

# Constructive Alignment

Outcomes ↔ Curriculum ↔ Teaching ↔ Assessment

Positive washback: Authentic English tests foster successful teaching and learning

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# Overview

1. Theories of teaching
2. Introduction to Constructive Alignment
  - I. Learning – Surface vs Deep
  - II. Motivation
3. Assessment example – Trinity ISE

# Theories of teaching:

As a teacher what do you think





# Levels of teaching:

Three progressive levels of teaching

Level 1: What the student is

Level 2: What the teacher does

Level 3: What the student does

The focus is on what the student does and how well the intended outcomes are achieved

Requires the teaching/learning activities to be specifically attuned to helping achieve those levels of understanding

# Theories of teaching

Level 3: What the student does

How do we define levels of understanding as outcome statements?

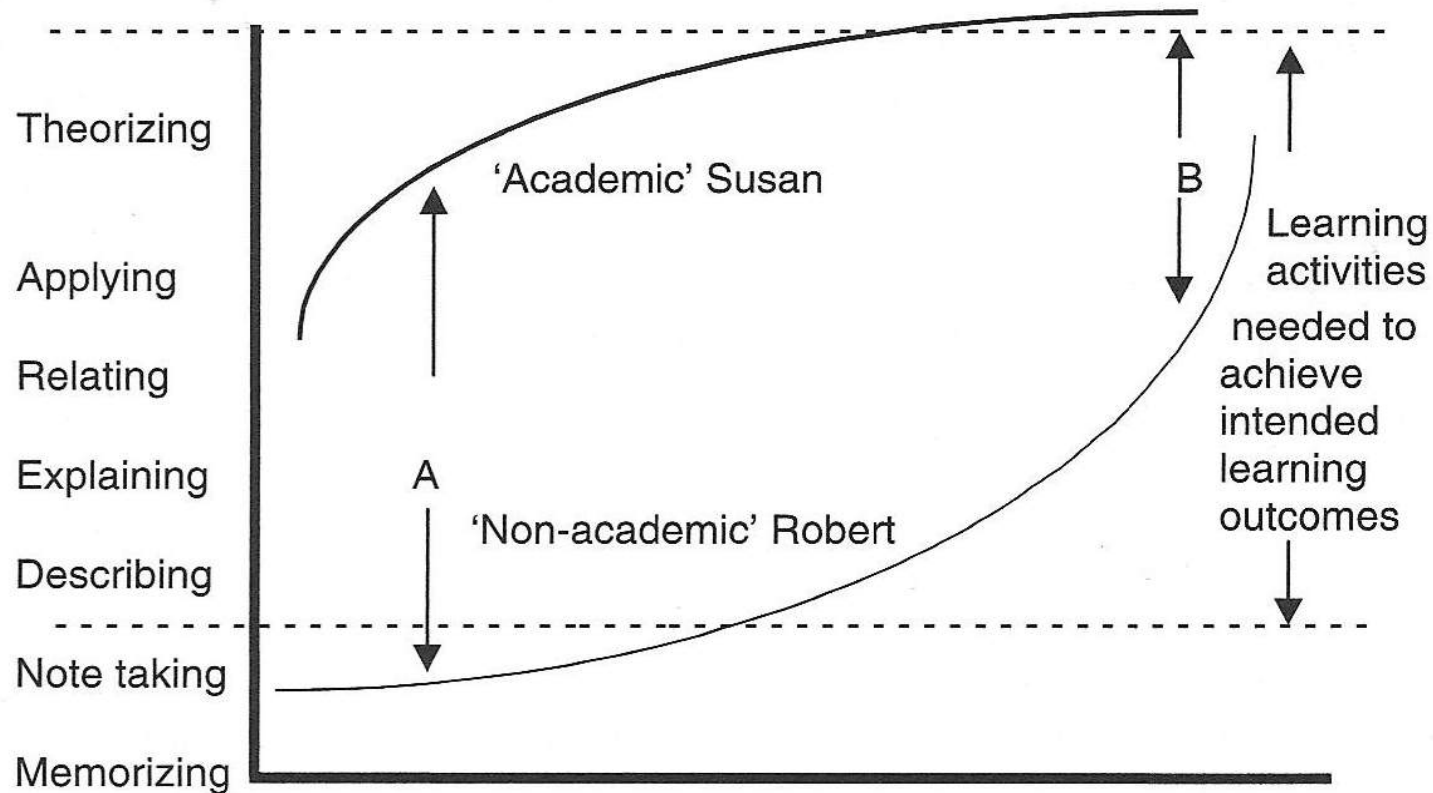
What do students have to do to reach the level specified?

What do we need to do to find out if the outcomes have been reached?



