

Workshop

Perspectief op Practicum Beoordelingen

Nadine van der Heijden, Peter van Capel

Practicumdocenten Julius Instituut

Programme

1. Introduction (10 minutes)
2. Group work (25 minutes)
3. Discussion (15 minutes)

Introduction / Design of this workshop

- Introduce aspects of grading
- Optimize one aspect of grading practical lab work in small groups for a model course
- Plenary discussion of outcomes, difficulties and opportunities

Introduction / Six criteria to optimize

Three general quality criteria

1. Validity
2. Reliability
3. Transparency

Three specific criteria

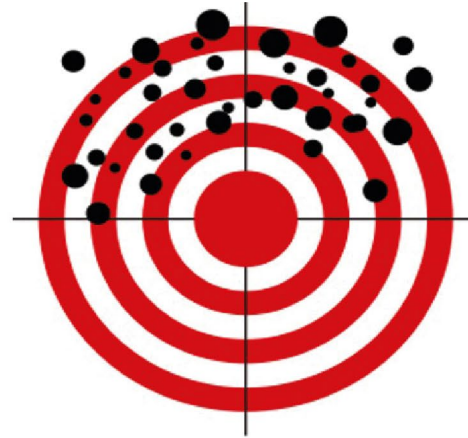
4. Feedback
5. Bias
6. Work load

Introduction /

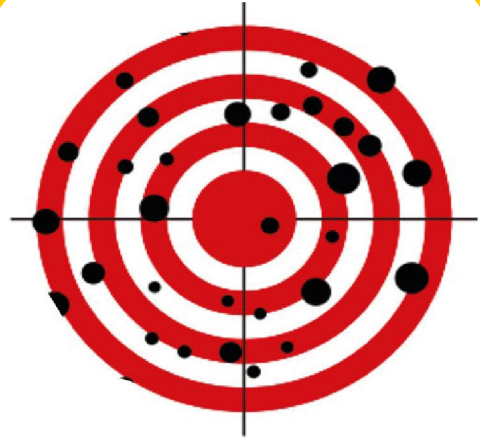
1. Validity

Does the assessment procedure measure what it is supposed to measure?

- Ensure that the learning goals are graded, not more and not less
- Keywords: relevance, representativity, well-defined, complete, meaningful, explicit



Unreliable, Not valid



Unreliable, valid



Reliable, not valid



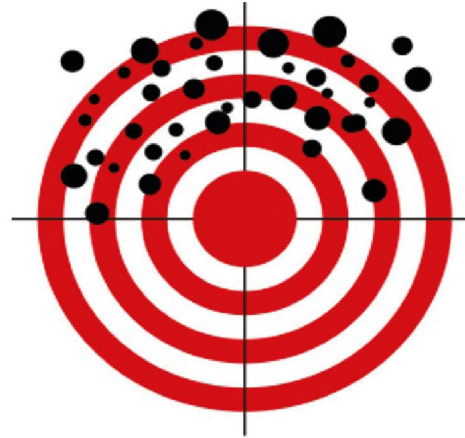
Reliable, valid

Introduction /

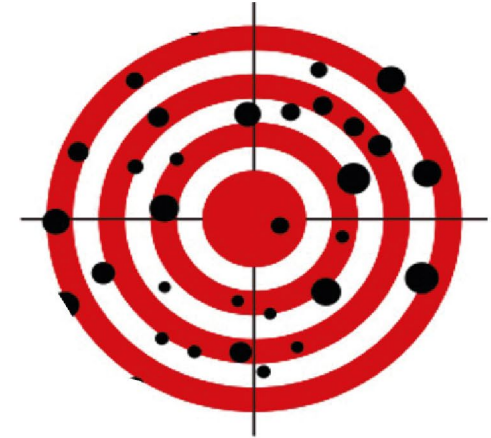
2. Reliability

Is the outcome of the assessment procedure precise and reproducible?

