

Assessment for Learning

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For is the critical word...

- **Assessment of learning**
 - **Driving force:**
 - grading or ranking; selecting; reporting
 - **Context:**
 - separate from teaching
 - psychometric-quantitative
 - **Students' role:**
 - take the punishment!



For is the critical word...

- **Assessment for learning**
 - **Driving force:**
 - “...signals to students...what they should be learning and how they should be learning it” (Biggs, 2003)
 - **Context:**
 - assessment integral to teaching
 - contextual-qualitative
 - **Students’ Role:**
 - likely to be participatory



Assessment for Learning

- **Formative–Summative**
 - **Role of formative assessment**
 - indicates to student and teacher the progress in learning: feedback
 - **Role of summative assessment**
 - now leans more toward “how effective was the instruction?”



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Why the paradigm shift?

- **Greater recognition of how people learn best**
 - **constructivist approach: people create meaning, using prior knowledge, from what they do**
 - “knowledge is created by the student’s learning activities” (Biggs, 2003)
 - active learning, discovery learning
 - learning as conceptual change



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Why the paradigm shift?

- **Recognition of the benefits of peer- and self-assessment**
 - brings students “into the loop”; self-reflection
 - more “authentic”
 - need to become lifelong learners



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Why the paradigm shift?

- **Greater recognition of how strongly assessment influences student behaviour**
 - assessment may be the strongest determinant of what students learn
 - for the student the assessment IS the curriculum (and why not?)
 - ***Backwash***: when the assessment determines what students learn more so than does the curriculum (Biggs, 2003)

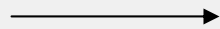


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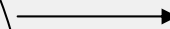
Differing Perspectives

Teacher

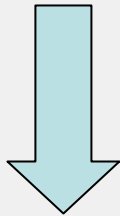
Objectives



Teaching activities



Assessment



Assessment



Learning activities



Outcomes

Student



11 Conditions...

...under which assessment promotes learning (Gibbs *et al.* and FAST project)

- **Qualities of the assessment regime**

- Assessed tasks capture sufficient student time and effort
- These tasks distribute student effort evenly across topics & weeks
- These tasks engage students in productive learning activity
- Assessment communicates clear and high expectations to students



11 Conditions...

- **Qualities of the feedback provided**
 - Sufficient feedback is provided, often enough & in enough detail
 - The feedback is provided quickly enough to be useful to students
 - Feedback focuses on learning rather than on marks or students
 - Feedback is linked to the purpose of the assignment and to criteria
 - Feedback is understandable to students, given their sophistication



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11 Conditions...

- **What students do with the feedback**
 - Feedback is received by students and attended to
 - Feedback is acted upon by students to improve their work or their learning



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References

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Brown E., Gibbs G. & Glover C. (2003) **Evaluation tools for
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