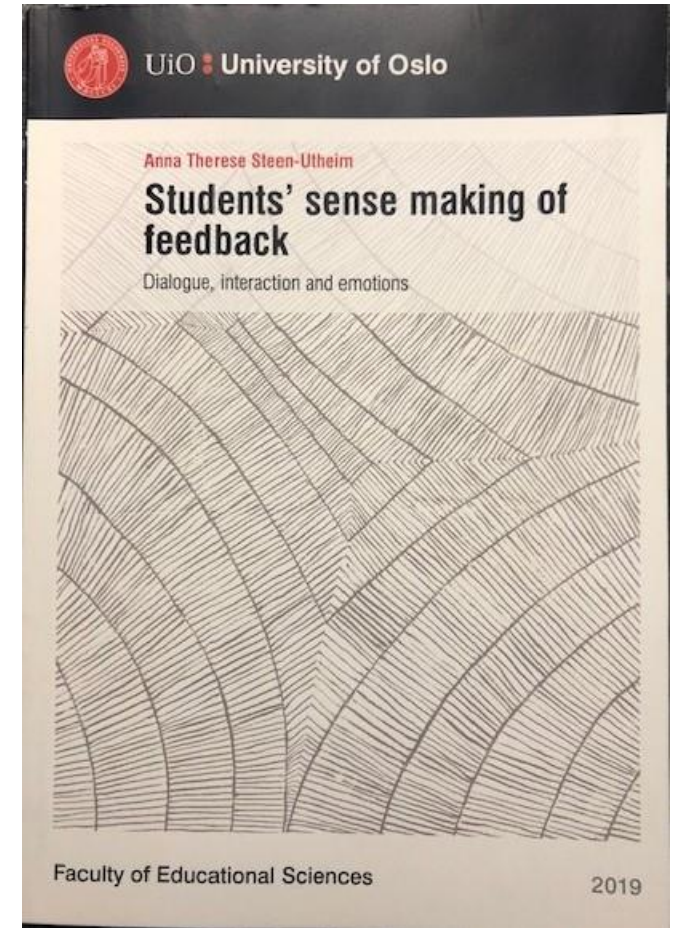


Vurdering som utdanningsfaglig kompetanse

Anna Steen-Utheim

BI LearningLab

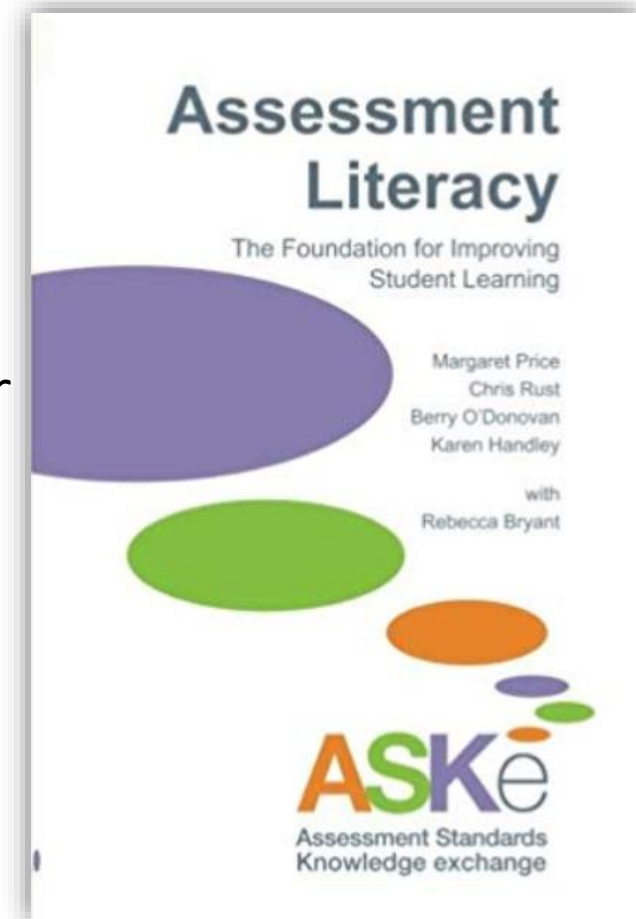




Assessment literacy (Price et al 2012)

norsk: vurderingskompetanse


- Forstå sammenhengen mellom vurdering og læring
- Forstå tilbakemelding som begrep
- Å kunne vurdere sin egen og andres arbeid i fht kriterier
- Å kunne hensiktsmessige verktøy for å vurdere og å gi tilbakemeldinger samt å kunne vurdere *når* de skal anvendes
- Medstudentvurdering og selvurdering



