

Ecological validity of assessment on foundation year

BALEAP 2023 Conference

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The global forum for
EAP professionals

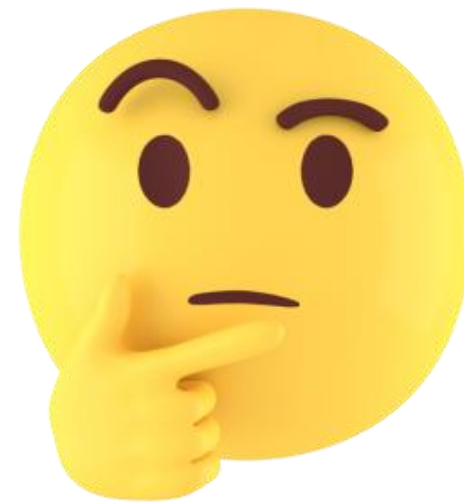
Stazicker & Woods, 2022, p. vii

We are not teaching our students to pass a test, but giving them a set of tools for their toolbox that they will be able to choose from when needed in their future studies and work life.

TEACHING INTERNATIONAL
FOUNDATION YEAR

A PRACTICAL GUIDE FOR EAP PRACTITIONERS
IN HIGHER AND FURTHER EDUCATION

ANNE STAZICKER AND NANCY WOODS



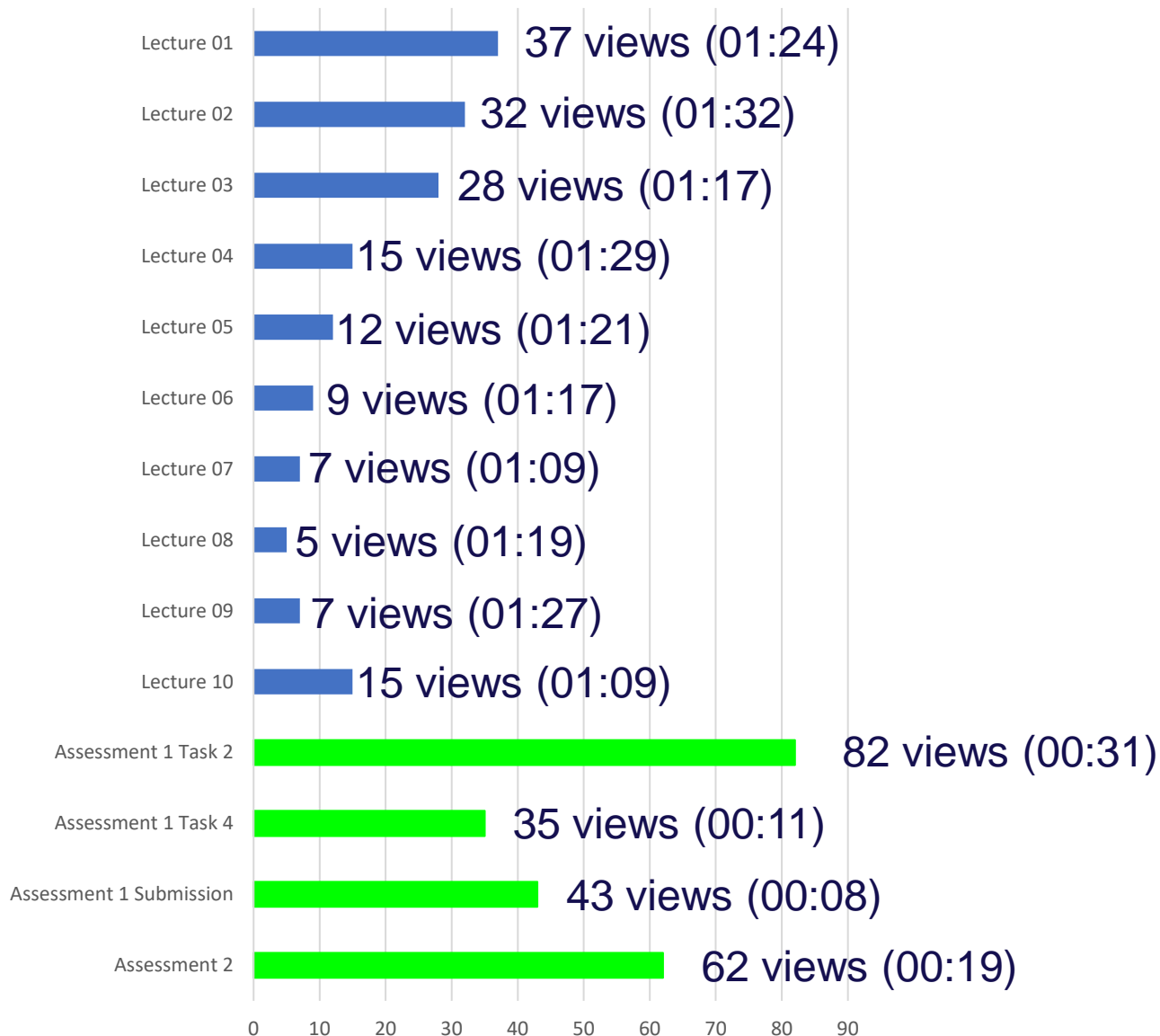
Bloomsbury Institute London

- Business, Accounting, Law
- BA Business Management, BSc Accounting & Finance, LLB Law & Legal Practice
- MBA, MSc Management
- Students from widening participation backgrounds
- Foundation Year

Foundation Year

- Two 11-week terms
- Two core modules per term
- Term 1: Study & Research Skills, Contemporary World
- Term 2: Communication, Introduction to Law / Accounting / Business Management
- Study & Research Skills: assessment in weeks 5, 8 and 11
- Each module: lecture, seminar, workshop

