Assessment Training Manual

This Assessment Training Manual presents an assessment training that was especially developed for the use of the SINCOE@ Assessment Tool to assess innovation competencies in online education.

It cannot be denied that online learning, in addition to its many advantages, also must contend with several problems, for which numerous solutions are presented in this project - in the toolbox. Feedback from teachers repeatedly emphasises that online teaching is a methodological and didactic challenge that should not be underestimated, as synergies, spontaneous interactions and the advantages of group dynamics, which promote team creativity, can be lost.

In online lessons, it is more difficult for both students and teachers to perceive the body language of the students, to motivate them and interact with them, which is why students' attention is more easily lost.

A lack of eye contact and generally poorer communication during video conferences was also noted. Almost all teachers in the interviews we conducted confirmed that learning with the camera switched off generally leads to less concentration and less involvement and that students participating in an online session from home can be more easily distracted or interrupted by family or friends on the computer or phone (e.g. on social networks).

If individual students only appear to be present in the online sessions - with the camera switched off, they are not really participating in teamwork in the breakout rooms. This is seen as unfair and frustrating for the other team members by the teachers interviewed.

Such adversities are not always easily recognised. Anonymity cannot always be reduced in time; contacts often cannot be established and motivation and commitment cannot be built up.

The widest possible variety of observable behaviour is necessary for a valid assessment of other people's skills. In limited didactic settings of online learning, it therefore is problematic to ask students to assess the innovation competences of their fellow students or to ask lecturers to assess their students. In this project, for this reason we have decided to carry out **self-assessments** of innovation skills.

Self-assessment of innovation competence - conditionally recommended
However, the decision in favour of a self-assessment of innovation competence does not solve all problems. People are not good self-assessors. Cognitive biases are consciously or unconsciously effective. For decades, scientists have repeatedly pointed out the shortcomings of self-assessment data and made suggestions as to how the validity of self-assessments can be increased.

Falchikov, N., & Boud, D. (1989). Student self-assessment in higher education: A meta-analysis. Review of Education Research, 59, 395–430.

Zell, E. & Krizan, Z. (2014). Do People Have Insight Into Their Abilities? A Metasynthesis. Perspectives on Psychological Science, 9(2), 111-125.

Our solution: Self-assessment training
In order to achieve valid and differentiated results with self-assessment, the SINCOE training was developed and afterwards tested in different learning settings.

"Given the importance of accurate self-knowledge for professional students and clinicians, as well as its difficulty to attain an understanding of the psychological mechanisms that contribute the most common forms of biased self-assessment is essential for creating and implementing effective mitigation strategies. "

Karpen, S.(2018) The Social Psychology of Biased Self-Assessment. American Journal of Pharmaceutical Education.

SINCOE Video 1 (EN) final von SINCOE (CC BY)

https://learn.hoou.de/blocks/course_overview_page/course.php?id=1003

Those who have completed the training know what is meant by innovation and innovation competence, they can describe the dimensions of innovation competence and thus familiarise themselves with the SINCOE@ Assessment Tool.
The training also raises awareness of biases that can distort a self-assessment of one's own competences and provides advice on how to avoid them.
Explanatory videos, expert interviews and video scenes from everyday life with small tasks and games illustrate why innovation competence is important, how students can determine how innovative they are and how they can avoid biases in self-assessment.

General Introduction – The SINCOE Model of Innovation Competence

The SINCOE concept understands that innovation competence is more than creativity.
Innovation competence is composed by five dimensions:
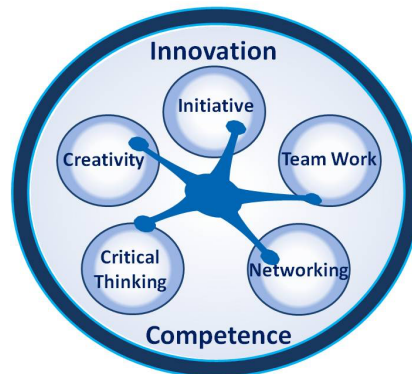
© FINCODA UPV-SEE-CSP team (2017), *Innovation Competence Model*

Creativity

The ability to think beyond tradition to generate or adapt meaningful alternatives (regardless of their possible practicality or future added value)

Critical Thinking

The ability to deconstruct and analyse ideas (to evaluate advantages and disadvantages, foresee how events will develop and estimate risk)

Initiative

The ability to make decisions or carry out actions to operationalize your ideas, as well as mobilize and manage those who have to implement the ideas.

