

COMPES

**Development of an Instrument for
Basic-Competencies Assessment of
Students in Higher Education.**

Miguel Ángel Gómez Ruiz
María Soledad Ibarra Sáiz
Gregorio Rodríguez Gómez
Victoria Quesada Serra

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1. INTRODUCTION

European Universities, through the European Higher Education Area want to promote the development of transferable and adaptable competencies for life-long learning



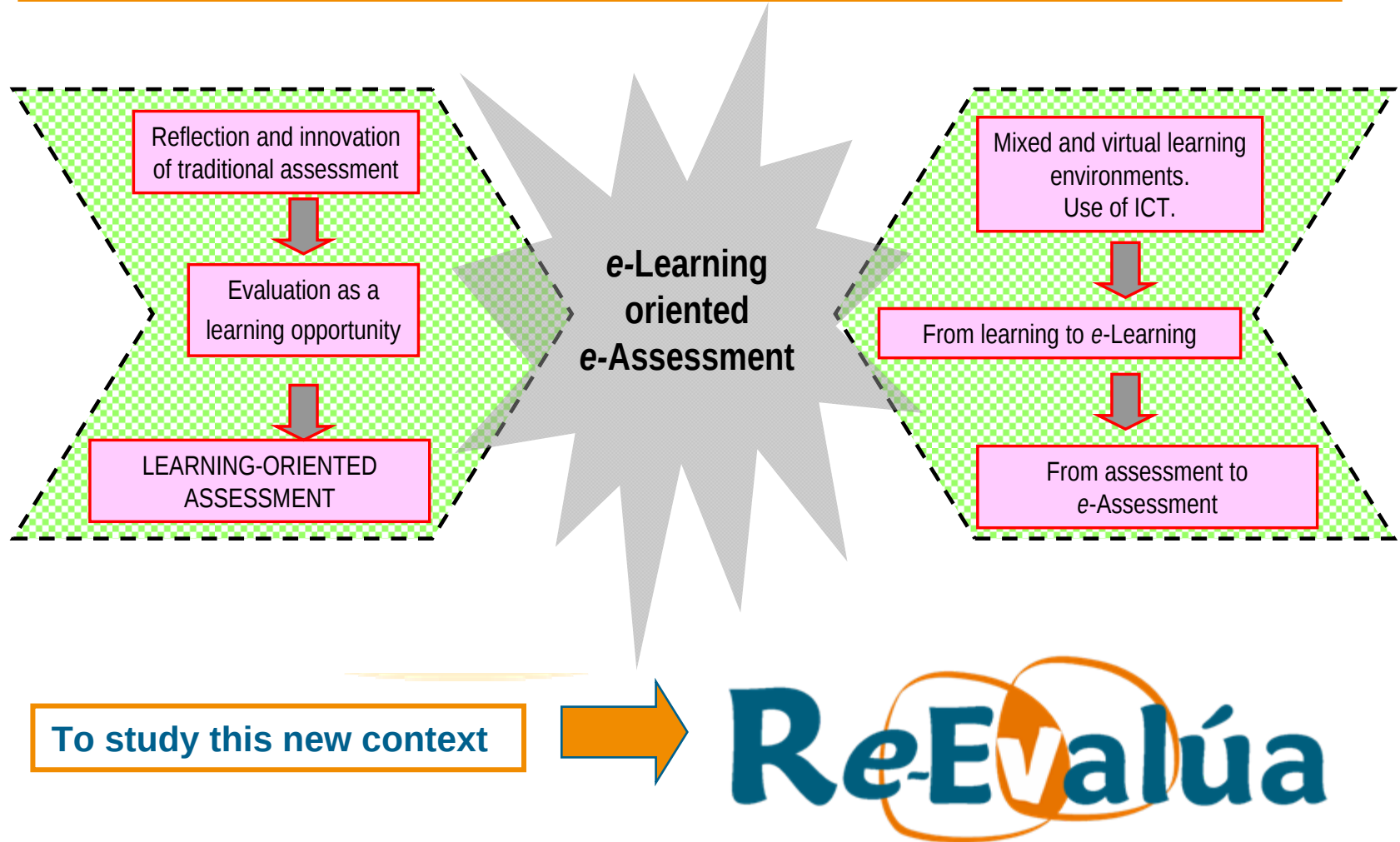
From an assessment viewpoint, the learning-oriented assessment is a way to develop competencies through:

1. Authentic tasks
2. Students involvement in assesment
3. Providing feedforward



On the other hand, the digital era has expanded to all de profesional fields. In the university assessment we can talk about e-Assessment: *"The end-to-end electronic asesment processess where ICT is used for the presentation of assesment activities and the recording of responses"* (JISC, 2007:6)

1. INTRODUCTION



1. INTRODUCTION

The main objective of **ReEvalúa** is to test empirically (pre-test / post-test with quasi-control groups) the results obtained with the incorporation of the “e-Learning oriented e-Assessment” in:

- a) The development of university teachers' competencies
- b) The development of basic competencies regarding assessment in university student



The development of university teachers' competencies



The development of basic competencies regarding assessment in university student

1. INTRODUCTION

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“Self-report about the Development of Basic Competencies in University Students”



Instrument for the evaluation of students' perceptions about their own competencies before and after participating in an e-Learning oriented e-Assessment

In this paper COMPES design and validation process is described as a tool for students' reflection and self-assessment, as instrument of assessing teacher and also as an instrument for pre-test, post-test data gathering.

