

Assessment: A tool for transition

A collaborative presentation

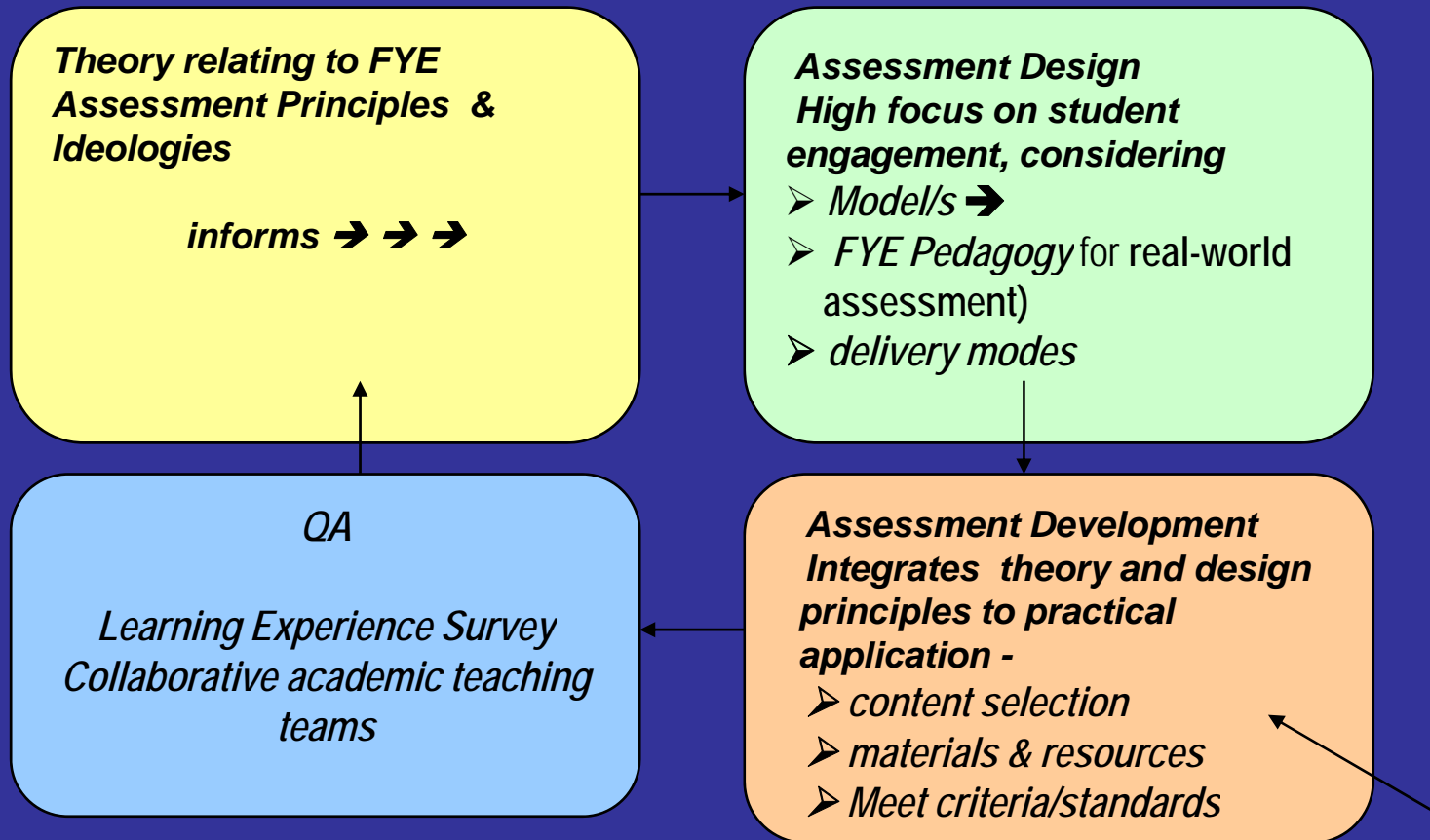
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A FYE assessment design loop



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 achievement

High weight, low marking

Examination

Final report / essay

Portfolio

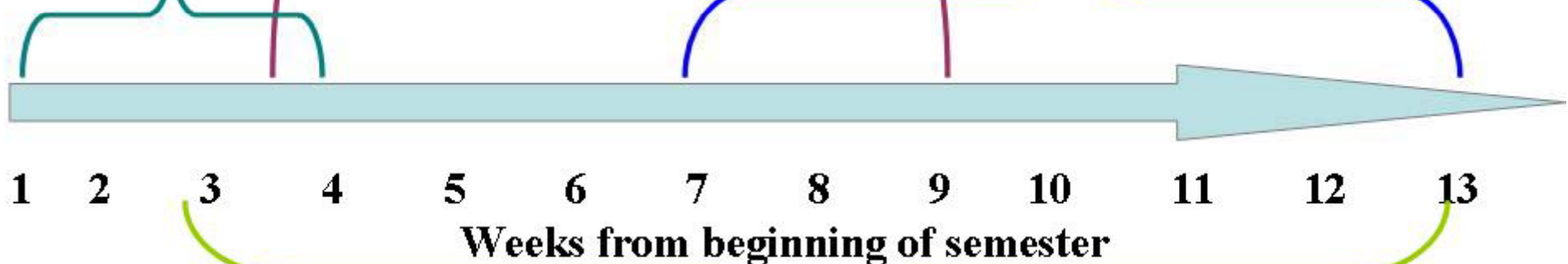
Assessments for transition

Low weight, low marking

Reflective activity

Study Plan

Contract



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