



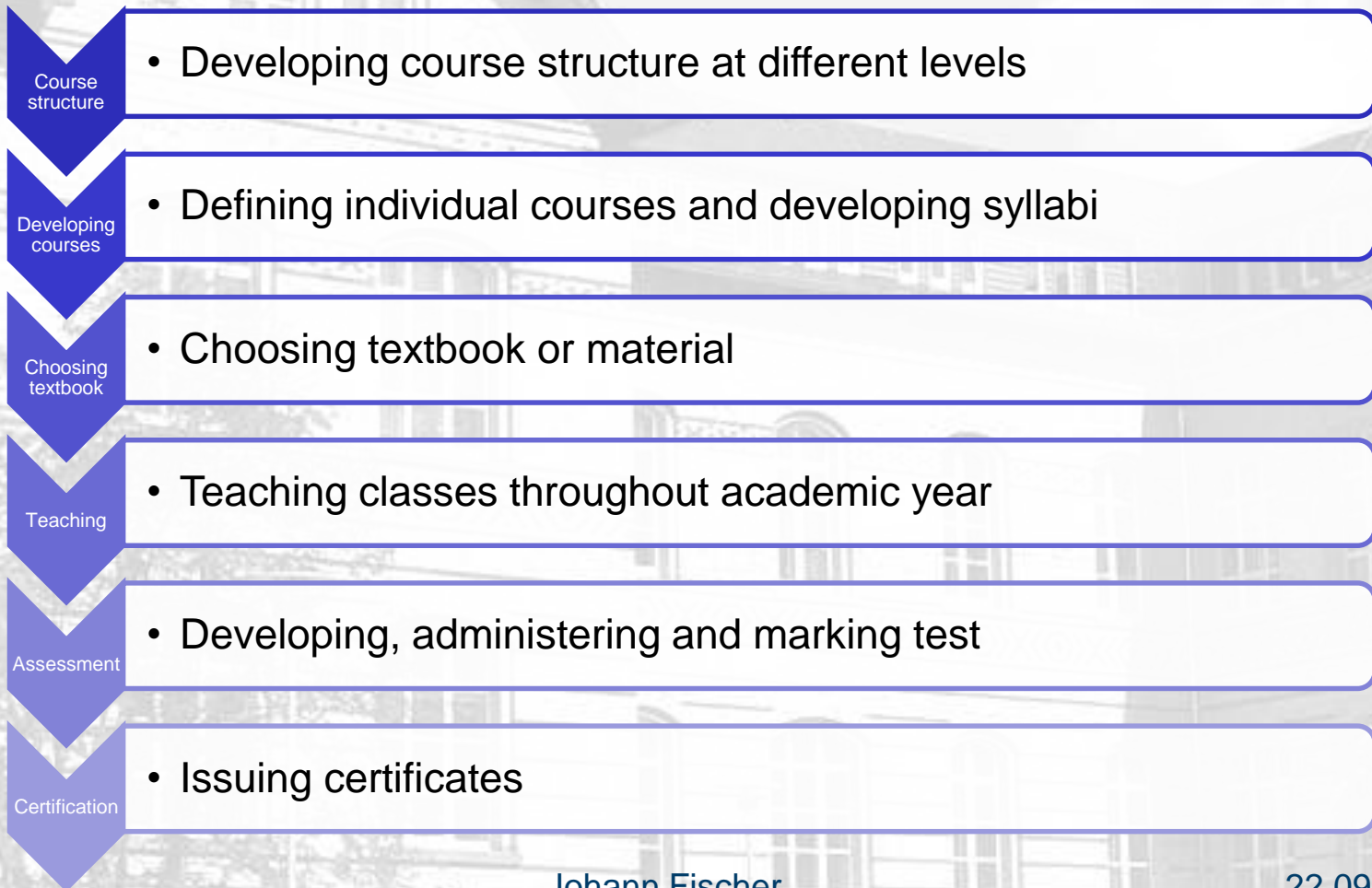
From curriculum development to assessment and certification:

The challenges of implementing standardisation in university-specific and student-centred approaches to teaching, learning and testing

Développer et lier un programme d'études et les évaluations correspondantes:

Les défis de la standardisation dans l'enseignement, l'apprentissage et l'évaluation dans un contexte universitaire et un enseignement centré sur l'apprenant

Development of course programme – traditional approach



Development of course programme – required approach

Assessment
structure

- Developing assessment tasks based on course activities, administering and marking test

