



UCD Teaching and Learning



Assessment.Issues

Supplemental_2



Contributing Lecturers

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'Thinking out Assessment Issues'

From the press, reports and peers (see online notes and references).

- The problem is shown to be the separation of assessment of theory from assessment of competence, capability, and performance.
- According to the 2010 data, fewer than six in 10 students agreed that assessments were being returned promptly. Most worryingly even fewer felt that assessment and feedback had helped their understanding.
- How do academics react to student evaluations... re: coursework, assessment and their own practice?
- Is plagiarism a problem, more now, than ever?
- How do we cope with larger student cohorts and more assessment?
- There are still more people who want and are qualified to go to university than there are university places... unmet demand could reach 100,000 people by 2020 in the UK.
- The debate on standards needs to focus on how high standards of learning can be achieved through assessment. This requires a greater emphasis on assessment for learning rather than assessment of learning.
- When it comes to the assessment of learning, we need to move beyond systems focused on marks and grades towards the valid assessment of the achievement of intended programme outcomes.

Identify the issues impacting your own assessment practice (are these being dealt with in your paper/project)?

Create a concept map or visual representation of these elements...

What are the key words / themes?

Consider the broader impact of assessment on you and the learner, now and for the future?¹

1. Is the assessment regime sustainable?

2. Does the assessment aid in the development of informed judgment?

3. Does the assessment enable learners to become reflexive?

4. Will the assessment form the becoming practitioner?

¹ Boud, D. and Associates (2010) *Assessment 2020: Seven propositions for assessment reform in higher education*, Sydney: Australian Learning and Teaching Council.

Selling the Paper/Project, Reverse Outlining: aka Writing the Abstract

1. Purpose

2. Methods / Approaches

3. Scope / Impact / Context / Problem

4. Results / Implications

5. Conclusions and/or recommendations.

Do not state new ideas, or rephrase information, do not attempt to copy elements of the text... i.e. do this on the 'fly' firstly, then reverse outline... *and then revise your paper/project draft accordingly ... and add in those key words/themes*

Module Feedback / Review

What key information and/or advice would you impart to a colleague in relation to their assessment practices?

Identify a number of assessment approaches and/or strategies you might share with your College programme board.

What core message / issues would you like to see addressed at an institutional and national level with respect to the assessment process within Higher Education