



U N I V E R S I T Y O F

L I V E R P O O L

A member of the Russell Group

Using adult learning theories to plan assessment

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Timisoara

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What is going to happen?

- What is assessment for?
- What are the issues?
 - Criteria
 - Outcomes
 - Standards
- Relation to learning theory
- Question types

Formative/continuous/summative

- Formative assessment
 - The marks do not form part of the public record
- Continuous assessment
 - In-course, can be formative or summative.
- Summative assessment
 - Marks are recorded and for part of the progression requirements

What is assessment for?

- Rite of passage
- Assurance
- Ranking
- Feedback

Other possibilities

- To determine whether the learning objectives that are set *a priori* are met
- Support of student learning
- Judgement and certification of competency
- Predicting future performance

Assessment drives learning

- George E. Miller (1919-1998)
- It does, but we must be careful that assessment does not drive learning for assessment!

Criteria

Fair/unbiased

Valid

Reliable

Multiple measures

Practicable

Cost effective

I would add “integrated”

Integrated and integrating

Integrated into the curriculum itself

Integrating the outcomes

So where do we start?

- Syllabus – more accurately
OUTCOMES

- **STANDARDS**

Outcomes

- We have entered an era where we need to show that we meet measurable outcomes
 - This is true at undergraduate level but also licensing and re-validation
- The outcomes must be appropriate, measurable and necessary

