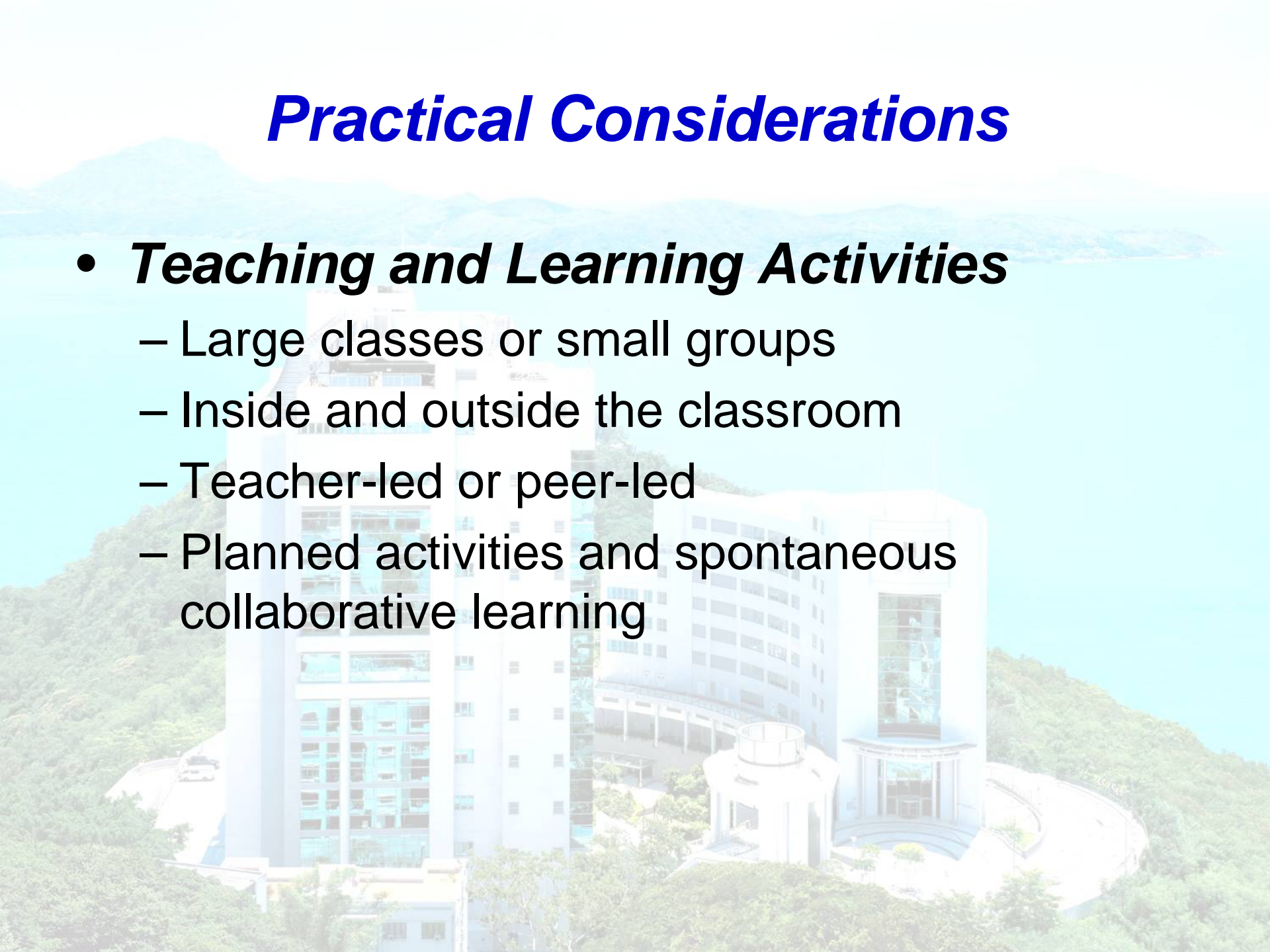
Practical Considerations

- ***Intended Learning Outcomes***

- Must be clearly articulated and understood by students
- Use verbs (e.g., identify, describe, explain, analyze, evaluate, apply, reflect, theorize) to indicate the levels of performance (understanding) students are expected to achieve

Practical Considerations

- ***Teaching and Learning Activities***
 - Large classes or small groups
 - Inside and outside the classroom
 - Teacher-led or peer-led
 - Planned activities and spontaneous collaborative learning



Practical Considerations

- ***Assessment Tasks***
 - How to demonstrate that the intended learning outcomes have been achieved?
 - Number of portfolio items
 - Formative versus summative assessment

					Portfolio (1)							Portfolio (2)
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Does it work?

- “Chinese students will not like the idea of having to make decision about what to submit as evidence of their learning”
- “Students are not interested in what intended learning outcomes are”
- “Students do not understand the different levels of understanding”
- “Portfolio assessment is time-consuming”

Does it work?

- > 10 cohorts of students
- > 6 different courses (clinical and non-clinical)
- Students performances (on average)
 - > 35% Grade A
 - One failure
- Student evaluation
 - Course effectiveness score 70+
 - Positive academic and affective outcomes
- External examiners
 - Positive evaluation

In the beginning, a small ambition



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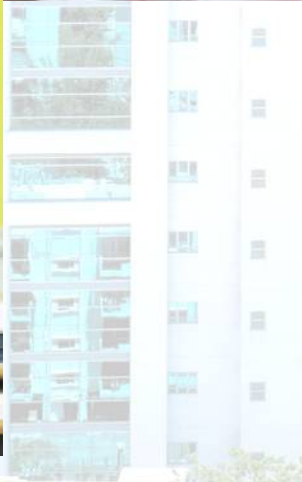
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AMBITION

*Aim high...but remember the farther you go,
the more you will have to carry.*

Thank you!