# Constructive alignment

High-level engagement



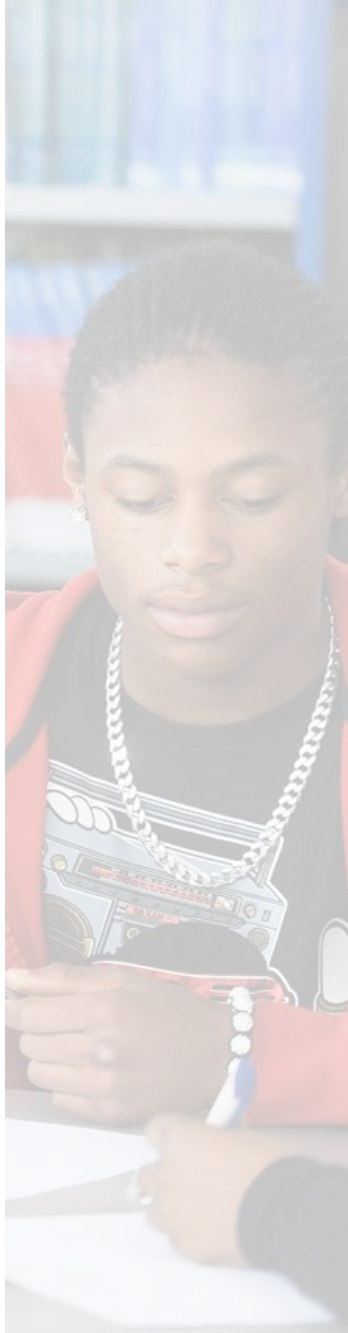
Low-level engagement

Passive ← Level of student activity elicited → Active

(e.g. the standard lecture)

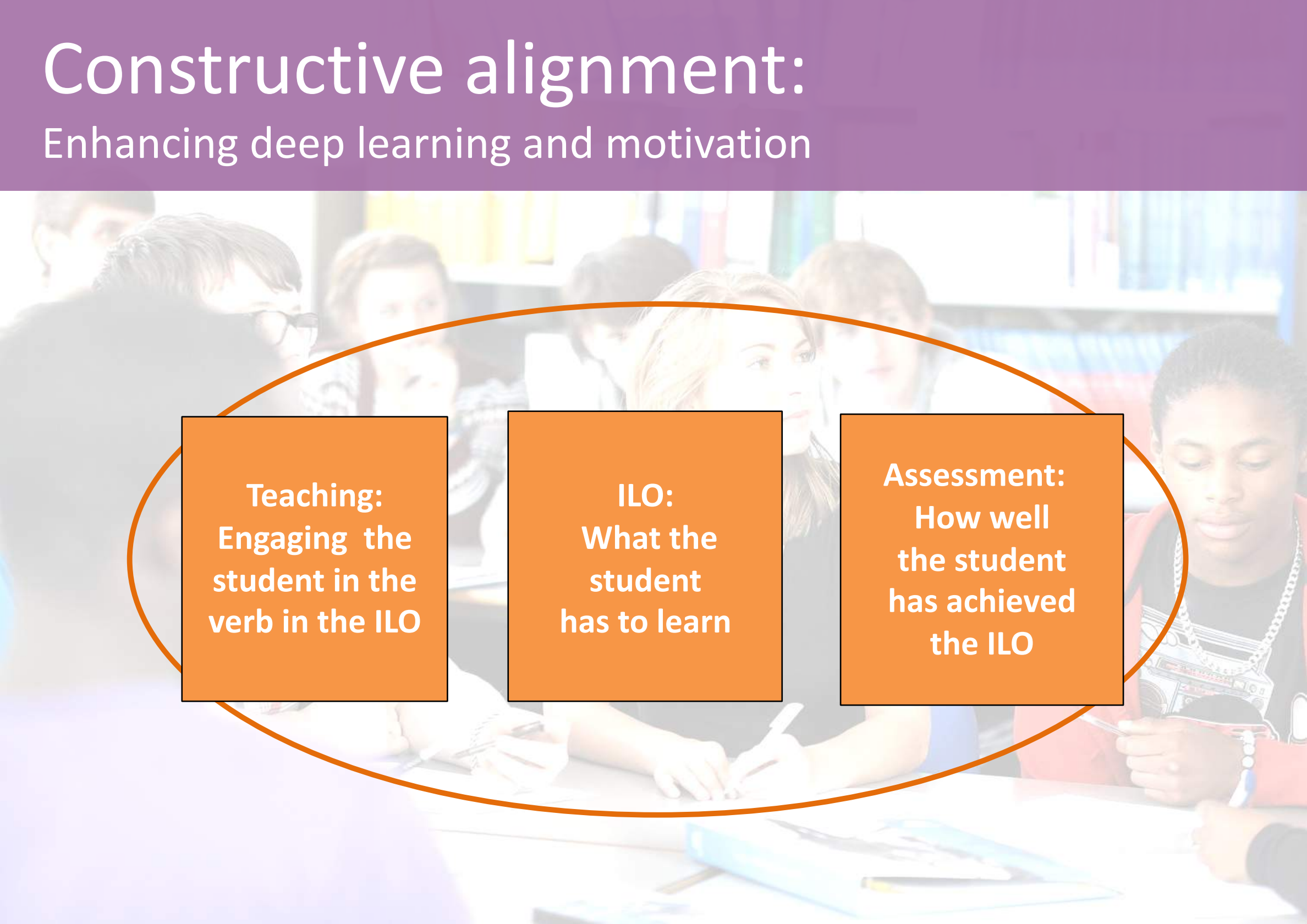
(e.g. problem-based learning)

