Translocal Assessment and Competencies:

Using a Proficiency-based Learning Management System

Joel C. Yuvienco,

Edu 2.0 Country Representative, Philippines

email: joel.yuvienco@gmail.com

Noel R. Buensuceso

Associate Professor, College of Business, Entrepreneurship and Accountancy

Miriam College

Katipunan Avenue, Loyola Heights Quezon City Philippines

Tel: +6325805400

email: noel.buensuceso@gmail.com

Abstract

This paper explores the opportunities and challenges of learning assessment in a learners' world that is increasingly marked by mobility across regional and temporal boundaries.

In particular, the paper will demonstrate the use of evidence-based assessment tools that transcend global standards using a Proficiency-based Learning Management System.

The rationale behind this approach is the need to: make proof of student assessment portable; dynamically track student performance; and allow for adaptive programming of lessons and

associated assessment.

Side benefit of proficiency-based LMS is the promotion of accountability and transparency in reporting assessment.

Overall the challenge is finding the right-mix of traditional and ICT-enabled assessment. Hence, continuous professional development training on rapidly evolving technologies for education is encouraged.

Sub-theme: Innovation and Best Practices in ODeL

Keywords

Assessment, ePortfolios, Learning Management System

Introduction

The world has moved past the first decade of the 21st century C.E., wherein people have been able to go about their personal and professional affairs beyond the constraints of time zones and spatial boundaries. This is largely driven by a range of factors, not the least of which is the rapid changes in Information and Communication Technologies (ICTs). Even so, those affairs or activities have naturally moved into the realm of formal learning, particularly, online or even blended learning. Yet even as people could leverage the power of those technologies for learning, there seems to be little by way of making student learning outcomes or records of assessment more mobile or portable from an institutional perspective. This is largely due to the inherently closed-systems or what is called walled-gardens of information systems around formal learning.

This paper thus explores the opportunities and challenges of learning assessment where the current learner population lives in a globally-connected generation that is increasingly marked by mobility across regional boundaries.

While the richness, breadth, and depth of possibilities in learning at the higher education level is a function of the diversity of political, social, cultural and economic realities around the world, those differences could work as a barrier when demonstrating evidence of meeting educational

curriculum standards. Content that is taught at one institution of learning does not automatically map to those of another institution. Within the same national boundaries, high standard in one school does not necessarily equate to another. One has only to ask about college entrance examinations to get a response pointing to different processes representing varying levels of difficulty. So what more about records of assessment when moving from one school to another, let alone use those credentials for employment. In the same vein, how does a particular assessment record transcend boundaries of time and space?

A practical response could be the use of evidence-based assessment tools that can be flexibly programmed to cut across global standards. This may not be a compelling idea to meet current mainstream requirements of Higher Education as proof of learning achievement is still dominated by assessment of learning, via standardized or departmental (or norm-referenced) tests.

However, considering that there is growing recognition of ePortfolios, as more criterion-referenced, validation of learning, it may not be very long when those assessment tools would become a more viable option. In Australia, for example, as early as 2007, there was already "a groundswell of interest and activity around ePortfolios in Universities." (Lambert & Corrin, 2007)

As a parallel development alongside the global growth of ICT-enabled learning that is learnercentered, it may also become necessary to start thinking more seriously about making evidence of student learning portable, tracking student performance dynamically, and enabling adaptive programming of lessons and assessment.

It goes without saying that traditional methods of keeping records and assessment reports are inefficient and labor-intensive, not to mention that they do not scale. However, the online or ICT-enabled approach, e.g. via the Internet, for all its vaunted power, may lack the authenticity of the face-to-face interaction which comes from the dynamic of the up-close and personal, and the here and now.

What this suggests however is the alternative of getting the right blend of in-person and ICTmediated assessment of learning, for learning and by learning.