Teaching

- Teaching & learning, adapting tasks

Developing
course

- Defining tasks, developing syllabi, developing teaching & learning material

Developing
assessment

- Developing assessment structure

Developing
modules

- Defining learning outcomes and assessment criteria

Needs
analysis

- Identifying needs of learners, departments, future employers



University context

- Content
- Teaching and learning material
- Methodology
- Tasks
- Progress



Role of task(s)

Tasks play key role in teaching, learning and assessment:

- stimulate activity of the learner
- starts cognitive process
- gives priority to content → “meaningful” tasks / tests
- gives linguistic competence its proper role in communication → language as a tool “to convey meaning” (Wigglesworth 2008)

Stand-alone tests (without link to teaching)

Certification

- Issuing certificates

Testing

- Administering test

Developing
tasks

- Item writing, piloting, pretesting etc.

Needs
analysis

- Identifying required competences and skills



Role of learner / test-taker:

University learning & testing

- Learner / test-taker defines course / test content
- Course and assessment are based around students interests
- Content plays crucial role

→ Individualising teaching & assessment

Stand-alone tests

- Individual interests are **not** taken into account
- Everybody needs to get same chance to pass – independent of prior teaching & learning
- Content is reduced to minimum

→ Make test as neutral as possible

Standardisation:

University learning & testing

- Assessment comes at the end of teaching & learning phase (narrowing down candidates through placement tests and formative assessment)
- Limited target group
- Standardised test structure
- Piloting & pretesting of tasks (?)
- Standardised assessment criteria

→ Selection takes place throughout entire teaching/learning process

Stand-alone tests

- Assessment is independent of teaching & learning
- No preliminary placement tests or selection process
- Large target group
- Standardised test structure
- Piloting & pretesting of items
- Standardised assessment criteria

→ Selection takes place at this stage



Standardisation at university

- Learning objectives & learning outcomes: e.g. module descriptions
- Role of content
- Overall task: validity of the task
- Structure of test
- Build-up tasks: validity, reliability, objectivity, authenticity, relevance
- Task types
- In general: quality guidelines for language testing
- framework that can be adapted to national / institutional / individual needs and purposes



Challenges at university

- Common interpretation of CEFR levels
 - Common philosophy on language teaching, language learning, language assessment
 - i.e. agreement on role of content, on specificity of university language learning
 - meaningful tests
- at institutional / national / European level
- Need for a *Code of practice* at European level



What have we reached?

At the ZESS:

- agreement on CEFR levels
 - task-based approach to teaching, learning and assessment
 - criterion-based / competence-based approach to testing
 - extensive professional development initiatives
- through testing centre, UNIcert activities, examination committee, peer feedback, co-operation in test development, development of assessment criteria in multilingual teams, project activities



What have we reached?

At the national level: UNlcert system

- national framework of teaching and testing
- peer feedback on language tests
- *UNlcert Code of Practice* (draft)
- moving towards task-based approach to teaching and testing across the network
- need for professional development activities – teacher training modules available



What have we reached?

At European level: NULTE – Network of University Language Testers in Europe

- first meeting in October 2015



NULTE – Network of University Language Testers in Europe

Outcome of meeting on October 8th, 2015: UNICert, UNICert LUCE.
CLES, CertAcles – next steps to take:

1. Developing a grid for relating the certification systems with specific focus on university related language competence.
2. Comparing not only the description of each system but also the tests provided and certificates issued.
3. Coming to terms/reaching an agreement about minimum standards for university language testing at European level and criteria for cooperation as well as mutual recognition.

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NULTE – Network of University Language Testers in Europe

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4. Compiling a table of university language certificates (and equivalent certificates) meeting these criteria.
5. Signing an official mutual recognition agreement.
6. Working together as a network, identifying and exploiting synergies e.g. in marketing and enhancing the recognition of all certification systems on a regional, national and international level.



Our USP

- University context: content, academic disciplines / workplace-related tasks
- Description of modules: competence-based, learning objectives & outcomes, assessment requirements
- Focus on learner (needs, interests, skills & competencies) / “learner-centred”
- Relevance & authenticity of tasks
- Continued selection and streamlining process throughout learning and testing: placement tests → formative assessment → fine-tuning in final tests

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Our USP

- Extensive network of language professionals
- across language barriers

→ Let's make the most of it!



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