Teaching method



# Constructive alignment:

Enhancing deep learning and motivation



**Teaching:**  
Engaging the  
student in the  
verb in the ILO

**ILO:**  
What the  
student  
has to learn

**Assessment:**  
How well  
the student  
has achieved  
the ILO



# Surface vs deep learning



## Surface learning:

Reproductive tasks, LOTS – memorisation, rote learning

## Deep learning:

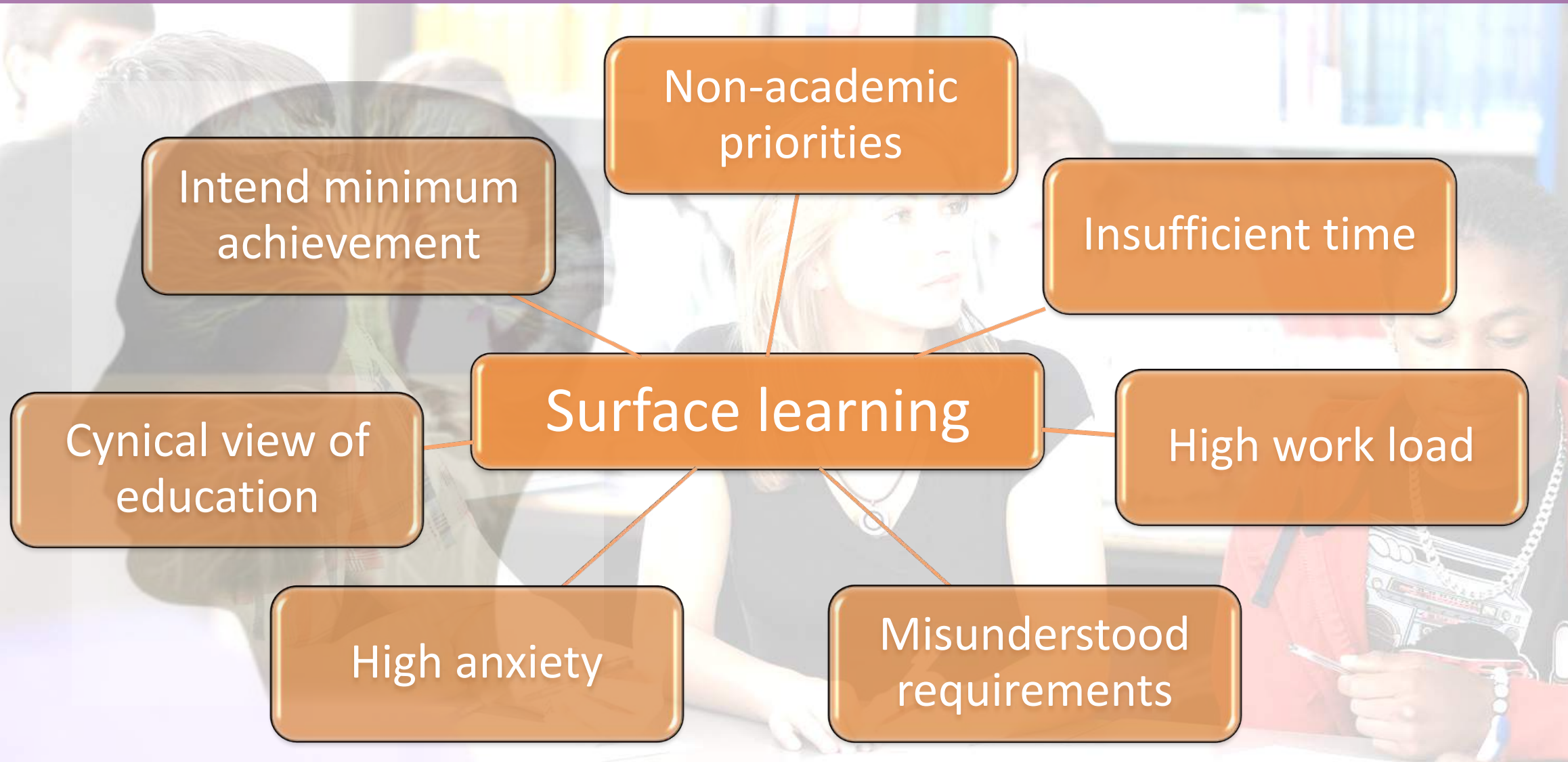
Reasoning tasks, HOTS – applying, evaluating

Level 1 & Level 2 theories of teaching generally encourage students to adopt a surface approach to learning.



