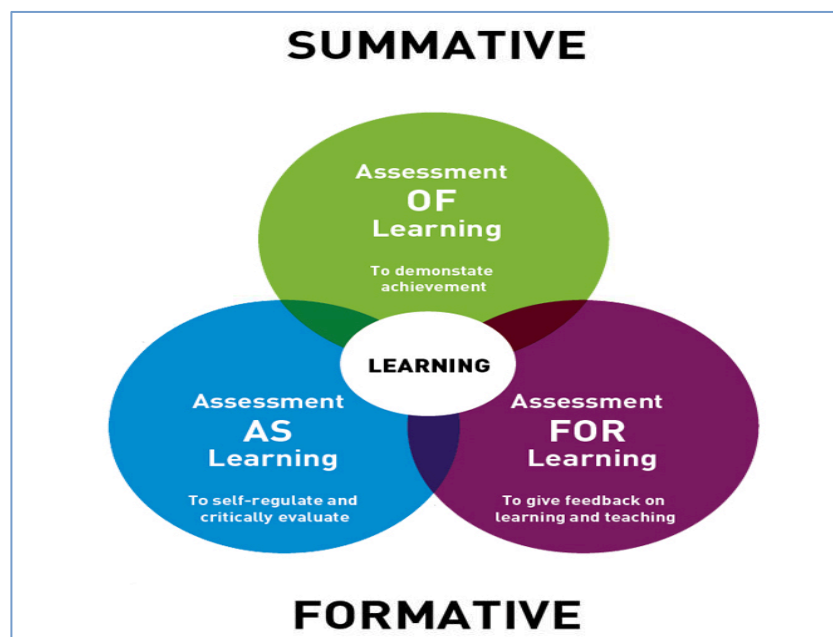




Assessing and Teaching for Learning in Higher Education 2018/19

Semester 2 (January to June 2019)

Student Handbook



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1. Introduction to Programme and Modules

Level 9 Modules

This Level 9 module can be undertaken as a stand-alone module for the award of Certificate in Continuing Professional Development or as a module for the Professional Certificate/Diploma in University Teaching and Learning. As a level 9 module students are expected to review research and other literature at the forefront of the subjects of the module. Students will assess the current level of their knowledge and skills in the area and take responsibility for their continued professional development. Students' learning from these modules will facilitate them initiating new teaching and learning activities.

Active and Participative Learning

The module is structured to encourage high levels of participation in both in-class and on-line discussions.

Key contacts

Programme Director	Graduate Administrator	Module Co-ordinator
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2. Module Description

Module Description

This module focuses on the principles, application and context of assessment in higher education today. Participants will critically engage with literature relating to assessment in their own and wider disciplines with a view to improving their assessment for their current and future practices. They will also experience assessment approaches ('of', 'for' and 'as' learning) in the on-line and within the classroom contexts.

Module Learning Outcomes

Having successfully completed this module, you should be able to:

1. Critically reflect, based on peer discussions and the literature, the assessment approaches in your own and other modules, programmes and/or other coherent set of learning activities
2. Analyse and synthesise the relationship between the key assessment principles in the context of higher education, i.e. validity, reliability, transparency, attribution, etc.
3. Examine theory and research findings about the relationships between approaches to learning and assessment.
4. Evaluate the application of assessment approaches in your current and future practices, having experienced a variety of assessments *of*, *for* and *as* learning.
5. Debate the role of different stakeholders in the assessment process, i.e. staff, students, peers, self and/or group assessment.

4. Teaching and Learning Strategies

The module involves a blended learning approach, which uses a mixture of on-line, out of class and in-class activities. The workshops encourage dialogue around the students' experiences and draws on the required readings for the different assignments.

Workload: Student Effort hours

Code	Student effort hours	Description
Seminars	15	Equates to the scheduled sessions (as in timetable)
Online Learning	30	Equates to the dedicated online activities/tasks required, i.e. on-line discussion
Practical	40	Equates to the implementation/review within one's practice
Specified Learning Activities	30	Equates to the required activities for set tasks in the module, i.e. assessment preparation.
Autonomous Student Learning	70	Equates to the expected independent study undertaken outside of sessions
Total	185	

5. Content

The themes in the module are based on the common principles of assessment in higher education, for example, Bloxham and Boyd, 2008.

