



Assessing and Evaluating for Learning

LT703001 2012

Course Outline

August 3rd to November 9th 2012

EDUCATIONAL DEVELOPMENT
CENTRE

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Total Learning Hours: 100

Contact Hours: 30 Self Directed Hours: 70

Introduction

Welcome to Assessing and Evaluating for Learning. This course is offered in a blended format through a mix of onsite workshops, web conferences, online learning and self-directed learning. Access to the online resources is through the wiki website: http://www.wikieducator.org/Assessing_and_Evaluating_for_Learning. The online discussions can be accessed on <http://moodle.op.ac.nz>. *The timetable for the course topics plus the onsite workshops is on the next page.*

Aim

To expose participants to a range of learner centred assessment theories, principles and practices which enable participants to design or select, and implement appropriate assessment tools.

Learning Outcomes

At the successful completion of this course, participants will be able to:

1. define and discuss assessment terminology and critically review own existing assessment and evaluation practices against current theories, principles and practices and demonstrate how these understandings inform practices;
2. recognise, analyse and design a range of assessment tools and tasks which are valid, reliable, fair, useable and integrated, to support learning and be inclusive of student needs;
3. explore and consider a range of culturally diverse assessments which includes alternative ways of assessing and supports the transfer of knowledge from one culture to another;
4. construct and justify clear and specific assessment/marking criteria to support student learning;
5. explore pre and post assessment moderation to provide a base from which to critique the role and impact of assessment and evaluation on student learning;
6. demonstrate understanding and critically examine assessment policy and practices considering their appropriateness for meeting student needs;
7. critique a variety of feedback models/processes and then provide clear, constructive feedback to support and advance student learning.

Structure

Week	Interactive sessions	Focus
Aug 3 - 9	Workshop - Aug 3 – 1-3pm D317	Introduction to Assessment and Evaluation Principles Processes and Practices
Aug 10 - 16	Workshop - Aug 10 - 1-3pm D317	Aligning and Designing Assessment
Aug 17 – 23	Workshop - Aug 17 - 1-3pm D317	Assessment Types and Tools
Aug 24 – 30	No workshops – focus on Assessment 1 and the first three modules.	
Aug 31 - Sept 6	Workshop - Aug 31 - 1-3pm D317	Feedback and Learning Support
Sept 7 - 13	Workshop - Sept 7 - 1-3pm D317	Assessment Decisions and Marking
Sept 14 - Nov 9		Self Directed - Assessment Completion

Workshops – these are onsite in Dunedin and are optional.

Web conferences (using Adobe Connect) are also optional - times and dates to be negotiated and published on the [wiki website](#) and [Moodle](#).

Assessment

Three assessment tasks must be presented for marking in this course. Work submitted later than the due date without an arranged extension will not receive feedback.

If planning to graduate this year - all assessed work must be in for marking by **November 9th**.

To pass this course:

Participants must undertake and successfully complete the three assessments.

- 1. Evaluation of an existing course assessment (written submission) - 3 September 2012**
Evaluate the assessment in a course you are teaching/facilitating or undertaking.
- 2. Prepare a new or revised assessment strategy (written submission) - 15 October 2012**
Present a new or revised strategy for a course you are teaching/facilitating or undertaking.
- 3. Participate in online discussions about assessment (discussion forum postings) - 9 November 2012**
Participate in online discussions about specific topics relating to assessment.

Detail about all three assessments follows on the next page.

Negotiate your assessment in this course

As an alternative to the set assessment activities there is also the option to plan and develop your individual assessment to meet the course learning outcomes. Discuss and negotiate this with the course facilitator. This plan must be finalised, agreed to, and signed by the participant and course facilitator by **20 August 2012**.

ASSESSMENT

1. Evaluation of an existing course assessment (written submission).

Carry out an evaluation of the current assessment practices for a course you are teaching/facilitating or undertaking. Present the evaluation outcomes in an electronic written format of your choice*.

This in-depth exploration should include consideration of:

- what assessments are being used;
- the purpose of these assessments;
- the relevance of the assessment tools and practices to student learning;
- whether the assessments are fair, valid, reliable, usable and clear;
- the relationship of the assessments to the learning outcomes for the course being evaluated.

Submission: * present the outcomes using any of the following formats: a blog entry, a wiki page, an essay or report, a slide presentation – email the written work (or a web link to it) to the course facilitator. More detailed guidelines are attached further on.

Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment.

- ✓ Evaluation of each aspect of the course assessment (the what, why and how).
- ✓ Discussion supported with rationale and/or literature and/or examples.

The course outline and assessment information evaluated **must be attached** or the work will **not** be assessed.

(Word count guide = 500 to 1000 words for the evaluation – **excluding** attached outline/assessment information.)

Due Date: submit by **Monday 3 September 2012.**

2. Prepare a new or revised assessment strategy (written submission).

Either design a completely new assessment strategy for the course you evaluated in assessment one, or revise the existing assessments. More detailed guidelines are attached further on.