Feedback literacy (Carless & Boud 2018)

norsk: tilbakemeldingskompetanse

- Å sette pris på tilbakemeldinger
- Å kunne vurdere tilbakemeldinger
- Å kunne håndtere følelser
- Å kunne gjøre noe med tilbakemeldingene



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The development of student feedback literacy: enabling uptake of feedback

David Carless & David Boud

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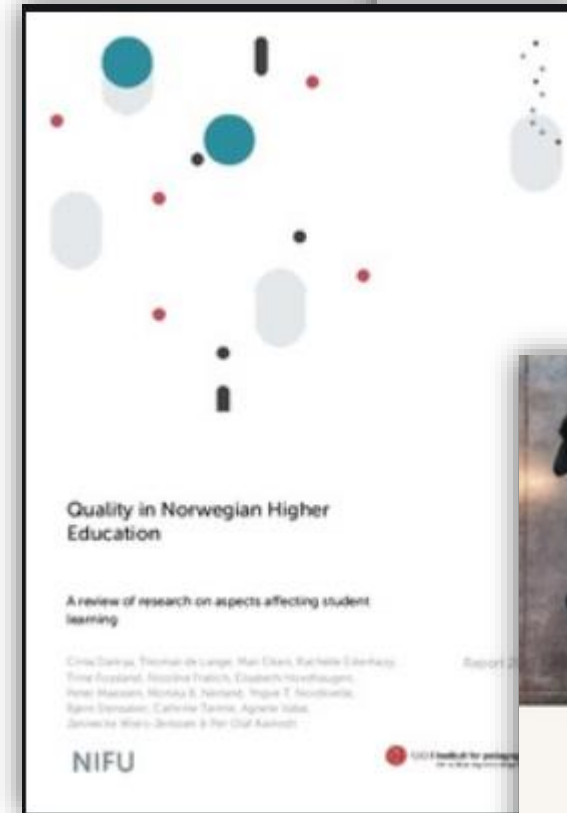
For hvem?

- Utdanningsfaglig kompetanse – foreleserne
- Vurderingskompetanse – foreleserne og studenter?
- Tilbakemeldingskompetanse – studenter? Foreleserne?
- Og hva med støttemiljøene?