2. METHODOLOGY

A. Panel of Judges Validation

A1. Identification of the basic competencies in assessment.

The initial proposal is based in the Dublin descriptors.

A2. Definition of basic competencies.

With an on-line questionnaire the clarity, validity, relevance, usability and connection with assessment are evaluated. 36 researchers participated.

A3. Description of performances related to the competencies.

Each competence is divided in performances. Through an on-line questionnaire the coherence with the definition is evaluated. 50 researchers participated.

A4. Creation of COMPES Matrix.

Competencies, definitions and performances are described. A frequency scale with four levels is attached to each performance.

A5. Creation of COMPES Self-report.

The performances are written as affirmative sentences randomly organized. Each affirmation has a 1 to 6 rating scale.

2. METHODOLOGY

B. Empirical Validation

B1. Pilot study of COMPES Self-report.

55 students participated.

B2. Revision and conclusions of the pilot.

In a meeting, the results obtained are analyzed and COMPES is modified.

3. RESULTS AND CONCLUSIONS

1.

After the validation process, 10 basic competencies are identified, 7 of them with 4 performances and 3 competencies with 3 performances. The level of each competence is defined as the frequency in which students use these performances.

The 10 basic competencies are:

1. Knowledge application.
2. Argumentation
3. Problem solving
4. Information analysis
5. Communication
6. Autonomous learning
7. Ethic sense
8. Creativity
9. Work in groups
10. Assessment/Evaluation

2.

In COMPES self-report performances are written as affirmative sentences. At the moment, a test with 250 students is being made at the University of Cádiz to guarantee its fiability before being used for thousands of students in the nine Spanish universities participating in Re-Evalúa project.

3. RESULTS AND CONCLUSIONS

COMPES Self-Report

1	Nunca	2	Pocas veces	3	Algunas veces	4	Bastantes veces	5	Muchas veces	6	Siempre
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1	Nunca	2	Pocas veces	3	Algunas veces	4	Bastantes veces	5	Muchas veces	6	Siempre
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1	Cuando trabajo en equipo, participo y colaboro activamente	1	2	3	4	5	6
2	Identifico mis propias necesidades formativas	1	2	3	4	5	6
3	Cuando me enfrento a una tarea o actividad, reconozco y selecciono los conocimientos necesarios para desarrollarlas	1	2	3	4	5	6
4	Conozco y comprendo cuáles son los principios y normas éticas de mi profesión	1	2	3	4	5	6
5	Cuando transmito información, opiniones o emociones por escrito, lo hago de forma clara	1	2	3	4	5	6
6	Elaboro argumentos y opiniones de forma clara y coherente	1	2	3	4	5	6
7	Al abordar un problema, identifico y clasifico los elementos que lo constituyen	1	2	3	4	5	6
8	Analizo y valoro mi trabajo mediante criterios claros y precisos	1	2	3	4	5	6
9	Localizo, selecciono y reviso la información que necesito	1	2	3	4	5	6
10	Cuando afronto las actividades, lo hago de forma abierta, teniendo en cuenta diferentes perspectivas y formas de hacer	1	2	3	4	5	6

29	Suelo analizar críticamente las opciones disponibles para resolver un problema y sus consecuencias	1	2	3	4	5	6
30	Adapto mi formación analizando anteriores experiencias de aprendizaje	1	2	3	4	5	6
31	Mejoro mi conocimiento cuando apporto respuestas originales a situaciones y tareas académicas y/o profesionales	1	2	3	4	5	6
32	La información que tengo disponible, la organizo y establezco relaciones significativas entre las ideas	1	2	3	4	5	6
33	Cuando transmito información, opiniones o emociones oralmente, lo hago de forma clara	1	2	3	4	5	6
34	Oriento mi comportamiento y el de los demás de acuerdo a los principios y normas éticas de mi profesión	1	2	3	4	5	6
35	Cuando defendiendo mis argumentos, interacciono con los interlocutores y debato sus ideas	1	2	3	4	5	6
36	Resuelvo de forma satisfactoria los problemas que se me plantean	1	2	3	4	5	6
37	Cuando evalúo algo, identifico sus áreas débiles y puntos fuertes para tomar decisiones y mejorar el objeto evaluado	1	2	3	4	5	6

3. RESULTS AND CONCLUSIONS

COMPES Matrix

2. Argumentación					
Definición	Actuaciones	Nivel 1	Nivel 2	Nivel 3	Nivel 4
Elaborar, exponer y defender argumentos, opiniones o teorías de forma clara y coherente con el fin de transmitir juicios razonados, convincentes y constructivos.	a) Elaborar argumentos y opiniones de forma clara y coherente	0%-25% Poco frecuente	26%-50% Algo frecuente	51%-75% Bastante frecuente	76%-100% Muy frecuente
	b) Exponer y defender argumentos de forma convincente y constructiva	0%-25% Poco frecuente	26%-50% Algo frecuente	51%-75% Bastante frecuente	76%-100% Muy frecuente
	c) Sustentar teorías y opiniones en juicios razonados	0%-25% Poco frecuente	26%-50% Algo frecuente	51%-75% Bastante frecuente	76%-100% Muy frecuente
	d) Defender argumentos interaccionando con el interlocutor y debatiendo sus ideas	0%-25% Poco frecuente	26%-50% Algo frecuente	51%-75% Bastante frecuente	76%-100% Muy frecuente
NIVEL GLOBAL		Poco desarrollada	Algo desarrollada	Bastante desarrollada	Muy Desarrollada

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THANK YOU VERY MUCH!