

Gordon Joughin
Editor

Assessment, Learning and Judgement in Higher Education



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Assessment Learning And Judgement In Higher Education

Eszter Simon, Gabriela Pleschová



Assessment Learning And Judgement In Higher Education:

Assessment, Learning and Judgement in Higher Education Gordon Joughin, 2008-12-11 There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years This interest has been expressed in various ways through large scale research projects international conferences the development of principles of assessment that supports learning a growing awareness of the role of feedback as an integral part of the learning process and the publication of exemplary assessment practices At the same time more limited attention has been given to the underlying nature of assessment to the concerns that arise when assessment is construed as a measurement process and to the role of judgement in evaluating the quality of students work It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning and to explicate the nature of assessment as judgement Despite the recent growth in interest noted above assessment in higher education remains under conceptualized This book seeks to make a significant contribution to conceptualizing key aspects of assessment learning and judgement *Assessment, Learning And*

Employability Knight, Peter, Yorke, Mantz, 2003-10-01 Clearly set out in three specific sections this book argues that that existing grading practices cannot cope with the expectations laid upon them while the potential of formative assessment for the support of learning is not fully realised discusses how institutions need to respond in policy terms to the challenges that have been posed **Developing Evaluative Judgement in Higher Education** David Boud, Rola Ajjawi, Phillip

Dawson, Joanna Tai, 2018-04-19 A key skill to be mastered by graduates today is the ability to assess the quality of their own work and the work of others This book demonstrates how the higher education system might move away from a culture of unhelpful grades and rigid marking schemes to focus instead on forms of feedback and assessment that develop the critical skills of its students Tracing the historical and sociocultural development of evaluative judgement and bringing together evidence and practice design from a range of disciplines this book demystifies the concept of evaluative judgement and shows how it might be integrated and encouraged in a range of pedagogical contexts Contributors develop various understandings of this often poorly understood concept and draw on their experience to showcase a toolbox of strategies including peer learning self regulated learning self assessment and the use of technologies A key text for those working with students in the higher education system *Developing Evaluative Judgement in Higher Education* will give readers the knowledge and confidence required to promote these much needed skills when working with individual students and groups

Assessing Student Learning in Higher Education George A Brown, Joanna Bull, Malcolm Pendlebury, 2013-10-14 There is no doubt about the importance of assessment it defines what students regard as important how they spend their time and how they come to see themselves it is a necessary part of helping them to learn This text provides background research on different aspects of assessment Its purpose is to help lecturers to refresh their approach to the assessment of student

learning It explores the nature of conventional assessment such as essays and projects and also considers less widely used approaches such as self and peer assessment There are also chapters devoted to the use of IT the role of external examiners and the introduction of different forms of assessment With guidelines suggestions examples of practice and activities this book will become a springboard for action discussion and even more active learning Assessing Learners in Higher Education Sally Brown, Peter Knight, 2012-12-06 This study examines the factors influencing the changes in teaching assessment at the higher education level and studies the range of techniques and methods available to the assessor It evaluates the effectiveness of certain methods and discusses their implementation **Assessment in Higher Education** John Heywood, 2000 This book examines not only the assessment of student learning but the assessment of institutions the programmes they offer and the teaching they provide It describes in detail the significant developments that have taken place over the last decade in the field and clarifies the different meanings of the term assessment that are now in use

Rethinking Assessment in Higher Education David Boud, Nancy Falchikov, 2007-03-28 Pt 1 Setting the scene pt 2 The context of assessment pt 3 Themes pt 4 The practice of assessment **Assessment Matters in Higher Education** Sally Brown, Angela Glasner, 1999-02-16 Assessment really does matter in higher education Internationally academics and those who support them are seeking better ways to assess students recognizing that diverse methods are available which may solve many of the problems associated with the evaluation of learning Assessment Matters in Higher Education provides both theoretical perspectives and pragmatic advice on how to conduct effective assessment It draws clearly on both relevant research and on its contributors practical first hand experience warts and all It asks for example how can assessment methods best become an integral part of learning what strategies can be used to make assessment fairer more consistent and more efficient how effective are innovative approaches to assessment and in what contexts do they prosper to what extent can students become involved in their own assessment how can we best assess learning in professional practice contexts This is an important resource for all academics and academic managers involved in assessing their students Assessment for Learning in Higher Education Kay Sambell, Liz McDowell, Catherine Montgomery, 2013 This book is a practical guide to Assessment for Learning AfL in Higher Education **Assessment for Learning in Higher Education** Peter Knight, 2012-12-06 Combining a range of case studies with theoretical research this volume analyzes current developments and best practice The contributors discuss innovative approaches in assessment peer assessment the NCVQ model the positive side of assessment staff training for assessment and much more *Excellence in University Assessment* David Carless, 2015-04-24 Assessment in higher education is an area of intense current interest not least due to its central role in student learning processes Excellence in University Assessment is a pioneering text which contributes to the theory and practice of assessment through detailed discussion and analysis of award winning teaching across multiple disciplines It provides inspiration and strategies for higher education practitioners to improve their understanding and practice of

assessment The book uses an innovative model of learning oriented assessment to analyze the practice of university teachers who have been recipients of teaching awards for excellence It critically scrutinizes their methods in context in order to develop key insights into effective teaching learning and assessment processes Pivotal topics include Competing priorities in assessment and ways of tackling them The nature of quality assessment task design The student experience of assessment Promoting student engagement with feedback An indispensable contribution to assessment in higher education Excellence in University Assessment is a valuable guide for university leaders middle managers staff developers teachers and researchers interested in the crucial topic of assessment **Assessment for Education** Valentina Klenowski, Claire