- Ensure that the variation in grading between different students is minimal
- Keywords: objective, error-free, consistent, fair



Unreliable, Not valid



Unreliable, valid



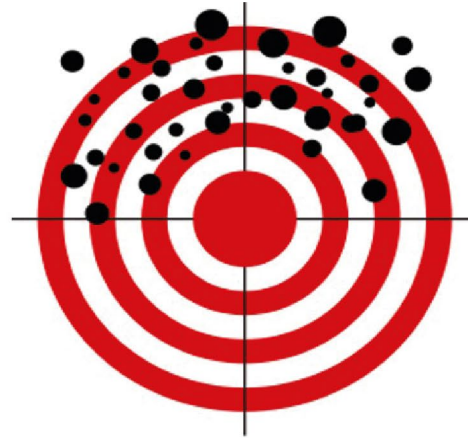
Reliable, not valid



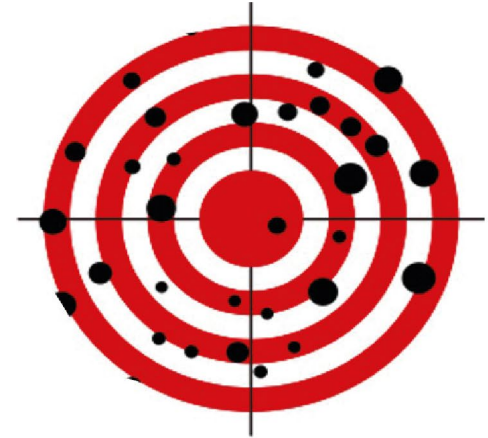
Reliable, valid

Validity versus Reliability

Comparable to
Accuracy versus Precision
in a measurement context



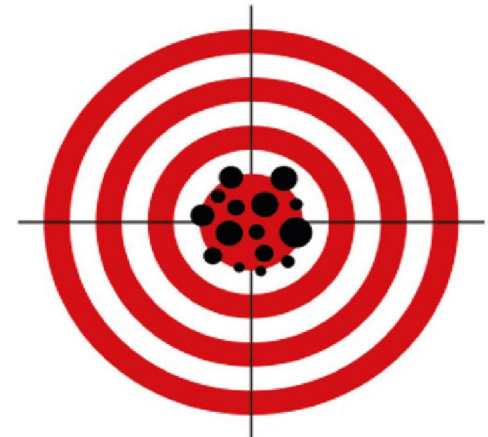
Unreliable, Not valid



Unreliable, valid



Reliable, not valid



Reliable, valid

Introduction /

3. Transparency

Is it clear and tractable to stakeholders (graders, students, administration) how a grade is established?

- Ensure that students know and understand on which activities and deliverables a grade is based
- Keywords: criteria, openness, recognition, authenticity, process, accountability



Introduction /

4. Feedback

In what way is the student provided with information about the mastery of learning goals?

- Ensure that grading affects learning process in a positive way (formative) and reflects performance (summative)
- Keywords: frequency, relevance, concrete, timely, peer, individual / group, global / detailed