Teamwork

The ability to work efficiently with others in a group

Networking

The ability to involve internal / external stakeholders

The dimensions are shown to have strong links with innovation and come together to create a model of innovation that encompasses the entire innovative process from idea generation through to implementation. Innovation assessment measures an individual's capacity on these five dimensions.
For adequately using the SINCOE@ Assessment Tool an assessment training is an indispensable component of the overall construction of the assessment design.

Assessment Training

General objectives

- Motivation to know and to develop one's own innovation competence
- Familiarisation with SINCOE@ Assessment Tool
- Establishing a cognitive frame of reference and improving assessment skills
- Awareness of self-assessment biases
- Coping with self-assessment biases

Duration of the training

In the here described form this assessment training will need not more than two hours' time. Time specifications in this manual should be regarded as estimations, not as directions to be strictly followed. People with previous experience in assessment will probably need less time.

Group size:

For optimal training results training groups should not have more than 10-20 participants.

Training Mode:

The training can be conducted in an online or face-to-face setting.

SINCOE Assessment Training - Training Structure

No.	Minimal Duration	Focus and Content	Learning Objectives / Information	Method
1.	15	Introduction and Overview • Purpose of the SINCOE-project • The SINCOE concept of innovation competence • General Description of the SINCOE@ Assessment Tool	Participants get to know the necessary and basic facts about the project, innovation competence and the SINCOE@ Assessment Tool	Lecture, PPT-slides, (group discussion);
2.	10	General Information on Assessment Training • Purpose • Objectives, Elements • Agenda and methods of this training • How results will be used • SINCOE@Assessment Tool	Participants get basic information about the training	Lecture PPT-slides,
3	15	Why it is important to know and to promote your innovation skills	Participants get to know the importance of innovation and innovation competences in studying at university and in working life. They are motivated to participate in this training.	First training video Short discussion in plenary
4.	15	How you can discover which innovation competences you have	Participants get familiar with the five SINCOE-Dimensions of Innovation Competence	Collection of the participants' previous ideas of innovation competence Second training video Short discussion in small groups or in plenary
5.	5	Memory Game "Dimensions of Innovation Competence	Participants check whether they have understood the core terms of the SINCOE concept of innovation competence.	Memory Game

No.	Time	Focus and Content	Learning Objectives / Information	Method
6.	25	Assessment training with 5 video scenes	Participants learn to identify behaviour illustrative of the five dimensions of innovation competence	Individual work Participants select individual video scenes and assign them to the individual dimensions of innovation competence. Comparison of the individual results Discussion of any difficulties encountered
7.	10	Biases in self-assessment	Participants become aware that self-assessment differs significantly from observing and evaluating the behaviour of other people. They register typical distortions in the self-assessment of their own competences.	Third training video
8.	15	Biases in self-assessment and how to overcome them	Participants learn to know five of the most common biases and get advice how to cope with them	Participants collect those biases they are as yet familiar with and may supplement the compilation with the five biases described in the training material. They discuss how helpful the given recommendations for overcoming biases are for them. They plan how they will deal with biases in the future.
9.	10	Bias Game	Participants recognise typical biases in cartoons with scenes from everyday life	Individual work, group discussion
10.	15	Individual self-assessment	Participants assess their own innovation competence with the complete SINCOE@ Assessment Tool	Application of the SINCOE@ Assessment Tool
11.	15	Evaluation of the training and closing	Participants describe their learning results and give feedback.	Flashlight / feedback

Additional Remarks

#1: Students in their first semesters often have rather unclear ideas about the central terms of the SINCOE concept. Experience from our pilots shows that even master students still equate "innovation" and "innovation competence" with creativity. It therefore makes sense to allow sufficient time in the training to describe the SINCOE concept and to differentiate it from any existing ideas.

3: Students should be made aware that purely subject-related knowledge acquisition for their studies and working life needs to be supplemented with skills such as innovation competence. The first training video is intended to motivate students to take part in this training seriously, to take a closer look at their own innovation skills and to develop them further.

7: In our pilots, we found that students have very different levels of prior knowledge about biases. The five biases described in the training should be seen as examples that can be combined with a collection of other biases from the students' area of experience.