



Assessment possibilities

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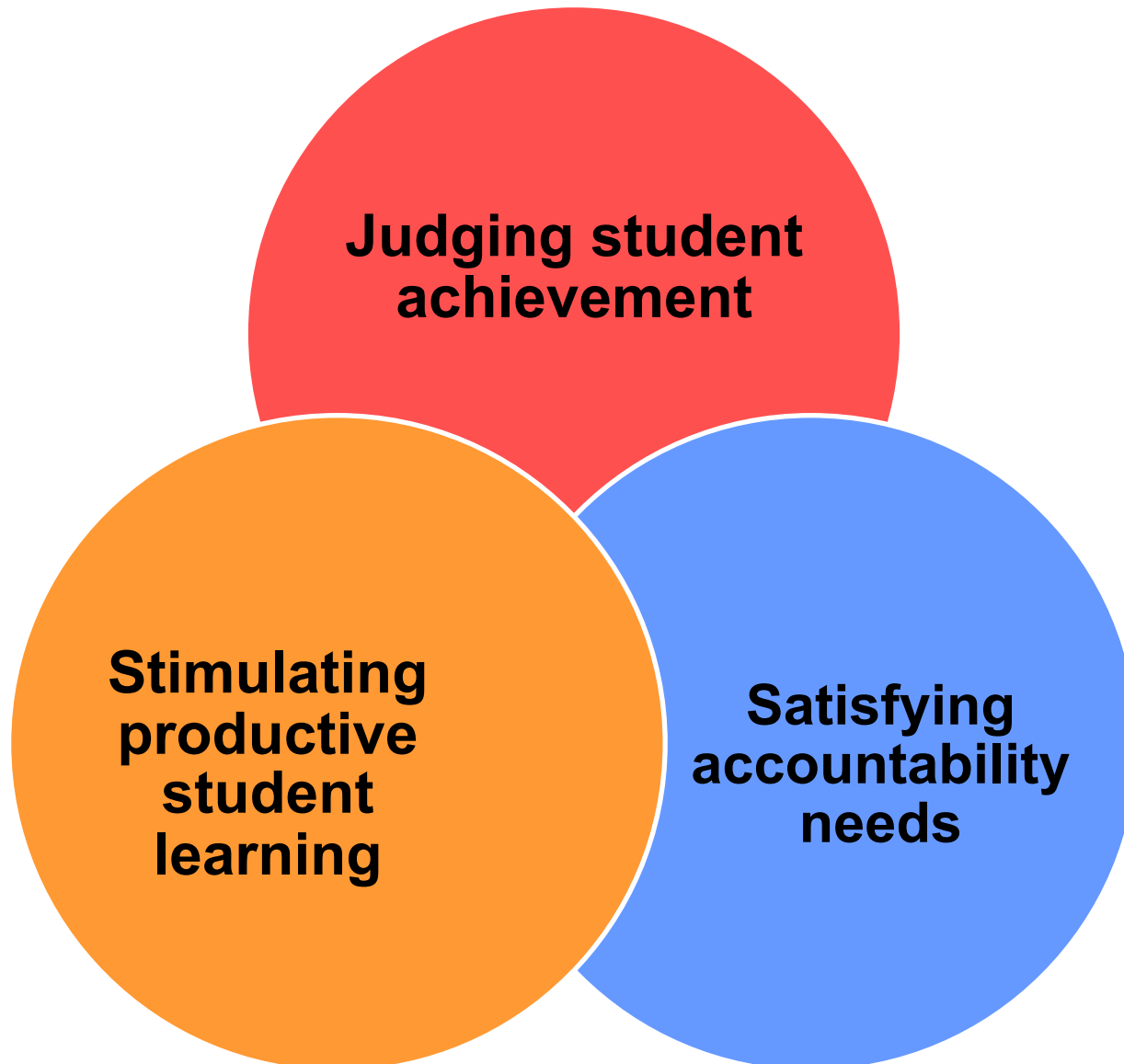
Overview

Three assessment possibilities:

- two-stage exams
- short assessed responses
- cumulative peer review & rebuttal

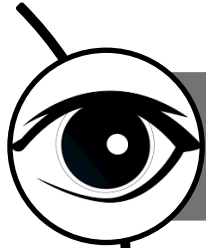


Competing assessment functions





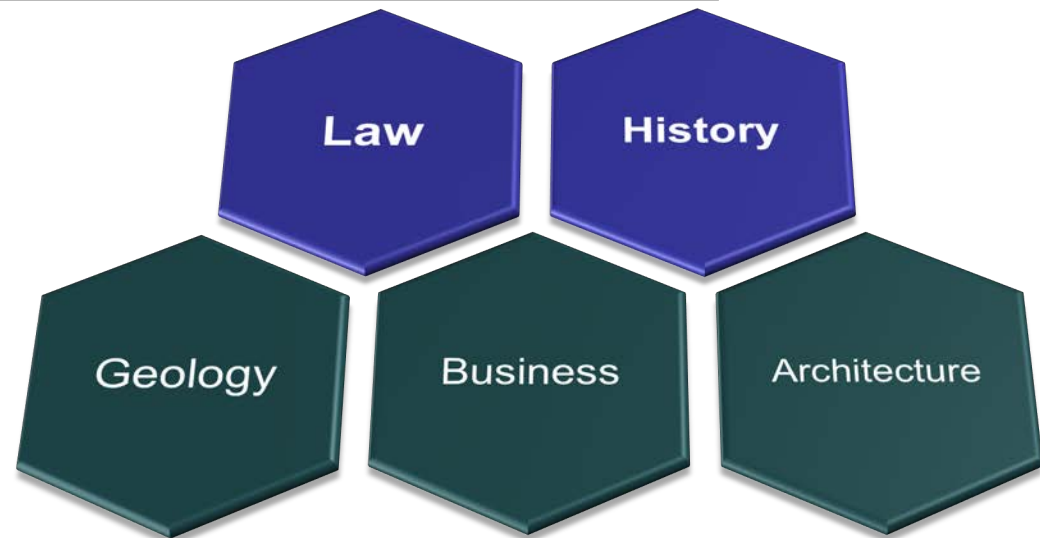
Research process



Classroom observations



Interviews with teachers & students



Excellence in University Assessment

LEARNING
FROM AWARD
WINNING
PRACTICE

DAVID CARLESS





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TWO-STAGE EXAMS



Procedures

Stage 1. Students complete the exam individually (80-90% weighting)

Stage 2. Students re-do (part of) the exam in groups submitting one answer sheet (10-20% weighting)



M/C, calculations, short answers

‘Hard’ sciences, Medicine,
Engineering, Economics,
Linguistics ...

Please write your full name in CAPITAL letters on the line below:

Please write your Candidate number on the line below:

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.

Are you: Female? ☐ Male? ☐

Reading Reading Reading Reading Reading Reading

Module taken (shade one box): **Academic** ☐ **General Training** ☐

	Marker 2 Initials	Marker 1 Initials	Band Score	Reading Total
1				
2				
3				
4				
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Marker 2 Initials:

Marker 1 Initials:

Band Score:

Reading Total:



Main proponent

Nobel-prize winning
Physicist,
UBC, Canada



Carl Wieman



Outcomes

- Positive student response
- Improved achievement when working collaboratively

(Levy, Svoronos & Klinger, 2018)



Pause for comments

- Possibilities
- Challenges
- Queries



Law: Same-day exam feedback

Oral debriefing immediately after exam,
supplemented by online discussion





SHORT WRITTEN RESPONSES

Making History course

- Foundation level, year 1, 110 students





History Assessment

Fieldwork report (30%): Museum visit

Individual project (40%)

Participation (30%):

tutorial participation 15%

short weekly written responses 15%



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Short in-class written responses

20-30 word weekly
answers on
topic for next class





Sample short answer questions

1. What are the essential qualities of a good museum?
2. How might thinking historically help us realize a better future?
3. Is History a science or an art? Explain your answer.



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My implementation

Master of Education

English Language Curriculum & Assessment
module

Participants = English language teachers
from primary and secondary schools



Sample question & response (1)

Question 5. Purpose of assessment

What do you think is the main purpose of assessment?

The primary aim of assessment is to identify students' merits and demerits so that they will be aware of the standards of excellence and make efforts to improve themselves.



Sample question & response (2)

Question 7. Change to your assessment practice

What is the most useful change to your assessment practice you could make and why?

I should spend more time following up what my students do after I give them feedback, to see if they take my advice or meet any difficulties.



