



TEACHING TO THE TEST?

Competence-oriented examinations - How can this be done?

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THE WORKSHOP

In examinations, students should demonstrate their acquired subject-specific, methodological, social, and personal competences. The module descriptions and examination regulations form the foundation for this. Together, we will go through four steps:

Step 1: Which intended competences are mentioned in the module handbook for my course? - And which examination formats? How can I formulate „Intended Learning Outcomes“ (ILOs)? (What - With what - What for)

Step 2: At what level (taxonomy level) should students demonstrate the competences they have acquired?

Step 3: Which examination formats fit the intended competences? - What leeway do the examination regulations allow?

We will deal with different examination formats such as „take home exams“, „open book examinations“, „project work“, „portfolio“, „multimedia productions“, etc. We will also look at basic criteria for examination formats. Basic criteria for legal certainty will also be discussed: Function of examination regulations, accreditations; Conforming statements in module descriptions and examination regulations etc.

Step 4: How do I want to design the examination in specific terms? - How can I combine individual elements in a meaningful way? - Which „adjusting screws“ can I use?

THE PARTICIPANTS ARE ABLE TO...

- analyse the intended competences stated in their module descriptions,
- formulate verifiable, taxonomy-based “intended learning outcomes”,
- describe different examination formats and their fit for different ILOs,
- reflect on the examination regulations with regard to examination formats,
- develop specific examination scenarios.

SUBJECT AREA



TEACHING
+ LEARNING

PREREQUISITE

Participants should have at least level B2 in English.

THIS WORKSHOP CAN BE ACCEPTED IN
MODULES I, II, AND III
OF THE QUALIFICATION PROGRAM.

WED, 17.04.24 » 9–17 UHR

Online: (tba)
Credits: 8

Registration via [Anmeldeformular](#)
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