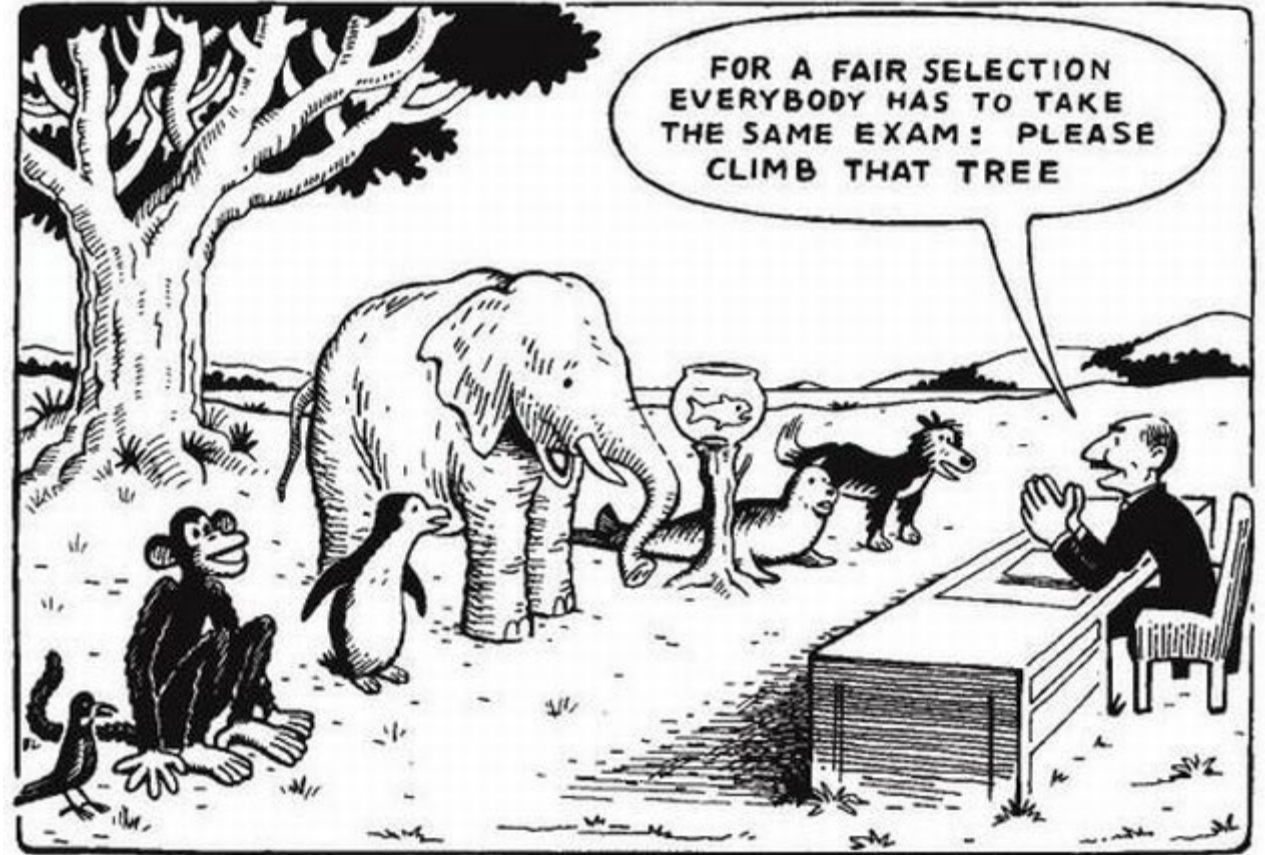


Introduction /

5. Bias

Is the assessment objective and free of prejudice or irrelevant factors originating during labs?

- Ensure that student grades are based on performance with respect to learning goals
- Keywords: discrimination, primacy / recency effect, halo / horn effect, cloning, central tendency, objectify, awareness



Introduction /

6. Total teaching load

How can a grade be determined with the least amount of effort (time)?

- Ensure that the total time investment (preparation, supervision and grading) of instructors and TA's is minimal
- Keywords: checking, peer activity, frequency, coarseness, level of detail



Group work / Model course: General context

- End of first year (students have acquired basic skills)
- Course duration: 6 weeks
- Max. 14 contact hours per week = 3 ec (84 hours)
- 50 students participating

Group work / Model course: Learning goals

- Defining, planning and executing an experimental project of multiple days
- Integration of basic skills (administration, formulate research goal, experiment, data analysis, communicate results)
- Open within conditions: theme and lab equipment fixed, students are free to define their own goals

Group work / Programme

1. Free discussion (5 minutes)
2. Making choices (10 minutes)
3. Concrete design of the course (5 minutes)
4. Fill in the radar diagram (5 minutes)

Group work /

1. Free discussion

How to optimize the course (structure, grading, supervision) for your specific aspect?

Don't compromise or be consensus-oriented towards other aspects / students / colleagues / education management, just your aspect counts

Group work /

2. Making choices

Decide on the following grading issues:

- What to grade?
- Who grades?
- How is grading performed?
- When is grading performed?

Define in what way your choices ensure that your specific aspect is optimized

Group work /

3. Concrete design of the course

Define

- Course structure
- Course activities
- Grading protocol

Fill in the Course Activity table

Group work /

4. Fill in the radar diagram

- First determine the score for your aspect
- Then try to determine the score for the other five aspects
- Finally, reflect on the radar diagram and prepare for a short plenary presentation

Discussion / Presentation

Present your approach in 2-3 minutes:

1. By which approach / intervention did you optimize your aspect?
2. What does your group find remarkable about the radar diagram
3. Did you reach a new insight?
4. What do personally find hard about this course design?

Discussion

Can we find opportunities?