Wyatt-Smith, 2013-11-19 This is a very exciting book and should be read widely by anyone who wants a better understanding of the role of assessment in the diverse globalised digital societies of the 21st century Professor Mary James University of Cambridge President British Educational Research Association Highly readable and thoroughly researched this call for a new vision of education deserves to be ready by all those who share the concern to shape today s assessment practices to meet the needs of tomorrow s society Professor Patricia Broadfoot CBE University of Bristol Do you need a practical guide to assessment curriculum and policy Are you also looking for a book that is firmly grounded in theory and professional practice This book makes assessment processes transparent for practitioners and shows how assessment should align with curriculum and teaching for success in education The book will show you how practitioner use of achievement standards can improve learning equity social justice and accountability Inside this book you will learn about Quality assessment and judgement practice Relationships across curriculum assessment teaching and learning Front ending assessment based on the learner s needs Practitioner judgement approaches and standards The conditions under which teacher assessment can be valid Principles derived from research of social moderation practices Assessment for Education is the perfect guide for students researchers academics and teachers and anyone working in curriculum and assessment policy **Advances and**

Innovations in University Assessment and Feedback Carolin Kreber, 2014-06-02 Explores changing perspectives and innovations in assessment in light of recent theorising and empirical research *Developing Effective Assessment in Higher Education: A Practical Guide* Sue Bloxham, Pete Boyd, 2007-10-16 As an overview Developing Effective Assessment in Higher Education makes a very useful contribution to assessment literature providing a publication that is relevant and accessible to practitioners whilst giving rigorous exploration of issues associated with student assessment It should find a readership on that basis and will be welcomed as a considered and insightful contribution to the literature on student assessment Higher Education Review What are the main issues when considering the design and management of effective assessment strategies for academic programmes How should lecturers design and use assessment in university so that it helps students to learn as well as judging their achievement How can students be prepared for assessment including peer self and group assessment This book provides comprehensive practical guidance on managing and improving assessment within higher education It

tackles all stages in the assessment cycle including Assessment design Preparing students for assessment Marking and moderation Providing feedback Quality assurance It also provides a concise introduction to the research literature on assessment which will inform practice debate programme enhancement and practitioner research within university departments teaching teams and courses for higher education teachers The practical guidance in the book is substantiated with reference to relevant research and policy In particular it considers how the different purposes of assessment create conflicting demands for staff often characterised by the tension between attempting to support student learning whilst meeting imperatives for quality assurance and demonstrable maintenance of standards Issues are debated using concrete examples and workable solutions are illustrated Consideration is also given to the management of assessment as well as to how new technologies might be used to develop assessment methods and enhance student learning Developing Effective Assessment in Higher Education is key reading for both new and experienced lecturers programme leaders and academic developers and will enhance their efforts to use assessment to improve students learning as well as to grade them fairly reliably and efficiently

Innovative Practices for Higher Education Assessment and Measurement Cano, Elena, Ion, Georgeta, 2016-07-18 Both educators and their students are involved in the process of assessment all parties are expected to meet and exceed expectations in the face of competing conditions New practices are being developed to enhance students participation especially in their own assessment be it though peer review reflective assessment the introduction of new technologies or other novel solutions Though widely researched few have measured these innovations effectiveness in terms of satisfaction perceived learning or performance improvements Innovative Practices for Higher Education Assessment and Measurement bridges the gap between political discourse theoretical approach and teaching practices in terms of assessment in higher education Bringing new insights and presenting novel strategies this publication brings forth a new perception of the importance of assessment and offers a set of successful innovative practices This book is ideal for educators administrators policy makers and students of education

Scaling up Assessment for Learning in Higher Education David Carless, Susan M. Bridges, Cecilia Ka Yuk Chan, Rick Glofcheski, 2016-12-29 A critical issue in higher education is the effective implementation of assessment with the core purpose of promoting productive student learning This edited collection provides a state of the art discussion of recent cutting edge work into assessment for learning in higher education It introduces a new theme of scaling up which will be welcomed by theorists researchers curriculum leaders and university teachers and showcases the work of leading figures from Australia England continental Europe and Hong Kong The work illuminates four key elements 1 Enabling assessment change 2 Assessment for learning strategies and implementation 3 Feedback for learning 4 Using technology to facilitate assessment for learning Solidly research based and carrying important implications for enhanced practice in assessment for learning at the university level it is a must read for academic developers researchers university teachers academic leaders and all those interested in assessment matters

Teacher Development in Higher

Education Eszter Simon, Gabriela Pleschová, 2012 Concerns about the quality of teaching and learning in higher education have given rise to teacher development programs and centers around the world This book investigates the challenges and complexities of creating instructional development programs for present and future academics Using case studies from a variety of countries including Estonia Singapore the United States and the United Kingdom it examines issues that are important for higher education researchers as well as for higher education managers The book introduces different responses from around the world to the need to improve teaching in higher education demonstrates many different ways success may be understood and investigates what factors may influence the results of instructional development Contributors use these factors as well as those found in the related literature to explain program success through theoretical frameworks This book also provides input for higher education managers by pointing out how the local context and both institutional and national policy making may help or hinder the effective preparation of professors for their teaching responsibilities

Transparency in Assessment - Exploring the Influence of Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions

Handbook of Research on Educational Communications and Technology J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop, 2013-07-03 The 4th edition of the Handbook of Research on Educational Communications and Technology expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated

Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community

International Advances in Writing Research Charles Bazerman,Chris Dean,2012-09-09 The authors report research that considers writing in all levels of schooling in science in the public sphere and in the workplace as well as the relationship among these various places of writing The authors also consider the cultures of writing among them national cultures gender cultures schooling cultures scientific cultures and cultures of the workplace

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