Learning Management Systems

A right blend could be achieved from the same perspective that activities associated broadly with teaching and of learning could be attained. The enabler comes in the form of learning management systems. These are ICT-based platforms that combine course design, delivery and distribution of materials, resources, test banks, calendar, and student data. Those platforms also operate as collaborative space using popular tools that include blogs, wikis, chatrooms, survey tools, etc.

Edu 2.0, a cloud-based platform is one such Learning Management System. Now while there are other systems that combine a broad range of teaching and learning functionality, Edu 2.0 shall be used in this paper to demonstrate the value of evidence-based tools for translocal assessment of competencies.



Figure 1.

Curriculum

While a learning management system provides a space for storing, sharing, and delivering learning resources and materials, having a curriculum as a resource is essential in keeping the purpose or objective of learning in place. This component allows for the learning management system to provide some sort of a learning compass.

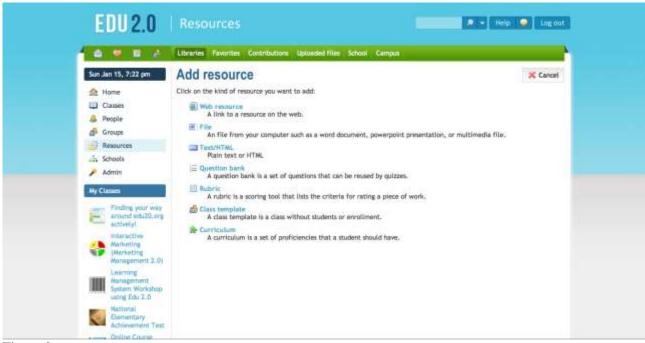


Figure 2.

Curriculum plotted on edu 2.0

Curriculum is not complete without a reference to its sub-components, in the form of proficiencies or competencies that a learner is expected to possess at the end or upon successful completion of a course or subject.

EDU 2.0	Resources	inter i les est
	Libraries Favorites Contributions Uploaded Rias School Campus	
Sun Jan 15, 7:22 pm	Add curriculum	
Home Classes People Classes C	Name 21st Century Skills Description Creativity, Critical Thinking, Collaboration and Communication Stubject Education Organization (uptional) Community (optional) Country (optional) Philippines Stubrary Personal () School () Campus () Community ()	

Figure 3.

The figure below would show the details of a curriculum, i.e., 21st Century Skills, comprising the proficiencies of Creativity, Critical Thinking, Collaboration and Communication. (Figure 3.)

Sun Jan 15, 7:33 pm Proficiencies	
10 10 10 10 10 10 10 10 10 10 10 10 10 1	
Home There are 4 preficiencies in this curriculum. Lo Classes Up Down Left Right Delete	Add proficiencies
People Proficiency Foregas Groups Groups Creativity Resources Created Thinking	
Admin Collaboration	
Wy Classes Finding your way amund edu20.org actively Interactive Marketing (Nanieting (Nanieting Assagement) Eugenetit Support	

Figure 4.

The Lesson (Strategic Plan) below is considered as a Proficiency-tagged lesson - the first of two layers of mapping a Curriculum to a course. This means that the topic or lesson is associated with all four proficiencies in the proficiency map. Please note that mapping a proficiency set to a lesson (or a series of lessons) can be done using one, some or even all of the proficiencies in accordance



with the requirements of the course.

Figure 5.

Figure 5 and Figure 6 together demonstrate the second layer of mapping a curriculum to a course, i.e. via proficiency-tagged assignment.

EDU 2.0	Strategic Managem		Dudwite 1	aleration	Collectored		- 110		Log our
Sun Jan 15, 7:47 pm A Home Classes	Assignments Click on an assignment to give it or grad							Add as	
A People	D Name	Begin	End	Given	Points	% of overall	To grad	die/ Xed	
Resources	Lesson: Strategic Plan								
ola: Schoola	🕀 🥜 Final Report, Strategic Plan	Jan 15 7.00 pm	20m 16 7:00 pm	×	100	100	- 22	8	
Admin									
My Classes									
All Itmbigic Management									
Finding your way amarel eds20.org activity									
Marketing (Marketing Management 1.0)									
Laaming Hanagement									

Figure 6.

