

2009

Assessment: a tool for transition: a collaborative presentation

Janet A. Taylor

University of Southern Queensland

Annah Healy

Queensland University of Technology

Publication details

Taylor, JA & Healy, A 2009, 'Assessment: a tool for transition: a collaborative presentation', paper presented to FYE Curriculum Design Symposium, Brisbane, Qld., 5-6 February, Queensland University of Technology, Brisbane, Qld.

ePublications@SCU is an electronic repository administered by Southern Cross University Library. Its goal is to capture and preserve the intellectual output of Southern Cross University authors and researchers, and to increase visibility and impact through open access to researchers around the world. For further information please contact epubs@scu.edu.au.

Assessment: A tool for transition

A collaborative presentation

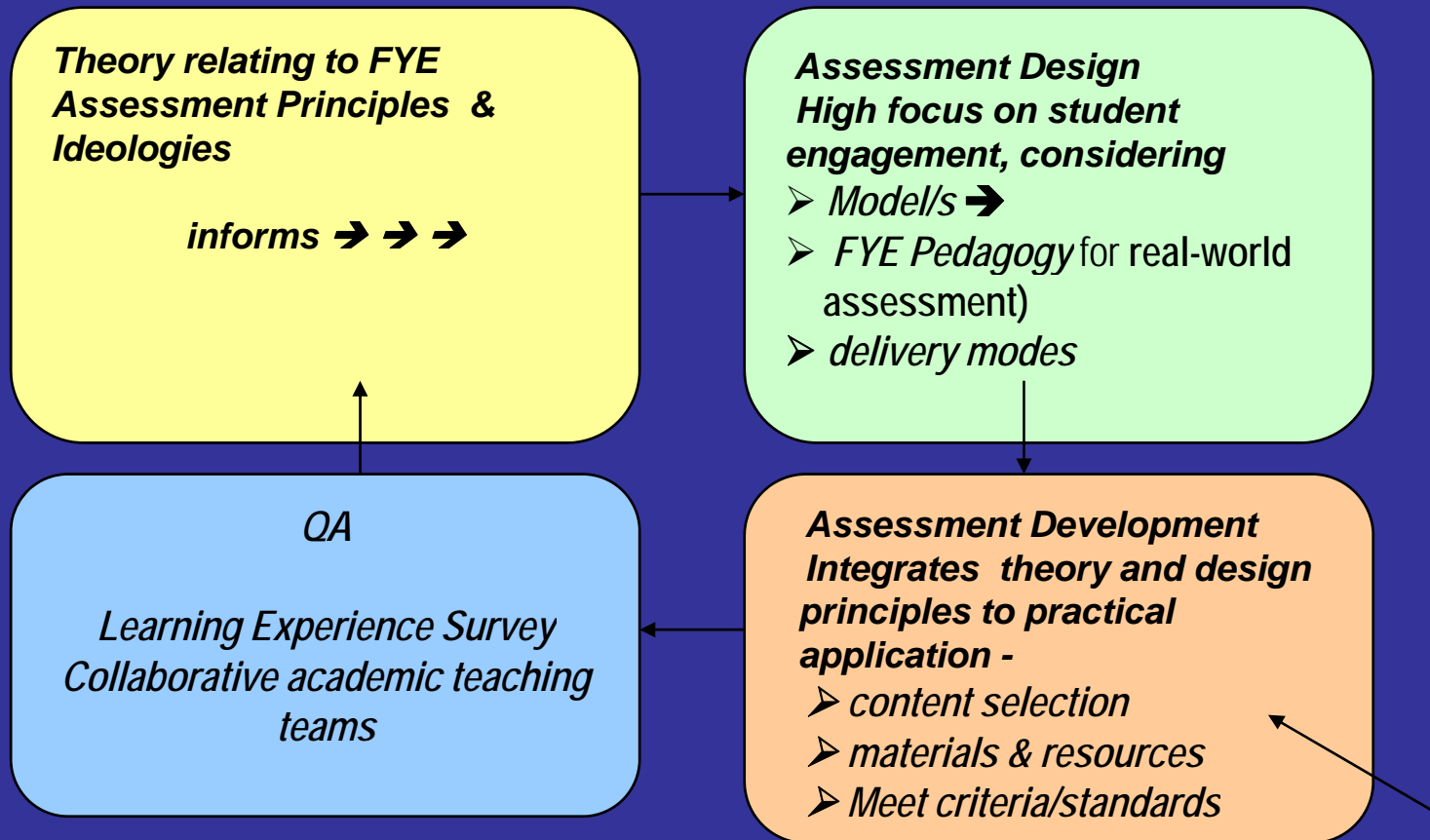
AsPro Janet Taylor

University of Southern Queensland

AsPro Annah Healy

Queensland University of Technology

A FYE assessment design loop



NOT the start point!

Factors pivotal to success

- socio-cultural competencies
- university based literacies
- self-management literacies

Academic Skills

Criteria for developing assessment: the macro picture!

- Must be both formative and summative in order to simultaneously give value to the student and be valued
- Have a role to play in assisting students to negotiate and access the university culture of knowledge and learning.
- Timing must be directed by student needs rather than administrative or financial efficiencies.
- Must be early to ensure that engagement is encouraged and feedback provided early (especially important for distance or online students).
- Can assist in the development of self-regulatory behaviours in students.
