PROJECT NEWSLETTER – ISSUE 1

Welcome to the TALOE project

TALOE (Time to Assess Learning Outcomes in E-learning) is a two-year project co-funded under the European Commission's Lifelong Learning Programme, approaching the e-assessment concept by using technology for assessing students' learning.

The project is building on the **foundations of two previous projects**:

- an existing model for the Alignment of Learning Outcomes and Assessment, the ALOA model, which uses the revised version of Bloom's Taxonomy to establish the link between the LOs and general assessment methods; the TALOE project uses the same methodology but by adapting it to the specific context of e-learning and e-assessment.
- the outcomes of the VIRQUAL project, in particular the template for describing the learning outcomes.

Aims & key outputs

TALOE's main goal is to **develop a web-based platform** to help teachers and trainers decide which e-assessment strategies to use in their online courses. This tool is **aimed to raise teachers' awareness about the variety of e-assessment strategies** in order to improve the quality of the learning process. The main idea is that teachers will describe the LOs of their course or module and the TALOE platform will analyse them and provide a suitable e-assessment strategy that is consistent with the intended learning.

The **key outputs** of the project are:

- document on innovative **e-assessment practices**,
- **web-based e-assessment platform** and
- **global report on implementation** of the platform.

Ask your learning outcomes what you should be assessing

Within the framework of the Workshop on learning outcomes and evaluation methods in e-course, organized by the University Computing Centre SRCE, to be held in Zagreb, Croatia on **26 September 2014**, one of the presentations will be focusing on the main challenge of TALOE project: the importance of linking assessment with the intended learning outcomes. You can join virtually via **webinar**.

Who is it for?

The main target groups are **teachers and trainers of online or blended courses** from all levels of education: they may use the TALOE tool to define e-assessment strategies for their courses or modules.

Other stakeholders that may be interested at the project results include:

- **researchers** dealing with learning outcomes and e-assessment;
- **recognition and accreditation staff** may use TALOE to verify the validity of assessment methods of prior learning or to provide evidence for accreditation of programmes;
- **programme developers** may use TALOE to define e-assessment strategy recommendations for new online programmes;
- **decision makers** may use TALOE to define valid e-assessment strategies for their institutions;
- **quality assurance officers and experts** for checking constructive alignment of LOs with other elements in a course;
- **networks and initiatives** operating in the fields of LOs, assessment, vocational education and training, higher education, continuing education and recognition & accreditation.

What has been done?

The project partners have already finalised the initial **research** and the **establishment of the selection criteria** for identifying innovative e-assessment practices. The rationale behind identifying and defining selection criteria for innovative

and effective e-assessment practices was the following: instead of listing different methods the focus was on things that trigger a shift in what is actually assessed, how it is assessed and discard practices where the only aspect is which methods were "innovative". Finally the following list of criteria was drawn up:

- be designed to measure the achievement of the intended learning outcomes and other course/programme objectives;
- be appropriate for their purpose, whether diagnostic, formative of summative;
- have clear and published criteria for marking;
- where possible, not rely on the judgements of single examiners;
- enable assessment of group work and/or grading when more than one examiner is involved;
- assess more holistic, complex activities using knowledge and skills in problem-solving or authentic tasks;
- use a diverse range of assessment methods, resulting in qualitative descriptions or judgements;
- align assessment with teaching and learning and involve students as active participants;
- identify and describe achievements according to relevant criteria and standards.

Observing these criteria **18 e-assessment practices have been collected** so far across four different scientific fields and three EQF levels, and the partnership **started their review** by involving stakeholders during a **workshop held at the EDEN Annual Conference** in Zagreb.

Based on their feedback, a decision was taken to further **classify the case studies** in terms of the use and description of learning outcomes and the assessment methods utilised in assessing these learning outcomes to provide necessary input for the upcoming tasks.

International events where TALOE was and will be presented in 2014

- EIF/LINQ Conference, 7-9 May, Crete, Greece
- EDEN Annual Conference, 10-13 June, Zagreb, Croatia
- EDULEARN Conference, 4-7 July, Barcelona, Spain
- IACCEE Conference, 24-27 July, Stanford, USA
- Workshop on learning outcomes and evaluation methods in e-course, 23-26 September, Zagreb, Croatia
- AEA-Europe Conference, 6-8 November, Tallinn, Estonia
- 2014 EUCEN Autumn Seminar, 6-7 November, Barcelona, Spain
- Media and Learning Conference, 20-24 November, Brussels, Belgium

Get involved

If you want to be among the firsts to be informed about the project progress we recommend you to subscribe to our newsletter. If you wish to take an **active part in the collection of assessment practices or the testing** of the TALOE platform, please contact us at taloe@up.pt or on the following social media:

Partnership

The consortium includes traditional universities, distance education institutions, continuing education organizations and even to some extent providers of vocational training.