

Developing a culture of assessment

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Assessment Culture



- Culture: Do you feel connected
 - Could staff / students identify attributes of USQ Assessment Culture
 - Often collection of individual practice
 - Lack of consistency and authenticity
 - Don't always assess what we want students to learn

Assessment Culture



- Without shared understanding students:
 - See passing not learning as objective
 - Equate effort with reward
- Leadership / ownership required
 - Statement of culture
 - Needs to be embraced by both students and staff
- Compliance with Culture can be seen as more work

Important Elements



- Success requires considering:
 - the way we teach and assess students
 - Realistic assessment (assess to promote learning not just test knowledge)
 - Recognition of changes in students entry skills
 - Narration - provides support while the concrete dries.
 - students approach their learning
 - Ownership required, opportunity to learn not certification
 - P's make degrees

Building a Culture



- Requires gradual steps that build trust and confidence in the process
- Enthusiasm → Engagement → Learning
 - How can you expect your students to be engaged in assessment practices if you're not
- Build commitment to process
- Involve both students and staff in assessment
- Include & recognise scholarship of T&L
- Needs ongoing finetuning and renewal

Suggested Culture: Learning-Oriented Assessment

Ref Keppell, Boud



- Design assessment tasks as learning tasks
 - they already assess, help them to learn
- Involve students in assessment
 - Needed to develop their judgement
- Feed-forward to improve subsequent contributions and learning
- Ability to assess and track development

Learning-Oriented Assessment



- Alignment between assessment, objectives and content essential (Biggs)
- To promote deep learning design tasks to require sustained effort
 - Avoid capacitive charge-discharge cycle
- Combine formative and summative
- Be the coach not the assessor

Self and Peer Assessment + Collaborative Peer Learning



- Assessment becomes more student centred
- Develop skills for many otherwise hard to assess graduate attributes.
- Allows opportunity for development to be assessed and tracked throughout degree
- Positive influence on curriculum development

Examples



- Coloured Cards
- Take home or online exams
 - Expect collusion / encourage it
- Collaborative exams
- Scratch cards
 - <http://teambasedlearning.apsc.ubc.ca/>
- Holistic marking and feedback
- Videos
 - Students involved in assessment
- Problem-Based Puzzle Pieces
- Minute Papers (advantages of being short)

Examples Con't



- Assessment outside class spend class time Collaborating to promoting learning
 - Come prepared
 - Identify learning gaps
 - Feedback for academic
 - May get right answer for wrong reasons
- Self and peer assessment
 - Team contribution
 - Individual work
 - Benchmarking
 - Feedback

Graduate Attributes



- Often both Students and Academics see as desirable but non assessable outcome
- Opportunity to focus curriculum development and learning outcomes
- Attribute development can be recorded and tracked across different subjects and throughout degree
- Vision to see two statements Academic + Attribute Development

Recommendations



- Effort, Training and resources required
- Focus on provision of opportunities to learn, practice, feedforward, reapply.
- Choose assessment tasks carefully to guide learning
- Students should experience different types of assessment

Summary

- Be the coach
- Think of assessment tasks as learning tasks
- Involve students in assessment to develop judgement
- Provide opportunities to practise
- Feed-forward to improve subsequent contributions and learning
- Need to see assessment as learning motivator not just confirming learning has occurred
- Students need to focus on learning not marks