Study & Research Skills, Jan-Mar 2022



The top part of the image shows a video lecture from Bloomsbury Institute London. The slide title is "Study and Research Skills" and the subtitle is "Lecture 1: Note-taking Skills, Introduction to Research". The lecturer is Dr Sebastian Lesniewski. The video player shows a progress bar at 0:00:09 / 1:24:11.

The bottom part of the image shows a document titled "Task 2. Evaluate a source (250 words)". The task requires writing 1-2 paragraphs evaluating one of the sources below. The sources are:

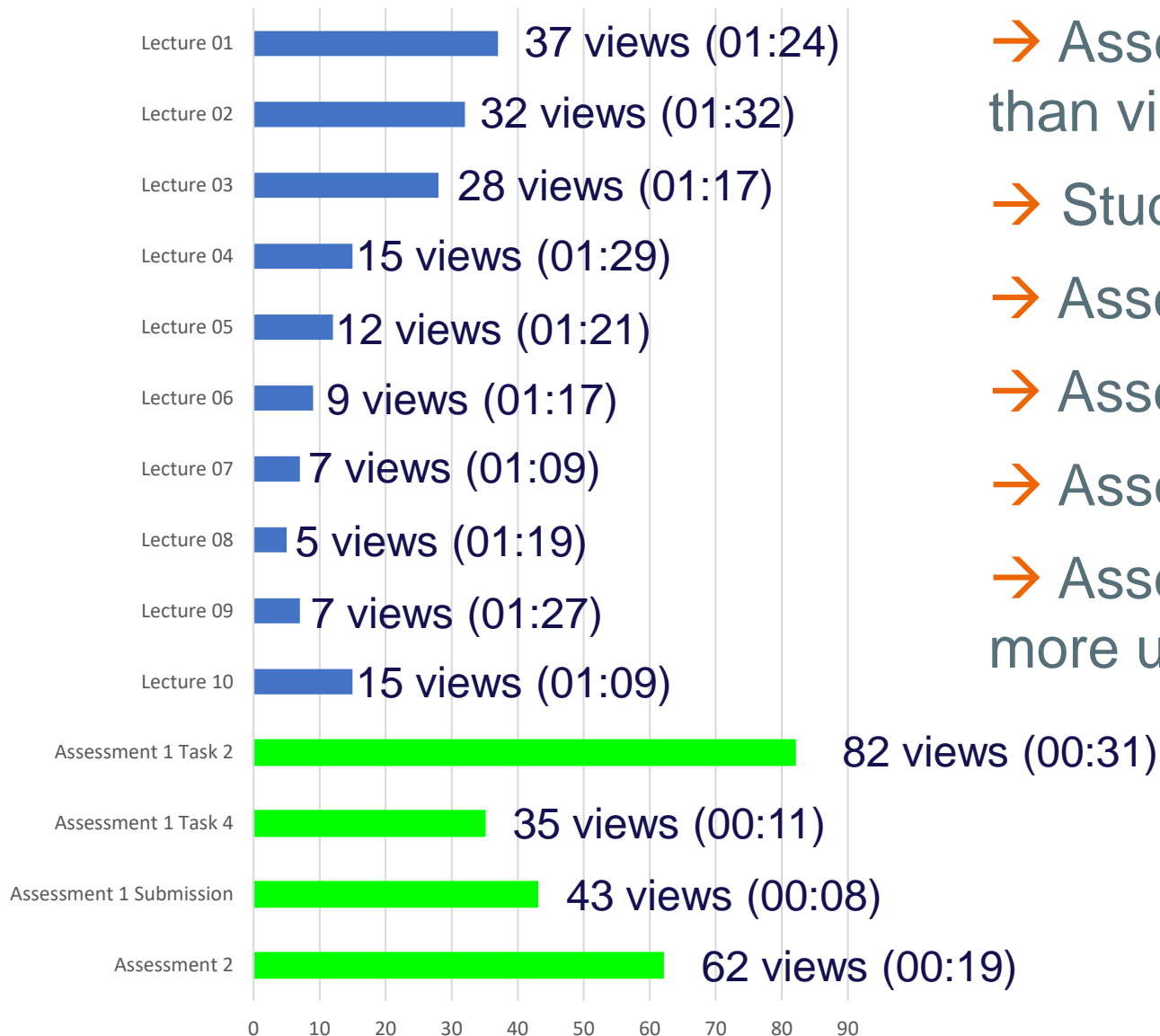
- Option 1:** Giving people a 'digital identity' could leave them vulnerable to discrimination, experts warn. Available from: <https://www.sciencedaily.com/releases/2019/08/190830115556.htm>
- Option 2:** Identity fusion: why some people will go to extremes for the beliefs of a group. Available from: <https://theconversation.com/identity-fusion-why-some-people-will-go-to-extremes-for-the-beliefs-of-a-group-162624>
- Option 3:** How data brokers sell your identity. Available from: https://www.ted.com/talks/madhurita_murgia_how_data_brokers_sell_your_identity

