Provocation 1:
We need to emphasise human capabilities in assessment

Juuso Henrik Nieminen
University of Hong Kong (Assistant Professor)
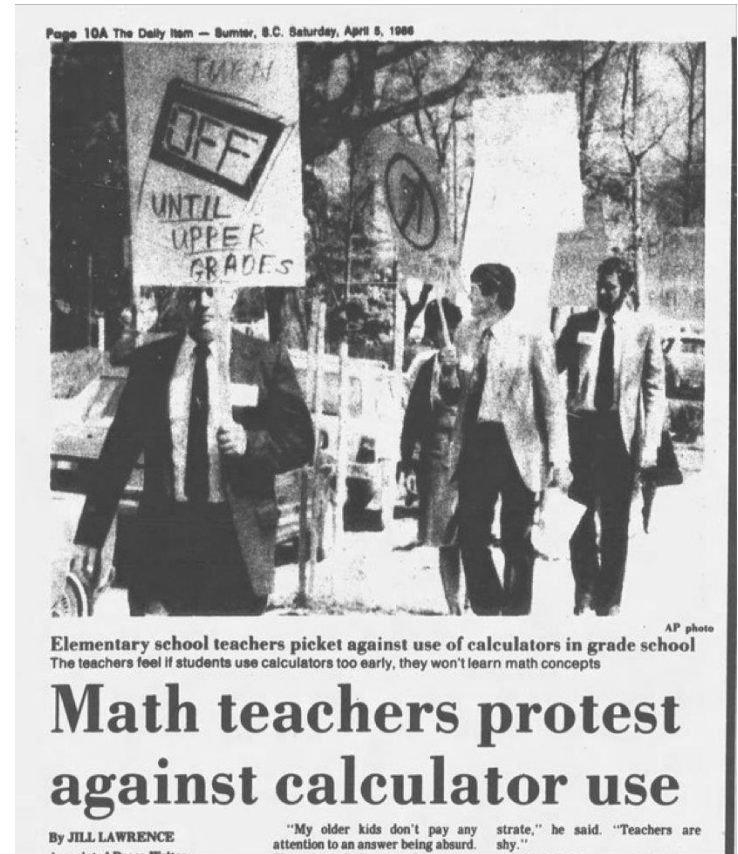Ontario Tech University, Canada (Banting Fellow)

CHERA seminar 16.3.2023

"

We're talking about using the hand calculator after the child knows math facts. Children in a modern society have to learn to use modern tools.

John A. Dossey
President of the National Council of Teachers of Mathematics (1986-1988)
Washington Post, 4 April 1986

Page 10A The Daily Item — Sumter, S.C. Saturday, April 5, 1986

TURN OFF UNTIL UPPER GRADES

AP photo

Elementary school teachers picket against use of calculators in grade school
The teachers feel if students use calculators too early, they won't learn math concepts

Math teachers protest against calculator use

By JILL LAWRENCE
Associated Press Writer

"My older kids don't pay any attention to an answer being absurd." strate," he said. "Teachers are shy."

SHIFT IN FOCUS:
TOWARDS ASSESSING HUMAN CAPABILITIES

Assessment needs to consider those capabilities that are unique to humans in the digital world

