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

Key contacts

<table>
<thead>
<tr>
<th>Programme Director</th>
<th>Graduate Administrator</th>
<th>Module Co-ordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Terry Barrett</td>
<td>Ms. Claire Deighan</td>
<td>Dr. Sheena Hyland</td>
</tr>
<tr>
<td><a href="mailto:terry.barrett@ucd.ie">terry.barrett@ucd.ie</a></td>
<td><a href="mailto:teachingandlearning@ucd.ie">teachingandlearning@ucd.ie</a></td>
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<tr>
<td>716x2837</td>
<td>716x2034</td>
<td>716x8575</td>
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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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Student effort hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>15</td>
<td>Equates to the scheduled sessions (as in timetable)</td>
</tr>
<tr>
<td>Online Learning</td>
<td>30</td>
<td>Equates to the dedicated online activities/tasks required, i.e. on-line discussion</td>
</tr>
<tr>
<td>Practical</td>
<td>40</td>
<td>Equates to the implementation/review within one’s practice</td>
</tr>
<tr>
<td>Specified Learning Activities</td>
<td>30</td>
<td>Equates to the required activities for set tasks in the module, i.e. assessment preparation.</td>
</tr>
<tr>
<td>Autonomous Student Learning</td>
<td>70</td>
<td>Equates to the expected independent study undertaken outside of sessions</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td></td>
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5. Content
The themes in the module are based on UCD’s principles of assessment in the new institutional assessment code of practice.
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 16th 2018 (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 March 25th 2018 (subject to change).

The final deadline for the submission of this assignment is May 6th 2018 (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;

1. Provide evidence that you have contributed assignment materials to your e-Portfolio e.g. by providing a link, screenshot, PDF capture, etc.
2. Write a critical reflection of the work undertaken on the module in light of your professional development needs and plans i.e this may form an appendix to a module assignment, or be an independent piece.

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

7. Timetable

<table>
<thead>
<tr>
<th>2018</th>
<th>Workshop Themes, linked with principles.</th>
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<tbody>
<tr>
<td>Friday, 2nd February, 2018 10.00-1.00</td>
<td>Assessment principles and purposes</td>
</tr>
<tr>
<td>Friday, 16th February, 2018 10.00-1.00</td>
<td>Validity &amp; Effectiveness</td>
</tr>
<tr>
<td>Friday, 2nd March, 2018. 10.00-1.00</td>
<td>Efficiency &amp; Effectiveness</td>
</tr>
<tr>
<td>Friday, 6th April, 2018. 10.00-1.00</td>
<td>Reliability, Attribution, Transparency</td>
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<tr>
<td>Friday, 20th April, 2018. 10.00-1.00</td>
<td>Equity and Diversity</td>
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8. Initial reading


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**Ten key readings during the module.**


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