Welcome to the KHLeuven

The Katholieke Hogeschool is a polytechnic, providing education to 6000 students spread over 5 different departments. The training programmes are offered in the field of professional bachelors in:
- teaching
- business management
- industrial sciences and technology
- healthcare
- social work

The Depaturet of Teacher Education provides a wide range of vocational training programmes:
- initial teacher education (180 credits)
  - preschool teaching (3-5)
  - primary school teaching (6-11)
  - lower secondary school teaching (12-16)
- post-initial (60 credits): special needs
- post-graduates (20 credits)
  - mentoring for trainees and starters (teacher education)
  - school for all (inclusion)

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L’avaluació dels aprenentatges a partir de competències
1. Motives
2. Aspirations
3. Strategic choices
4. Competence based evaluation proces
5. Conditions
6. Action plan

**Motive 1: evaluation is an “expensive” matter**

**French**
- 3 CC 358H or 22 % for PE or CE

**PE**
- 3 CC 330H or 20,5 %

**Educational Sciences**
- 8 CC 680H or 62,5 %

We often are not aware of the jurisdictional, financial and organisational consequences of our evaluation systems!

**CC = course credits**

**Motive 2: quality control showed complaints about**

- studyload for students
- workload for the teaching staff

**Motive 3: need for alignment in guidance**

Gap between a competency based APEL procedure that facilitates the access to the teacher education and the way traditional exams are organised in the programma.

**Motive 4: increasing number of dropouts**

**Short track**
- 2001 – 2002 20%
- 2002 – 2003 17%
- 2003 – 2004 16%
- 2004 – 2005 24%
- 2005 – 2006 22%
- 2006 – 2007 25%

**Regular**
- 10 to 15%

**Motive 5: need for tutoring**

- feedback often comes too late
- too many summative tests without exercising

**Motive 6: the psychometric assessment tradition does not fit the need for personalised teaching processes**

- assessment culture: individual written tests
- without means knowledge orientation reproduction > problem solving

 Tradition is often the only criterium in the choice of assessment instruments.
CONCLUSION 2003 - 2004
CRUSADE AGAINST
CURRENT EVALUATION PRACTICE

Assessment policy KHLeuven
Quality-safe competence assessment
with
well dosed workload for staff
and with
personalised student approach

Features of good alternative assessment
- Assessment policy fits the didactical concept of the organisation: importance of an assessment framework
- Selfresponsible learning <-> postpone behavior
- Authentic context: workplace and professional orientation
- Integration of learning and testing: feedback as part of the learning process (test to learn)
- Knowledge construction rather than knowledge production

Flexibility versus competence based education

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<td>COMPETENCE ORIENTATION</td>
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Shared responsibility
- of both teachers and students: from individual autonomus teacher responsibility towards organisation driven evaluation and involvement of students
- workplace participates in the evaluation: advice in defining the standards, involvement in evaluation as fieldassessor (external evaluator)
3. STRATEGIC CHOICES

Choice for a perfect combination of summative evaluation: focus on selection certification and formative evaluation: focus on diagnosis feedback coaching reflection

Choice for learning as integrate part of assessment not calculating but stimulating feedforward - feedback

Relationship between instruction and evaluation
Traditional planning instruction evaluation
Alternative approach

Authentic learning tasks integrated in the practical training in the field of primary school

Involvement of students peer, co and self-assessment
Choice for explicitation of our goals

One way to Rome?
- subject orientated
- linked to the instruction context
- strongly teacher centered
- clear but static

Several ways to Rome?
- problem solving
- open, authentic learning tasks

Many Romes?
- individualised learning situations and standards
- more space for personal qualities and strengths

STRATEGIC CHOICES

'Evaluation is an important lever in educational reform'

F. Dochy

STRATEGIC CHOICES

STRATEGIC CHOICES

ASSESSMENT POLICY

EU recommendations
Bologna 1999 London 2007

Step 1: recognition of competences
- Transparency of qualification frameworks (EQF)
- Link between learning outcomes and competences
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COMPETENCE BASED EVALUATION PROCESS

Assessment instrumentarium
Professional bachelor in education: primary education

Recommendation: standardisation
- transparency of criteria
- norm-referenced testing
- tolerance level

Step 3: accreditation of competences

Assessment center:

from overview of all test results

over qualitative discussion on mastery levels

to degree courses and credits

PASS-FAIL is until further motive no option

- credits must by decree be qualified on a quantitative base (mark on /20)
- differentiation and ranking is needed to express gradation in mastery levels

Level 4: (14/20 and more) : EXEMPTION = credits

Level 3: (12 or 13/20) : substitute assignment often combined with practice and work placement

Level 2: appropriate programme referring to a course component of semester 2-4

Level 1: full programme

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5. CONDITIONS

- Prerequisites
- Quality assurance

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Prerequisites
- Policy makers do have to support the turn-over and facilitate the introduction of alternative assessment
- Professionalisation of teachers and assessors to guarantee quality and jurisdictional regulations
- Teamwork
- ICT-support

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Conditions for the organisation

- Requirements for the organisation
  - external evaluators
  - consequences for workload of students, staff, administration
  - improvements

Consequences for organisation and staff are mapped and costs are estimated

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Quality assurance

- Requirements for the instruments
  - standardisation
  - validity
  - reliability
  - transparency

Conditions for the assessors

- assessment development
- norm-referenced testing

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Evaluators

1. Students - portfolio, interview: reflection
2. Independent assessors
   - experienced teachers from the regular programme
   - trained mentors from associated primary schools
3. Assessors working in pairs for the portfolio, interview, the Over-All test and the final paper

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6. ACTION PLAN
Actual situation

How competence based is our evaluation practice:
- facts and figures
- matrix
conclusions of the evaluation of evaluation: what do we want?

Desirable situation for 2011

- define competence clusters for every course component
- alignment between evaluation procedure and instruction behavior
- conditions for quality testing
- integration of testing in the learning process
- choice of alternative assessment instruments

Implementation of the assessment center

- development of assessment instruments
- realisation of norm-referenced testing
- improvement of pass rates

Process coaching

- programme committee
- stakeholders
- departmental management

The KHLLeuven Department of teacher education
- section primary teacher education -

thanks you for your interest!

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