Beyond Rote Recall

Challenge: Identify Learning Processes to be Measured

Summary:
Origin: Ask Pete (Capstone Project). This artifact is the Assessment Framework for Learning Processes. This assessment framework identifies 'Conceptual Mastery' and 'Contextual Transfer' as the primary learning outcomes. It rejects standard multiple-choice testing in favor of a dual-layer approach: 'Implicit Assessment' (measuring successful application in gameplay) and 'Conceptual Assessment' (measuring metacognitive depth via AI dialogue).

Reflection:
I addressed the challenge to Identify Learning Processes to be Measured by identifying metacognition and contextual application as the specific learning processes to be measured, consciously moving the assessment criteria beyond simple 'recall.' Standard multiple-choice assessments often fail to measure the depth of a learner's semantic network; a correct answer may indicate recognition rather than understanding. To address this, I developed a multi-layered assessment framework to measure 'conceptual mastery' across different cognitive depths.The first layer, 'Implicit Assessment,' measures the behavioral outcome of the learning process. This is a form of 'stealth assessment' where the gameplay action itself validates the learning: Did the learner successfully use the word to advance the game state? If the learner correctly identifies the 'rune of imploring' to open a door, they have demonstrated a functional understanding of the concept in context. This measures the process of application without interrupting the flow of the learning experience with an extrinsic test.The second, deeper layer utilizes an AI-driven Socratic Guide to measure the process of metacognition. Rather than asking 'what' a word means, the system prompts the learner to explain 'why' they chose a specific word in a dialogue tree (e.g., 'You chose to implore... what did you feel that made you choose that?'). This innovative assessment instrument probes the learner's reasoning and intentionality, providing a qualitative measure of their conceptual understanding. By identifying these specific, high-level processes, the assessment design ensures that we are measuring the quality of the learner's mental model, not just the quantity of retained facts.

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