Please note that this task requires you to **assess** the source and not to generally discuss ideas presented in the source. In order to write a thorough source evaluation, you will need to explore the website the text was published on (especially, look for 'About Us' section). In your evaluation, you should comment on the source's currency, authority, accuracy and purpose. Do not forget to include citations and a full reference entry for your chosen source.

This work needs to be submitted to Canvas together with your responses to tasks 4 and 5 in one document by **Friday 3 pm of Week 6** (deadlines summary is available on Canvas in the Module Materials section). Your tutors will provide more guidance on submitting this assignment closer to the deadline.

The video player at the bottom shows a progress bar at 24:51 / 31:06.

Study & Research Skills, Jan-Mar 2022



→ Assessment demo videos had more views than video-recordings of lectures

→ Students have already seen the lectures

→ Assessment demo videos are shorter

→ Assessment demo videos have better sound

→ Assessment demo videos showed examples

→ Assessment demo videos may be seen as more useful

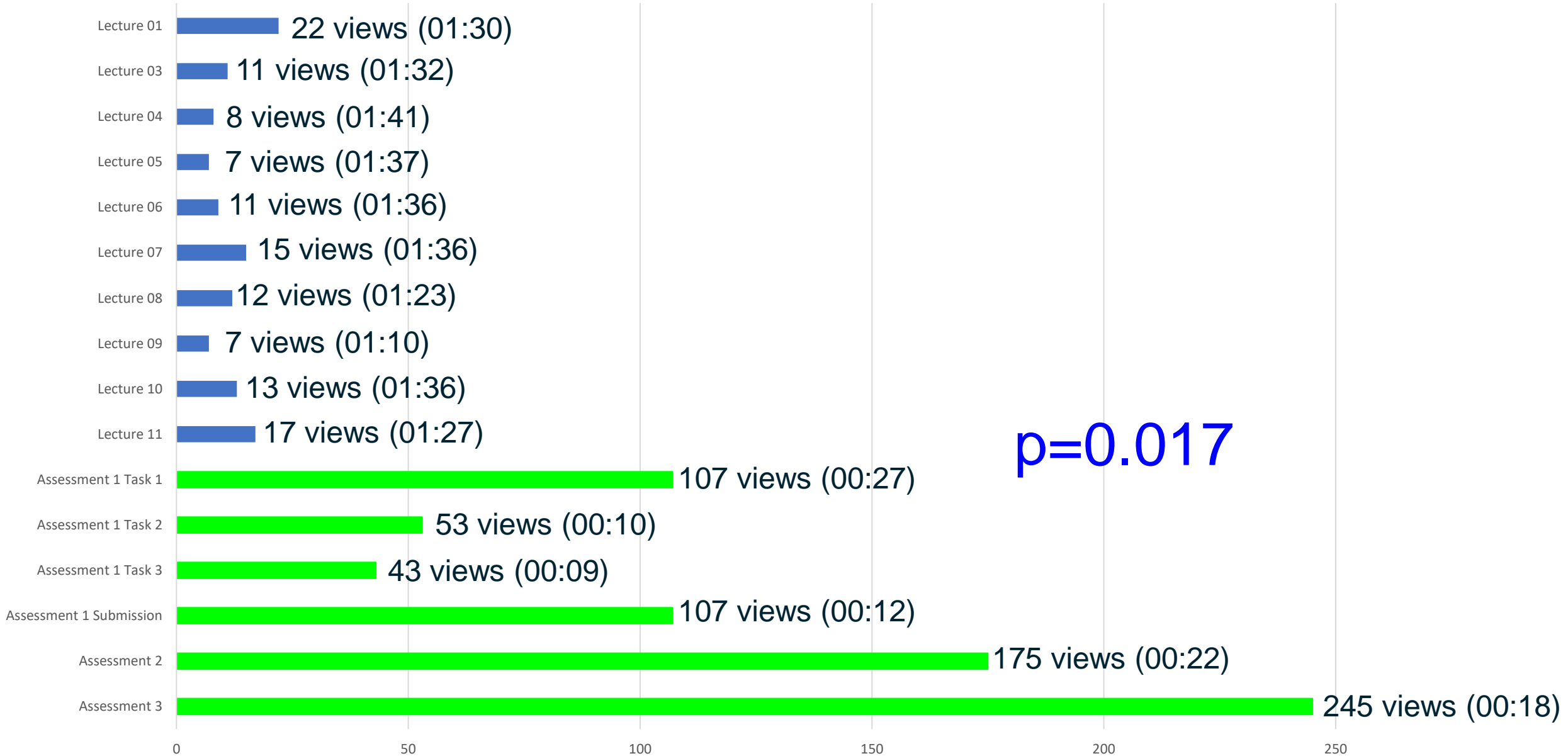
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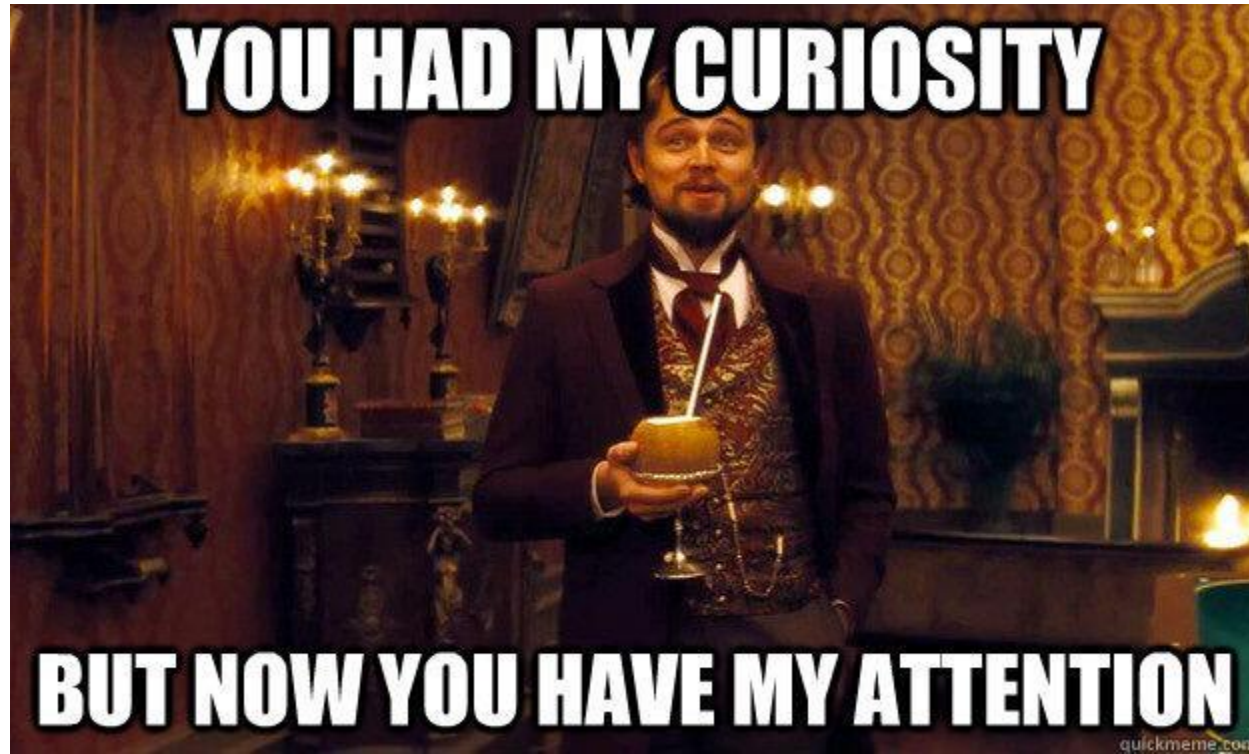
Study & Research Skills, Jun-Aug 2022

Which of these self-access contents do you find the most useful?