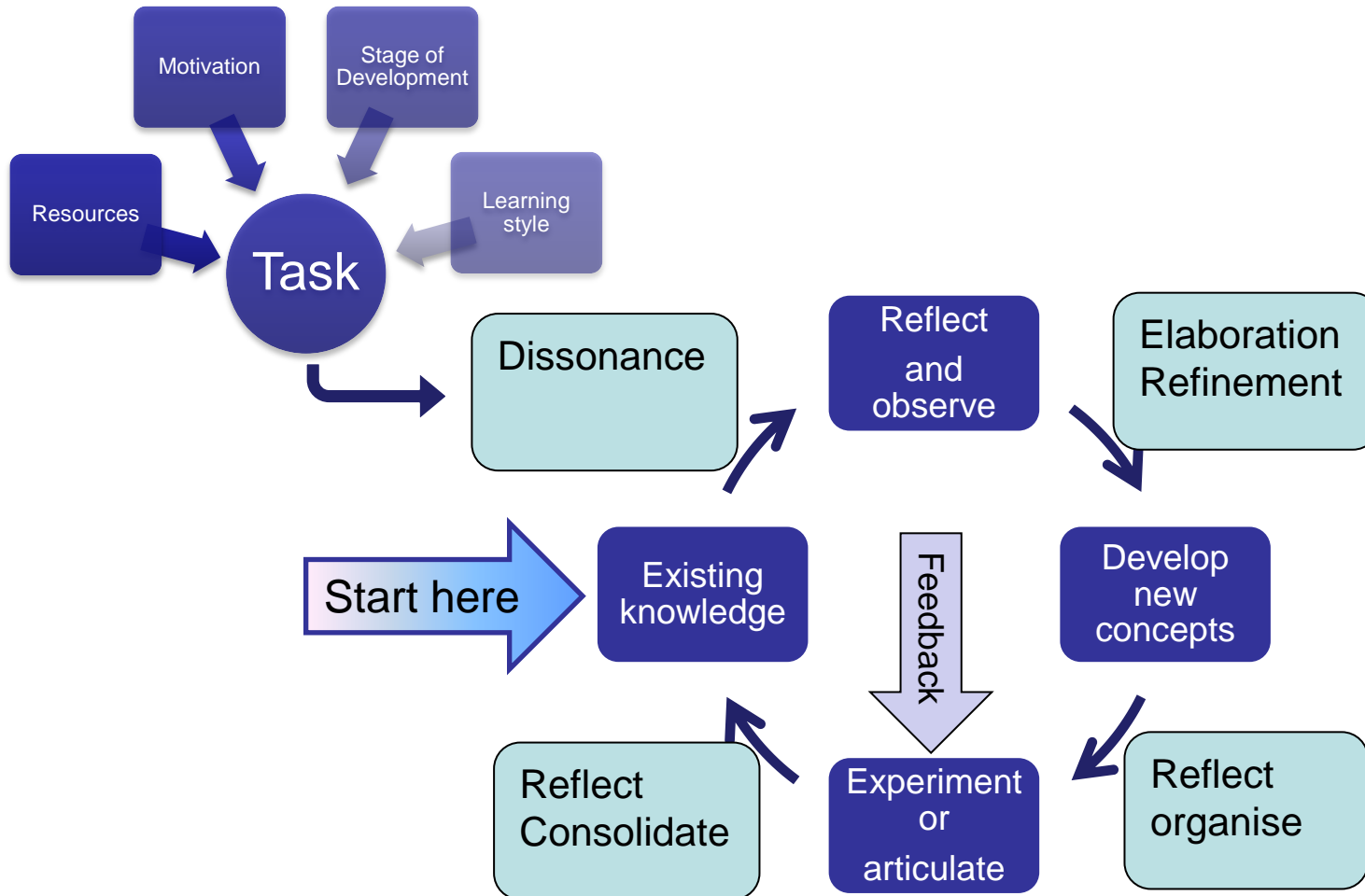
Standards

- There is a real debate about what constitutes competence.
- What is, in fact, “good enough”?
- How do we measure it?
- What is a pass mark?
- Who says?

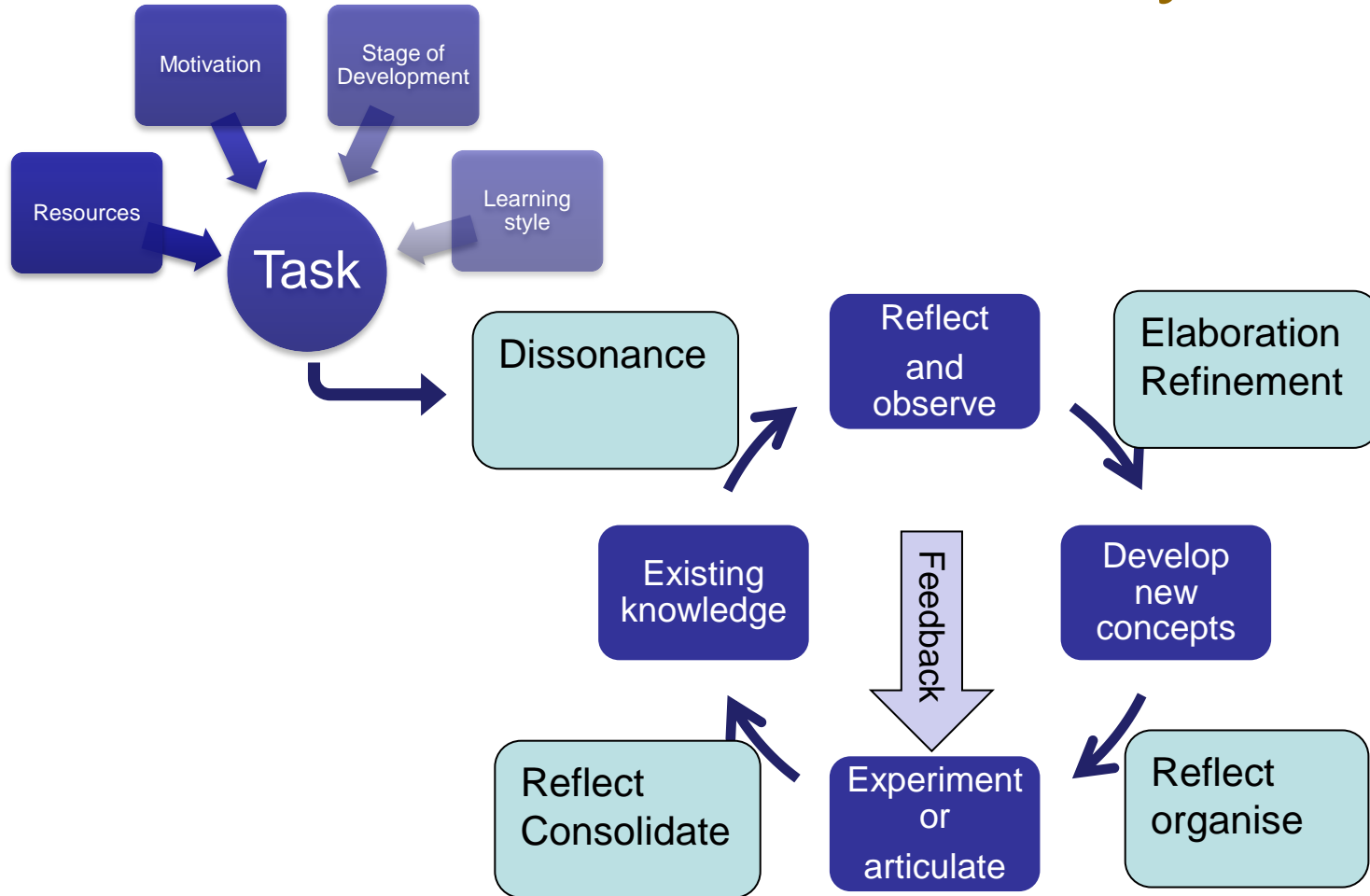
Learning theories

- There is an increasing interest in the use of adult learning theories to shape the way that we plan medical programmes.
- And that includes assessment

