COLLOQUIUM

ASSESSMENT BEST PRACTICES

A WORKSHOP FOR FACULTY OF HUMANITIES COURSE AND MAJOR COORDINATORS
Why?

- NEW ASSESSMENT & STUDENT PROGRESSION MANUAL
- WHOLE COURSE APPROACH
- DISCIPLINARY ‘FLAVOUR’ – IS IT AUTHENTIC?
- ENGAGEMENT – FOR EVERYONE
- ACADEMIC INTEGRITY
- REFLECTIVE PRACTICE
- PASS RATES
- RETENTION AND ATTRITION
- VALUE WHAT YOU ASSESS AND ASSESS WHAT YOU VALUE
# OVERVIEW

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<th>Activity</th>
<th>Presenter</th>
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<tr>
<td>Introduction and setting the scene</td>
<td>Associate Professor Jennifer Howell, Dean Learning and Teaching, Faculty of Humanities</td>
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<td>Short sessions (15 minutes each) focused on specific aspects</td>
<td>1. The assessment context: presenter Val Morey</td>
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<td>2. Innovative approaches to assessment: presenter Martin Cooper</td>
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<td>3. The student perspective on assessment: presenters Finlay Nolan</td>
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<td>4. Providing effective feedback: presenter Jane Grellier</td>
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<td>Group activity. You will be split into 3 groups and focus on discussing and compiling suggestions on one aspect of assessment.</td>
<td>Presenters: Dr Tanja Glusac &amp; Dr Susan Blackley</td>
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<td>1. Assessment Design</td>
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<td>2. Assessment feedback</td>
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<td>3. Assessment Marking and Moderation Process</td>
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<td>Putting it all together – what does best practices in assessment look like in the Faculty of Humanities?</td>
<td>Presenter: Dr Nicole Slatter</td>
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<td>Whole group discussion and collating of ideas in order to distil these into a set of guidelines for the Faculty of Humanities</td>
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THE ASSESSMENT CONTEXT

PRESENTER VAL MOREY
Requirements of Assessment
How do we attend to assessment comprehensiveness?
The policy requirement (p.6) is that:

3.5 Assessment tasks will facilitate the student’s ability to develop and demonstrate a wide range of graduate capabilities.

Comprehensiveness also contributes to fairness and equity – as per the policy:

3.7 Assessment design will be inclusive and equitable, minimising potential differential advantage or disadvantage to students.
No one assessment can do all this. It is unlikely any one unit could do so.

Assessments must be designed with the course, not just the unit, very much in mind.

A mapping exercise can help with this. This can be undertaken at semester, year, or whole-course level and can take various forms.
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<td>ARTEFACT</td>
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<td>1002</td>
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<td>REPORT</td>
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<td>1003</td>
<td>REFLECTION</td>
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<td>1004</td>
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<td>EXERCISES</td>
<td>REPORT</td>
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<td>1007</td>
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<td>2,7,8</td>
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<tr>
<td>1008</td>
<td>ESSAY</td>
<td>PORTFOLIO</td>
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<td>1,3,5</td>
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</table>

First Year Units by assessment type, mapped to Course Learning Outcomes
To think about:

• How might mapping help you?
• How might you go about it?
• Who would you need to work with?
INNOVATIVE APPROACHES TO ASSESSMENT

PRESENTER MARTIN COOPER
INNOVATION?

• What is innovative to someone like me from the School of Education maybe standard practice elsewhere
• Innovation does not equate to ‘best practice’ – we need to try things first
• What is innovative may not be practical
ENGAGEMENT?

- To what extent does assessment enhance or diminish engagement?
- The push to reduce attrition and failure rates are raising the engagement stakes
LITERACY?

• Is what we traditionally call literacy changing?

• Can students demonstrate knowledge better through a non-essay type of response?

• I don’t know the answers to these questions …
IDEAS MARTIN WANTS TO PURSUE AND/OR RESEARCH

• Try not to create graduates in my own image
• Relax use of essay forms of assessment
• Use of ICT beyond delivering traditional assessment more efficiently – what affordances does ICT bring that can improve assessment?
  • Multi-modal assessment – allow responses in a variety of forms
  • Performance assessment (or any holistic assessment) – comparative pairs
• Setting of learning goals and self-assessment of achieving these goals

What innovations in assessment would you like to pursue?
ESSAY: “CREATIVE TECHNOLOGIES” UNIT

[Word count: 1500 to 2000. This includes all text (headings, in-text citations, captions and direct quotes) but excludes the Reference List]

The National Safe Schools Framework (NSSF) is a key document for teachers and schools for the safe, responsible and ethical use of creative technologies in learning environments for an identified educational setting. In addition to this, in Western Australia there are policies for schools regarding mobile phone use, cyber bullying, the selection of online technologies and student wellbeing.

