ICARE

INTERCULTURAL CARE
IN THE SOCIAL AND HEALTHCARE SECTOR
(I-CARE)

COLLECTION OF ASSESSMENT METHODS

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Project Information

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1. Introduction

The assessment of competence of different competence levels requires a good overview of suitable assessment methods. Not every method of data collection fits into each informal and non-formal learning situation or target group.

This document presents a collection of methods that can be used for the assessment of competences acquired in informal and formal learning.

This catalogue is structured along the different categories of assessments such as self, peer or group and external assessments. Another focus is put on IT-based methods such as learning diaries (blog) or online self-reflection tools.

Every method comes with a short description and additional comments that relate to the practical application. The last column of the table indicates the category of the method – individual, collective, or external – and in how far it is analogue or IT-based.

2. Methods of data collection to rate competence developments

In many cases it is feasible to apply a set of methods to receive more and complementing data as basis for a rating on a competence level. In the design of the assessment setting you should consider the following aspects:

- Which target group do you work with and how many learners and assessors are involved?
- Which competences are to be assessed?
- How much time and interaction with the learners is available?
- For which purpose do you assess and evidence the competence developments? This determines the depth of the assessment, e.g. is it to show learners that they have made any progress or is it to document achievements that will benefit the learner in job-applications.

On the following pages you find the descriptions of different methods and approaches for data collection to assess and rate competence developments in different contexts. The main categories are self-assessment, peer-reflection, and external assessment.

Name	Method description	Comments	Assessment category
(Online) Self-Assessment	The learner, with the help of the reference system, rates him/herself based on the level descriptions and gives a short explanation why he/she took the decision for a certain level. This method can be applied spontaneously and individually or embedded into a learning activity. It does not require a long time of preparation. Two points of assessment should be defined – at the beginning and in the end of the learning activity, so that the development process can be documented. LEVEL5 offers an interface to e-learning platforms that enables learners to autonomously carry out their self-assessment. After finalising the ratings, a message to the e-learning facilitator or the LEVEL5 support team has to be sent to receive the certificate.	The learner should be familiar with the structure and underlying idea of the reference system. Pure self-assessment requires a rather high competence to be able to self-reflect. Especially for target groups with little experience in self-reflection, it is recommended that a mentor is at hand to support the reflection.	Individual Analogue IT-based
Reflective Diary	The learner fills in a paper based diary reflecting on agreed topics like "Lessons learnt today" or in regard to developments of certain competences. Therefore leading questions should be given to the learners as orientation for their reflection.	A useful method to follow the development process through continuous documentation but… a method for people that have the time, the intellectual capacity, and the will to write regularly and in a meaningful way. To extract reasons for ratings from diaries, the results need to be analysed by the learner and transferred into a concrete reasoning for a competence level.	Individual Analogue

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Name	Method description	Comments	Assessment category
Learning diary/Blog	The learner fills in a digital diary reflecting on daily learning experiences – similar to the reflective diary, but using a blog or other digital tools, e.g. social media. This can be done offline or online.	This method may require certain IT skills, e.g. being able to edit a blog. More simple forms are notes taken in text editors etc. The digital documentation has the advantage that it can be more quickly and easily be duplicated and shared with others.	Individual IT-based
Letter to myself	Learners write a letter to themselves about what they have learned or want to learn. This improves both learning and the impact of the evaluation. The letters are collected by the facilitator and are then sent or given back to the writer a few days/weeks/months later. The letter serves as basis for reflection about personal progress and competence development. A similar alternative are e-mails to oneself. There are programmes on the internet that offer this service and the learner defines the point in time to receive his/her mail.	The results of this activity can be used also in a second assessment. Unless the letter is written alongside leading question, the content of the letters usually doesn't provide enough data for a complete competence assessment. It should be combined with additional data collected through other methods or focused by pre-defined leading questions in regard to competence development, the learner has to answer in the letter. Exemplary tool for e-mails to oneself: www.futureme.org	Individual Analogue IT-based

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Name	Method description	Comments	Assessment category
Concept map	A concept map is a diagram intended to illustrate the understanding of relationships between aspects of a particular topic. A list of words describing important aspects of a topic is assembled. The words are sorted into a hierarchy from most general to specific. They are arranged so that similar terms are near each other. Links are then drawn between the concept words, and statements written to describe or explain the links. Creating a concept map about a competence can help learners to structure their thoughts and to identify specific learning areas to further focus on.	Use concept map relating to a competence at the beginning and at the end of a learning project to identify the aspects of a topic and document progress. As the letter to myself, the concept map serves as aid for reflection, but may have to be added to by other means of reflection in order to gather reasons for the learners rating. It can be created on paper or digitally.	Individual Analogue IT-based

