

Title: Making Assessment work

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Enable discussion of the problematic nature of assessment in Higher Education.
- Explore and discuss best practice in the management of assessment.
- Enable staff to analyse and evaluate their own practice.

Session Outline

According to Price et al (2012), studies have shown that assessment literacy improves students' assessed performance especially in their desire to improve. However it is just as vital that staff as well as students are assessment literate, but just telling them about assessment is unlikely to be effective (Boud, 2009). This session introduces the interventions undertaken at one Institution of Higher Education to develop staff assessment literacy.

This session has been designed to support delegates in their roles in developing of assessment literacy and to support them in addressing the current difficulties encountered with the assessment and feedback elements of the NSS.

Key issues to be addressed are:

- * Introduction to the problematic nature of assessment in Higher Education
- * Distinguish and explore the inter-relationship of formative and summative assessment in effective student learning
- * Explore the barriers in developing and engaging staff in assessment literacy development.

Session Activities and Approximate Timings

5-8 minutes - Introduction to assessment development strategies

5-8 minutes - Explanation of tools used including examples of assessment interventions (e.g. bespoke assessment interventions, scheduled CPD series sessions, training of new staff through PGCTHE, self-assessment matrices, etc.)

15-20 minutes - Practical activity exploring the strategies used. Opportunities to raise issues, provoke discussion, and to seek and share solutions related to experiences of assessment 'that work' which will include a staff self-analysis of assessment practices.
10 minutes – Discussion, consolidation, Question and Answer, conclusions/plenary

References

Boud, D. (2009) How can practice reshape assessment? In G. Joughin (ed.) Assessment, Learning and Judgement in Higher Education. Dordrecht: Springer, 29-43.

Price, M., Rust, C., O'Donovan, B., Handley, K. (2012) Assessment Literacy; The Foundation for Improving Student Learning, ASKE