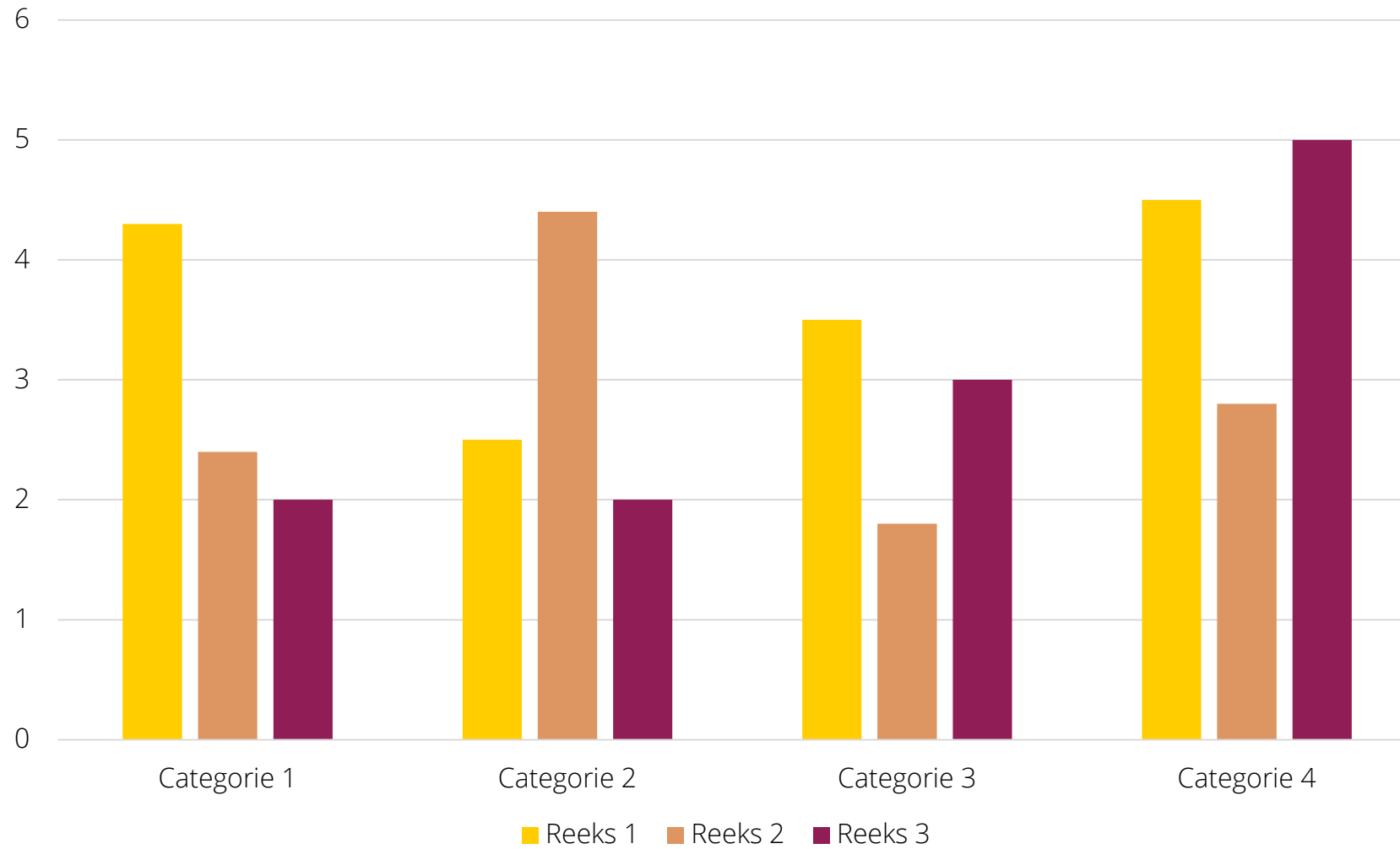


**Utrecht
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Sharing science,
shaping tomorrow