Critically analyse these documents and examine their ability to support the curriculum. You should identify a specific year level or context, and support your analysis with links to the documents themselves, curricular materials and literature.
PAIRED COMPARISONS?
CREATE AN INFOGRAPHIC

• Choose a web-based tool or a digital device that could be a useful tool in an educational setting and create an infographic using Canva that highlights its features. Your infographic should be visually appealing and be created using a balance of both images and text. Specifically your infographic should cover the following aspects:
  • Define and describe the web-based tool or digital device
  • Describe how it may be used effectively in an educational setting
  • Indicate its pros and cons for an educational setting
THE STUDENT PERSPECTIVE ON ASSESSMENT

PRESENTER FINLAY NOLAN
PROVIDING EFFECTIVE FEEDBACK

PRESENTER JANE GRELLIER
Providing effective feedback

Colloquium Presentation
Thursday 30 May 2018
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Session plan

Context of APC (Academic and Professional Communications)

Formative feedback
  – Formative rubric for draft writing - holistic
  – Other types of formative feedback

Summative feedback
  – Summative rubric for portfolio assignment - analytic
APC unit structure

• First-year unit for MCASI and DBE (others can take as elective)
  • 3000 students a year
    Internal, Curtin online, OUA and offshore

• Two parts:
  • Academic writing (55%)
  • Critical reflective thinking on social issue/built environment scenario (45%)

• All assignments done in context of students’ disciplines
## Academic and Professional Communications

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<th>Assignment Three</th>
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<td>Research Assignment 15%</td>
<td>Academic Essay 40%</td>
<td>Critical Reflection Portfolio 45%</td>
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All assignments due by midnight on the night before your tutorial in the designated week

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<tbody>
<tr>
<td></td>
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<td></td>
<td>Research Assignment Due week 4</td>
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<td>Tuition free week</td>
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<td>First version of essay Due week 8</td>
<td></td>
<td>Tuition free week</td>
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<td>Final version of essay Due week 14</td>
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In-class and group activities with individual portfolio Due Week 13
Both Internal and OUA versions of unit Item 5 on feedback is generally one of highest scores, in 90s

We believe this is because the most significant feedback they receive is formative – essay redrafting
Rubrics

Never perfect, but still worth using – constant tweaking

• **Holistic marking** much more time-consuming, but ideal for formative assessment of language processes
  – Assignments 1 and 2 are holistic because they assess overall language processes – very difficult to break down into separate criteria

• **Analytic marking** quicker and more straightforward
  – Assignment 3 is analytic because we are not focusing on overall communications processes: 4 criteria worth 10 marks each, 1 criterion worth 5 marks
Formative assessment rubric

- Students self reflect before submitting – building their learning skills
- Tutors respond to students’ marks on scales and written self reflection
  - Sometimes to confirm their comments
  - Sometimes to question or challenge (or say the students are better than they fear!)
- In Word, so tutors can highlight relevant words and phrases
- Scales so that tutors can record degrees of achievement
- Also helpful for moderation (large tutor team, new tutors each year, most with disciplinary background, not teaching background)
Feedback comments databases

- Assignments 1 and 2 – written feedback on Word document
- We provide tutors with databases of comments that can be adapted (as in Feedback Studio but more flexible)
Other types of formative feedback

• Students post early drafts on Bb discussion board (in class for Internal students) for feedback from tutor and each other:
  o Written assignments: post research topic, referencing and thesis statement
  o Portfolio assignment: post early drafts of reflective writing
• Student exemplars on Bb for all assignments
• Youtube videos on various writing skills – links on Bb

Kathryn Greenhill in Laris (additional ideas):
• Strategic feedback BEFORE work is due, based on common errors by previous students
• One-to-one feedback sessions offered to all students in person/Skype after early assignment
• Collaborate sessions specifically devoted to assignment feedback
Assignment 3: Critical reflection portfolio

- Aims to teach students about assumptions, and to encourage them to challenge their own and others’ assumptions
  - MCASI students – social issues
  - Built Environment students – Mount Barlong
- Group project but individual marks – each student hands in portfolio of primary texts and their critical reflections on the texts
Summative assessment rubric

- Students self reflect, but tutors do all assessment directly into Bb rubric.
- Allows for quick assessment
- Students can see where they gained and lost marks.

(See also Fine Art rubric)
Overwhelmingly positive, to experience and to ‘individual group work’

This portfolio, in particular, has helped me appreciate that as I transition out of my current career and into a new one, the way I go about trying to solve problems will need to change. Questioning myself and my initial assumptions can yield better outcomes compared to agreeing with the first piece of information I find. To be successful as a construction manager I need to be able to take into consideration more than just the immediate problem in front of me. By challenging my ideas I have a greater chance of satisfying all stakeholders involved with a project, which is essential for the success of any modern day construction development.

(Student from SP2, 2018)
Marking times for assignments

Assignment 1: Research Assignment 20 mins  
Assignment 2: Essay 30 mins  
Assignment 3: Critical Reflection portfolio 10 mins

Assignments 1 and 2 mainly formative feedback  
Assignment 3 summative feedback
GROUP ACTIVITY

PRESENTERS: DR TANJA GLUSAC & DR SUSAN BLACKLEY
PUTTING IT ALL TOGETHER

WHAT DOES “BEST PRACTICES IN ASSESSMENT” LOOK LIKE IN THE FACULTY OF HUMANITIES?

PRESENTER: DR NICOLE SLATTER