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Name	Method description	Comments	Assessment category
Portfolio/ E-Portfolio	Portfolios are personal collections of information describing and documenting a person's achievements and learning. An electronic portfolio, is a collection of electronic evidence (artefacts, including inputted text, electronic files such as Word and PDF files, images, multimedia, blog entries and Web links etc.) assembled and managed by a user, usually online. (E-) Portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Portfolios can be analysed in regard to certain competences and competence levels.	There are three main types: A developmental (E-) Portfolio, is a record of things that the owner has done over a period of time and may be directly tied to learner outcomes or rubrics. (e.g. a portfolio of products created in a course) A reflective (E-) Portfolio includes personal reflection on the content and what it means for the owner's development. (e.g. a portfolio on the personal learning biography)l A representational (E-) Portfolio shows the owner's achievements in relation to particular work or developmental goals and is therefore selective. (e.g. a portfolio for a job application) The three main types may be mixed to achieve different learning, personal or work-related outcomes with the (E-) Portfolio owner usually being the person who determines access levels.	Individual Group IT-based

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Name	Method description	Comments	Assessment category
Video files	Video is a powerful tool to use in the assessment of practical work. For the demonstration of applied competences, the learner is exposed to a task, and this is recorded on video. Learners may produce video files to demonstrate their performance, or to document insights and notions. The videos can then be assessed by a mentor or peers. It is a powerful tool for self-assessment because it allows the student to review his own performance. An alternative to video for demonstration purposes or assessment of skills is using a sequence of images.	Videos have become an important means to document and share information. With mobile phone technology and apps to easily edit videos, it has become a technology accessible anywhere and for almost anything. For the use of assessment, the learner should have some kind of concept in mind that helps them to recognise situations which capture relevant aspects for supporting the assessment.	Individual Group Assessor IT-based
Peer assessment	This method follows the process of the self-assessment, but the procedure is done in pairs working, therefore working together with another learner or a facilitator or mentor. The peer assessment is based on leading questions which relate to the competence to assess and that are discussed among all members of the group. After having outlined their position and having listened to the others, the group decides on a competence level for each member against the reference system.	This method doesn´t require a long time of preparation, so it is easy to integrate in the learning activity. Two points of assessment should be defined – at the beginning and at the end of the learning activity, so that the development process can be documented. Also suitable questions in regard to the topic need to be predefined. To come to a rating the group needs to be familiar with the procedure and the reference system for the respective competence.	Peers Group Analogue Online

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Name	Method description	Comments	Assessment category
Focus group	The learners take part in a focus group discussion with the assessor(s). They analyse their own profile in relation to the specified competences and establish a rating in relation to the descriptions of competences provided guided by the moderation of the assessor, who has prepared questions to steer the discussion. A focus group can also be held to reflect and check results of self-or peer assessments.	This method is useful if you want people to inspire each other and to share information. It also saves time compared to individual interviews. Recording of the discussion helps to extract the core statements and to relate them to the competence levels. For this method it is helpful to identify indicators in advance that support assigning the results to the reference system.	Group Assessor Analogue
Choosing positions on a line	To show where people stand both figuratively and literally and their opinions and perspectives, they are asked to choose a position regarding a certain question or statement on an imaginary line on the floor in the room. It has to be clear to the learners what each part of the imaginary line means: yes/no, 0 %/ 100%, etc. Ask around: why did you choose this position?	To get a quick impression what differences exist in the group.– to be used and reflected within a group. Similar like the letter to oneself, this method doesn't provide enough data for a complete competence assessment but needs to be combined with additional data collected through other methods.	Group Assessor Analogue
Games	Different games can be used as tools to assess knowledge, skills, or attitudes in a non formal way. Learners of a group get questions or tasks in a playful surrounding. While they answer the questions, or fulfil the tasks in the group, they show certain competences. After finishing the game the group can reflect about their performance and how they rate themselves in comparison to others along guiding questions.	Not all people like games or are open to participating. Consider this when you select games. Make a good balance between knowledge questions and creative tasks. The group must not be too big. Play the game yourself first before using it in the group to identify the pitfalls and to make a time-table. Every game needs a games-master. The games-master makes notes about the answers and assesses the orders.	Group Assessor Analogue

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Name	Method description	Comments	Assessment category
Role play	In a role play participant are assigned individual roles within a scenario involving the application of certain competences and asking the learners act out these roles in front of others, anticipating the scenario. Normally some participants are assigned to be the observers who give feedback to the players. This can be supplemented by documenting the activity on video. After the play, participants reflect on their performance and how they felt in the situation. From these reflections the ratings can be derived.	Choose real life issues and scenarios for the role plays. Ask other participants to assess the competences demonstrated by the role players. It is helpful if the learners have reflected about the competences prior to the role plays, so it is easier to make a differentiated judgement in the observation.	Peers Group Assessor Analogue
In Basket-	Simulation of an office situation. The in-basket basically contains some mail, memos, and other information on which the candidate has to make decisions, after appropriate prioritisation. It is a time- bound exercise and if it is conducted as a detailed written exercise, the candidates also have to explain the reason behind their decisions. This method provides practical experience of a situation in which the learner has to apply a range of competences. Based on the experience with this exercise, he/she can reflect about his/her level of competence against the respective reference system or leading questions that are derived from pre-defined indicators.	The in-basket exercise is often used in assessment centres of companies or institutions for recruitment of new staff. In regard to LEVEL5 it is usually used as experiential input for self-reflection.	Group Assessor Analogue