**Niet gebruikte default
slides vanaf hier
(mogelijk handig)**

Title



Title

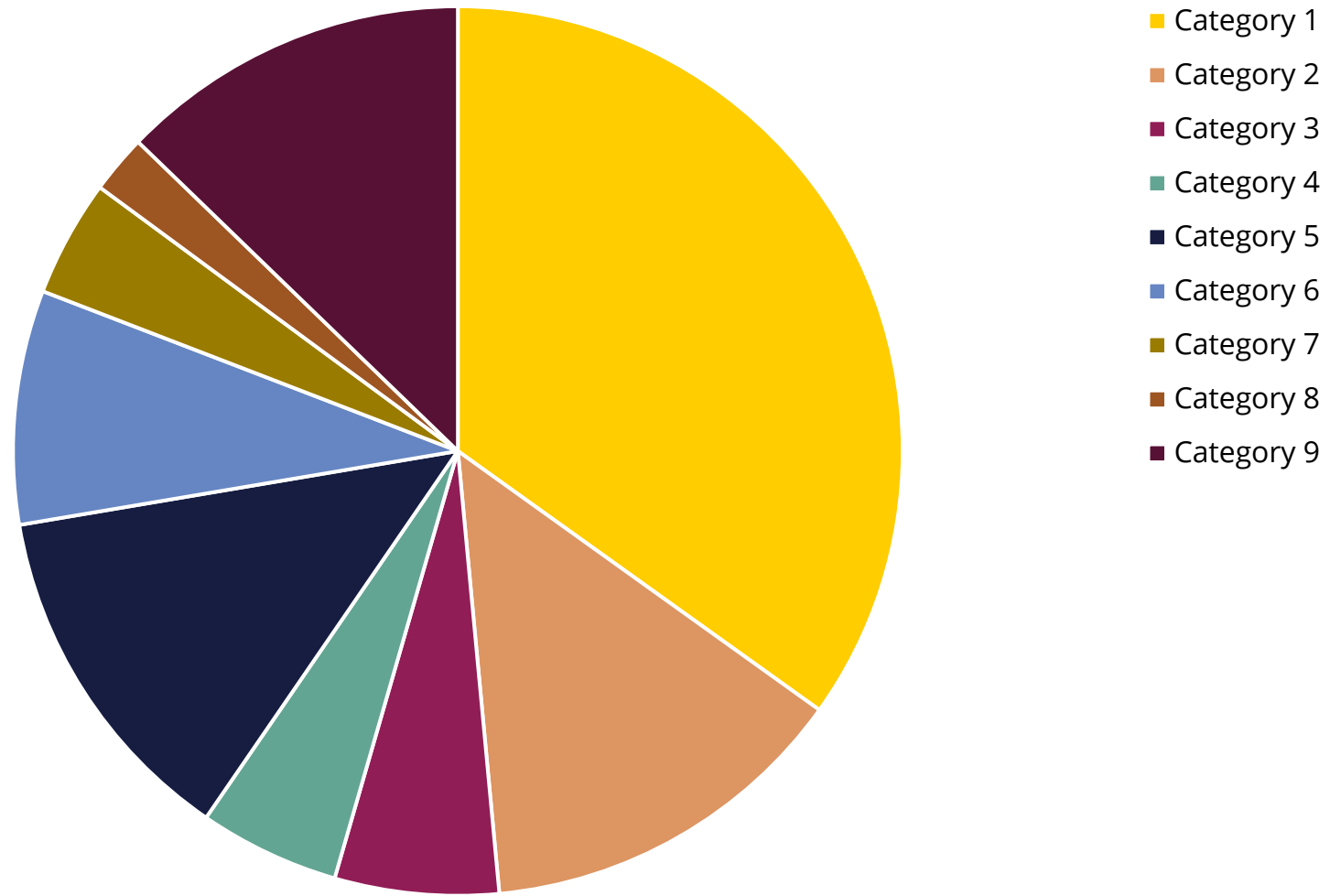
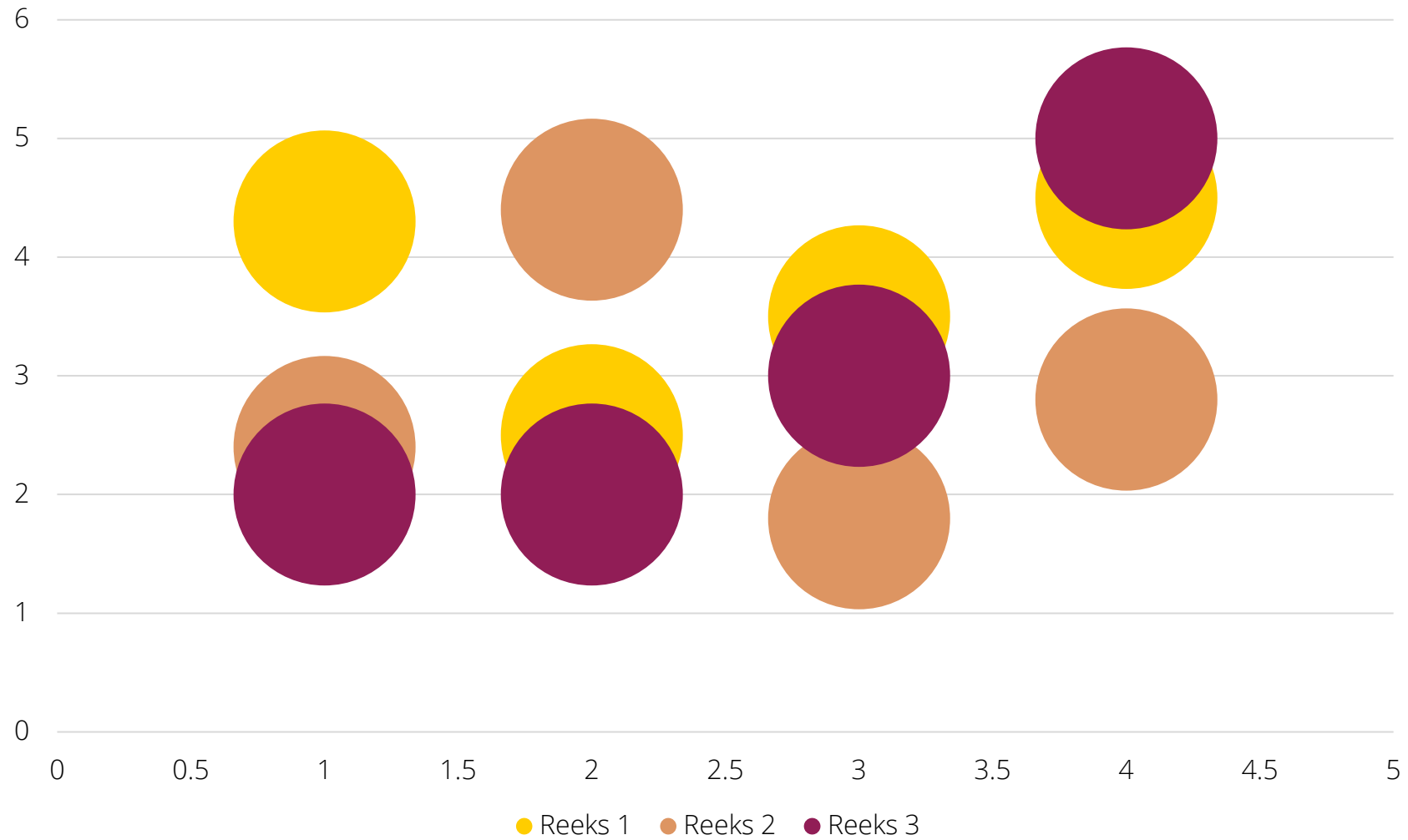