- Assessment schemes must not suggest unreasonable workloads for students and teaching staff.

Principles for effective FYE assessment practices: the micro picture!

- a foundational tool to establish habits and skills
- task is fit for its purpose
- guide and encouragement for effective and positive approaches to learning
- developed as part of a evolutionary process across the degree program (steady progression of complexity and demands)
- transparent alignment with task and value
- integrated into an overall course assessment plan that is part of curriculum design
- aligned with content and learning processes (curriculum loop)
- provides for student choices (appropriate, selective and students are scaffolded toward making choices)
- measures learning outcomes in valid and reliable ways and particularly in terms of higher-order learning appropriate to university contexts
- tasks align with professional accreditation requirements
- is designed *for, as* and *of* learning

Assessments for development

Low weight, high marking

Draft essay

Reading log

Notes on literature review

Components of portfolio

Assessments for transition

Low weight, low marking

Reflective activity

Study Plan

Contract

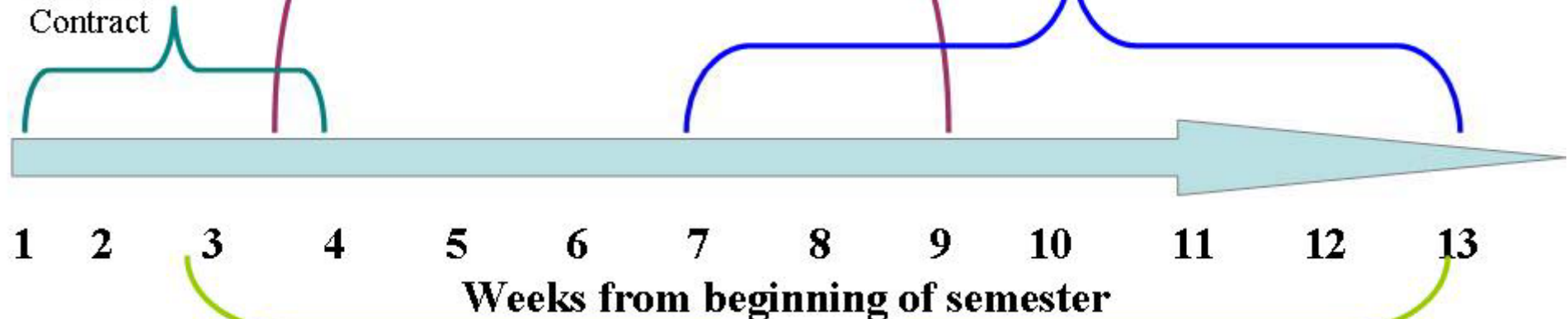
Assessments for achievement

High weight, low marking

Examination

Final report / essay

Portfolio



Self assessment (formative or partially summative) – no or minimal marking time

Example 1: mathematics

The first assignment (week 2) asks students

- to reflect on their past mathematical experiences,
- to confirm vital information about how the course operates,
- to develop a study plan for the course.
- It is compulsory with a flexible submission time to allow for late enrolments.

