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## ETBI Blended Learning Series- Session 8 Summary Assessment and reflective practice and Blended Learning policy

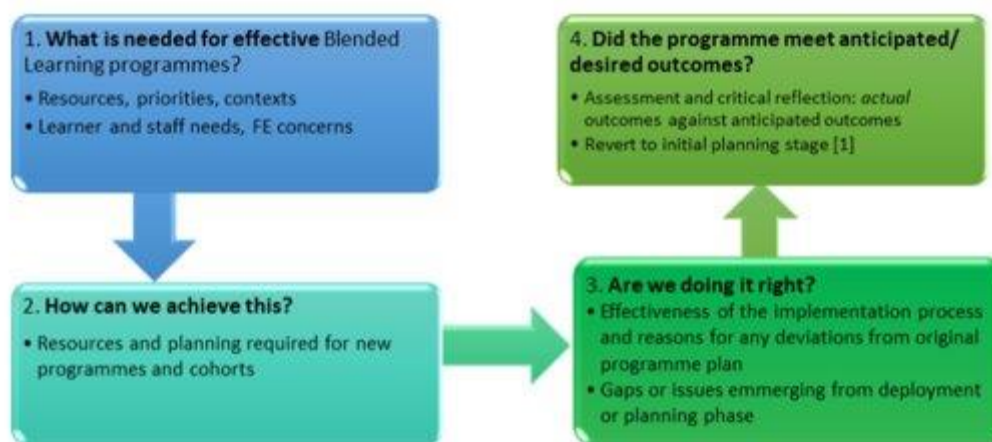




## Blended Learning Series- Session 8 Summary Assessment, reflective practice and Blended Learning policy

### I. Reflecting on blended policy as part of quality review policy structures

Engaging review models in assessment (see Blended Learning policy example- revision of example ongoing):



### II. Preparing learners for reflective practice and expansion of reflection as a key skill in blended learning

- Learners need to interact with course milestones by questioning own grasp of what is required of them
- Identifying what is required of them to achieve learning outcomes. This can be supported from the outset through: learner inductions, interactions with tutors and groups (focus groups, tutorials), and programme guides/ guidelines. See video by NCCA- [Professor Black's advice](#) on how to involve learners in reflective practice (National Council for Curriculum and Assessment). Also see: [Workshop](#) publication by NCCA on 'students reflecting on their learning'.
- Preparatory activities that gradually introduce the learner to concepts and skills for purposeful reflection



## III Ideas for scaffolding of reflective activity in remote learning assessment

Example of assessment and reflective stages	Stage 1 of reflection on assessment	Stage 2	Stage 3	Stage 4	Stage 5
Steps to reflection on assessment	Generic reflections on assessment piece, implications in remote learning	Specific themes, topics or elements of assessment in remote learning; E.g., assessment mode, method, TEL & assessment formats/ alternative assessment	Learner Experiences in alternative assessment with specific parameters relevant to subject and ILOs	Reflective accounts in the form of: journals, blogs, discussions, group projects, video diaries	Compiling of a portfolio, reflection on all stages

## IV Resources

<b>Teaching resources/ recommendations</b>
Guide to Blended Learning inquiry practice- see <a href="#">link</a> for recommendations/ guide.
See COVID report on survey for Digital experience insights survey 2020 by JISC <a href="#">here</a> , including recommendations for developing digital capabilities for learners.
See FESS comprehensive <a href="#">link</a> to referencing resources; FESS <a href="#">Referencing handbook</a> for the FET sector
<b>Programme context- teaching and group projects resources</b>
<ul style="list-style-type: none"> <li>➤ Group projects; <a href="#">Spotlight challenge</a>: adaptable for: developing reporting and reflective skills and engaging with technology</li> <li>➤ Applying reflective practice for <a href="#">remote teachers</a></li> <li>➤ Walvoord, B., and Anderson, V. J. (1998) Effective grading: A tool for learning and assessment. San Francisco: Jossey-Bass.</li> <li>➤ Whitaker, P. (1995) Managing to Learn: aspects of reflective and experiential learning in schools. London: Cassell.</li> </ul>
Repository for teaching and assessment resources <a href="#">here</a>
<b>Supporting materials from Digicomp Framework</b>
<b>Guide to FlipGrid:</b> <ul style="list-style-type: none"> <li>- Educator's guide <a href="#">E-book</a></li> <li>- FlipGrid student <a href="#">guide</a></li> <li>- FlipGrid <a href="#">resource centre</a> for learners, with study guide</li> </ul>



### III. Poll and Breakout discussion

**Poll:** Please state your view of what could be included in an Academic Integrity resource document for learners (E.g., reflective practice, self-assessment)

Padlet responses:





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*Q.2. Please share your account of reflective strategies you have adopted or come across in the past year.*

<b>Use of probing techniques as a means of encouraging reflection</b>	<b>Peer-to-peer reflective engagement</b>	<b>Staged skills building mapped to assessment outcomes</b>	<b>Screen cast</b>
<b>Using platforms at appropriate capacity</b>	<b>Scaffolding reflective process</b>	<b>Consistent use of one platform</b>	<b>FlipGrid</b>
<b>Emphasis on reasons for using reflective strategies</b>	<b>Appropriate marks to be allocated for reflective strategies in assessment</b>	<b>Reflective journals</b>	<b>Using the fishbowl technique</b>

\*N.B. Session 9 and 10 focus: Study Skills, as agreed by attendees.