GLOBAL LEARNING QUALIFICATIONS FRAMEWORK

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June 19, 2013
Emergent Learning Assessment

- How to recognize and assess university-level learning, especially for:
  - Self-authored learning paths
  - OER learning
  - Untethered Learning

- Develop an assessment tool that focuses on learning as it develops and can be used by all constituents

- Use ePortfolios for both learning and assessment environments
What We are Hoping to Do

1. Recognize university-level learning as primary assessment

2. Topic specific assessment is integrated rather than the key goal

3. Create a tool that is scalable and easy to use

4. Content agnostic
Lumina Grant Goal

To develop a framework that assesses university-level learning gained through open educational resources

Two years:
September 14, 2012 – September 14, 2014
Year 1 – Develop Framework

- **Academic Team:**
  - Researches international policies and practices
  - Drafts framework

- **Expert Panel**
  - Reviews framework and recommends revisions
Year 2 – Pilot Framework

• Pilot the framework to assess student learning gained through Saylor courses
  • Four courses: 2 Humanities and 2 STEM
  • Additional courses: 1 IT and 1 Social Science through UPCEA sub-grant

• Pilot additional identified learning sources to validate process and framework

• Openly share framework and research
Research on Existing Frameworks
Frameworks

• Examining 90 (+) frameworks from across the world
  • National, Regional, International, or Transnational
  • Organizational (Labor, Non-profit)

• Organized by:
  • Levels
  • Concepts and learning outcomes

• In addition, many include:
  • High school equivalencies
  • Vocational certifications
  • Graduate level learning
Types of Frameworks

- Rubrics
- Tables
- Graphical
- Narratives
- Probes/Questions
- Concept Maps
- Levels
- Tiered Layers
- Comparative
Developing the Framework

Global Learning Qualifications Framework (GLQF)
Progress ...

What we considered

1. Audience
2. Underlying assumptions
   • Premises
   • Tenets
3. Framework
   • Contents
   • Format

What we will consider

1. Process of Assessment
2. Format for presenting learning
   • ePortfolios
   • Concept maps
3. Managing the assessments
   • Process
   • Results
Audience

• Students

• Faculty
  • Advisors
  • Instructional Designers
  • Curriculum Designers
  • Instructors

• Evaluators
<table>
<thead>
<tr>
<th>Premises</th>
<th>Tenets</th>
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<tbody>
<tr>
<td>• Learning $&gt;, &lt;, or \neq$</td>
<td>• Different proportions of knowledge within and across each area</td>
</tr>
<tr>
<td>Matching Concepts</td>
<td>• Needs to have usability without much explanation</td>
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<tr>
<td>• Adaptable Assessment – knowledge recognition within a context/schema</td>
<td>• Needs to be accessible to students, faculty, and evaluators</td>
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<td>• Learning Story is important</td>
<td>• Uses ePortfolios/Concept Maps</td>
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<tr>
<td>• ULL can be assessed before topic</td>
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The Global Learning Qualifications Framework

- Researched international frameworks, policies, and procedures

- Gathered learning constructs and descriptors

- Clustered, themed, and defined into Learning Domains and Descriptors
The Learner

• Central to the framework

• Overarching Constructs encompass all university-level learning

• All Learning Domains
  • Articulate the Overarching Constructs
  • Intersect with each other through the learner
Overarching Constructs

- Knowledge
- Metaliteracy
- Engagement
Learning Domains

- Specialized Knowledge
- Contextual Knowledge
- Integrated Knowledge
- Communication
- Information Literacy
- Ethical Responsibility
- Sociocultural Engagement
- Self-Regulated Learning
Global Learning Qualifications Framework
for University Level Learning

The Learner

- Self-Regulated Learning
- Sociocultural Engagement
- Ethical Responsibility
- Information Literacy

Knowledge
- Specialized Knowledge
- Contextual Knowledge
- Integrated Knowledge

Engagement
- Communication

Metaliteracy

Draft 06.12.13
Global Learning Qualifications Framework for University Level Learning

- Specialized Knowledge
- Contextual Knowledge
- Integrated Knowledge
- Communication
- Information Literacy
- Ethical Responsibility
- Sociocultural Engagement
- Self-Regulated Learning