Taylor and Hamdy 2012



Assessment is a task like any other



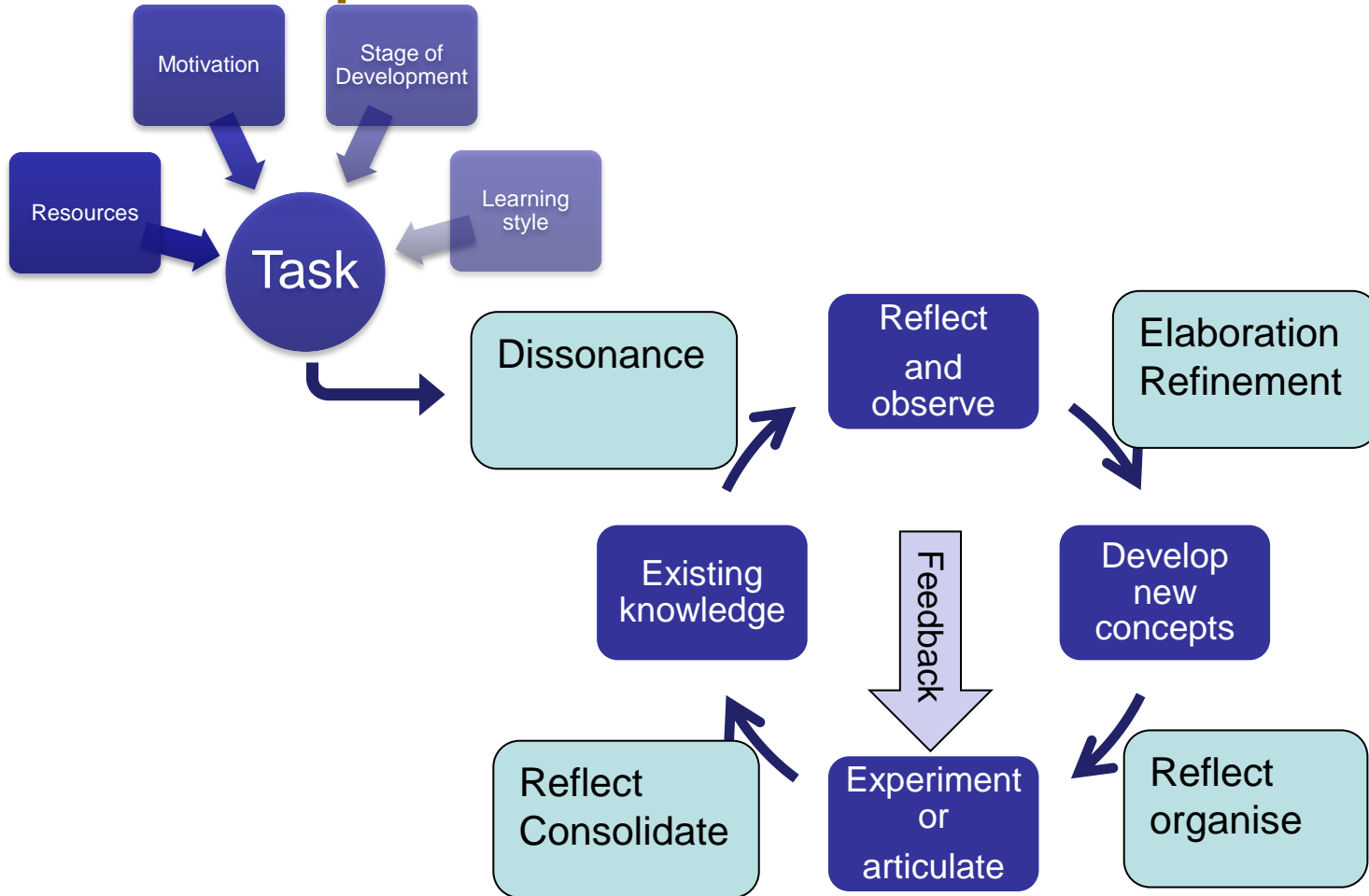
So the task needs to account for

- Resources
 - Including time!
- Motivation
- Stage of development
 - Duality/multiplicity
- Learning style
 - Deep/surface/strategic

But what do you want to assess?