Chart Title



UU POWERPOINT TEMPLATE

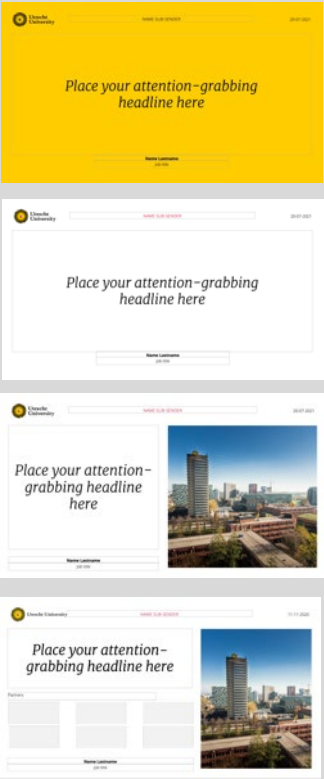
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2: Text

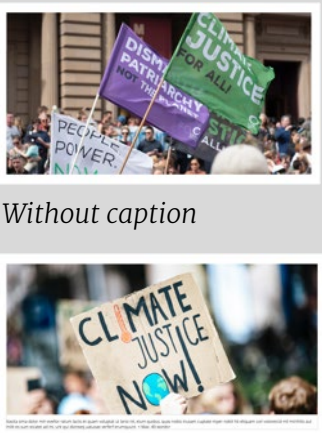
In three variants



Text right, image left

3: Full screen image

In two variants.



With caption

4: Chapter title/quote slide

In three variants.

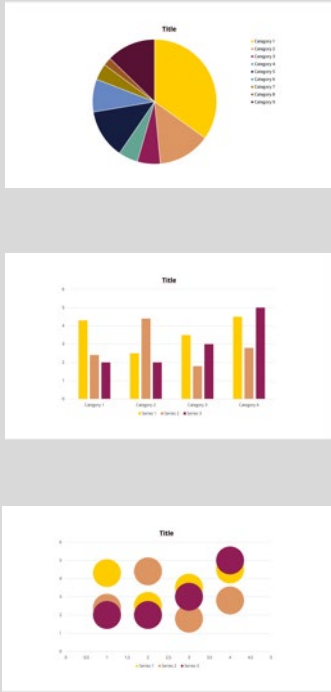


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For charts, formulas, etc.

To help you get started with charts, we added a few ready-made examples in this document. All you need to do is put in your own data.



6: Disclaimer

Leave at the end.

