Join-the-Conversation 4: Assessment and Feedback in Experiential Learning

8 Jun 2016 (Wed) 12:30pm – 2:00pm
Room 321, 3/F, Run Run Shaw Building

Organised by
Centre for the Enhancement of Teaching and Learning (CETL)
Join-the-Conversation (4): Assessment and Feedback in Experiential Learning

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FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE.
What is the problem now?
These are often perceived as challenges:

- A wide variety of experiences and encounters
- Multiple stakeholders (e.g., community partners, clients, field supervisors, academic teachers...) and different expectations
- Dispersed and remote locations
- Involving ethical and moral dilemmas
Related questions in assessment and feedback

• What should be the intended learning outcomes?
• How to assess?
• Who should be the assessors or who should give feedback?
• How and when to give feedback?
• How to ensure fair and quality assessment?
Our small-scale study as part of the Community of Practice Project

- Informal interviews with nine teachers and two students
- Looking for similarities, differences & patterns
- Dissemination and sharing
- Analysis, writing case summaries & validation
- Comparing the findings with the literature
- Refining and updating

Our small-scale study as part of the Community of Practice Project
Key findings

Authenticity

Being reflective

Processes and outcomes
Authenticity

The intended learning outcomes being assessed included problem solving skills, communication skills, teamwork skills, professional behaviours ... that are relevant to the professional work and disciplinary requirements in real-life contexts.
Being reflective

• Scaffolding reflective tasks
• Suitable reflective tasks/ sessions before, during and after the experiential learning
Processes and outcomes

- Feedback/ feedforward during the experiential learning processes
- Draft reports or proposals to seek feedback
Assessment methods (among 9 cases)

- Essays and reports
- Presentations
- Reflective journals/writings
- Appraisals by field supervisors or clients
- Creative outputs (e.g., stories, videos, oath writing, interviews)
- Project/research proposals
- Self-evaluation
- Portfolios (emerging?)

Frequency
Panel-led Discussion

Dr. Julie Chen
Professionalism in Practice

Dr. Wilton Fok
Engineering Experiential Learning Programmes

Ms. Francesca Sin
Social Innovation Global Citizenship Programme