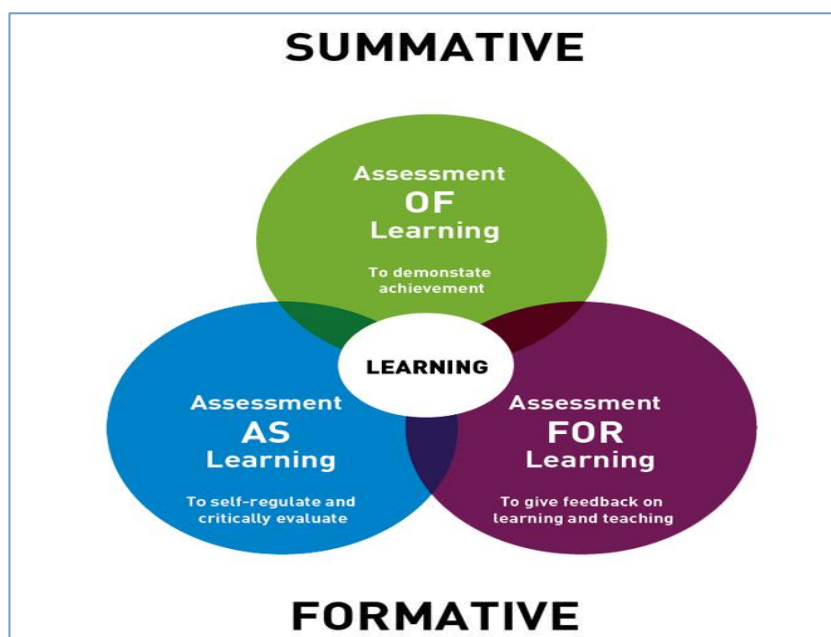




## Assessing and Teaching for Learning in Higher Education 2017/18

### 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*

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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 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
<b>Total</b>	<b>185</b>	

## 5. Content

The themes in the module are based on UCD's principles of assessment in the institutional assessment code of practice.

<b>Validity</b>	Assessments shall be appropriate and shall measure what they purport to measure and shall align with the programme's and module's learning outcomes.
<b>Reliability</b>	Assessment tasks shall generate comparable grades across time, across graders and across methods to ensure academic standards.
<b>Effectiveness</b>	Assessments tasks shall be designed to encourage good quality 'deep' approaches to learning in students.
<b>Comparability and consistency</b>	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.
<b>Equity and diversity</b>	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.
<b>Practicability and efficiency</b>	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.
<b>Transparency</b>	Information, guidance, assessment criteria and rules and regulations on assessment shall be clear, accurate, consistent and accessible to all students, staff and examiners.
<b>Attribution</b>	Assessment tasks shall generate clear and reliable evidence that the work has been produced by the student.

<sup>2</sup> 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, February 16<sup>th</sup> 2018** (subject to change).

Assessment criteria for this assignment will be available at the start of the module.

**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 word equivalents (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.

Assessment criteria for the essay and portfolio will be available at the start of the module. A self and peer-review opportunity using this assessment criteria (to assist in feedforward for the final assignment) will occur in class on **Friday 20<sup>th</sup> April**. A draft of your essay or portfolio writing/plan should be brought along to that session.

The **final deadline** for the submission of this assignment is **May 6<sup>th</sup> 2018** (subject to change).

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

**7. Timetable**

2018	Workshop Themes, linked with principles.
Friday, 2 <sup>nd</sup> February, 2018. 10.00-1.00	Assessment principles and purposes
Friday, 16 <sup>th</sup> February, 2018 10.00-1.00	Validity & Effectiveness
Friday, 2 <sup>nd</sup> March, 2018. 10.00-1.00	Efficiency & Effectiveness
Friday, 6 <sup>th</sup> April, 2018. 10.00-1.00	Reliability, Attribution, Transparency
Friday, 20 <sup>th</sup> April, 2018. 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.*

National Forum (2017) *Expanding our Understanding of Assessment and Feedback in Irish Higher Education*, Author: Dublin. <https://www.teachingandlearning.ie/wp-content/uploads/2017/03/Sectoral-insight-web-ready.pdf>

Boud, D. and Associates (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council  
[www.assessmentfutures.com](http://www.assessmentfutures.com)

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>

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

Reinholz , D. (2015): The assessment cycle: a model for learning through peer assessment, *Assessment & Evaluation in Higher Education*, DOI:10.1080/02602938.2015.1008982

Hornby, W (2003) *Strategies for Streamlining Assessment: Case Studies from the Chalk Face*  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=405760](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=405760)

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

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/>

Evering, L.C. , Moorman, G. (2012) Rethinking Plagiarism in the Digital Age *Journal of Adolescent & Adult Literacy*. 56, 1, p35-44.

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>

