



Ollscoil
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an Atlantaigh

Atlantic
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Atlantic Technological University

Reimagining Assessment Symposium

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Reimagining Enquiry Based Learning (EBL) Assessment with the blinkers off!



What is Enquiry Based Learning (EBL)



Group work



Lecturers
act as
facilitators



Application of theory
to workplace
scenarios



Investigation
and research

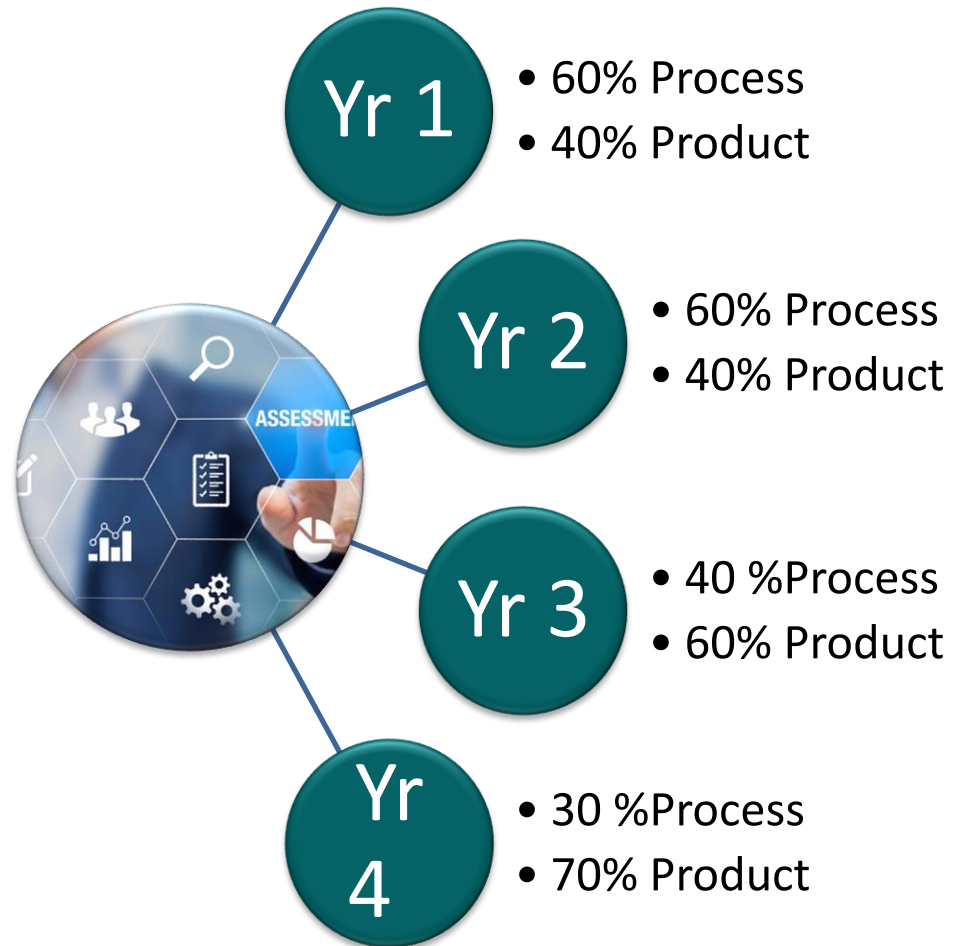


Student take
responsibility
for learning

Assessment of OSH-EBL Modules

**8 Core
OSH EBL
Modules
100% CA**

**Structured
Approach**



Compulsory Attendance

Group & Individual elements of assessment

Assessing the “Process” of EBL



YEAR 1

Brainstorming
Action Planning
Peer Assessment
Facilitator
Assessment
Site visits



YEAR 2

Concept Mapping
Peer Assessment
Facilitator
Assessment
Action Planning



YEAR 3

Group Minutes
Contracts
Individual
evidence of deep
learning
Reflective Logs



YEAR 4

Group Minutes
Class contract
Peer and Self
Assessment
Logs and Journals
Timesheets