From using AI to living with AI

Of course, there are skills that students need to master that GPT-4 could complete - but the main focus needs to shift
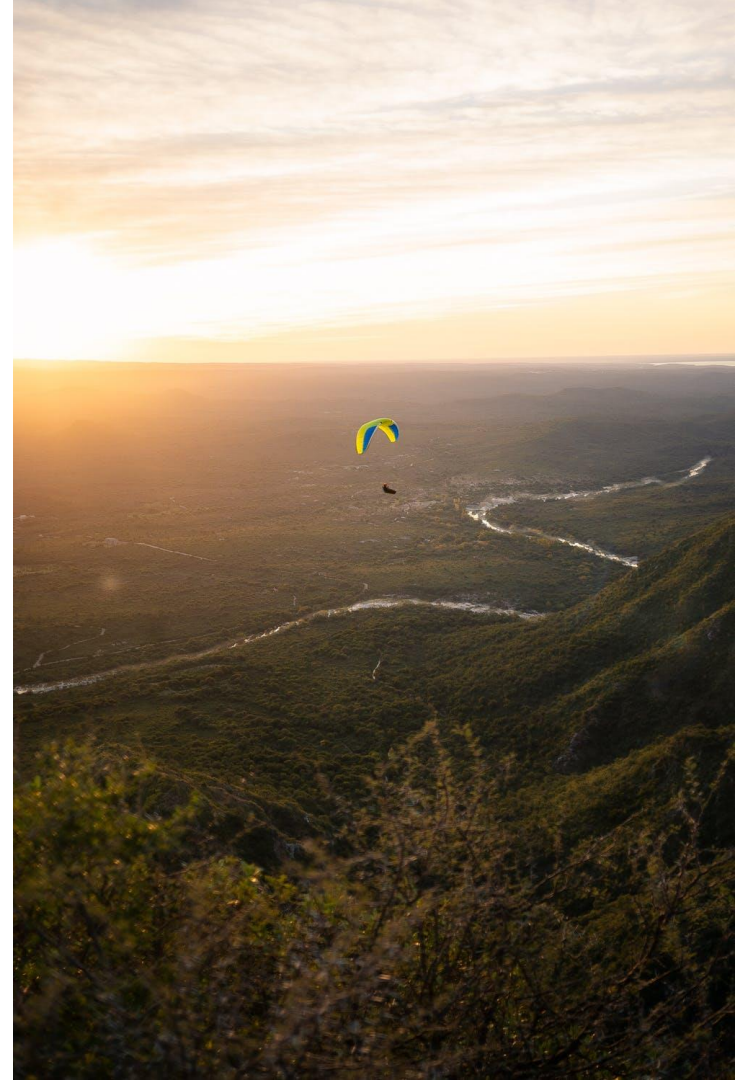
KEY STRATEGY:
PROGRAMMATIC ASSESSMENT

Assessment is traditionally conducted in relation to *course* learning outcomes

Programmatic assessment considers whether, and how, students demonstrate learning in relation to *programme* learning outcomes

Each individual assessment practice provides information about students' growth as a future professional

The University of Hong Kong
Faculty of Education
Master of Education (MEd)

Programme Learning Outcomes
(effective from 2021 intake)

1. Demonstrate and communicate about up-to-date knowledge of an area of specialisation in the broader context of education.

2. Apply knowledge and skills to understand, critically evaluate and/or conduct educational research.

3. Engage in inquiry-based and evidence-informed practice in response to challenges and novel situations.

4. Reflect on important educational values such as social justice, equity and fairness in their own cultural and educational contexts, and enhance their advocacy skills for those values.