- 12 **26%** ☐ Video-recordings of lectures
- 15 **33%** ☐ Videos with instructions how to do a particular task
- 4 **9%** ☐ YouTube videos introducing a given topic (posted on Canvas before each lecture)
- 4 **9%** ☐ Online self-access courses (e.g. on Harvard referencing)
- 11 **24%** ☐ The module Study Booklet

Study & Research Skills, Oct-Dec 2022





teaching to pass a test **vs.** giving a set of tools

We are not **teaching** our students **to**
pass a test, but **giving** them **a set of**
tools for their toolbox that they will be
able to choose from when needed in
their future studies and work life.



Such, Such Were the Joys (1947)

Over a period of two or three years the scholarship boys were crammed with learning as cynically as a goose is crammed for Christmas. (...) At St Cyprian's the whole process was frankly a preparation for a sort of confidence trick. Your job was to learn exactly those things that would give an examiner the impression that you knew more than you did know (...) They were the kind of stupid question that is answered by rapping out a name or quotation. Who plundered the Begams? Who was beheaded in an open boat? Who caught the Whigs bathing and ran away with their clothes? Almost all our historical teaching was on this level. History was a series of unrelated, unintelligible but – in some way that was never explained to us – important facts with resounding phrases tied to them. Disraeli brought peace and honour. Clive was astonished at his moderation. Pitt called in the New World to redress the balance of the Old.

I recall positive orgies of dates, with the keener boys leaping up and down in their places in their eagerness to shout out the right answers, and at the same time not feeling the faintest interest in the meaning of the mysterious events they were naming.

‘1587?’

‘Massacre of St Bartholomew!’

‘1707?’

‘Death of Aurangzeeb!’

‘1713?’

‘Treaty of Utrecht!’

‘1773?’

‘Boston Tea Party!’

‘1520?’

‘Field of the Cloth of Gold!’

And so on.

The Wire – season 4 (2006)



Teaching to pass a test

- Trinity College London
- Graded Examination in Spoken English – Grade 5

The project that I've been working on for the past 10 years involves converting an old church building into a school. The main challenges we've been facing on this project are to do with the fact that we have to preserve the building's original looks, as most of the walls have heritage value... etc. etc.

Teaching to pass a test



Trinity College London

[Redacted]

is awarded

Grade 5
Graded Examination in Spoken English (GESE)
Entry Level Certificate in ESOL International
Speaking and Listening (Entry 3)
CEFR Level B1.1

 **with Merit**

Date: April 2019
Place of entry: London Holborn SELT Centre (Centre no. 58506)
Certificate issued: 4 April 2019


Sarah Kemp
Chief Executive, Trinity College London
Patron HRH The Duke of Kent KG

Nationality: Poland
ID type: Passport
ID number: E [Redacted]
Qualification
Unit number: J1517/1930
Certificate issue number: 1
UER: TCL/020419/058506/600383033
Candidate number: 1-1515712-108

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TRINITY
COLLEGE LONDON

Such, Such Were the Joys (1947)

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teaching to pass a test **vs.** giving a set of tools

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teaching to pass a test = giving a set of tools

We are not teaching our students to pass a test, but giving them a set of tools for their toolbox that they will be able to choose from when needed in their future studies and work life.

Ecological validity

the realism with which a design of evaluation setup matches the user's real work context (Harston & Pyla, 2012, p. 524)

the gap between lab and life (Holleman et al., 2020)

To maximise students' achievement:

- Make assessment relevant
- Harness students' engagement
- Extrinsic motivation?

Extrinsic vs intrinsic motivation

- Intrinsic motivation is correlated with academic achievement (e.g. Chuane et al., 2023; Cortright et al., 2013; Yang et al., 2018)
- Neither intrinsic nor extrinsic motivations had a significant association with learning achievement (e.g. Azhari & Dauyah, 2018; Kreishan & Al-Dhaimat, 2013)
- A key question is whether intrinsic and extrinsic motivation can, or should, be experimentally or theoretically separated (Morris et al., 2022)

To maximise students' achievement:

- Make assessment relevant
- Harness students' engagement

Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.

HERBERT A. SIMON, founder of the field of Cognitive Science, Nobel Laureate, and University Professor at Carnegie Mellon University

(Lovett et al., 2023, p. 1)

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