Making us do a study plan. I thought it a bit stupid and irrelevant at first but [it] was in fact the most useful and helpful thing for maintaining the workload evenly throughout the semester

Taylor and McDonald

Example 2: Engineering problem solving

- In the first assignment (week 3) students
 - complete a skills audit,
 - formulate a
 - a team goal;
 - a code of conduct and responsibility;
 - guidelines for peer assessment;
 - team meeting plans.

The goals I have set for myself are more than just something to make the facilitators happy, they are not just to be seen to be making an effort. Instead I see them as ongoing and applicable outside the realm of this subject and extending even beyond the completion of it.....They have been designed to challenge me in areas I perceive as personal weaknesses or lacking in applied experience." - Gibbings and Brodie (2006)

Assessment design at QUT

- FYE assessment is designed within whole-of-program course
- Assessment coordinated between the four semester units to ensure experiences across assessment , links between items
- A semester *assessment map is produced for students on each Unit site
- Academics agree on 3-4 common * threads

Unit code	Assessment Map	Week due												
		3	4	5	6	7	8	9	10	11	12	13	Ex	
EDB007	Ass 1 (a) Media Critique/Analysis- (Formative) – Ass 1 (b) Formal Presentation of Findings Essay/Creative Piece 50% (Summative/) Ass 2 Teaching Episode 50% (Summative)			X				X					X	
MDB002	Ass 1 Practical tasks (60% in 4 parts) – (Formative) Ass 2 Open Book Examination 40% (Summative)	X			X			X		X				X
CB005	Ass1 (a) Grp Research Workshop (Formative) Ass 1 (b) Research paper presentations 60% (Summative) Note – Paper presentations scheduled between Week 5 - 12 Ass 2 Examination 40% (Summative)		X		X	X	X	X	X	X	X	X		X
EDB036	Ass 1 Reflective Journal (first 2 Formative) Reflective Journal 50% (final 2 Summative) Ass 2 Poster presentation 50% (Summative)			X			X				X			X

Principle 1

- A developmental map (PEDAGOGY) guides the scaffolding of each assessment item and articulation to students

Rethinking the student journey: a developmental map

Year 1 Intensive academic support	Year 2 Increasing student independence →
<p><u>build</u> student agency; team-work skills; concept of self as learner and curriculum designer</p> <p><u>introduce</u> multiple lenses on learning, teaching and diversity</p> <p><u>locate</u> the roles and place of Standards, evidence of learning in real-world assessment</p> <p><u>scaffold</u> analytic and reflective practices</p> <p><u>model and support</u> tertiary, professional and written and spoken English language literacies</p>	<p><u>increase</u> independent and collaborative activity within the learning community</p> <p><u>connect</u> content, learner diversity, pedagogy, theory and practice</p> <p><u>connect</u> curriculum to learners [FE1]</p> <p><u>build on</u> Standards and portfolio evidence of learning</p> <p><u>raise expectations</u> for analysis and reflection</p> <p><u>raise expectations</u> for tertiary, professional and personal literacies</p>

Principle 2

Assessment Teams

Collaborate on process, protocols and foci -

- receive documentation to support tutors
- workshop *Teamwork Protocol* (QUT)
- receive pre-teaching induction
- identify key WILLIP foci (assessment)
- agree on academic and professional literacy foci across the four units in each program
- interrogate practices post-semester