Driving **authentic assessment and competency-based education** at RSM

- **Joost Verdoorn**
  Chief Product Officer
  FeedbackFruits

- **Anna de Waard-Leung**
  co-author
  Executive Director Quality & Innovation
  Rotterdam School of Management

- **Maria Uglvig**
  co-author
  Product Manager
  FeedbackFruits
Rotterdam School of Management at Erasmus University

A business school with a long-standing tradition of delivering high-quality education rooted in best pedagogical practices and academic excellence

Focus on competency development and student autonomy in learning
FeedbackFruits

An **edtech company** founded at the Delft University of Technology in 2012, co-creating LMS-integrated solutions for active and social teaching and learning.

Collaborates with **100+ institutions** worldwide on edtech development, resulting in **15+ tools** and many more use-cases.
The DoTank: A model for edtech co-creation

- Connecting higher education institutions and solution providers to create bespoke educational technology
- Includes both the improvements of existing solutions and the development of new solutions
- 24 successfully delivered projects since 2016
- Used at 100 institutions by millions of students
Some successful DoTank projects

**Group Member Evaluation**
Maastricht University
2016

**Discussion Boards**
MITx
2019

**Team-Based Learning**
IE Business School
Deakin University
2021

**Competency-Based Education**
RSM
InHolland
2022
The goal:

A robust teaching and learning ecosystem that would enable the institution to provide a personalised, skill-oriented experience on a large scale
The solution: Competency-Based Education

Competency-based education (CBE) emphasizes the **development and demonstration of skills** and a **personalized and engaging learning journey**.

Competency-based education comprises:

1. a competency framework
2. authentic competency assessments

Further driving student autonomy and success:

3. Continuous insight into feedback
A robust framework of rubrics centred around the concept of competencies, which refer to the skills, abilities, and knowledge needed to perform a specific task.
2. Authentic assessment for learning

Authentic assessment has been identified as an effective approach to transform assessment, with a focus on measuring students’ success in skill-relevant and real-life situations.
3. Feedback portfolio

The feedback portfolio collates student assessments and feedback, allowing for a holistic picture of student competence.

Narrative feedback in the feedback portfolio further unlocks qualitative insights into student strengths and weaknesses.
The results:

I found FeedbackFruits helpful for monitoring my skills and growth throughout the course [...]. Seeing how my ratings shifted [...] was valuable for my reflections and verbal assessments.
Implementation at RSM: Results

Proportion of feedback ratings by type of sender

- Peer
- Self
- Teacher

Feedback Rating

Proportion

Level 1

Level 2

Level 3

Level 4

Level 5
Implementation at RSM: Results

Proportion of narrative feedback by type of sender

- Teacher: 0.35
- Peer: 0.20
- Self: 0.05
Implementation at RSM: Results

1. Helped identify a need for a stronger feedforward structure to motivate mentors to provide more narrative feedback

2. Signalled the opportunity for a more robust system of developing their feedback and communication competencies

3. Helped identify shortcomings in structuring assessment for learning outcomes, students’ self-regulation, and progress in developing the targeted competencies
Thank You