

CONTINUOUS ASSIGNMENTS

(MAYBE ASSESSMENT IN THE FUTURE)



DEPARTMENT OF PSYCHOLOGY
AND BEHAVIOURAL SCIENCES
AARHUS UNIVERSITY

9 NOVEMBER 2017

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AGENDA

- Share thoughts behind the employment of continuous assignments within two different contexts
 - Participation requirement (seminar)
 - Exam consisting of five individual parts (psychiatry)
- Actual content (how)
- Educational value (why)



SEMINAR



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TWO LINES OF LEARNING OUTCOMES

- Learning outcomes
 - Describe → problem-solve
 - These skills are tested in a written format within the context of a certain topic
- Similar learning outcomes could be said to apply to **writing itself**
 - Describe own and others' writing → problem-solve about how to make it better
 - Ambition of preparing students for 1) the essay, 2) other written exams, and 3) a life post university where writing skills are important tools to have as an academic

INITIATIVES

- Continuous assignments with a focus on writing skills
- From a 20-page essay to
 - 15-page essay with the addition of
 - Written concept definitions
 - Written peer-feedback



WRITTEN CONCEPT DEFINITIONS



- Why
 - Learning the skill of concise concept definition
- How
 - WIKI-function on Blackboard
 - Teacher feedback and contribution
- Handed in halfway through the semester

PEER-FEEDBACK



- Why
 - Learn the criteria for a good "summary" and "discussion"
- How
 - Provide written feedback on other students' essay material
- Note: The actual feedback received is considered a byproduct of the real task
- Handed in at the end of the semester

WHY CONTINUOUS ASSIGNMENTS?

- To enhance student engagement (and learning) throughout the semester with core disciplines to draw upon in their final exam
- A participation requirement given the status of a supportive line of work

PSYCHIATRY



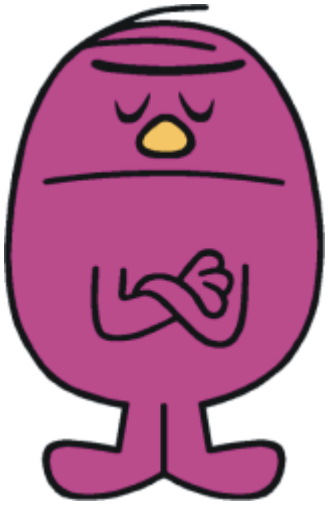
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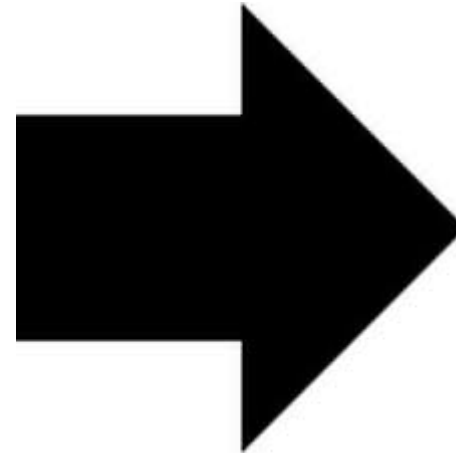
CHALLENGES