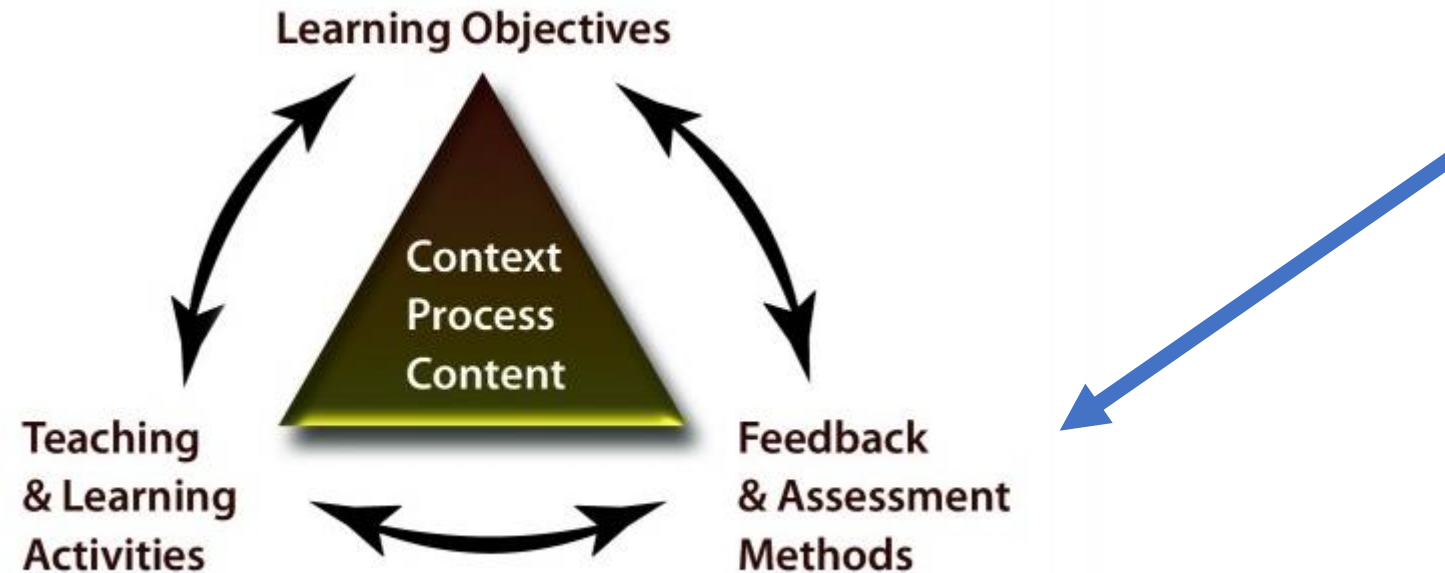
Hvorfor er dette viktig?

Utdanningskvalitet

- Aktiviserende og varierte læringsformer der digitale muligheter utnyttes (St.mld 16)
- Aktiv læring og tilbakemeldinger (NIFU rapport 2015:24)
- Pedagogisk utnytting av digitale ressurser (NIFU rapport 2015:24)
- Varierte lærings- og vurderingsformer (NIFU rapport 2018:3)
- Mer systematiske og konstruktive tilbakemeldinger (NIFU rapport 2018:3)



Vurdering som utdanningsfaglig kompetanse



Articles

'Feedback interpreters': the role of learning development professionals in facilitating university students' engagement with feedback

Karen Gravett  & Naomi E. Winstone 

Pages 723-738 | Received 30 Mar 2018, Accepted 04 Jul 2018, Published online: 09 Jul 2018

 Download citation  <https://doi.org/10.1080/13562517.2018.1498076>



 Full Article  Figures & data  References  Citations  Metrics  Reprints & Permissions 

ABSTRACT

Understanding how students engage with assessment feedback is a key concern of higher education professionals. Research commonly represents the perspectives of students and academic staff, yet little consideration is given to the role of learning development staff, despite these individuals supporting students when interpreting and implementing feedback. We report the findings from interviews with learning developers working in a UK University, exploring their insights into the barriers students confront when engaging with feedback, and into the role of learning

Gravett, K., & Winstone, N. E. (2018).

- Medierende ressursler
- Oversettere
- Brobygger

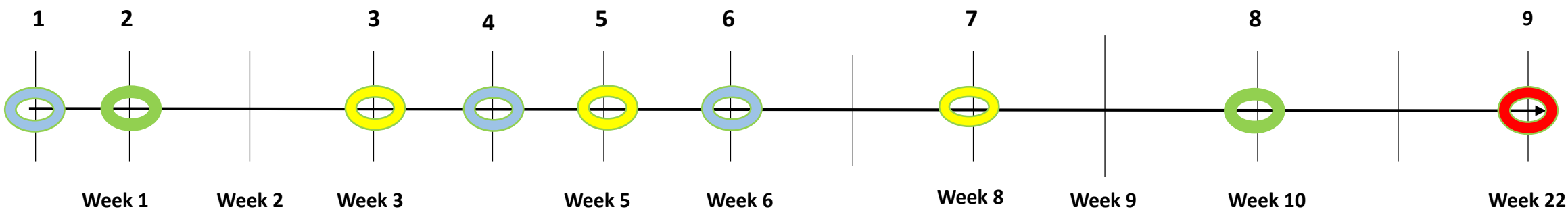
Støttemiljøene har en viktig
rolle!