# Surface learning:

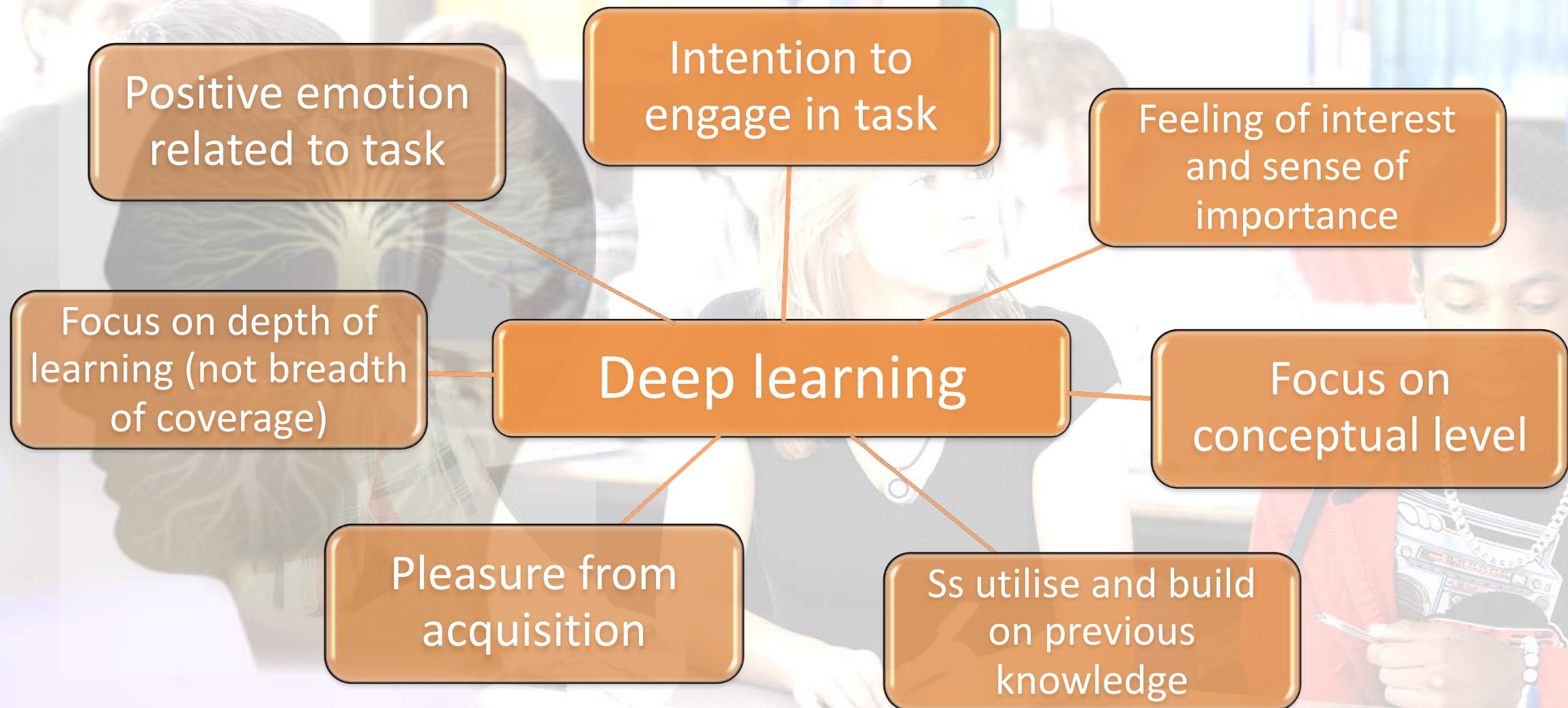
## Consequences on the learner



*A surface approach to learning diminishes motivation.*

# Deep learning:

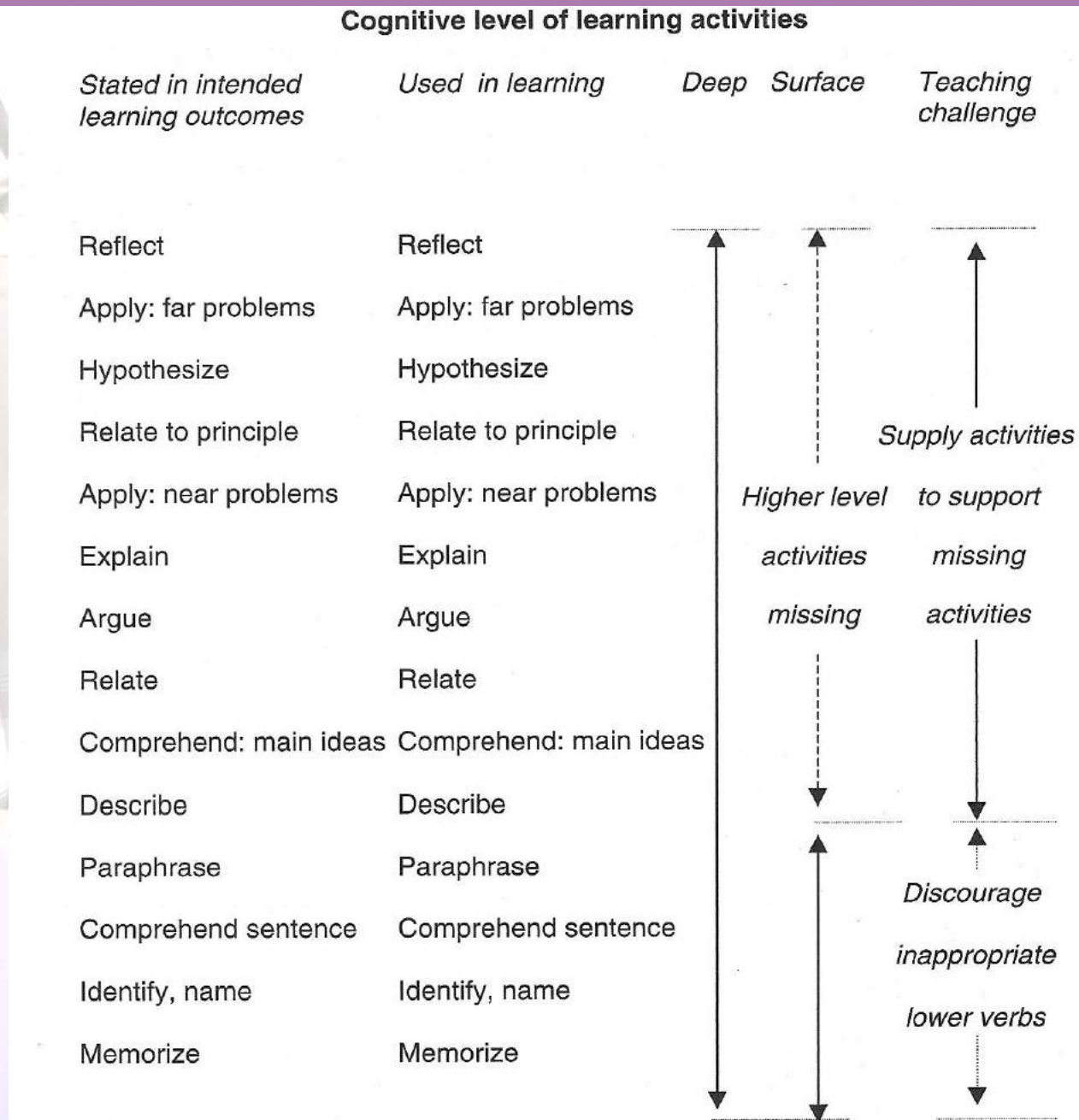
## Consequences on the learner



*A deep approach to learning engenders motivation.*

# Deep learning:

## Cognitive level of learning activities





# Motivation:

Getting students involved with learning

It has to be important and be of value to the learner

The learner needs to expect success



= Expectancy-value  
theory of motivation

# Motivation 1:

Being of value to the learner

**What outcome  
produces**

Extrinsic

Social

**What other  
people value**

**Process of doing**

Intrinsic

Achievement

**Enhances  
ego**

Key to motivation is to ensure academic activities  
are meaningful and worthwhile

# Motivation 2:

Learner expects success

Assessment: Norm-referenced (S vs S)

Premium on relative ability determining outcome – students measured in relation to the group

Assessment: Criterion-referenced (S vs criteria)

Premium on how well students attain understanding of the intended outcome – focus is on effort, study-skills and know how

Failure attributed to factors that *can* be changed



# Motivation:

## Value and Success

### What not to do



If we can help a student to value the task with a high expectation of success, this will lead to deeper learning

### What to do

Teach in a way that students:

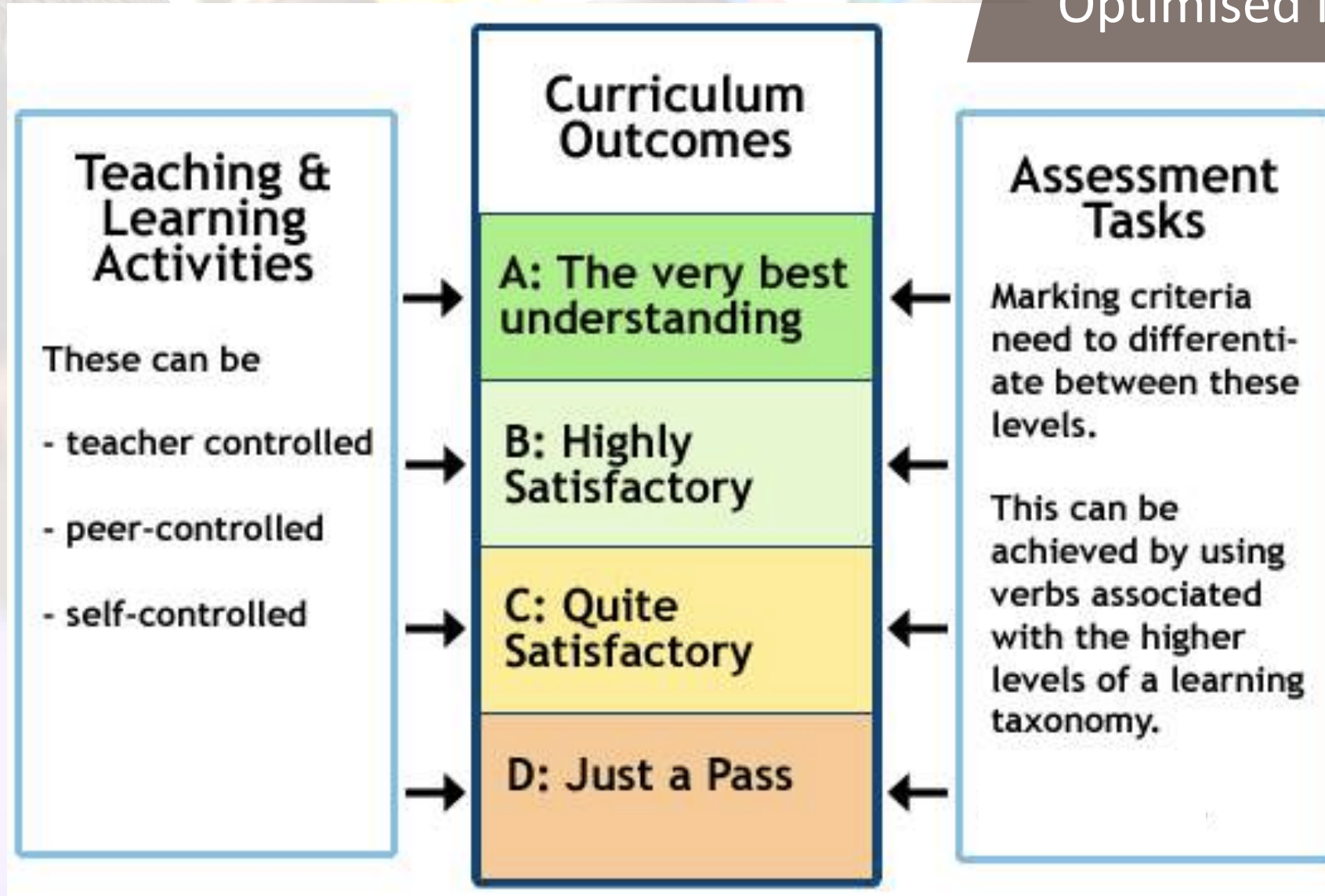
- acquire wide knowledge base
- achieve success in problems that are meaningful
- build feelings of ownership of their learning