5. Adhere to personal and professional ethics when engaging in educational practices and conducting academic research.
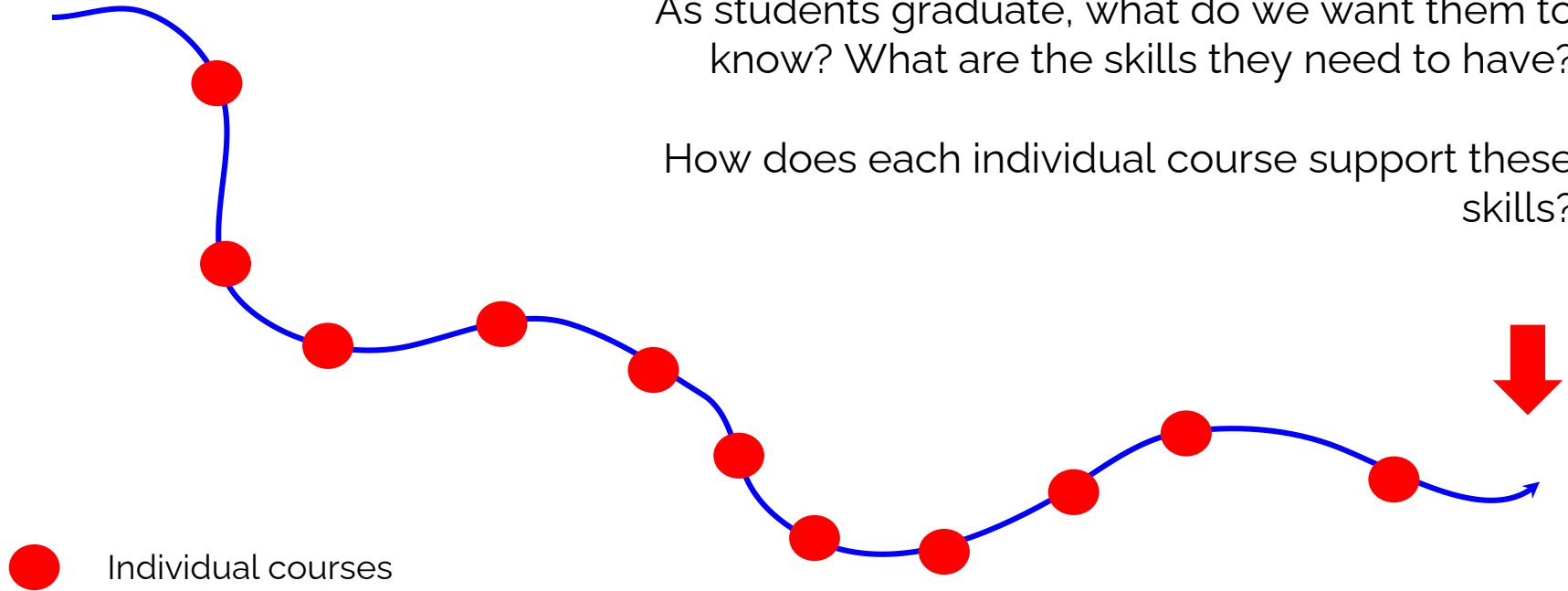
PROGRAMMATIC ASSESSMENT IN HIGHER EDUCATION
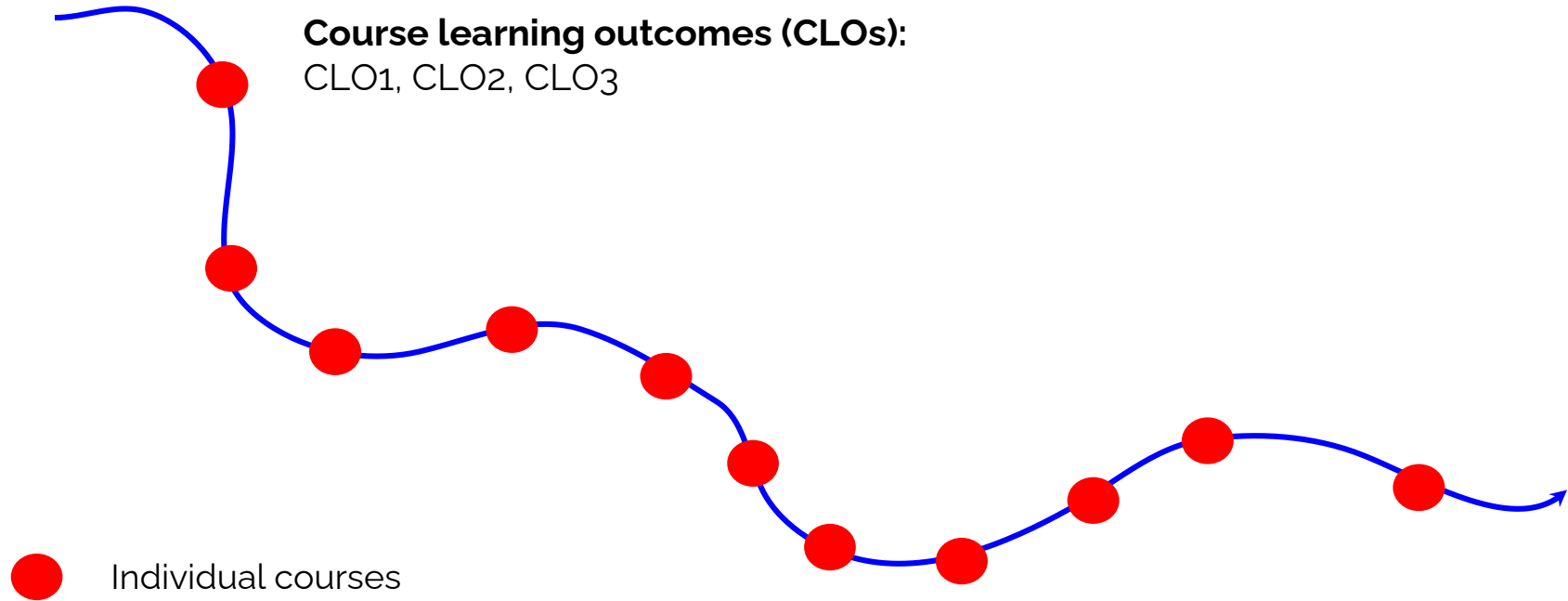
Individual courses
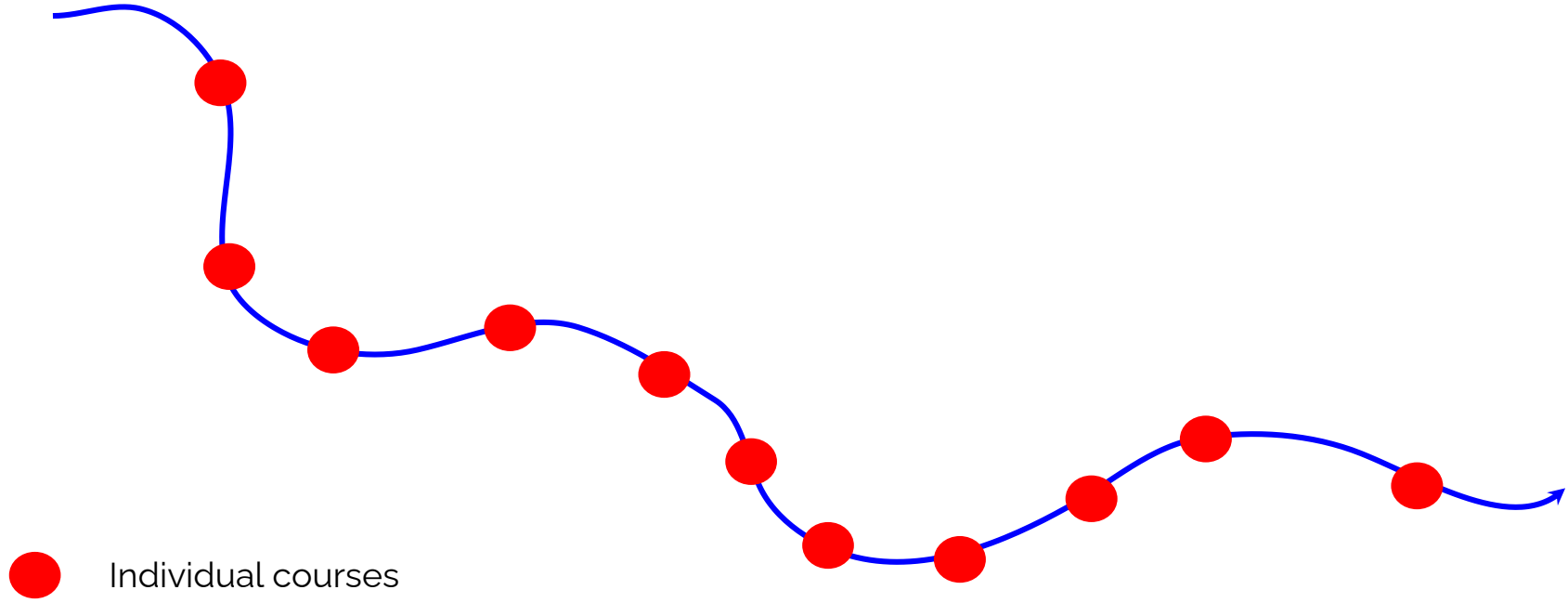
PROGRAMMATIC ASSESSMENT IN HIGHER EDUCATION