The Learner

Metaliteracy

Draft 06.12.13
Descriptors, Indicators & Prompts

- **Descriptors** are learning outcomes— they describe the learning that would be expected
  - Lower Level
  - Upper Level
- **Indicators** are distinct behaviors that ‘*indicate*’ that the learning outcomes exists. They can be measured and are directly observable. Often they are written in phrases.
  - Lower Level
  - Upper Level
- **Prompts** are questions that will ask students to address particular descriptors and indicators. Students will pick to which prompts they respond.
Example - Communication

- **Descriptor:** Communicate effectively to and with a variety of audiences considering: language use, expertise, social and cultural norms, etc.
- **Indicator:** Has examples of presentations given to a variety of audiences
- **Prompts:**
  - How have I shared information with others around this topic?
  - What types of reports or presentations have I prepared to share information about this topic?
  - How have I taught other people procedures, tasks or concepts around this topic and explain why they are used or thought about in these ways?
  - If I haven’t taught, in what ways would I frame my knowledge to teach the topic?
Formal Definitions

Global Learning Qualifications Framework (GLQF)
Specialized Learning

- Central to specialized knowledge is a comprehensive range of knowledge (factual, theoretical, and practical) and skills in a particular discipline or profession that is used to develop answers and new insights. The learner incorporates the development of coherent comprehensive command of approach(es) and includes a critical understanding of the boundaries and interconnectedness of said areas.
**Contextual Knowledge**

- Central to contextual knowledge is the application of specialized, realized, and integrated knowledge in and with different audiences in multiple contexts. The learner applies knowledge contextually using modeling and multiple analytical tools. Other skills applied include reformulating, reconceptualizing, generalizing, and checking the reasonableness of a solution.
**Integrated Knowledge**

- Central to integrated knowledge is creating ideas by identifying, organizing, and synthesizing how information interrelates and the significance of those relationships. The learner engages, shapes, and interprets ideas to provide analytical and critical perspectives (including problem solving), strategies, abstractions, and synthesis. The learner will also be able to explore those ideas through focused questions and discourse in the context of theoretical, practical, and specialized knowledge.
Communication of Knowledge

• Central to communication is the ability to present, explain, or critique pertinent information accurately and reliably to appropriate audiences using structured and coherent arguments informed by key concepts and techniques of the discipline. The learner effectively chooses and utilizes various modalities of delivery (written, oral, visual, and/or technological) to communicate and/or respond to information, ideas, problems, and solutions.
Information Literacy

• Central to information literacy is locating, aggregating, and evaluating information from a wide range of human, environmental, and technological resources. The learner skillfully reflects on and synthesizes that information, evaluates its validity and relevance, and repurposes it to meet individual and group needs.
Ethical Responsibilities

• Central to ethical responsibilities is the recognizing, interpreting, and acting upon principles, standards, and values in a given context. The learner explores the various complexities, dynamics, and issues surrounding human behavior and ethical practice in order to understand decision and resolution-making at personal, group, and societal levels. The learner accepts responsibility for his/her actions taken in a variety of situations.
Sociocultural Engagement

- Central to sociocultural engagement is the expression and analysis of varied worldviews with an understanding of the learner’s own internalized civic and cultural background including its development, assumptions, and predispositions. The learner expands his/her viewpoint through reflective engagement with others and develops an awareness of and appreciation for diverse civic and cultural backgrounds and personal perspectives.
Self-Regulated Learning

• Central to self-regulated learning is recognizing choices, utilizing feedback, assessing his/her knowledge, and analyzing appropriate responses to engage with the learning environment effectively. The learner takes responsibility for his/her learning process autonomously and takes action for improvement.
Activity

• Framework handout
• Applying the framework
  • Student examples
• Using at your institution
• Discussion and Reflection

Global Learning Qualifications Framework for University Level Learning
Next Steps

1. Revise Framework
   - Descriptors
   - Indicators
   - Prompts

2. Process of Assessment

3. Format for Structuring the Evidence of Learning
   - ePortfolios – templates
   - Concept Maps

4. Management of the Assessment
   - Process
   - Results

5. Policies and Procedures
Questions?
Want More Information?

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If you are interested in participating in the pilot of the GLQF, please contact us for more information.

Watch for announcements on the web-based version of the GLQF