- Recall
- Elaboration
- Organisation
- Reflection

Which quadrant?



MCQs/EMIs

- It is very hard to write valid MCQs
- It is easiest to test recall
- It is harder (but possible) to test for elaboration

Short answer

- Quite difficult to write without giving the answers away
- It is easiest to test for elaboration
- It is harder (but possible) to test for organisation
 - They also have to be marked by hand (so less reliable)

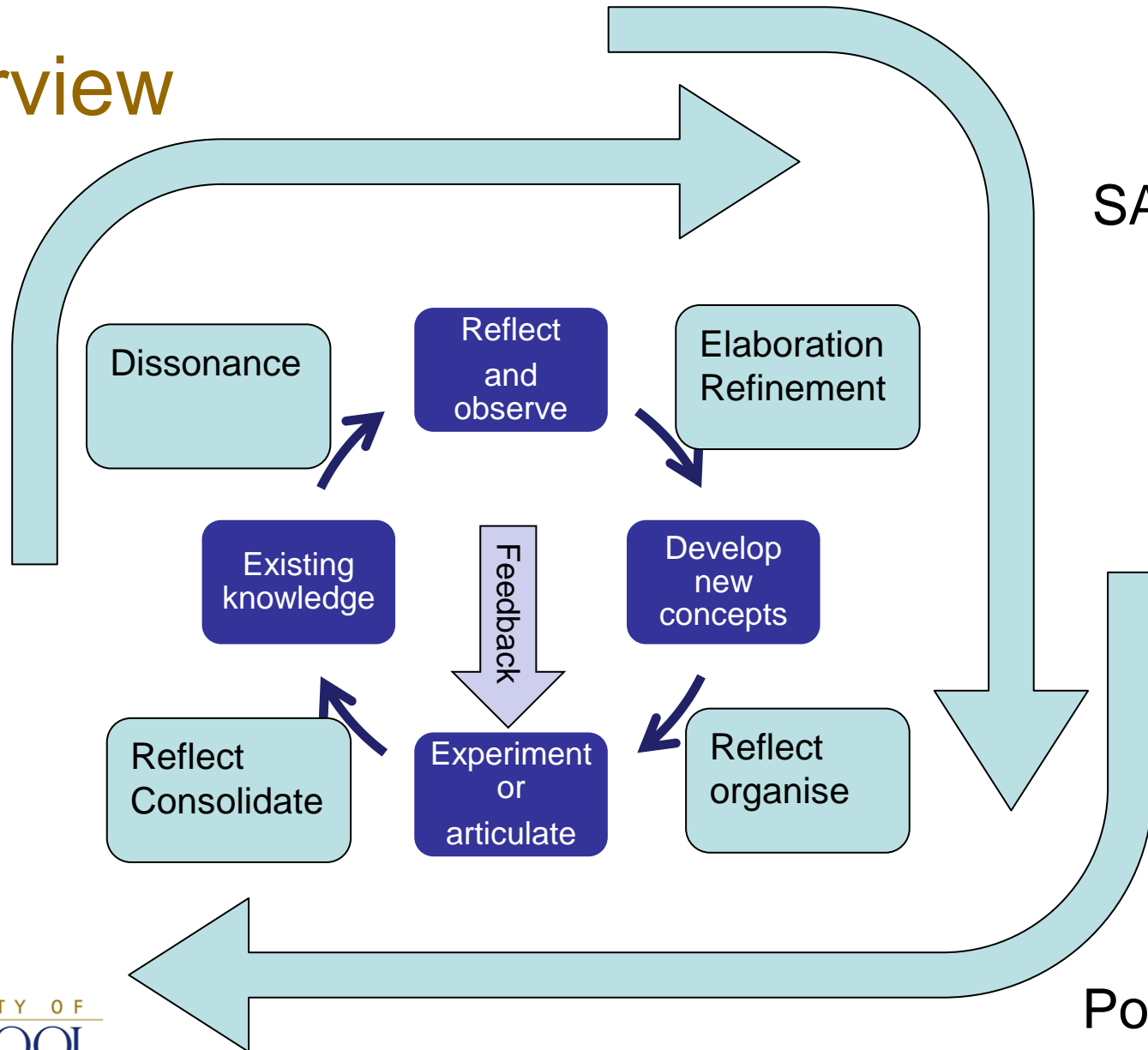
Portfolio

- Easy to write
- Hard to mark reliably
- But best for testing organisation and reflection