As students graduate, what do we want them to know? What are the skills they need to have?
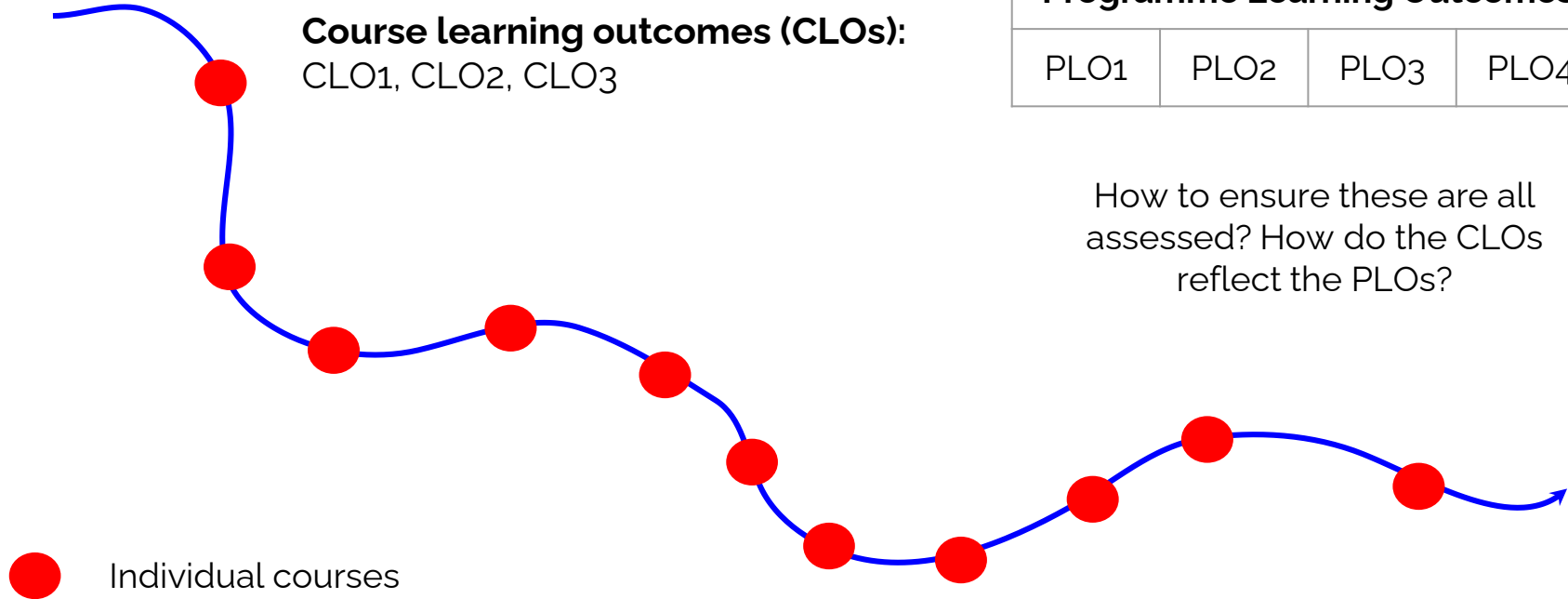
How does each individual course support these skills?