Validity	Assessments shall be appropriate and shall measure what they purport to measure and shall align with the programme's and module's learning outcomes.
Reliability	Assessment tasks shall generate comparable grades across time, across graders and across methods to ensure academic standards.
Effectiveness	Assessments tasks shall be designed to encourage good quality 'deep' approaches to learning in students.
Comparability and consistency	There shall be consistent and comparable approaches to the summative assessment requirements of awards of the same level across programmes and institutions in terms of student workload and academic challenge.
Equity and diversity	All students shall have equal opportunity to effectively demonstrate their learning and shall have the opportunity to be assessed by different, appropriate and applicable methods across a programme/subject major.
Practicability and efficiency	Assessment tasks shall be practical for both staff and students in terms of a reasonable workload, the time needed for completion and grading, and their cost effectiveness.
Transparency	Information, guidance, assessment criteria and rules and regulations on assessment shall be clear, accurate, consistent and accessible to all students, staff and examiners.
Attribution	Assessment tasks shall generate clear and reliable evidence that the work has been produced by the student.

² IBID Bloxham S. and Boyd, P. (2008)

6. Assessment and Feedback Strategies

In this module, participants are required to complete two assignments and they will experience a variety of feedback approaches, i.e. individual and group feedback, self-assessment and peer review.

Assignment 1. *Online Group Discussion on two topics.* This assignment (with two discussion topics) has an indicative weighting of **60%**

The assignment's description, assessment criteria and feedback/feedforward approaches will be available in the VLE prior the module.

Assignment 2: *Planning Your Assessment.* Deciding on a choice of two methods to present your plan. This assignment has an indicative weighting of **40%**.

The assignment's description, assessment criteria and feedback/feedforward approaches will be available in the VLE prior to the module.

*indicative weighting as the module is pass/fail grading.

7. Timetable: *As venues may change, please see the Master timetable on the UCD T&L Professional Development website at: [Academic Schedule 2018/19](#)

*2018/2019	Workshop Themes, linked with principles.
Friday, 10.00-1.00	Assessment principles and purposes
Friday, 10.00-1.00	Transparency & Validity of Assessment & Feedback
Friday, 10.00-1.00	Equity and Diversity
Friday, 10.00-1.00	Efficiency & Effectiveness
Friday, 10.00-1.00	Reliability & Attribution Peer Review of Assignment

8.Key reading (subject to change and to availability of new literature)

Boud, D. and Associates (2010). <i>Assessment 2020: Seven propositions for assessment reform in higher education</i> . Sydney: Australian Learning and Teaching Council https://www.uts.edu.au/sites/default/files/Assessment-2020_propositions_final.pdf
Gibbs G., C. Simpson, (2004) Conditions Under Which Assessment Supports Student Learning, <i>Learning and Teaching in Higher Education</i> , V. 1, pp. 3-31,
National Forum (2017) <i>Expanding our Understanding of Assessment and Feedback in Irish Higher Education</i> , Author: Dublin. https://www.teachingandlearning.ie/wp-content/uploads/2017/03/Sectoral-insight-web-ready.pdf
Dawson, P. , Henderson, M., Mahoney, P., Phillips, M., Ryan, T. Boud, D & Molloy. E. (2018): What makes for effective feedback: staff and student perspectives, <i>Assessment & Evaluation in Higher Education</i> , DOI: 10.1080/02602938.2018.1467877
Sadler, D. R. (2010) Beyond feedback: developing student capability in complex appraisal, <i>Assessment & Evaluation in Higher Education</i> , 35:5, 535-550, DOI: 10.1080/02602930903541015
Reinholz , D. (2015): The assessment cycle: a model for learning through peer assessment, <i>Assessment & Evaluation in Higher Education</i> , DOI:10.1080/02602938.2015.1008982
Hornby, W (2003) <i>Strategies for Streamlining Assessment: Case Studies from the Chalk Face</i> http://papers.ssrn.com/sol3/papers.cfm?abstract_id=405760
Tomas C. & Jessop, T (2018): Struggling and juggling: a comparison of student assessment loads across research and teaching-intensive universities, <i>Assessment & Evaluation in Higher Education</i> , DOI: 10.1080/02602938.2018.1463355
Evering, L.C. , Moorman, G. (2012) Rethinking Plagiarism in the Digital Age <i>Journal of Adolescent & Adult Literacy</i> . 56, 1, p35-44.
O'Neill G (Ed) (2010) <i>Practitioner's Guide to Choice of Assessment Methods within a module</i> , UCD Teaching & Learning http://www.ucd.ie/t4cms/Practitioners%20Guide.pdf
National Forum (2016) <i>Profile of Assessment Practices in Irish Higher Education</i> , Dublin: Author