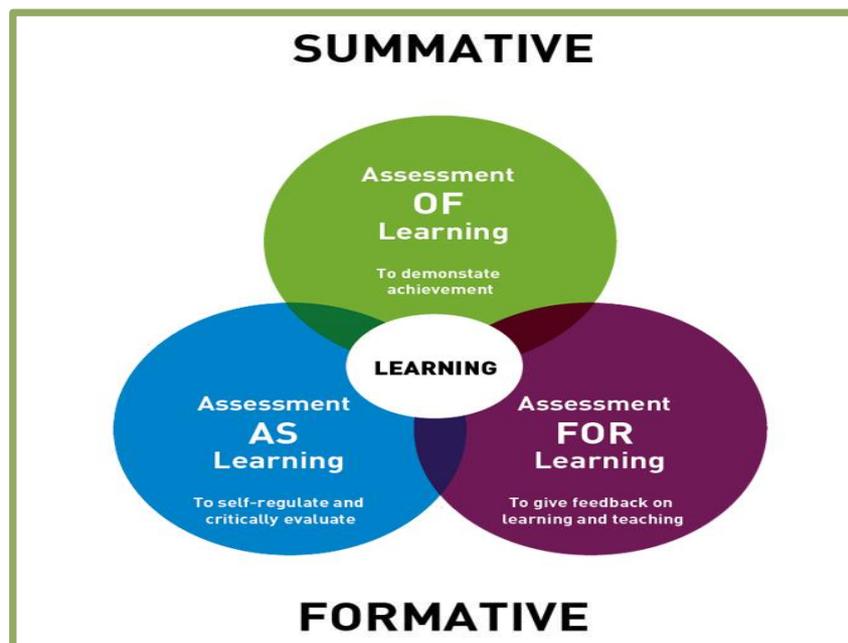# Assessing and Teaching for Learning in Higher Education 2019/20

Module Code: UTL 40140

Module Coordinator
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Module Handbook

Updated:.31/01/19

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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.

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	Assoc Prof Geraldine O'Neill geraldine.m.oneill@ucd.ie Rm: F311, Newman Building 716x8575

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.
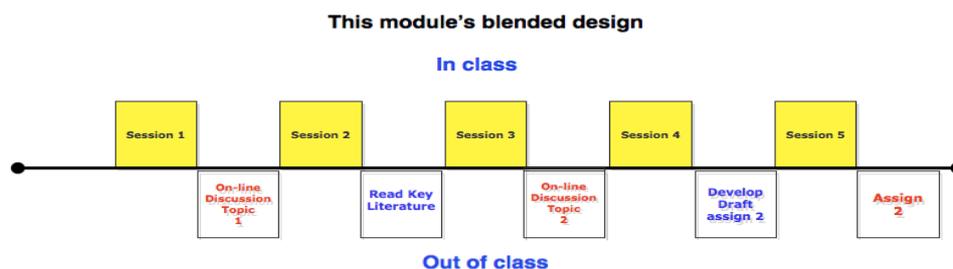
Module Learning Outcomes

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.

This module's blended design

In class

Session 1   Session 2   Session 3   Session 4   Session 5

On-line Discussion Topic 1   Read Key Literature   On-line Discussion Topic 2   Develop Draft assign 2   Assign 2

Out of class

1. Blended Castle-top design: Fink 2004, http://assessment.uconn.edu/docs/resources/Dee_Fink_ASelf-DirectedGuidetoDesigningCourses.pdf.

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	5
Seminars	**15**	Equates to the scheduled sessions (as in timetable)	
Online Learning	**30**	Equates to the dedicated online activities/tasks required	
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 commence with the common purposes of assessment (National Forum 2017) and is then organized around the 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.

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[3] IBID Bloxham S. and Boyd, P. (2008)

6. Assessment and Feedback Strategies

In this module, participants are required to complete two assignments (assignment 1 has 2 parts) and they will experience a variety of feedback approaches, i.e. individual and group feedback, self-assessment and peer review.
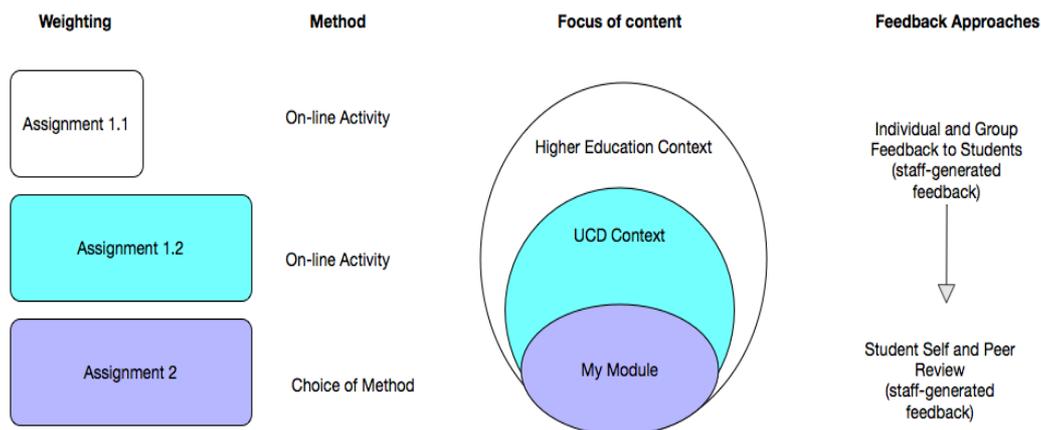
Assignment 1. This assignment has two online activities and has, in total an indicative weighting* of **60% ,**
The activities are focused around:
> *Challenging Assessment Principles in HE today*. **(20%)**
> *Applying different feedback approaches in UCD, based   on experience and the literature*. **(40%)**

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 are available in VLE.

*indicative weighting of student effort 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](#)

	Workshop Themes, linked with principles.
Friday 31st January, 2020 **10.00-1.00**	**Assessment Principles and Purposes**
Friday 14th February 2020 **10.00-1.00**	**Transparency & Validity of Assessment & Feedback**
Friday 28th February 2020 **10.00-1.00**	**Equity and Diversity**
Friday 27th March 2020 **10.00-1.00**	**Efficiency & Effectiveness**
Friday 10th April, 2020 **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). *Assessment 2020: Seven propositions for assessment reform in higher education*. 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, *Learning and Teaching in Higher Education*, V. 1, pp. 3-31,
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
Dawson, P. , Henderson, M., Mahoney, P., Phillips, M., Ryan, T. Boud, D & Molloy. E. (2018): What makes for effective feedback: staff and student perspectives, *Assessment & Evaluation in Higher Education,* DOI: 10.1080/02602938.2018.1467877
Sadler, D. R. (2010) Beyond feedback: developing student capability in complex appraisal, *Assessment & Evaluation in Higher Education*, 35:5, 535-550, DOI: 10.1080/02602930903541015
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
Tomas C. & Jessop, T (2018): Struggling and juggling: a comparison of student assessment loads across research and teaching-intensive universities, *Assessment & Evaluation in Higher Education,* DOI: 10.1080/02602938.2018.1463355
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
National Forum (2016) *Profile of Assessment Practices in Irish Higher Education*, Dublin: Author