MQF2024 Worksheet : Value-based Education (VBE) and Educational Sustainable Development (ESD)

Task 1 : Existing Course Assessment Plan

a. Obtain **existing** course information from Table 4.
b. Assess the course learning outcomes (CLOs), programme learning outcome (PLO) and level of taxonomy mapping, as well as assessment mapping.
c. Find the potential course learning outcome that are can be embedded, integrated or infused into the learning outcomes and are achieved and monitored.

COURSE CODE	**ADE617**	**FACULTY**	**EDUCATION**
COURSE NAME (IN ENGLISH)	**ASSESSMENT AND EVALUATION IN CREATIVE TEACHING**	**CREDIT UNIT**	**3**

No	COURSE LEARNING OUTCOMES (CLO)	MQF2.0	TAXONOMY DOMAIN	TEACHING & LEARNING ACTIVITY	ASSESSMENT TASK (%)				VBE & ESD
					TEST	REFFLECTIVE WRITING	PRESENTATION	CASE STUDY	
1	Apply knowledge of alternative assessment in creative teaching	1	C3	Interactive Lecture	15	15			ESD SC1 & SC2
2	Demonstrate social interaction with others in describing appropriate assessment plan, monitoring and intervention.	4	A3	Collaborative Learning			30		VBE
3	Develop a holistic model, structure and approach of visual arts assessment	6	C6	Project-Based Learning				40	

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Task 2 : This worksheet is designed to help educators align Course Learning Outcomes (CLOs) with the principles of Value-Based Education (VBE) and Educational Sustainable Development (ESD) as per MQF2024.

Follow the steps below to complete the worksheet:

1. **Existing CLO:** Write the current Course Learning Outcome (CLO) that needs to be refined.
2. **Refine CLO:** Modify the CLO to better align with MQF2024 guidelines, ensuring it integrates sustainability and value-based education aspects.
3. **MQF2024 Alignment:** Indicate how the refined CLO aligns with MQF2024 framework elements.
4. **Integrative VBE :** Identify the possible VBE integration apply to the CLO.
5. **ESD Competencies:** Identify which of the eight ESD competencies apply to the CLO.
6. **Measurable Attributes:** Define measurable characteristics that demonstrate competency achievement.
7. **Method of Assessment:** Specify the assessment methods that will be used to evaluate learning outcomes.
8. **Assessment Weightage:** Assign an appropriate weightage for the assessment tasks.

Name of Couse / Module	**Alternative Assessment in Creating Teaching**		**Credit Unit**		**3**	**Course Components**		**Core Discipline**
(1) Existing CLO	**(2) Refine CLO**	**(3) MQF2024**	**(4) VBE**	**(5) ESD**		**(6) Measurable Attributes**	**(7) Assessment Methods**	**(8) Assessment Weightage**
Apply knowledge of alternative assessment in creative teaching	Apply **systems thinking** in assessment practices and **anticipate** uncertainty impact within the education system	**PLO1 Knowledge & Understanding**	**[ ] Yes**	**/**	SC1	● Depth of Analysis, ● Application of Systems Thinking, ● Reflection ● Knowledge Test	**Reflective Journal (15%)** ● Document personal experiences and insights gained while applying systems thinking in assessment practices. ● Emphasize depth of analysis and critical reflection. **Test (15%)** ● Evaluate fundamental knowledge **of** systems thinking & uncertainty in education	**30%**
				/	SC2			
					SC3			
					SC4			
			[/] No		SC5			
					SC6			
					SC7			
					SC8			

Name of Couse / Module	**Alternative Assessment in Creating Teaching**	**Credit Unit**	**3**	**Course Components**	**Core Discipline**

