

HMSL Development conversation

Date: 20 January 2025

Location: online via MS Teams

Present: [REDACTED], [REDACTED], [REDACTED] (chair), [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] (minute taker)

Welcome

The chairperson welcomes everyone.

Questions Regarding Programmatic Assessment

What are the key focus areas for formative assessment in the associate degree (Ad), bachelor's degree (BA), and master's degree (MA) programs that we need to work on in the coming years?

There are several areas to focus on:

- Integration of feedback systems: Formative assessment offers a variety of possibilities.
- Development of the quality of learning outcomes: These need to be well-structured and clear. Keep the target group in mind, as students need to understand what is expected of them. Check with students beforehand to ensure they understand what they need to do. This should be reinforced at multiple levels.
- Use of technology: Consider how technology can support learning outcomes. The learning process is crucial, and the outcomes must be clearly defined.

Should we always formulate learning outcomes in a multidisciplinary way?

It is important to consider what "quality" means for educators. A broader learning outcome increases complexity in terms of quality perception among educators. It is often easier for non-experts to focus on a single discipline. The level of learning outcomes should be carefully considered. Clearly present what is available, then discuss it with educators and students to ensure clarity.

How can we collect a large number of data points to achieve saturation while also reducing the workload for teachers?

How can we ensure the quality of data points without turning them into a summative judgment?

To obtain the right information, assessments must be properly designed and focused on the student experience. Learning outcomes should be as clear as possible, and the quality of feedback should be continuously monitored. Once sufficient evidence shows that a student has achieved the required level, additional assessment pressure can be reduced.

- The focus should be on low- and medium-stakes assessments.
- Learning outcomes should be made more generic to prevent an excessive number of them.

During data collection, students should receive ongoing feedback, shifting focus away from high-stakes moments. Students should also have a clear learning path that considers practicality.

- The expected standards and levels should be set at the start of the course and discussed with students.
- Students should be encouraged to demonstrate their development in diverse ways, as written assignments are no longer always the best method.

Assessment should be viewed holistically. The achievement of quality also involves technology. Simply increasing the number of assessments does not enhance quality. Alignment between assignments and learning outcomes is key. A high-quality feedback system is essential for success.

Should the formative data points be at a specific level?

■■■■ will provide examples. An additional meeting will be organized with ■■■■ to continue the discussion on programmatic assessment. Another meeting will be scheduled in spring 2025.

Summary of Key Points

- **Learning outcomes should be clear, structured, and aligned with student needs.**
- **Assessments should focus more on low- and medium-stakes evaluation.**
- **Technology and feedback systems play a crucial role in supporting learning outcomes.**
- **Quality should be measured holistically, not by the quantity of assessments.**
- **Further discussions on programmatic assessment will continue in a follow-up meeting.**