

Professional Development Programme

## Assessment for Learning

Tuesday 12th October, 2004

Sheffield Hallam University

Approximately 30 delegates headed to Sheffield to attend the event on assessment for learning. The Centre for Bioscience has recently published a book [Self- and Peer-assessment: guidance on practice in the biosciences](#) and during the morning delegates had the opportunity to hear from its author, Paul Orsmond and two contributors to the case studies, Rob Reed and Barbara Cogdell. The afternoon covered broader aspects of assessment and the chance to hear and learn from research projects investigating assessment practices that promote learning. Summaries of the presentations and links to copies of the slides are given below

- [Assessment for learning](#) Richard Rayne
- [Peer- and self-assessment for learning](#) Paul Orsmond
- [The peer- and self-assessment of writing and reviewing an article for a scientific magazine](#) Rob Reed
- [Peer-assessment of group work in a large class](#) Barbara Cogdell
- [Group discussion of assessment criteria](#) All
- [Confidence-based marking: the proper strategy for exams](#) Tony Gardner-Medwin
- [OLAAF - Online Assessment and Feedback](#) Richard Rayne

Assessment for learning

Dr Richard Rayne, Birkbeck College and OLAAF project

Richard set the scene for the day by giving an overview of assessment for learning. Richard emphasized the for learning, commented on the fact that there is greater recognition of how people learn best and of how strongly assessment influences student behaviour, before outlining the conditions that promote learning

[View Richard's 'Assessment for Learning' slides](#)

Peer- and self-assessment for learning

Paul Orsmond, Staffordshire University

Paul gave an interesting and thought-provoking presentation on self- and peer-assessment. He outlined that even in the 1950s there were calls for educational change and a student-centred approach to education. Fifty years there are still such calls and Paul outlined the potential role that self- and peer-assessment have for a student-centred approach to assessment and learning

[View Paul's 'Peer- and Self-Assessment for Learning' slides](#)

The peer- and self-assessment of writing and reviewing an article for a scientific magazine

Professor Rob Reed, Northumbria University

Rob spoke on his experiences at Northumbria in introducing Peer- and Self-Assessment of writing and reviewing an article for a scientific magazine. There is no electronic presentation associated with this talk, but the essence of what Rob said can be found in his case study - [Writing and reviewing an article for a scientific magazine: a peer/self-assessment exercise](#)

Peer-assessment of group work in a large class

Dr Barbara Cogdell, University of Glasgow

Barbara gave an informative talk on how the University of Glasgow undertakes peer-assessment with 600 plus students. The students are asked to peer-assess a group poster and debate. Barbara gave an informative talk on the way that the Institute of Biomedical and Life Sciences cope with the large students numbers and the lessons that they have learnt over the recent years during the running of peer-assessment.

[View Barbara's 'Peer-assessment of group work in a large class' slides](#)

Group discussion about assessment criteria

Delegates split into groups and were asked to consider and discuss the following questions in relation to one of their modules:



- Where do you publish the assessment criteria?
- How do these criteria line up with the Learning Outcomes?
- How do you ensure that students use and understand these criteria?
- Do students engage differently with the criteria for different tasks (lab report vs. essay vs. poster)?

[View a summary of the points raised](#)

Confidence-based marking: the proper exam strategy

Professor Tony Gardner-Medwin, University College London and LAPT

[LAPT](#) (London Agreed Protocol for Teaching) is a system to manage and present computer-based teaching material and part of the website is concerned with the promotion of formative confidence-based exercises. Tony argued the case for incorporating some confidence-based element to exam questions. He provided data to show that students do discriminate on confidence and that there is no gender bias after practice.

[View Tony's 'Confidence-based marking: the proper exam strategy' slides](#)

OLAAF - Online Assessment and Feedback  
Dr Richard Rayne, Birkbeck College and OLAAF

In the last presentation of the day Richard outlined the work that [OLAAF](#) is doing. He presented an Assessment Development Model and asked the audience to consider what factors would persuade them to use Computer-based assessment, and what factors would dissuade them.

[View Richard's 'OLAAF - Online Assessment and Feedback' slides](#)