Deep learning leads to continued motivation and further subject engagement

# Constructive alignment:

Enhance deep learning through motivation

Optimised learning



# Intended Learner Outcomes:

Writing appropriate ILOs



ILOs

=

Verbs



Teaching

=

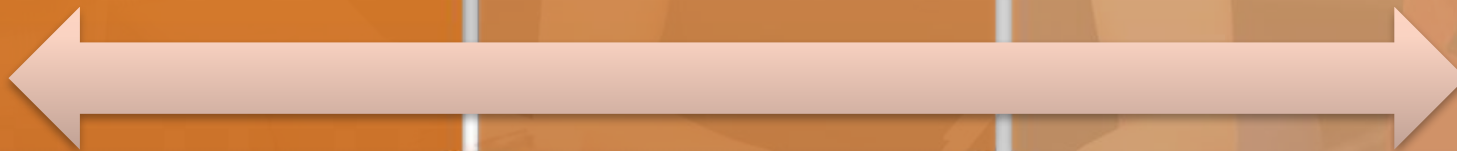
Activation



ATs

=

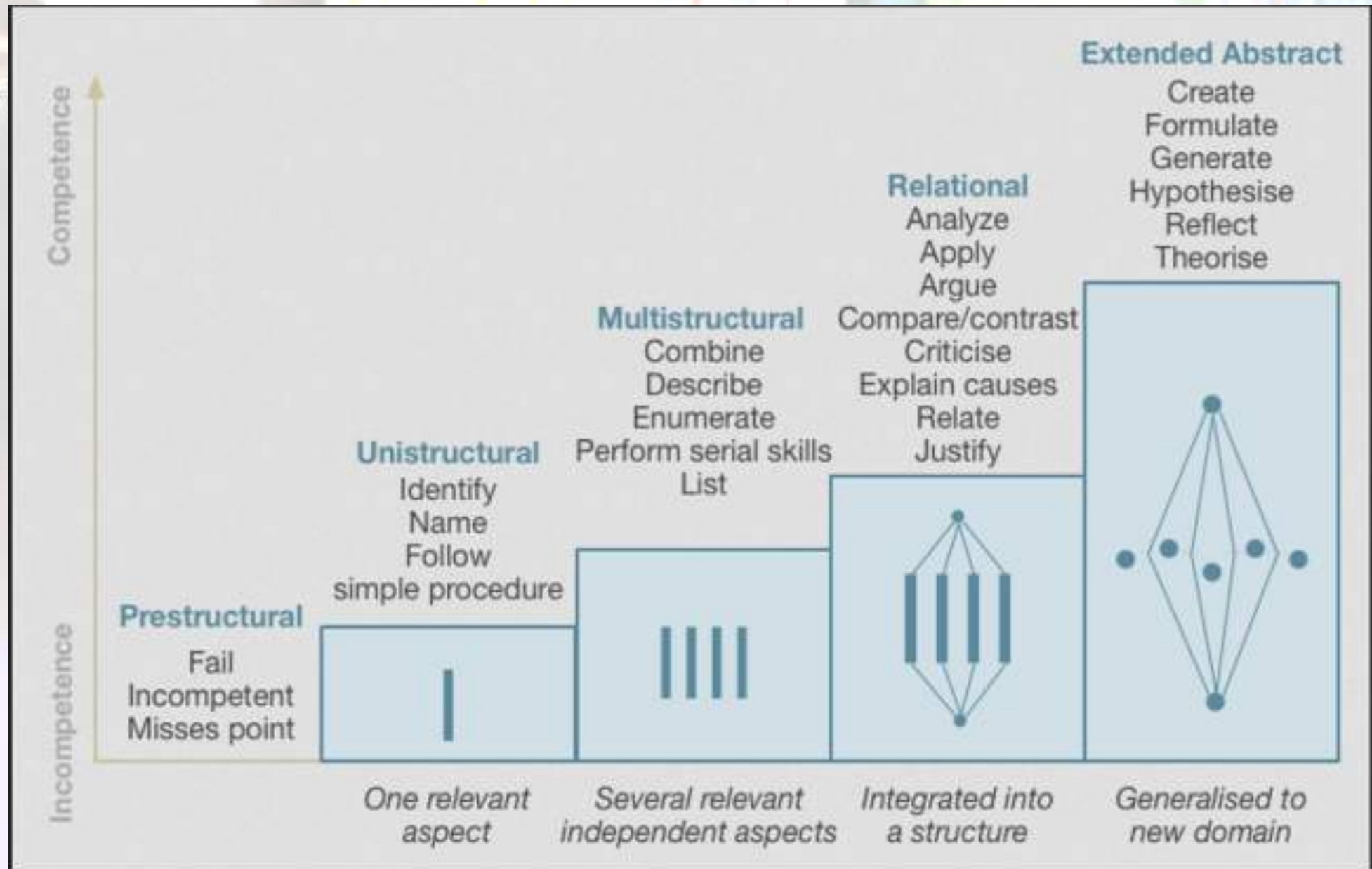
Use again



*e.g. apply, conceptualise, reflect, create original insights, solve unseen problems, generate new alternatives, critically review*



# ILO verbs – SOLO taxonomy



# ILO verbs – Blooms taxonomy

Bloom's Taxonomy Level	Associated Keywords
<b>Knowledge:</b> Recall data	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
<b>Comprehension:</b> Understand the meaning, translation, interpolation, and interpretation of instructions and problems; state a problem in one's own words.	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
<b>Application:</b> Use a concept in a new situation or use an abstraction unprompted; apply what was learned in the classroom to novel situations in the workplace	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
<b>Analysis:</b> Separate material or concepts into component parts so that its organizational structure may be understood; distinguish between facts and inferences	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
<b>Synthesis:</b> Build a structure or pattern from diverse elements; put parts together to form a whole, with emphasis on creating a new meaning or structure	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
<b>Evaluation:</b> Make judgments about the value of ideas or materials	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports

# ILOs – Language demands

ILOs should specify target language level (CEFR)

T/LAs and ATs to stay within target level (Functions)

Teacher to address language deficit through scaffolding

Language demands reflected in Assessment Tasks



# ILOs – Language demands e.g.

Language demands at a B1 level (ISE 1)

## ISE I

- Giving reasons, opinions and preferences
- Describing the future, informing and expressing intentions
- Predicting and expressing certainty and uncertainty
- Describing past actions in indefinite and recent past
- Expressing obligation
- Asking for information and opinions

T/LAs and ATs should reflect these functions

# Constructive alignment:

But as teachers are we in control?

Constructive alignment suggests:



But often.....



Can existing exams be used to improve teaching practices and learning outcomes through CA?

# TCL Integrated Skills in English Tasks

Exam tasks reflect and prepare for real world communication

Strong study skills focus supports classroom

Promotes development of critical thinking skills

## **Reading/Writing:**

- Long Reading
- Multi-text Reading
- Integrated Reading into Writing
- Extended Writing

## **Speaking/Listening:**

- Topic Discussion
- Collaborative Task (higher grades)
- Conversation
- Independent Listening



# ISE Reading into Writing





# ISE Task 2: Reading into Writing

## Part 2A – Multi-Text Reading

In this part there are 4 short texts for you to read and 15 questions for you to answer.

### Questions 1-5 (1 mark per question)

Read questions 1-5 first and then read Texts A, B, C and D on pages 4 and 5.

As you read each text, decide which text each question refers to. Choose one letter – **A, B, C** or **D** – and write it in boxes 1-5. You can use any letter more than once.

Which text

1. makes negative comments about the activities of local people and businesses?
2. reports a good news story about recent improvements to a river environment?
3. shares lots of practical ideas from different people about how to improve a local river?
4. calls for more political action and public education to protect a nearby river?
5. shows some changing patterns in the state of health of a particular river?

