

Toward an International and Inclusive Learning Experience: Approaches to Assessment Design

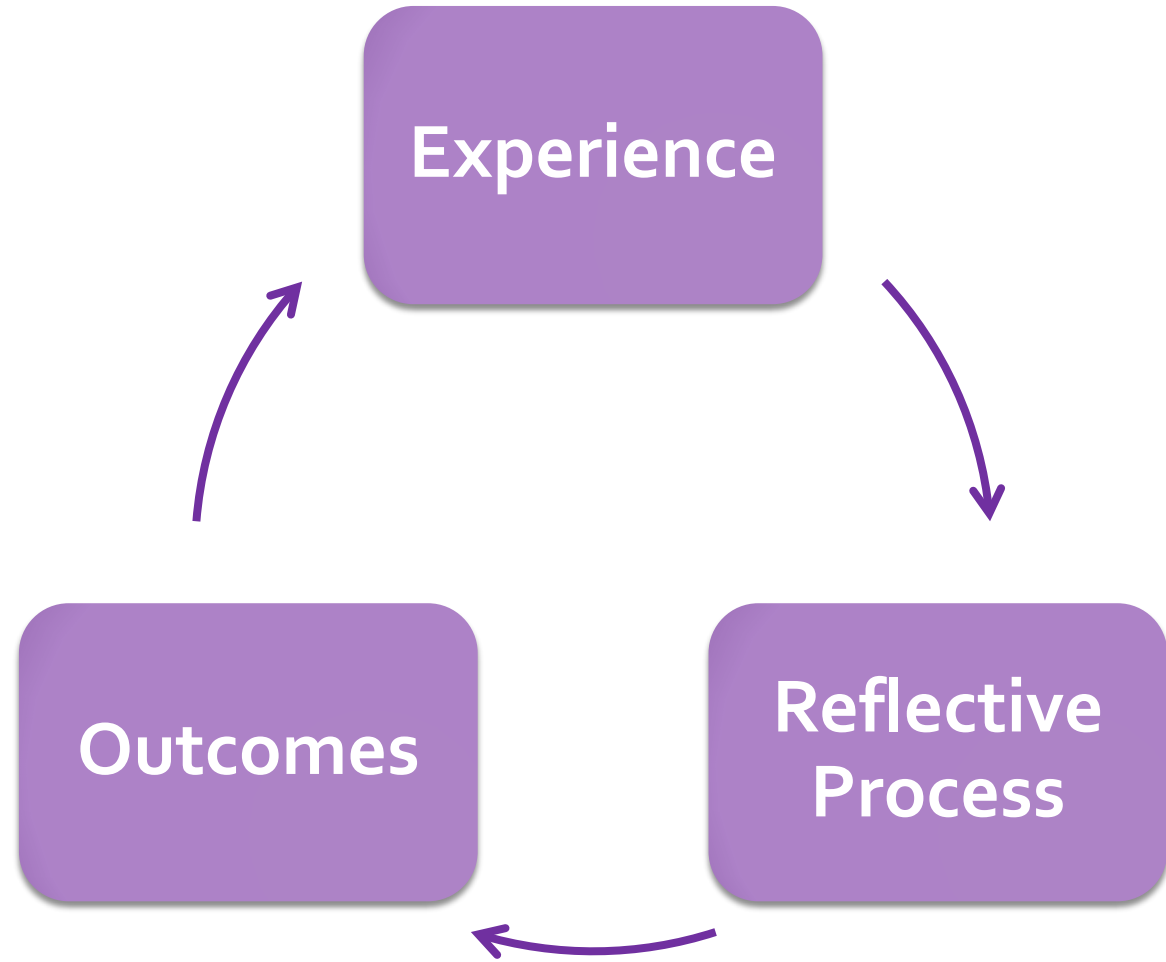
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Contents





Concrete Experience



Reflective Observation



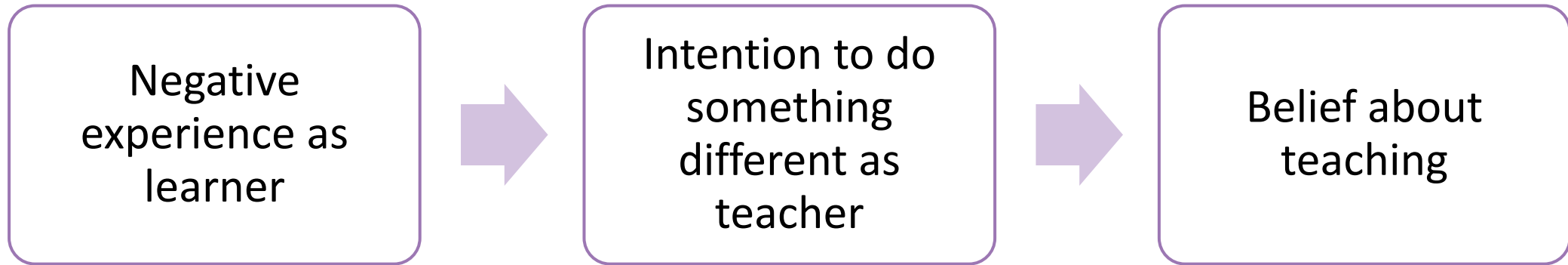
Abstract
Conceptualisation



Active Experimentation

Experiential Learning Cycle (Kolb, 1984)