It may be noted that criterion-referenced assessment is usually done using rubrics. The figure below shows an option to integrate and program a suitable set of rubrics.

	News Syllabus Lessons Resources Teachers Students Calendar Collabor	ation Amenament Seasions Admin
Sun Jan 15, 10:46 pm	Final Report, Strategic Plan	Offline
L Clames	The assignment was announced	Points: 100 Category: None
People	Rease refer to the Plan Specifications and the Evaluation Document in order to meet all the criteria for the final presentation.	I Jan 15, 7:00 pm Jan 16, 7:00 pm Jan 16, 7:00
Admin		To-do
My Cleanes My Cleanes Management Management Finding your way activity!		Lesson Strotegic Plan
Marketing Marketing (Marketing Maragement 2.0) Learning System Workshop		Grades This kind of assignment doesn't have submissions
Activement Test		Options Profitcuencies Eq Use rubric



A Proficiency Map is not just a list of to-dos for purposes of identifying expected learning outcomes. Thus it is necessary for a teacher doing assessment to have access to an analytical tool to show extent of curriculum coverage from both the teaching (delivering lessons) to measuring the learner's acquisition or production of new knowledge. Thus the proficiency coverage below would show green whenever, a lesson has (or lessons have) both been taught and assessed; yellow, if a lesson has (or lessons have) been taught but not assessed; or red, when lesson has (lessons have) been assessed but not taught, according to the associated proficiencies.

EDU 2.0	Strategic Management		A • Nep	Log out	
4 4 4 8 2	Heres Syllabus Lessons Resources Teachers Students Calendar	Gollaboration Asses	ment Seasions	Admin	
Sun Jan 15, 7:37 pm	Coverage analysis		13	Return	
☆ Home	Here is how the class covers the proficiencies in its curriculum:				
A People					
🔐 Resources			-		
			Cood I		
📕 Admin			Fair Foot Unknown		
Admin My Citates My Strategic	Linknown		Fair Poor		
Admins Ny Classes Ny C	Linknown		Fair Poor		
Admin A	Unknown		Fair Poor		
Admins A			Fair Poor]	
Admins Wy Closes Wy	Index	Lessons	Fair Poor		
Admin My Classes My Classes My Classes Management Finding your with ansund edu20.org actively! Indinacting Marketing Marketing	Index	/	Fair Poor Unknown		
Admin My Classes My Classes My Classes Management Finding your with ansund edu20.org actively! Indinacting Marketing Marketing	Index	Lessons	Fair Poor Unknown	Rating	

Figure 7.

Conclusion and Recommendations

The given framework and processes discussed above demonstrates that mapping a curriculum with its set of proficiencies to a course syllabus with its lessons, resources, and assessments could provide a mechanism for what could be called a "Proficiency Accountability". Apart from the benefit of accountability to all learning stakeholders, e.g., learner, parents, teachers, school administration, a proficiency-based LMS also promotes transparency of the assessment processes.

Recommendations

Overall the challenge is finding the right-mix of traditional and ICT-enabled assessment. The bottom line could be seeing the "proof of the pudding" as far as student achievement goes in a globally competency-driven world. In the context of education reform, this rather complex approach of proficiency-based assessment, being data-driven, could also help inform policy makers. Yet there is obviously an added demand on teachers. It thus becomes clear that

continuous professional development training especially on rapidly evolving technologies for education could hardly be an option.

References

Edu 2.0, Simple, Powerful Learning Platform, http://edu20.org

Lambert, S. & Corrin, L. (2007). From Optional To Mandatory To Assessed: Updating Models Of University Student ePortfolio Use, ATN 2007: Assessment and Evaluation For Real World Learning. Available Online.

[http://uow.academia.edu/LindaCorrin/Papers/306307/From_optional_to_mandatory_to_assessed_u_pdating_models_of_university_student_ePortfolio_use] Downloaded on January 15, 2012