



# **Changing how we've always done things:** Making fundamental changes in assessment to focus on learning

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# Who we are...

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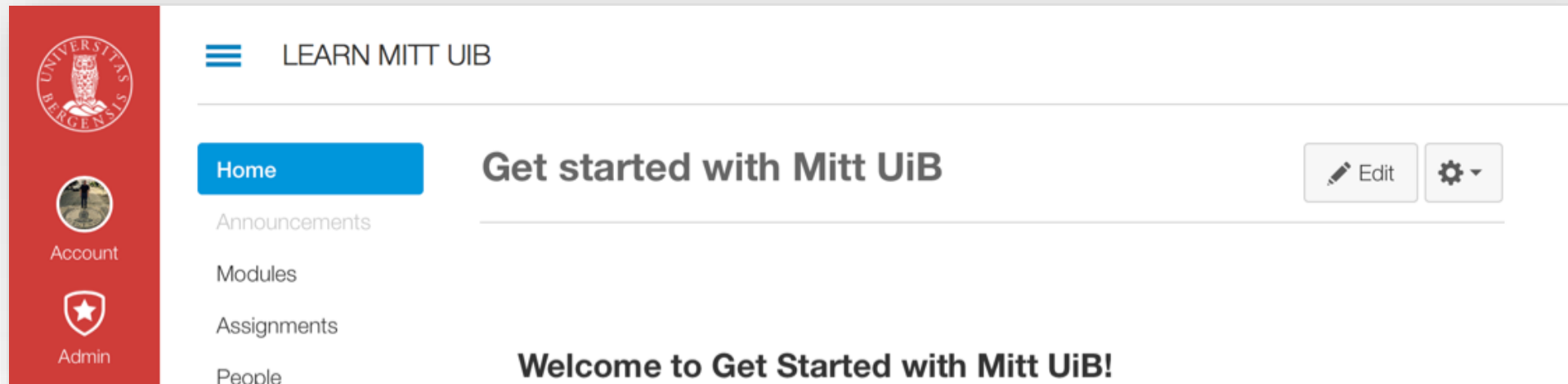
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# Canvas at UiB

- In Spring 2016, UiB launched Mitt UiB
- Based on the open source version of Canvas





# One Key Issue

- Canvas is based on an “American” model of assessment in higher education...
  - Most of its tools are designed to support continuous assessment that can be formative or summative.
  - That is, they are designed so that students submit products and receive feedback throughout the semester.

## GRADING

The grading system for AIS 350 is: A 90-100, B 80-89, C 70-79, D 60-69, F below 60

Short Research Proposal (1) & Annotated Bibliographies (3)	20%
Disciplinary Essays (3) & Revision (1)	30%
Final research report (1)	30%
Weekly Forum Responses	10%
Homework and Quizzes	10%



# Norwegian System Video



<https://vimeo.com/214994782/cc89aa39dc>



## One key issue, cont'd...

- The Norwegian system maintains a strict separation between *undervisning* and *vurdering*.
- As a result, there are many real and perceived barriers to implementing formative assessment practices.







## Another issue, cont'd...

- But how can we get instructors to do this “right”?
- And how do we know if it works?





# TALIDA: Teaching and Learning in the Digital Age





# Back When I Was in College...

- Information/knowledge was scarce...
- It existed only
  - On library shelves
  - In the minds of experts





# But Now...

- Information is everywhere
- Virtually all knowledge is at our (and our students') fingertips
- Our epistemologies are shifting
- Being educated is about more than just possessing information...





# Our Teaching Needs to Change

- Information transfer (in the form of lectures) just doesn't make sense anymore
- We need to stop giving answers and start asking questions





# Our Technology Use Must Change

- The digitization of teaching and learning has to be about *teaching and learning*
- Decisions must be made in the interests of students
  - And then instructors
  - And then administrators
- Tools need to move beyond translating lectures and exams to digital platforms