“Feedback should be more work for the recipient than the donor”

(Wiliam, 2015)

<https://www.dylanwiliamcenter.com/feedback-for-learning-make-time-to-save-time/>



Perceived benefits

- Paves the way for learning next topic
 - Encourages some student preparation
 - Stimulates thinking & reflection
- (Carless & Zhou, 2015)



Implications

Promotes student engagement but difficult to assess

Learning tool more than an assessment method

Various technology-enabled alternatives



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PEER REVIEW



Key issues

- Training & coaching for peer review
- Sustained experiences of peer review
- Multiple peer reviewers e.g. trios rather than peers



Feature of MOOCs

Peer reviewed assignments + detailed rubrics as key feature of MOOCs
(Admiraal et al, 2015; Huisman et al., 2016)

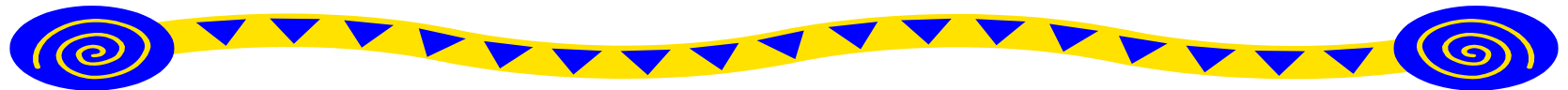




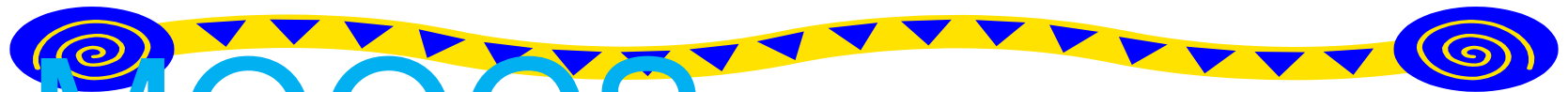
Potential good practice

Students did 5 peer reviews then self-evaluated own work

Multiple raters to mitigate variance in judgments (Hew, 2016)



EFFECTIVE



MOOCS

Composing peer feedback

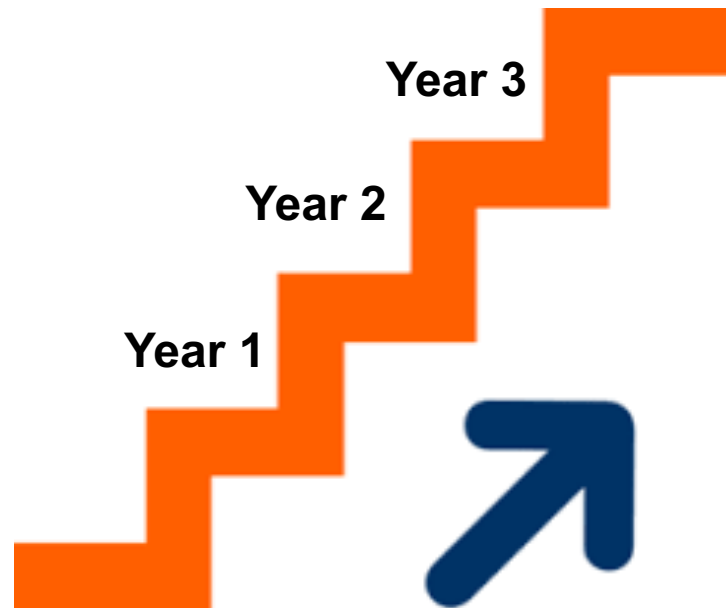
Providing feedback more cognitively engaging than receiving feedback (e.g. Nicol et al., 2014)





Cumulative peer feedback

Need for multiple cumulative experiences of peer review during a programme (Harland et al., 2017).





Peer review + rebuttal

Research proposal assessment task

Anonymous peer review by two staff & two students

Rebuttal letter addressing the four peer reviews

(Harland et al., 2017).