2 x 4 hours of lectures over 3 weeks in the beginning of the semester

- In order not to compete with their focus on the Bachelor's thesis



Better prep of the individual teachers

- In order to minimize the overlap that wasn't meaningful



Students were still not too happy! – and neither we were

LEARNING OUTCOMES

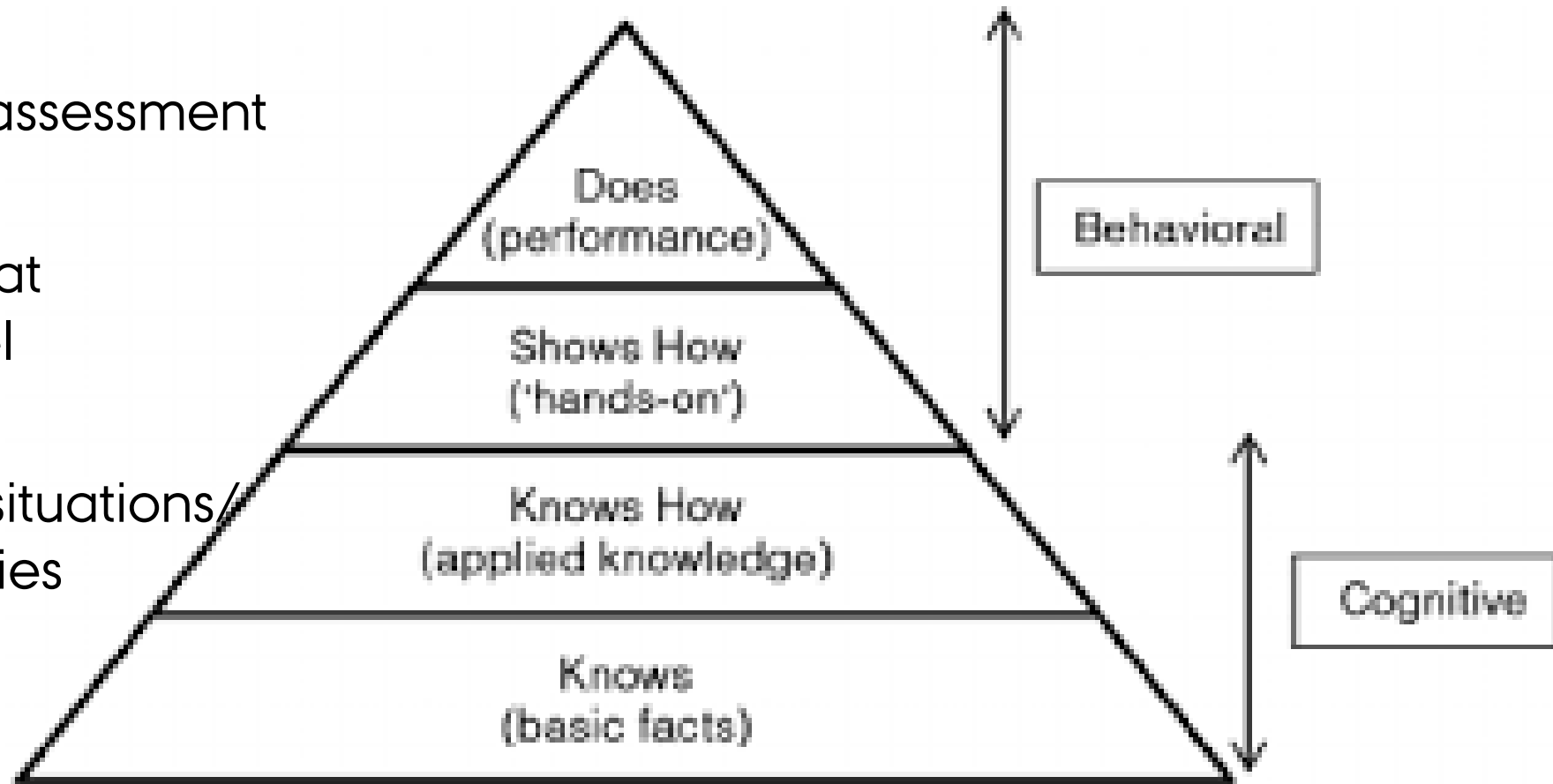
- Intended learning outcomes
 - Identify core psychiatric symptoms
 - Differentiate between normative and pathological psychological processes
 - Differentiate between psychiatric diagnoses
- **Our ambition with the students did not end here**
 - Translation of knowledge into required real-world skill
 - **Writing patient notes based on a semi-structured diagnostic interviews**

ASSESSMENT

Miller's pyramid of assessment

Opportunity to test at the behavioral level

Requires concrete situations/
practice opportunities



ADDITIONAL CHANGES

- 5 lectures of 2 hours
 - Introducing a certain diagnostic category
- Followed by
 - A case demonstration of 1 hour
 - Nurse acting out a diagnosis - with an emphasis on differential diagnostics
 - Students are asked to write up the client note based on the interview
- **Creation of five concrete situations in which the skill is developed**
- **Product: 5 client notes**

EXISTING AND NEW VERSIONS OF THE EXAM

- Currently
 - Participation requirement: 3 out of 4 practice notes have to be completed prior to the exam
 - The fifth and final case demonstration is the exam
- Next
 - 4 out of 5 notes have to be completed in order to pass
 - The notes are handed in continuously – and counting as a part of the final product evaluated!

VALUE OF 'CONTINUOUS ASSESSMENT LIGHT'

- Above increase of student activity
- Aligning with the real world
 - Real-world value, concrete skill
 - Notes have to be prepared within the day
 - No differentiation between the importance of the five notes - they all count!