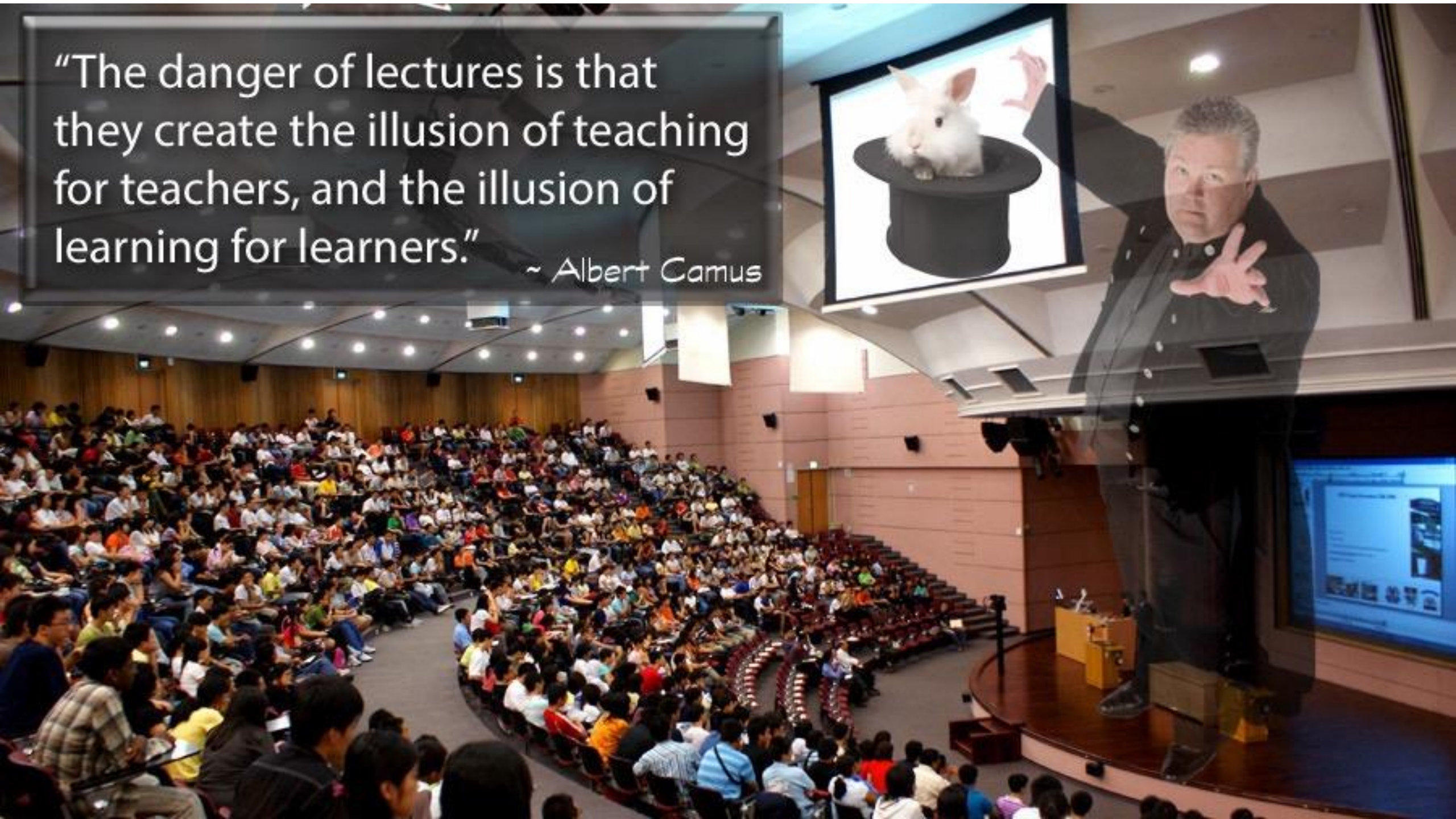


If students  
learn what  
they do...



What are  
they learning  
sitting here?

"The danger of lectures is that they create the illusion of teaching for teachers, and the illusion of learning for learners." ~ Albert Camus







# Learning from Lectures

- Typically involves passively listening
- But learning is not an act of recording
- Rather, it is an act of interpretation
- An act of (re)writing...





# (Re)Theorizing Instruction

I do not know which to prefer,  
The beauty of inflections  
Or the beauty of innuendoes,  
The blackbird whistling  
Or just after.