Pause for comments

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Conclusions





Assessment design principles

1. Assessment integrated with instruction & ILOs
2. Encourage deep approaches to learning
3. Spread student effort
4. Mirror real-life uses of the discipline
5. Design for feedback interaction
6. Support students in appreciating quality
7. Flexibility & choice
8. Integrated & coherent



Learning-oriented assessment

A major priority in all assessment should be to promote effective student learning processes (Carless, 2015)





THANK YOU



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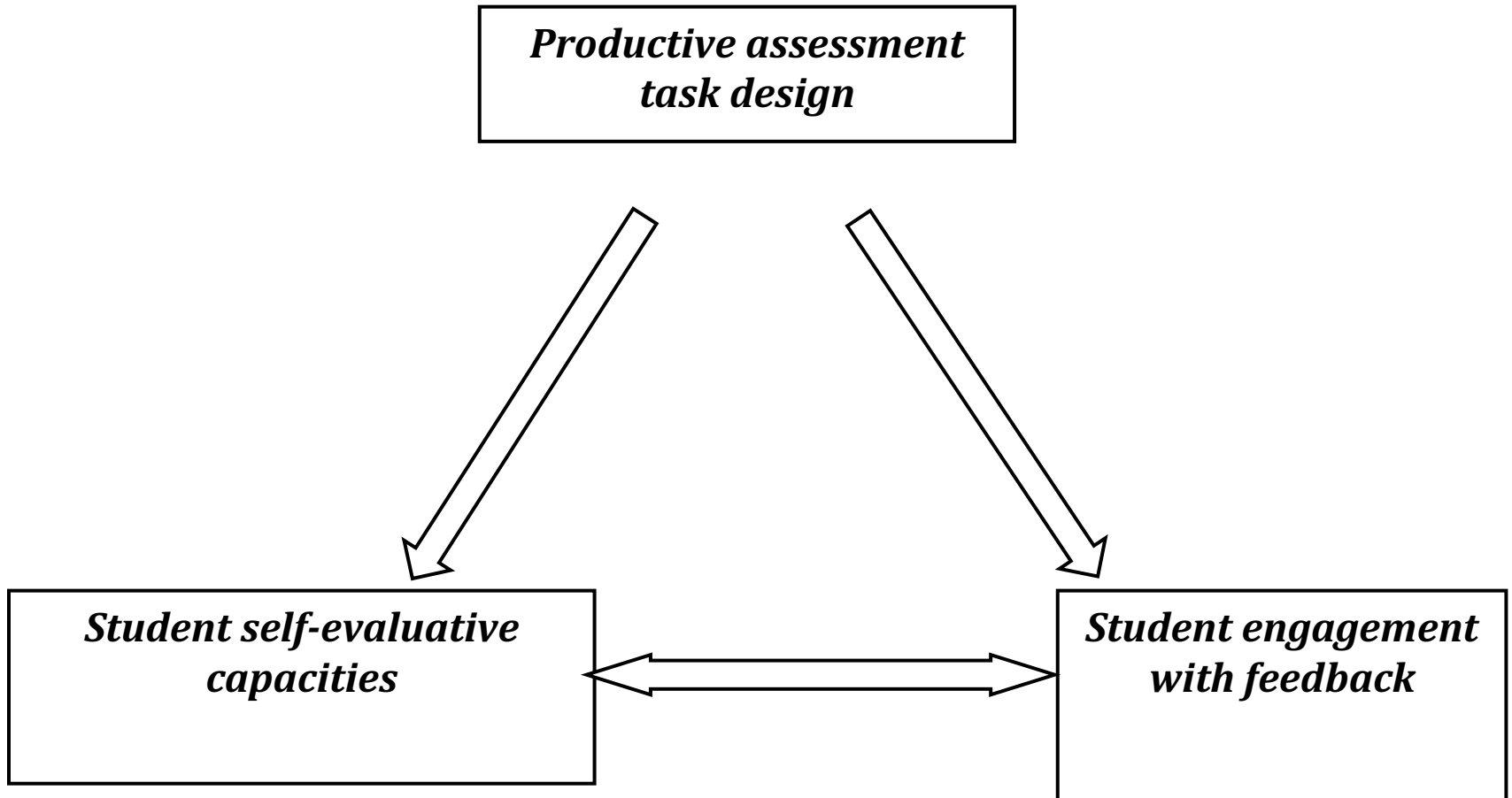
Two-stage exams in action

2 minute video on two-stage exams

<https://www.youtube.com/watch?v=ZVFwQzIVFy0>



Learning-oriented assessment framework





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