Individual courses

PROGRAMMATIC ASSESSMENT IN HIGHER EDUCATION

Course learning outcomes (CLOs):
CLO1, CLO2, CLO3

Individual courses

PROGRAMMATIC ASSESSMENT IN HIGHER EDUCATION

Course learning outcomes (CLOs):
CLO1, CLO2, CLO3

Programme Learning Outcomes			
PLO1	PLO2	PLO3	PLO4

How to ensure these are all assessed? How do the CLOs reflect the PLOs?

Individual courses

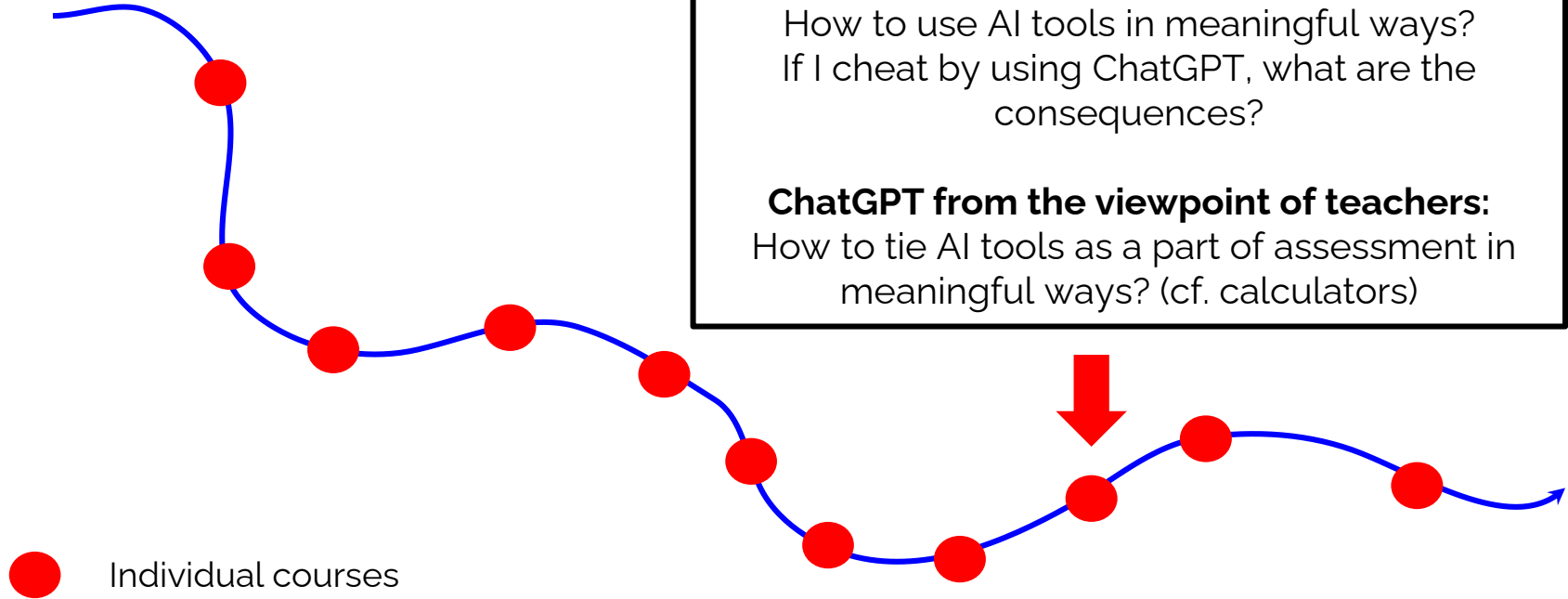# PROGRAMMATIC ASSESSMENT IN HIGHER EDUCATION