*Wallace Stevens*  
*Thirteen Ways of Looking at a Blackbird*



# Resonance

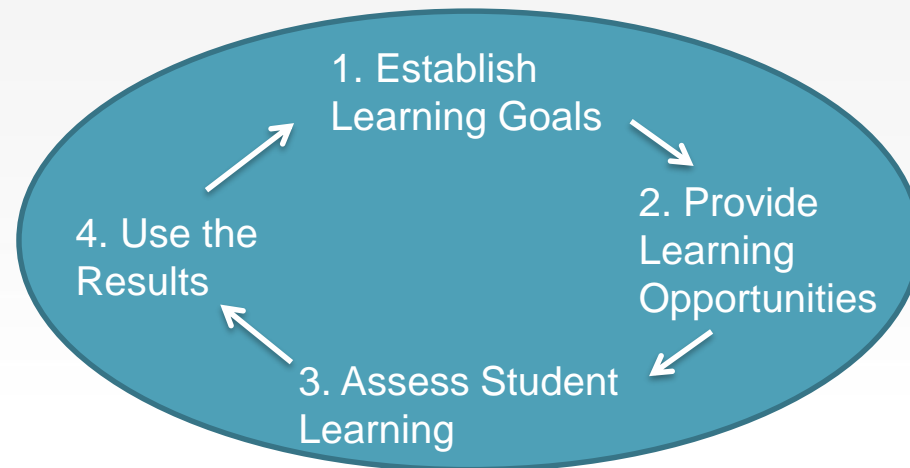
- An instructor's statement, in whatever media, is ultimately fleeting.
- It doesn't live on
  - On its own
  - Or in the consciousness of the students
  - But rather in how it is appropriated by that consciousness
  - In how it resonates in that consciousness





# We have to get over ourselves...

- It's not about our teaching
- It's about their learning
- Therefore, it's not about what we do
- It's about what they do





# Assessment *for* Learning



# Alternative Assessment Video



<https://vimeo.com/215006840/fd3f6e414a>





# Alternative Assessment

- I used to think it meant anything but multiple-choice...
- Now, I think it means anything but skoleeksamen.







# What TALIDA entails...



# What the Project Entails...

- Redesign and Evaluation of at least 20 courses across the University
  - 31 participants
  - Workshops
  - Visits to other universities
  - Researching effectiveness
  - Support and collaboration





# Participants by Faculty

Faculty	#
Det humanistiske fakultet	5
Det juridiske fakultet	2
Det matematisk-naturvitenskapelige fakultet	7
Det medisinsk-odontologiske fakultet	4
Det psykologiske fakultet	6
Det samfunns-vitenskapelige fakultet	5
Fakultet for kunst, musikk og design	2
Total	31



# Deliverables and Expectations

- Participants are to redesign at least one course by revising assessment plan
  - Evaluate intended learning outcome descriptions
  - Ensure that assessments and learning activities align with those outcomes
  - Evaluate whether the redesign improves student learning



# Support and Collaboration

- Individual support from us and others from Universitetspedagogikk, Læringsstøtte, DigUiB, SLATE, & Læringslab
- Group support from cohort and smaller, interdisciplinary groups
- Monthly get-togethers to discuss progress
- Concerted effort to produce articles, conference presentations, posters, testimonials, videos, etc.



# The result?



# When things go according to plan

- 20-30 revised courses that are good examples of
  - Constructive alignment between learning, teaching, and assessment
  - Use of “effective” types of assessment
  - “Effective” use of digital tools.







# And we will get started on...

- Developing resources on digital tools for the benefit of teaching and learning – “what can I do here?”
- Quantifying “we can’t do that here” and influence policy
- Setting up collaborations for further developing teaching and learning, “we’ll help you do that here!”
- Solidifying the model for systems interaction and quantifying needs for further development – “let’s do that here.”



# Teaching and Learning in the Digital Age

Rethink learning through teaching and assessment



## Explore our best practices

Learn from and follow the development and implementation of new digital practices in TALIDA's projects

Learn more



### Your Digital Toolkit

Explore the wide range of learning-centered tools available at UiB



### Educational Theory 101

Read about four important educational concepts



### Our Best Practices

Check out the development and implementation of new digital practices



### Excellence in Education

Are students learning what they should? Are we teaching and assessing that?

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