Apprenticeship of Observation (Lortie, 1975):
Teachers teaching as they were taught



Anti-apprenticeship of Observation (Moodie, 2016)

Approaches to Assessment Design

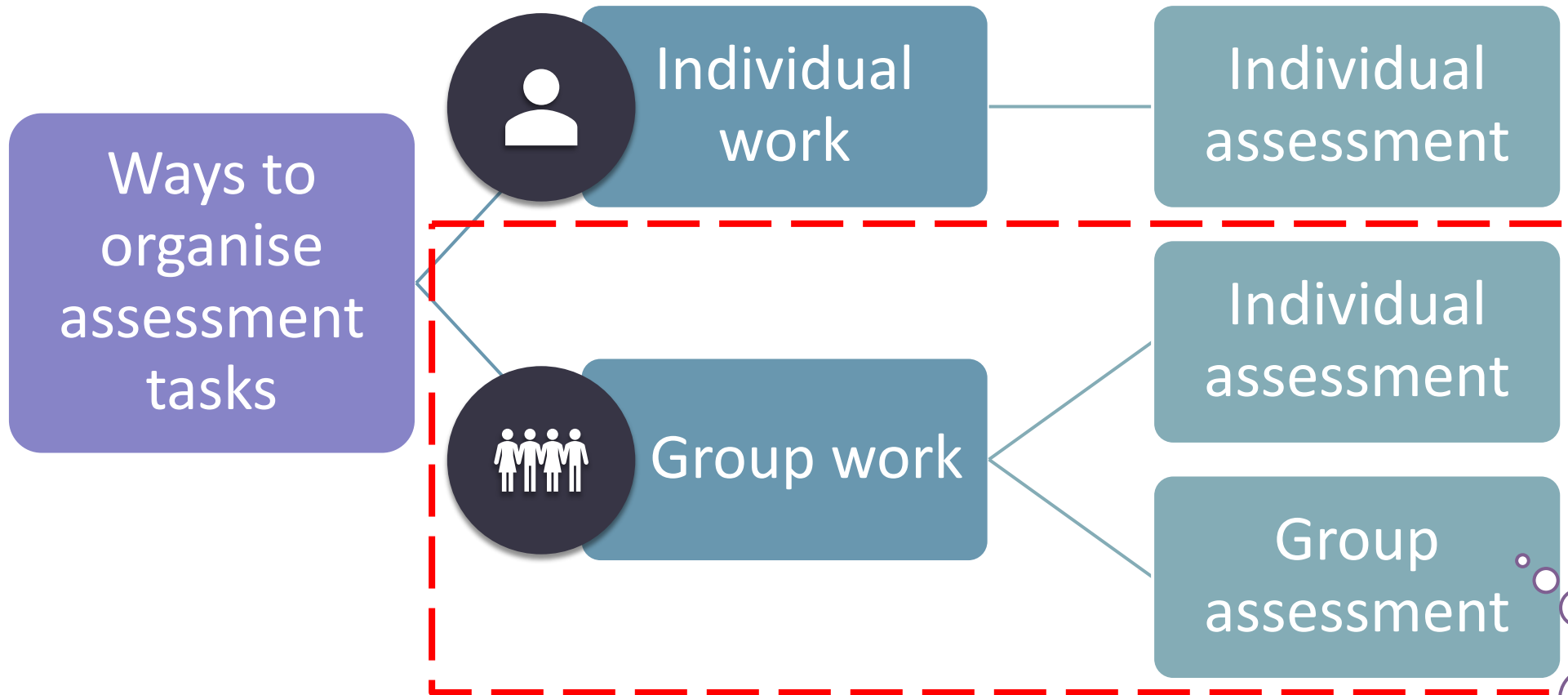


1. Assessment methods



2. Assessment topics

1. Assessment Methods



Product vs. Process



Group Work

- Teachers assigned all the groups.
- Teachers set some criteria for group membership:
 - a) Full-time students + Part-time students
 - b) Students from Hong Kong + Students from overseas
 - c) Students with work experience + Students without work experience
 - d) Male + Female
- 6-8 members in each group → All sharing the same grade



Group Work

- Autonomy and flexibility
- Diversity
- Manageability (e.g., fairly equal contribution and distribution of work)
- Fairness



Group Work

- Students conduct a small-scale research project.
(Research topic → Data → Findings)
- Group size: 1 to 4
- Follow the following criteria when working in groups:
 - Male + Female
 - At least 1 member from another specialism
- In groups: Decide on a research topic, design interview questions and collect data
- Individually: A research report + A presentation



2. Assessment Topics

- Year 1 academic English course
- Past speaking test and written exam topics:
 - a) Organ donation and trading human organs
 - b) Death penalty
 - c) Legalisation of recreational drugs
 - d) Expansion of higher education in Hong Kong



Assessment Topics

- Relevance (→ personal + international)
- Familiarity with the topic (e.g., life experience)
- Background knowledge of the topic

Assessment Topics

- Chain stores



- Surveillance-oriented security technologies



- Mobile payment



References

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs: Prentice Hall.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. London: University of Chicago Press.
- Moodie, I. (2016). The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices. *System*, 60, 29-41.