Any individual course:
Students should understand what is assessed and why. What are the CLOs and how do they relate to PLOs?

Assessment in relation to PLOs:
Where am I going now? How is my identity as a future professional developing?
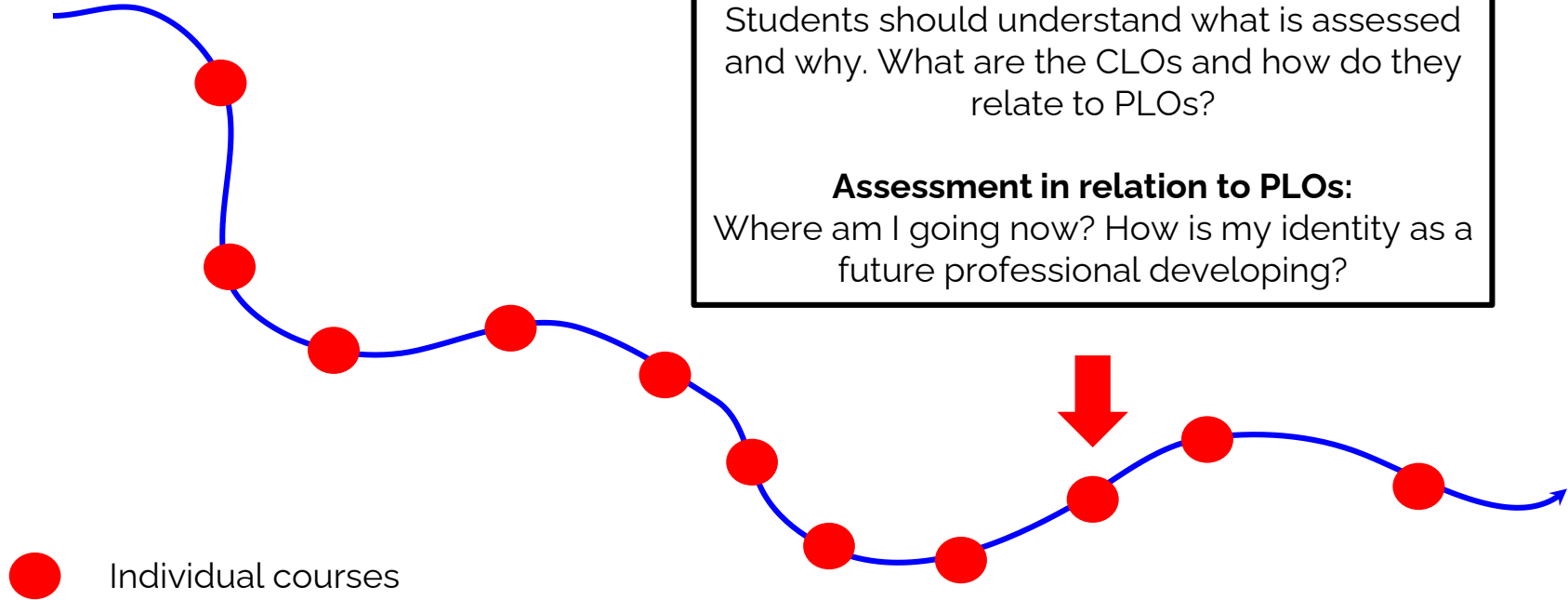
Individual courses

PROGRAMMATIC ASSESSMENT IN HIGHER EDUCATION

ChatGPT from the viewpoint of students:
How to use AI tools in meaningful ways?
If I cheat by using ChatGPT, what are the consequences?

