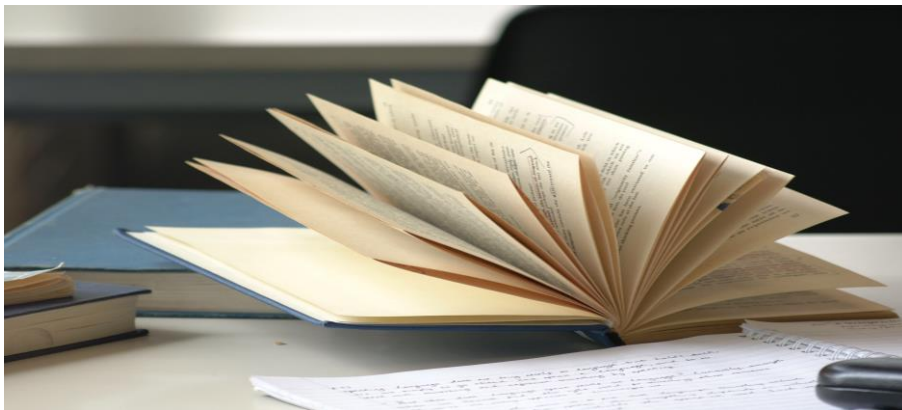




Assessing and Teaching for Learning in Higher Education 2017/18

Semester One

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 structure to encourage high levels of participation in both in-class and on-line discussions.

Key contacts

Programme Director	Graduate Administrator	Module Co-ordinator
Dr. Terry Barrett terry.barrett@ucd.ie Rm: F317, Newman Building 716x2837	Ms. Claire Deighan teachingandlearning@ucd.ie Rm: F309, Newman Building 716x2034	Dr. Marion Palmer marion.palmer@ucd.ie

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 class-room contexts.

3. 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 UCD's principles of assessment in the new institutional assessment code of practice.

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 Strategies

In this module, participants are required to complete two assignments.

Assignment 1 is an online assessment task in Week 4 on the principles of assessment. This assignment has an indicative weighting of 20%.*

Assessment Criteria for online assessment task

In the online discussion board on Blackboard, participants are required to write at least one post in which they identify the assessment principle(s) they consider to be most important in their own teaching context and give reasons for their opinion. Participants must respond to at least one other post. The deadline for this assignment is **Wednesday, October 4th, 2017** (subject to change).

Assignment 2 gives participants the option of choosing a written essay **OR** a portfolio assignment. This assignment has an indicative weighting of 80%. For the written essay and portfolio the word length is 4000 words (plus or minus 10 per cent).

Assessment Criteria for written essay assignment and portfolio

The precise focus of the written essay assignment or portfolio is decided by the participant in relation to current assessment issues in their teaching. It must be clearly related to a core theme in the Assessing for

Teaching and Learning module. The written assignment or portfolio must show:

- a) engagement and understanding of relevant educational literature and theory in teaching and learning;
- b) understanding of how research and scholarship in this area relates to one's own teaching practice;
- c) reflection on how learning in this module has or will contribute to the development of one's professional practice.

The written essay and portfolio are subject to the same assessment criteria. The assessments provide an opportunity to critically reflect on your experience as an educator and are designed to draw on both your professional experience and theoretical knowledge to enhance your teaching practice.

Participants are strongly encouraged to submit a draft of their work for formative feedback. The draft assignment should not be the full assignment but a section or a plan of your work. Participants should discuss their proposal with the Module Coordinator prior to submitting the draft assignment. In addition to written feedback on draft assignments, participants are encouraged to discuss feedback with the Module Coordinator which can take place via e-mail. When submitting draft coursework, participants should request specific feedback on approximately three areas of concern. The deadline for the submission of **draft assignments** is **November 1st 2017** (subject to change).

The **final deadline** for the submission of this assignment is **December 11th 2017** (subject to change).

Those who choose to undertake the portfolio assignment are required to collate a record and review of one's teaching practice. Evidence used should be underpinned by a clear rationale and can include student feedback, outlines of modules, and examples of assessments you have designed for students. The evidence may also include reflective logs or journals, session plans, assessment strategies or other relevant materials. Evidence used in this portfolio may also be used in the development of the University Teaching and Learning programme e-Portfolio.

In addition to meeting the specific module assessment requirements, participants are required to;

Write a critical reflection of the work undertaken on the module in light of your professional development needs and plans e.g this may be embedded in the assignment, form an appendix to a module assignment, or be an independent piece.

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

7. Timetable

2018	Workshop Themes, linked with principles.
Friday, 22nd September, 2017 10.00-1.00	Assessment principles and purposes
Friday, 6 th October, 2017 10.00-1.00	Validity & Effectiveness
Friday, 20 th October, 2017 10.00-1.00	Efficiency & Effectiveness
Friday, 10 th November, 2017 10.00-1.00	Reliability, Attribution, Transparency
Friday, 24 th November, 2017 10.00-1.00	Equity and Diversity

8. Initial reading

Key Text: Bloxham, S., and P. Boyd. 2008. *Developing Effective Assessment in Higher Education: A Practical Guide*. Maidenhead: Open University Press McGraw-Hill.

Ten key readings during the module.

1. Gibbs G., C. Simpson, (2004) Conditions Under Which Assessment Supports Student Learning, *Learning and Teaching in Higher Education*, V. 1, pp. 3-31, <http://www.itl.usyd.edu.au/assessmentresources/pdf/Gibbs%20and%20Simpson.pdf>
2. Nicol, D. and MacFarlane-Dick, D. (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*. 31 (2), 199-218
3. Maiden B. & Bob Perry (2011) Dealing with free-riders in assessed group work: results from a study at a UK university, *Assessment & Evaluation in Higher Education*, 36:4,451-464, DOI: 10.1080/02602930903429302
To link to this article: <http://dx.doi.org/10.1080/02602930903429302>
4. Reinholz , D. (2015): The assessment cycle: a model for learning through peer assessment, *Assessment & Evaluation in Higher Education*, DOI:10.1080/02602938.2015.1008982
5. Hornby, W (2003) *Strategies for Streamlining Assessment: Case Studies from the Chalk Face* http://papers.ssrn.com/sol3/papers.cfm?abstract_id=405760
6. Harland, Tony, Angela McLean, Rob Wass, Ellen Miller & Kwong Nui Sim (2015) An assessment arms race and its fallout: high-stakes grading and the case for slow scholarship, *Assessment & Evaluation in Higher Education*, 40:4, 528-541, DOI: 10.1080/02602938.2014.931927
7. Seymour, D. (2005). Learning Outcomes and Assessment: Developing assessment criteria for Masters-level dissertations. *Brookes eJournal of Learning and Teaching* 1, no. 2: 1-8. <http://bejlt.brookes.ac.uk/paper/learning-outcomes-and-assessment-developing-assessment-criteria-for-masters-level-dissertations/>
8. Evering, L.C. , Moorman, G. (2012) Rethinking Plagiarism in the Digital Age *Journal of Adolescent & Adult Literacy*. 56, 1, p35-44.
9. O'Neill G (Ed) (2010) *Practitioner's Guide to Choice of Assessment Methods within a module*, UCD Teaching & Learning <http://www.ucd.ie/t4cms/Practitioners%20Guide.pdf>
10. Knight, P.T. (2000). The Value of a Programme-wide Approach to Assessment. *Assessment & Evaluation in Higher Education* 25, no. 3: 237-251.