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(1) Existing CLO	(2) Refine CLO	(3) MQF2024	(4) VBE	(5) ESD		(6) Measurable Attributes	(7) Assessment Methods	(8) Assessment Weightage
Demonstrate social interaction with others in describing appropriate assessment plan, monitoring and intervention.	Demonstrate social interaction with others with **tolerance and mutual respect** in describing appropriate assessment plan, monitoring and intervention.	**PLO4 Interpersonal Skills**	**[/] Yes**		SC1	● Demonstration of Tolerance & Respect ● Engagement & Interaction	**Presentation (20%)** ● Demonstration of Tolerance & Respect – Engages in a respectful exchange of ideas and acknowledges diverse perspectives. ● Engagement & Interaction – Encourages audience participation, responds appropriately to questions, and demonstrates active listening**.**	**30%**
					SC2			
					SC3			
					SC4			
			[ ] No		SC5			
					SC6			
					SC7			
					SC8			

Task 3 : Rubric Development Guidelines

A rubric is a scoring tool used to evaluate performance based on predefined criteria. Follow these steps to create an effective rubric:

1. **Define Performance Criteria** – Identify key aspects of performance that align with the CLO and ESD competencies (e.g., critical thinking, collaboration, problem-solving).
2. **Establish Performance Levels** – Define levels of achievement (e.g., Exemplary, Proficient, Developing, Beginning) and provide clear descriptions for each level.

3. **Describe Performance Indicators** – Clearly articulate expectations at each performance level for every criterion.
4. **Assign Weightage** – Determine the percentage or point distribution for each criterion to reflect its importance in assessing the learning outcome

CLO1 Apply systems thinking in assessment practices and anticipate uncertainty impact within the education system		
ESD Rubric Assessment : Refective Writing (15%)		
Measurable Attributes	**Explanation of Criterion**	**Weightage**
Depth of Analysis	Evaluate the student's ability to critically examine and identify the key components and **interrelationships** within the assessment system.	**5%**
Application of Systems Thinking	Assess how effectively students apply systems thinking **to understand the holistic impact** of individual actions within the assessment system.	**5%**
Reflection	Gauge the student's **ability to reflect** on their contributions, learning experiences, and understanding of how individual actions impact the larger assessment system.	**5%**
ESD Test Setting Components : Test 15%)		
Measurable Attributes	**Explanation of Criterion**	**Weightage**
Conceptual Understanding	Evaluate fundamental knowledge of **systems thinking** & uncertainty in education	**5%**
Application	Assess the ability to apply **systems thinking principles** to **real-world assessment scenarios**	**5%**
Problem-Solving & Prediction	Test ability to anticipate **uncertainty impact** in assessment	**5%**

CLO2 Demonstrate social interaction with others with tolerance and mutual respect in describing appropriate assessment plan, monitoring and intervention

VBE Rubric Assessment : Presentation (30%)		
Measurable Attributes	**Explanation of Criterion**	**Weightage**
Demonstration of Tolerance & Respect	demonstrates **high tolerance and respect** for diverse perspectives. Engages constructively in discussions, acknowledges differing opinions, and promotes an **inclusive environment**.	**15%**
Engagement & Interaction	Highly engaging and interactive; **actively involves audience** through thought-provoking questions, discussions, or activities. Responds effectively to inquiries with well-supported explanations.	**15%**

ESD Eight (8) Core Competencies

Sustainable Competencies		**Expected Competency**
SC1	System Thinking	Ability to analyze complex systems, recognize interdependencies, and assess sustainability issues from multiple perspectives.
SC2	Anticipatory Thinking	Capacity to predict and evaluate future scenarios, including risks and uncertainties, while developing long-term strategies for sustainable outcomes.
SC3	Strategic Thinking	Developing and implementing innovative, goal-oriented strategies to address sustainability challenges at local and global levels.
SC4	Critical Thinking	Evaluating and synthesizing diverse sources of information, questioning assumptions, and making well-informed decisions for sustainability.
SC5	Integrated Problem Solving	Applying interdisciplinary and holistic approaches to solve complex sustainability challenges by synthesizing knowledge across disciplines.
SC6	Collaborative Competency	Ability to engage in cooperative efforts, understand diverse perspectives, and work effectively in multi-stakeholder settings to achieve sustainability goals.
SC7	Normative Competency	Recognizing and reflecting on ethical considerations, justice, and values that influence decision-making in sustainability efforts.
SC8	Self-Awareness	Developing an understanding of personal values, motivations, and emotional intelligence to support lifelong learning and sustainable actions.