ChatGPT from the viewpoint of teachers:
How to tie AI tools as a part of assessment in meaningful ways? (cf. calculators)

Individual courses

PROGRAMMATIC ASSESSMENT IN HIGHER EDUCATION

Developing identity as future professionals:
something unique to humans!

Individual courses
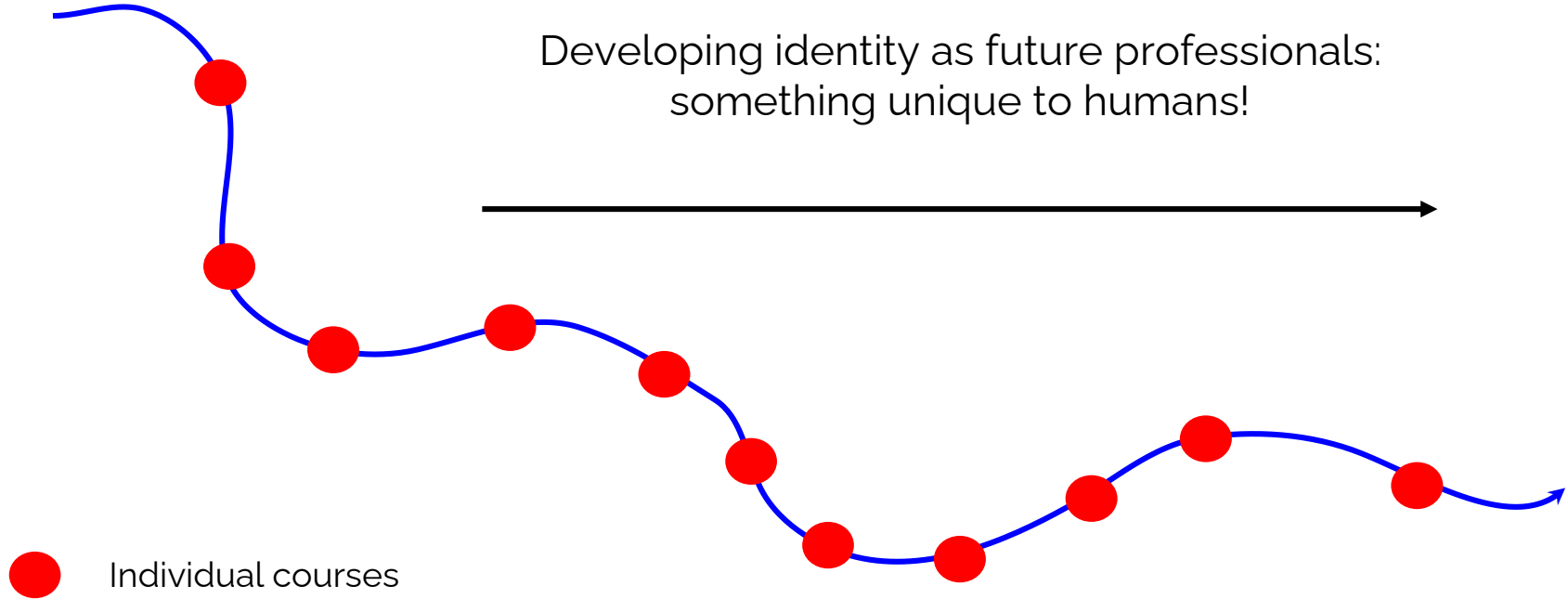
WEAVING TOGETHER COURSE AND PROGRAMME LEARNING OUTCOMES

GPT-4 might be able to master many course learning outcomes, but hopefully it could not complete full degrees!

Programme learning outcomes provide a way to rethink assessment in the GPT-4 times: focus on human capabilities in the digital world

Designing assessment in a digital world: an organising framework

Margaret Bearman, Juuso Henrik Nieminen & Rola Ajjawi

bit.ly/AssessmentDigitalWorld

Designing the digital in authentic assessment: is it fit for purpose?

Juuso Henrik Nieminen, Margaret Bearman & Rola Ajjawi

bit.ly/DigitalAuthenticAssessment