EDEN webinar series

Education in time of a pandemic

#onlinetogether
#covid19
Education in time of pandemic: How to design and manage assessments for online learning

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20Apr20, EDEN Webinar
Two topics:

1. Webtool to help assessment choice – TALOE

2. Example of formative online assessment – Eportfolio
TALOE – Time to Assess Learning Outcomes in E-learning

What do we hope students will learn

How do we know that they have learned?
Simple problem...?
The first step is to describe your Learning Outcome.

**Ask for Assessment Advice**

**Step 1:** Choose the learning outcome you want your students to achieve. You can write the learning outcome in the box below.

Insert the description of Learning Outcome here

**Step 2:** Please select from one or more of the tabs below the verb or the verbs (maximum 3) that better describes the Learning Outcome:

<table>
<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
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- Recognizing – Locating knowledge in long-term memory that is consistent with presented material
- Recalling – Retrieving relevant knowledge from long-term memory

[Check assessment methods]
# Decision making

<table>
<thead>
<tr>
<th>Level descriptor</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes (Responsibility and Autonomy)</th>
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</thead>
<tbody>
<tr>
<td><strong>Level descriptor</strong></td>
<td>Demonstrate awareness of the key aspects of professional, ethical and social responsibilities linked to management of civil engineering activities, decision making and judgment formulation.</td>
<td>Manage work contexts in civil engineering subject area, take decisions and formulate judgments.</td>
<td>Identify appropriate and relevant approaches to manage work contexts in civil engineering subject area and reflect on professional, ethical and social responsibilities in taking decisions and formulating judgments.</td>
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<tr>
<td><strong>Assessment approaches</strong></td>
<td>Essays Problem Solving Practical Work</td>
<td>Essays Problem Solving Practical Work</td>
<td>Problem Solving Practical Work Reflective Practice Assignments</td>
</tr>
</tbody>
</table>

[TALOE](http://taloe.up.pt)
Eportfolio – Formative assessment

– Development of attitudes and competences (S);
– Justifying results and percentages (S);
– Weekly record of learning progress (S);
– Benchmarking with plan (T and S);
– Specific follow-up (T);
– Adaptation of training (T).

S – Students and T - Teacher
Results

– Adaptation of teaching with remediation;
– Compatible with Europass;
– Conscience about acquired competencies;
– Reflection about learning;
– Transparency about teaching, learning and assessment.
Remarks

– Assessment (online or f2f) is mostly teacher dependent
– Assessment methods based on rationality
– Assess in agreement with different types of competences
– Assessment based on student learning style
– Future crucial function of universities