	Text
1	
2	
3	
4	
5	

### Text A

Dear Editor

The River Mêle causes health problems in the city, so we need to take action. Although the other local factories have stopped putting waste into the river, the paper factory is still breaking pollution laws, and should have to pay big fines.

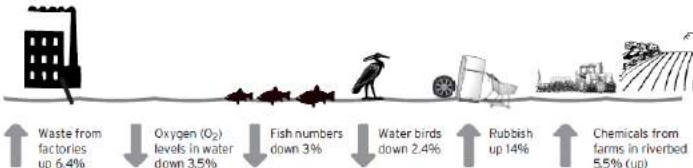
The mud of the riverbed needs to be taken away because it's polluted with chemicals. Politicians are scared to say this, because it brings jobs to the city, but it is obvious that the paper company should pay.

Also, people need to be educated: drinks bottles and plastic bags wouldn't be such a problem if people reused or recycled them.

Yours  
Eva Strauss

### Text B

#### The River Tollen: Yearly report on the results of pollution



### Text C

The city is getting millions from the government to improve the River Lamm! How should it spend the money?

Paul	I've always thought that the river would be great for kayaking so how about a watersports centre for people to do things like that?
Marcus	It would be great to see people using the river for transport, like in the old days.
Divna	Fear stops a lot of people going to the river! Even a little lighting along the riverbank would help people to feel safe.
Alex	I'd like to see one of the old factories become a museum of the city's industrial history.
Inge	@Alex And some quality waterside cafés would attract visitors too.
Simone	@Divna I agree – security cameras too, to protect people from criminals!
Alex	@Inge Hopefully they'll close that fast food place – that would mean less litter on the ground!

### Text D

#### GREEN CITY – NEWS

In the yearly Big Cleanup on the River Vico, 50 students picked up rubbish from the banks of the river, and several local companies got together to clear the river of fridges, bikes and other large items!

We criticise supermarkets on this site sometimes, but they let staff have time off work to plant trees along the river, so well done to them!

Science student Martina Keller took part in the Cleanup. She told us, 'In the five years since this started, you can see the change – the river's clear again now, not black, like it used to be! Plants are growing on the bottom of the river again, and we'll see a lot more fish and birds, I'm sure.'

### Questions 6-10 (1 mark per question)

Choose the **5** statements from **A-H** below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements in the boxes provided (in any order).

- A. The Big Clean-up and tree-planting projects are improving the River Vico.
- B. Waste paper and cardboard are causing serious pollution in the River Mêle.
- C. Some people don't go to the River Lamm because they are worried about safety.
- D. The water quality on the River Tollen has continued to improve.
- E. The Big Clean-Up Project on the River Vico takes place once a year.
- F. On the River Tollen rubbish has increased more than farm or factory pollution.
- G. Money needs to be raised for improvements to the River Lamm.
- H. The paper factory near the River Mêle is an important local employer.

### Questions 11-15 (1 mark per question)

The Summary Notes below contain information from the texts on pages 4 and 5. Find a suitable word or a phrase in the **texts** to complete the missing information in gaps 11-15. Write your answers in the spaces provided and you can use **up to 3 words**.

### Summary notes

The main causes of river pollution:

- industrial pollution e.g. waste from factories
- agricultural pollution e.g. (11) \_\_\_\_\_
- dumping large domestic items e.g. fridges, bikes
- household rubbish e.g. (12) \_\_\_\_\_

Ideas for improving the riverside environment:

- developing sporting facilities, e.g. (13) \_\_\_\_\_
- encouraging transportation, e.g. pleasure boats, canal boats
- creating public eating places, e.g. (14) \_\_\_\_\_
- designing visitor attractions, e.g. museum of industrial history
- making the riverside a safer place, e.g. (15) \_\_\_\_\_
- getting local community involved, e.g. Big Cleanup, plant trees

# ISE Task 3: Reading into Writing

## Part 2B – Reading into writing

Your school is doing a project on the environment and you have been asked to write a short essay for your teacher (**100-130** words) about the problem of river pollution in a city or town. Use the information you read in Part 2A to:

- describe some problems from river pollution in a town or city
- explain some steps that can be taken to help clean up a polluted river
- suggest how you think people can be encouraged to look after their local river better.



# ISE Speaking



# ISE Speaking (Topic at B1)

## Topic Phase

Topic Phase	
Task Type and Format	The Topic Phase is an integrated speaking and listening task. The candidate prepares a topic for discussion including a Topic Form with 4 points which they may use as a prompt. The examiner uses the same form to ask questions of the candidate about their chosen topic. The candidate is prompted to discuss their topic by the examiner using the Topic Form.
Timing	4 minutes
Task Focus	<p>The candidate is expected in this phase and throughout the speaking test to show their ability to use the language functions of the level. These functions are:</p> <ul style="list-style-type: none"><li>-Describing past actions in the indefinite and recent past</li><li>-Describing the future - informing + expressing intention</li><li>-Giving opinions and preferences</li><li>-Giving reasons</li><li>-Describing consequences with (un)certainly</li><li>-Expressing obligation</li><li>-Asking for opinions</li><li>-Asking for information</li></ul>

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Thank you!

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