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Name	Method description	Comments	Assessment category
Interview	Face to face interviews are held between the learner and the assessor (e.g. the mentor), in which open, predefined questions regarding the different competence levels are asked. The interview situation offers the possibility to ask additional questions until the answers allow satisfying reasoning for the ratings. Thus it is important to record the interview so as not to lose any information. The interview can also be held online through instruments like Skype or Google Hang Out.	Especially when working with younger people, qualitative semi-structured interviews seem most appropriate because youngsters sometimes find it easier to talk openly than older persons. Be aware that the received information is based on self-perception. Therefore ask the learner to describe real situations!	External assessor Individual Analogue IT-based
Observation	The learners are accompanied while they are working on given tasks (these can be chosen according to the competences that are to be developed). It is crucial to be a silent observer who just watches what the learner is doing and reacting in different situations. Predefined indicators help to recognise certain competence levels of the learners. The observation should be documented or recorded.	As observation is a non-interventive method where the observer stays passive, it is helpful to define indicators that relate to certain competence levels. Observation should not be used for single or short encounters, but over a period of time in order to get meaningful results.	External assessor Individual Group Analogue
Three chairs method	The person to be assessed is in a room with three chairs. Mark one as the cognitive chair, one is the active and one the affective chair. Ask the person to sit down on one of the chairs and make him/her aware which one it is. Ask the learner how he/she judges their level of competence in regard to the dimension they are focussing on. Record the results. Based on the recorded results reasoning for ratings can be extracted.	This method is to assess one individual learner, but a whole group of learners can be integrated to practice and to raise awareness of the three dimensions of a competence, as described in the reference sheets.	External assessor Individual Group Analogue

Name	Method description	Comments	Assessment category
Test	A tool to assess the knowledge, skills, and attitudes at certain stages of a learning activity on certain topics. A test can be used to assess initial knowledge, attitude and behaviour, improvement in these respects in the training process and outcomes reached at the end of training. If a test is used to contribute to the assessment of competences, it needs to be designed accordingly. This means that the question design has to relate to certain indicators and solving the task thus evidences a certain competence level for one or more dimensions of competence development.	Consider project purposes in preparing an achievement, attitude, or performance test. In addition to standardised tests (such as multiple choice), consider the use of short and long answer question tests to allow the participants to reflect what they have learnt, more flexibly. Consider the target group's language and test taking skills in deciding on the testing tools.	External assessor Individual Group Analogue IT-based

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Name	Method description	Comments	Assessment category
Questionnaire	The use of questionnaires as a measurement tool depends on the type and length of the activity. Questions to test or measure learning can be in 2 formats—verbal questioning e.g. a question and answer session at the start and end of a session –or in written format e.g. tests or exams. The format which is chosen should be "fit for purpose," depending on whether the learners are at the start, middle or end of the activity. Questionnaires can be formal as in an examination, or informal as in a quiz. Questions can be asked to identify knowledge, experience, skills, and achievements.	Questionnaires can be used in the 3 stages of assessment: Stage 1. Initial assessment to identify prior learning, experience, or achievement. This allows the assessor to develop a baseline for learning and achievement. Stage 2. Formative assessment—to identify where the learner is, what progress is being made and how to "fill gaps" in knowledge, skills and understanding. Learners consider where they want to be and to plan how to get there. Stage 3. Summative assessment-This is carried out to make judgements about the learner performance at the end of a course/ programme or activity. <u>Examples of questions</u> • "Closed" questions which restrict the learner to answering YES or NO, TRUE or FALSE • "Open" questions which allow the learner to express and opinion or knowledge in sentences Multiple choice questions which ask the learner a question and then provide a range of answers for the learner to select the right one.	Individual Group External assessor Analogue IT-based

Name	Method description	Comments	Assessment category
Analysis of documents	Basically the analysis of documents is also a kind of observation. Here documents rather than behaviour are scrutinised. Again the main point to keep in mind is the requirement to be very concise in what you are looking for in the documents. Identify what you wish to know; determine how this is shown in the document; decide how you are going to do the analysis e.g. just a scan, or word by word? Consider whether you would like to know not only whether things are mentioned, but also how often, by whom, or in what context.	This method again requires predefined indicators as framework for the analysis. Documents analysis is feasible to assess knowledge and attitude dimension but delivers little evidence of the skills dimension. Thus this method too has to be combined with others to cover all three dimensions of a competence. Another point to mention is that this method is very time intensive and requires from both, the learner and the assessor, a high level of commitment.	Individual External assessor Analogue IT-based