Overview

MCQ

SAQ



Portfolio

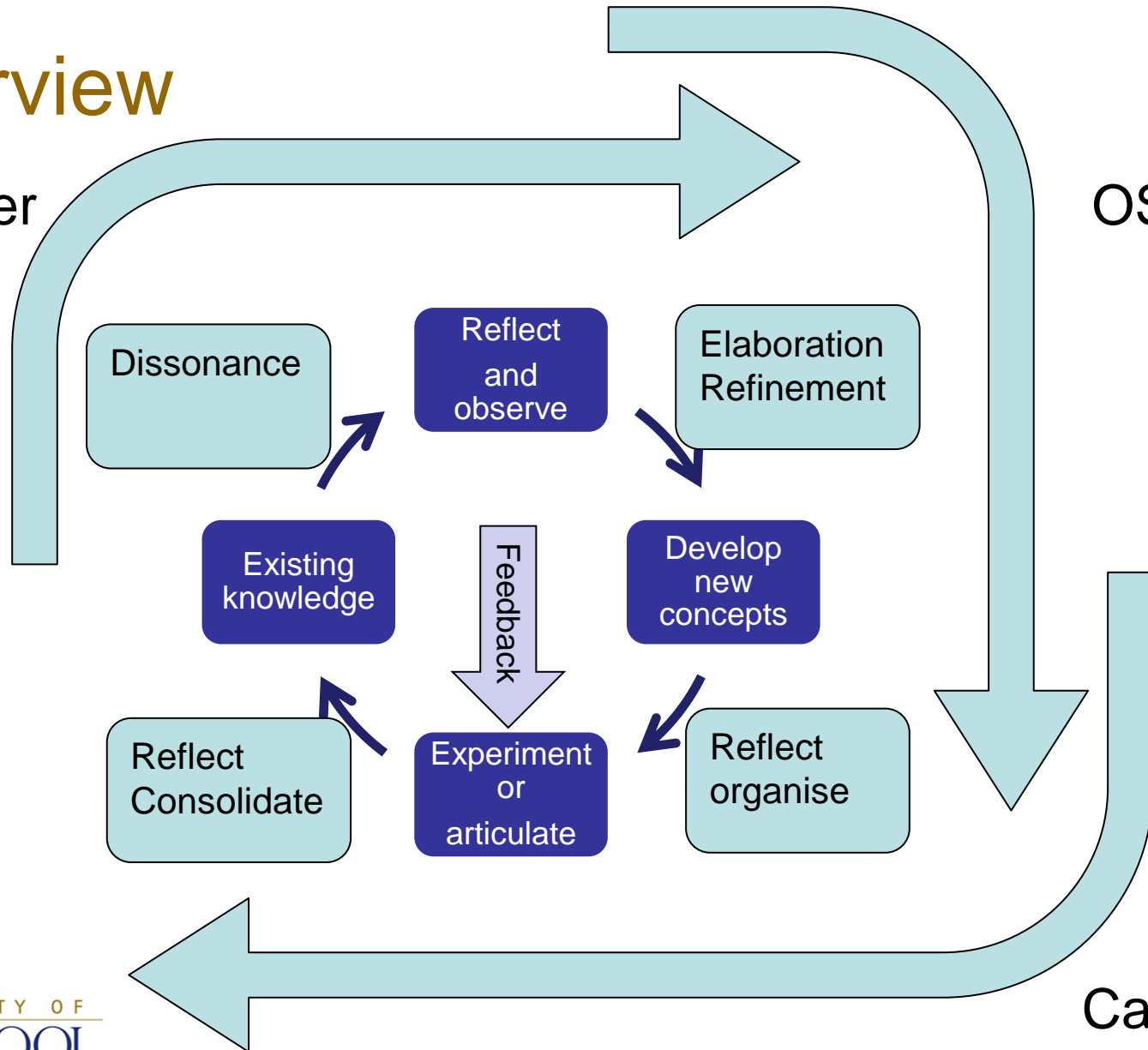
Practical

- You can assess any of the quadrants
- From anatomy spotter, through OSCEs to long case

Overview

Spotter

OSCE



But how to give feedback?