Assessing the “Product” of EBL



YEAR 1

Presentations
Role Play
SOP
Report
Site visit report



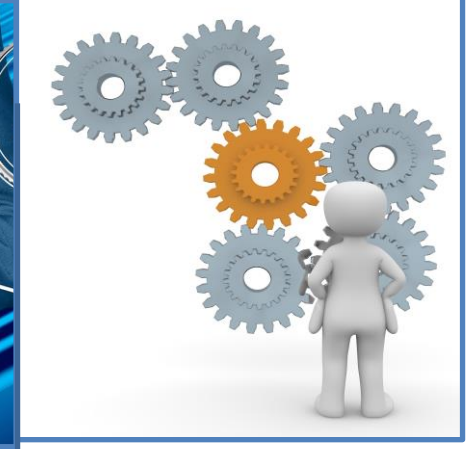
YEAR 2

Video
Presentation
Interviews
Reports
Run Open Day activity



YEAR 3

Presentations
Technical Reports
Videos
Safety Statements



YEAR 4

Presentations
Q & A
EHS Management System

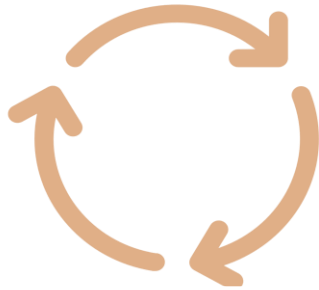
Rationale for review



New staff members



Changes in staff delivering modules

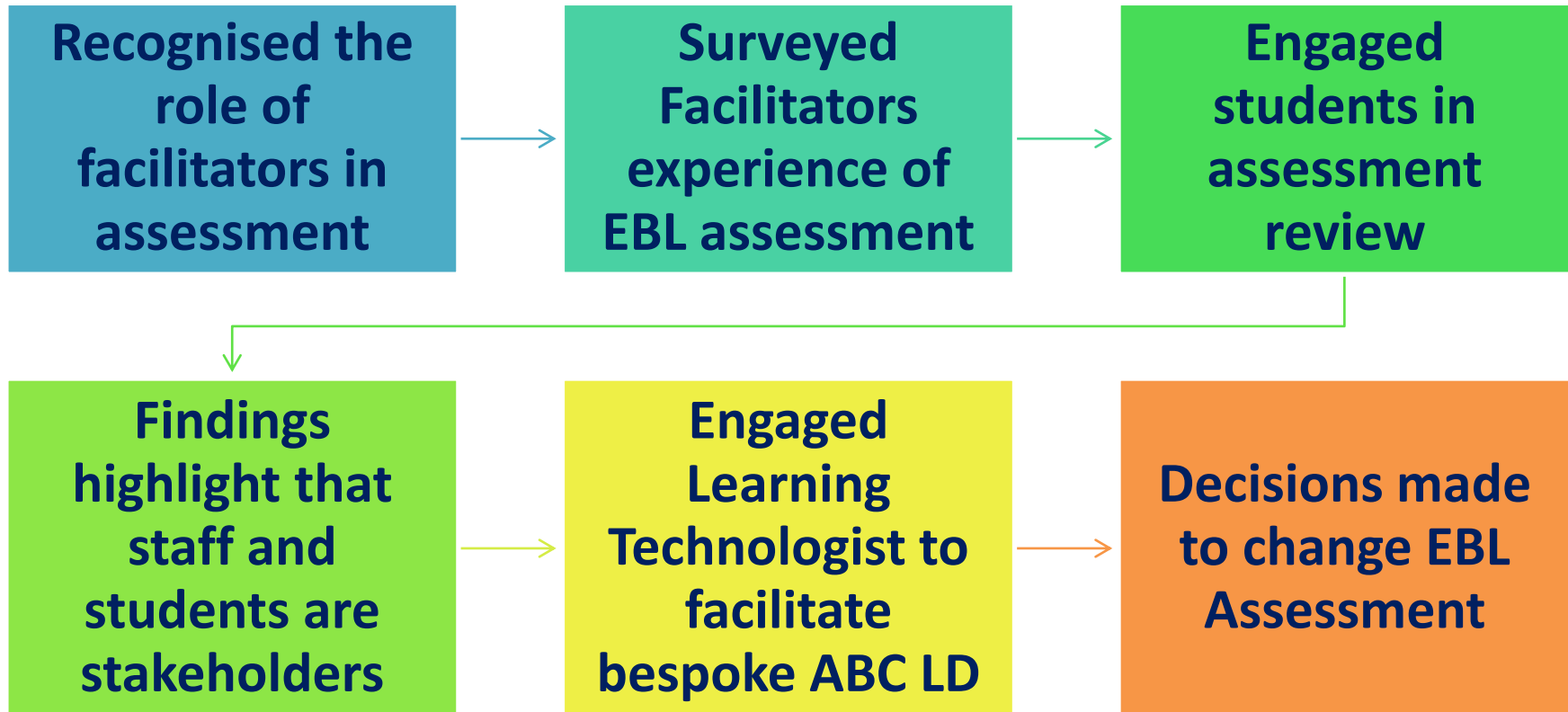


Safety is constantly evolving

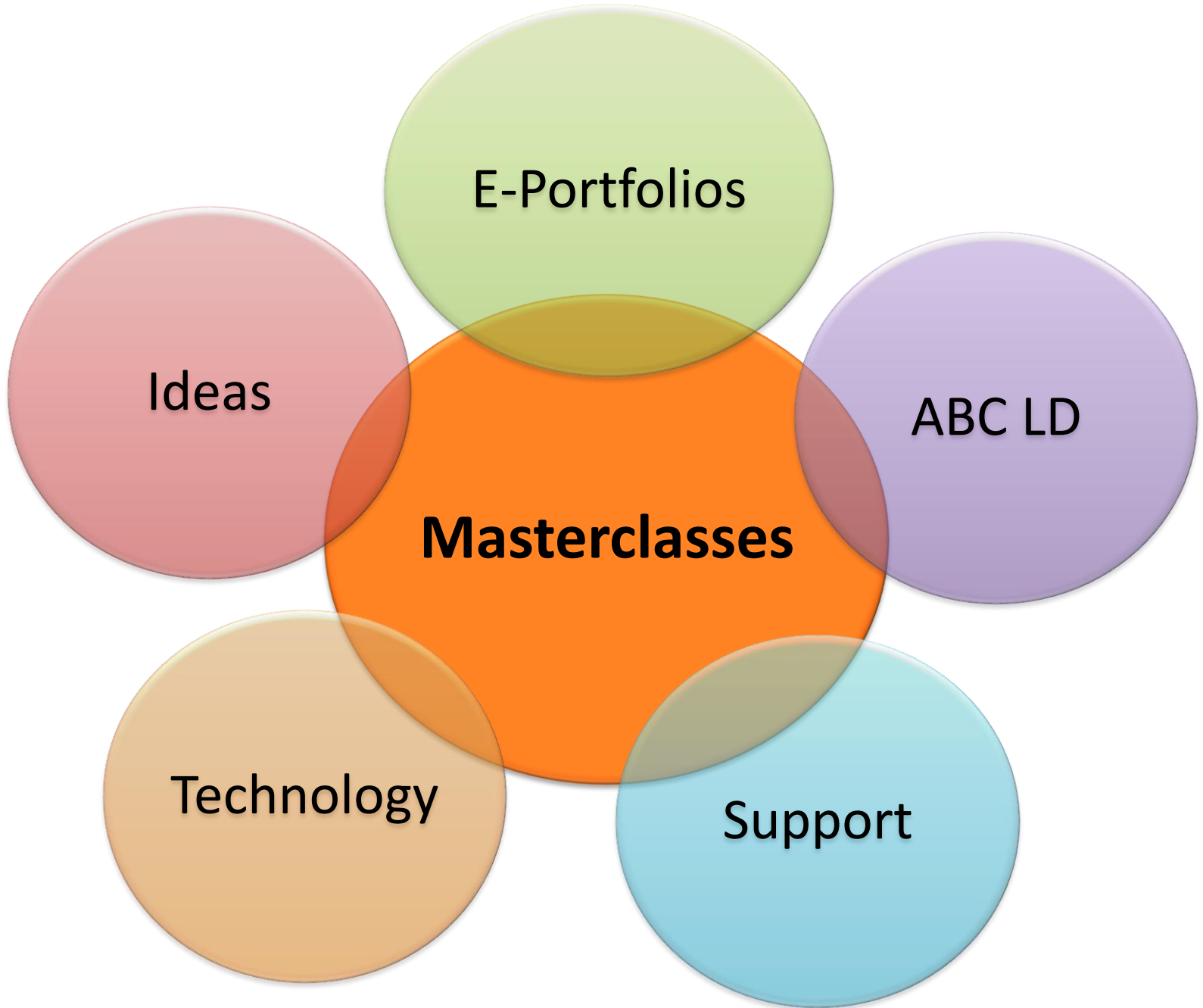


Feedback from Staff and Students

What we did...



What we gained.



Listening to Students

**Huge Jumps in
expectation from
Year 3- Year 4**

**Facilitators
sometimes
contradict each
other**

**Sheer volume of
work**

**Not enough
feedback**

**Facilitators spend too
much time talking
and we don't get
enough time to work
as a group**



Staff Collaboration Day – Our Learning

We spoke about the past, analysed the present and we are changing the future

- We are over assessing our students