Hva gjør vi på BI

Pedagogisk basiskurs som
arena for utvikling av vurdering
som utdanningsfaglig
kompetanse



Mappe som lærings- og vurderingsverktøy

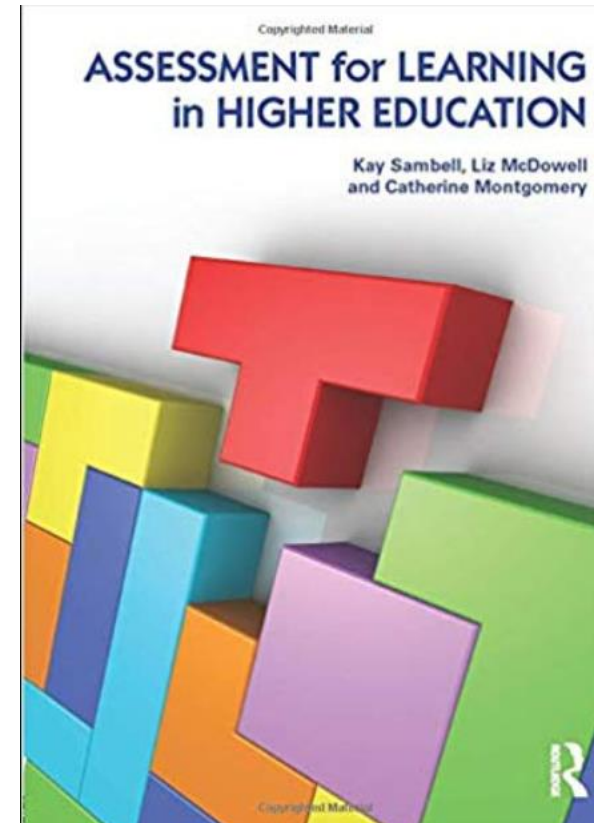
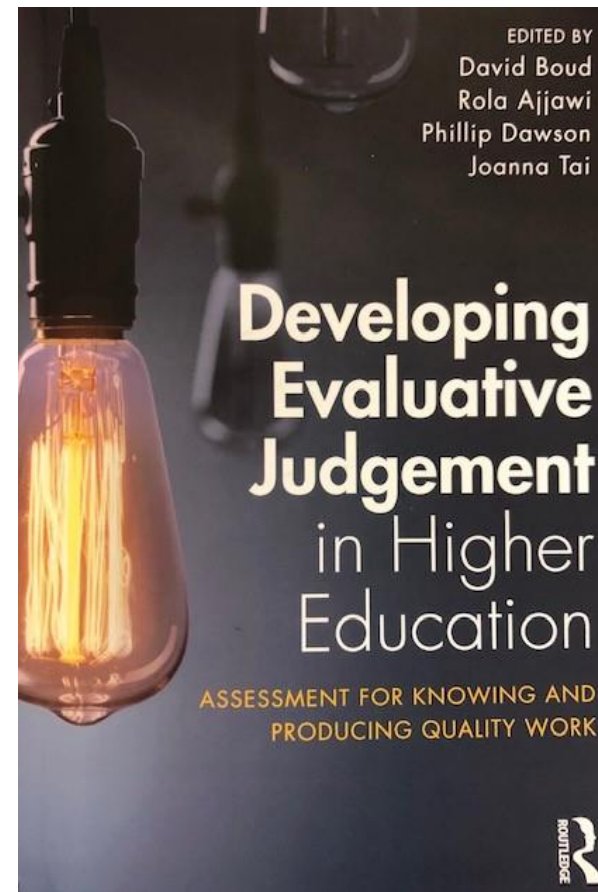
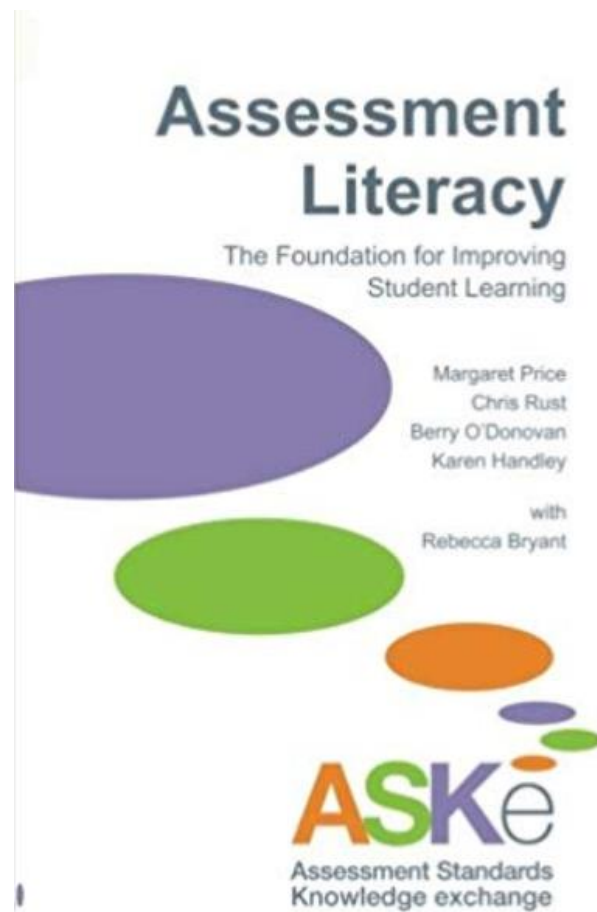
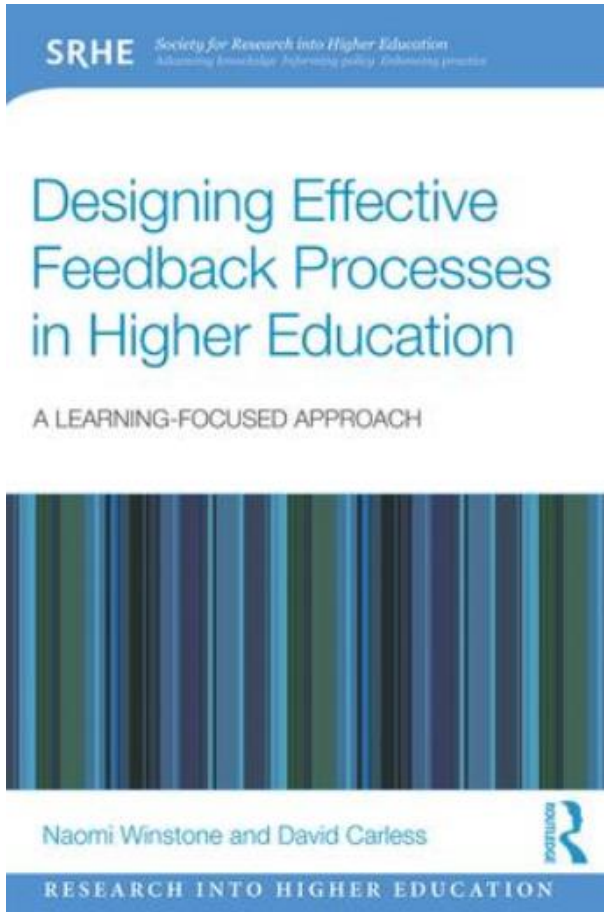


Vurderingsaktiviteter

- 1: Video – bli kjent med kriterier for kurset
- 2: Egen vurderingsaktiviteter & peer feedback i grupper på samling
- 3: Frist individuell oppgave
- 4: Video om konstruktive tilbakemeldinger
- 5: Frist gi tre tilbakemeldinger
- 6: Felles feedback, lydfil
- 7: Frist videreutviklet oppgave basert på tilbakemeldingene
- 8: Egen vurderingsaktiviteter & peer feedback i grupper på samling
- 9: Endelig innlevering

Har du endret din forståelse av hva
assessment og feedback literacy er nå?
(vurdering- og tilbakemeldingskompetanse)

Vil du lære mer?



Takk for meg!

anna.steen-utheim@bi.no



@steenutheim



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