- Prepare an outline of the assessment design in a table or diagram.
- Critically discuss your reasoning and the rationale for this alternative approach and support this discussion with clearly referenced relevant literature in an electronic written form. **Note:** this can be done on your blog, and/or the discussion forum if you wish to share your ideas with the class.
- Present the assessment instructions in the form you would provide to students in a course outline or instruction sheet.

Submission: email the three components (or web links to them) – a. outline of the assessment design, b. critical discussion and c. assessment instructions – to the course facilitator.

Note: critical discussion and reflection involve a depth of thought that includes analysis and considers a variety of perspectives (from others including the research literature) as well as your own.

Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment.

- ✓ Clear assessment instructions are provided.
- ✓ A critical discussion of the reasoning and rationale for the strategy.
 - ✓ Including acknowledgement of learner needs and consideration of diversity.
- ✓ Discussion well supported with literature sources.
 - Material well structured and presented with consistent referencing (preferably APA style).

(Word count guide for the critical discussion = 500 to 1000 words.)

Due Date: submit by **Monday 15 October 2012.**

3. Participate in online discussions about assessment (discussion forum postings).

Participate in the online discussions (on the Moodle discussion forum) sharing your thoughts and experiences related to the topics that are discussed.

Whilst participating in the online discussions you will be assessed on **three** of your postings relating specifically to the depth of your discussion of the topics.

- * Moderation.
- * Cultural diversity.
- * Feedback in assessment.

Each posting must meet the following criteria.

Marking Criteria:

Achievement of the following criteria will result in a successful pass for this assessment.

- ✓ Acknowledge the relevance of the points you make to your teaching context.
- ✓ Support your discussion using references to literature and/or examples.

Due Date: all contributions to meet above criteria must be posted on the Moodle discussion forum by **Friday 9 November 2012**.

Note: everyone's postings open the potential for further discussion. I would encourage you to read and comment on other postings but this is not part of the assessment.

Grading: As the emphasis is on learning process rather than outcome there are **two** grades in this course: passed or not passed

Recommended Reading

Useful resources to dip into

Biggs, J. (2003). *Teaching for quality learning at university*. Buckingham: Open University Press.

Brown, S., & Glasner, A. (Eds.). (1999). *Assessment matters in higher education*. London: The Society for Research into Higher Education & Open University Press.

Brown, S., & Knight, P. (1994). *Assessing learners in higher education*. London: Kogan Page.

Fry, H., Ketteridge, S., & Marshall, S. (1999). *A handbook for teaching and learning in higher education: Enhancing academic practice*. London: Kogan Page.

Many more resources are available through the course site on WikiEducator.

http://www.wikieducator.org/Assessing_and_Evaluating_for_Learning

Assessment Activities – additional instructions

Assessment 1: Evaluation of an existing course assessment.	Assessment 2: Prepare a new or revised assessment strategy.	Assessment 3: Participate in online discussions about assessment.
<p>1. You may wish to work individually or discuss ideas with a colleague to evaluate your existing assessments in one course. Post this information as you go to the discussion forum (or link to your blog) if you wish.</p> <p>Use these questions as a guide.</p> <ul style="list-style-type: none"> • What are the assessments and the purpose of them? • How do they enhance students' learning? <ul style="list-style-type: none"> ○ Are they relevant? ○ Do they develop understanding? ○ Is sufficient formative feedback given? ○ Do they acknowledge cultural diversity? • How effectively do they measure student's learning outcomes? <ul style="list-style-type: none"> ○ Do they align with the learning outcomes? ○ Are they moderated adequately? ○ Are they a true measure of learning? 	<p>1. Either modify the assessment strategy for the course you evaluated in assessment one, or develop a new strategy for that course.</p> <p>2. Prepare an outline of your initial design ideas in a table, or diagram, and post to the discussion form for feedback if you wish.</p> <p>3. Critically discuss your reasoning and the rationale for this new approach, supporting this with relevant literature (please use APA referencing). Post a draft to the discussion forum if you wish for feedback.</p> <p>4. Prepare formal instructions for this assessment including marking criteria.</p>	<p>These discussion topics will assist you in your other assessments.</p> <p>1. Cultural diversity – begin 10 August 2012. What does cultural diversity in relation to assessments mean to you?</p> <ul style="list-style-type: none"> • What factors need to be considered? • How can consideration of diversity benefit the learner? • What are the challenges?
<p>2. Prepare a record of the outcomes of the evaluation (choose a format¹), and if you wish share the draft with the class on the discussion forum to seek feedback. Submit final record incorporating feedback if you wish.</p>	<p>5. Submit the outline, critical discussion and assessment instructions.</p>	<p>2. Feedback – begin 31 August 2012.</p> <p>What feedback models or processes do you prefer?</p> <ul style="list-style-type: none"> • Why is feedback important? • What are the challenges or issues with assessment feedback? • How do you balance how much feedback to give? <p>3. Moderation – begin 21 September 2012.</p> <p>What is your experience of moderation in your teaching context?</p> <ul style="list-style-type: none"> • Why is moderation important? • What are the differences between pre and post-assessment moderation?

¹ a blog entry, a wiki page, an essay or report, a slide presentation.