- Facilitators are not communicating with each other enough
- We are not scaffolding their learning
- We have diluted the “Fun” aspects of group learning

Staff Collaboration Day – Our Learning

EBL is student centred but we are not allowing them a chance to learn from each other

- Too much product variety with high stakes
- Practice opportunities are crucial
- Peer Feedback is a valuable life skill
- Practical (Field) work is very important

Staff benefits from Collaboration Day

**Freedom to
change
assessment**

**Enthusiasm
for new
technology**

**More focused
on student
experience**

**Practice
opportunities
core**



**Staff will
enjoy EBL
more**

**Enjoyed the
collaboration
day**

**Inclusion of
students in
Assessment**

**Bring back the
FUN!**

EBL with
blinkers
off!



Changes –Assess less learn more!

**Reimagining
Scenarios**

**Low stake practice
opportunities**

**Use more industry
partners**

**Include student in
assessment
creation**

**Bonding day
opportunities**

**E-Portfolio for
programme**

**Inclusion of new
staff in EBL**

**Structured
communication
between
facilitators**

**Staff intend to
apply ABC to
other modules**

Work based scenario – Year 3

With Blinkers	Without Blinkers
2 scenarios running consecutively	2 scenarios will run concurrently
Similar scenarios and 4 products	Only 2 products
Little time for feedback between scenarios	More time for engagement with students
No practice opportunities for students	Practice opportunities
All high stakes assessment	Peer feedback, practice and staggered assessment
Some theory not covered before scenario given	Delayed the scenarios until last 6 wks of Semester



Student generated assessment opportunities

- Introducing E-Portfolios across the programme
- Using 360 cameras to create content
- Using technology to capture work placement experience
- Students creating research questions
- Students designing own assessment



Summary

- Assess less and learn more
- Student experience is key
- Scaffolded learning opportunities
- Assessment should align with learning outcomes
- Facilitators will take space and time to reflect on practice
- Bring back fun

Thank you

