

ASSESSMENT IN ACTION: STRATEGIES TO IMPROVE TEACHING AND STUDENT LEARNING

Based on Assessment Design Decisions Framework (Bearman et al. 2016)

1

PURPOSES OF ASSESSMENT

"Relying solely on the assessment data is fine, as long as you're sure that you're assessing everything that is important." (Jen Heemstra, PhD)

How can your assessment: (1) support student learning; (2) generate grades that will form part of subsequent certification; and (3) equip learners for making future judgements?

2

CONTEXTS OF ASSESSMENT

Importance of Discipline-Based Authentic Assessment

What are the characteristics of your learners/students? What professional, vocational or employment-related requirements guide your assessment? What is the role of your unit/module/course within the overall program?

3

LEARNER OUTCOMES

Aligning Course-level & Program-level Learning Outcomes

How does your assessment align with: (1) unit/module/course learning outcomes; (2) overall program learning outcomes; (3) professional requirements; and (4) learners' general professional or intellectual development.

4

TASKS - LEARNER ENGAGEMENT

Mindset informs your learner's Achievement Goal Orientation on a task

What is your learner's Mindset:

FIXED: Intelligence is finite OR GROWTH: Intelligence is malleable

What is your learner's Achievement Goal Orientation:

MASTERY: desire to learn and understand OR PERFORMANCE: desire to achieve a score or grade

5

FEEDBACK PROCESSES

Peer Response for Assessment

Educators: "Model effective feedback, demonstrating and discussing good examples. Provide ample opportunities to practice giving feedback. Construct effective review prompts." (Joonna Smitherman Trapp, PhD)

Learners: Use Describe - Evaluate - Suggest framework (See <https://elireview.com/2016/08/03/describe-evaluate-suggest/>)

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INTERACTIONS

"Assessment is a research process and should follow the best research methodology." (Tracy L. Scott, PhD)

In a constructively aligned course, learning outcomes, learning experiences and assessment tasks work together to mutually reinforce the achievement of the course-level learning outcomes (Biggs & Tang, 2011)

What information will you need to improve your assessment for subsequent occasions? What associated changes in teaching and learning activities will be required?

Key References:

Bearman, M., Dawson, P., Boud, D., Bennett, S., Hall, M., & Molloy, E. (2016). Support for assessment practice: developing the Assessment Design Decisions Framework. *Teaching in Higher Education*, 21(5), 545-556.

Goff, L., Potter, M. K., Pierre, E., Carey, T., Gullage, A., Kustra, E., ... & Raffoul, J. (2015). *Learning outcomes assessment a practitioner's handbook*.

More Resources:

<http://opb.emory.edu/assessment/index.html>