

Assessment Matters in Higher Education

Choosing and Using
Diverse Approaches

edited by
Sally Brown and
Angela Glasner

Assessment Matters In Higher Education

Sue Bloxham, Pete Boyd



Assessment Matters In Higher Education:

Assessment Matters In Higher Education Brown, Sally, Glasner, Angela, 1999-02-01 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 Matters in Higher Education** Sally Brown, Angela Glasner, 1999 **Assessment Matters** Berry M. O'Donovan, 2018 **Assessment Matters** Berry M. O'Donovan, 2018 **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 **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

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

Rethinking Assessment in Higher Education David Boud, Nancy Falchikov, 2007-03-28 Assessment is a value laden activity surrounded by debates about academic standards preparing students for employment measuring quality and providing incentives There is substantial evidence that assessment rather than teaching has the major influence on students learning It directs attention to what is important and acts as an incentive for study This book revisits assessment in higher education examining it from the point of view of what assessment does and can do and argues that assessment should be seen as an act of informing judgement and proposes a way of integrating teaching learning and assessment to better prepare students for a lifetime of learning It is essential reading for practitioners and policy makers in higher education institutions in different countries as well as for educational development and institutional research practitioners

Enhancing Teaching and Learning through Assessment Steve Frankland, 2007-10-16

Assessment is the daily life of a teacher designing plans setting questions giving feedback and grading are all activities that teachers undertake on a regular basis This book provides a practical guide on the effective use of assessment It includes the use of assessment tools and pedagogical design that help students deepen their learning Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students learning

Strategic Curriculum Change Paul Blackmore,Camille Kandiko,2012 First Published in 2012 Routledge is an imprint of Taylor Francis an informa company

The Lecturer's Toolkit Phil Race,2014-11-27 The Lecturer s Toolkit is a wide ranging down to earth practical resource for lecturers and teachers in universities and colleges Jargon free and written with authority clarity and candour the Toolkit addresses a broad range of aspects of assessment feedback learning and teaching and helps develop many facets of professional practice Built around a central agenda of improving the quality of student learning the Toolkit is outcomes focused Building on the strengths of its predecessors this fourth edition includes strengthened emphasis on assessment and feedback and designing large group teaching for the digital age when students can get easy access to a vast range of learning resource materials online Coverage includes how students really learn designing assessment and feedback to enhance learning lectures in the digital age making small group teaching work resource based learning in the digital age looking after yourself challenges and reflections Fully updated and expanded this fourth edition of the Toolkit will be an essential and flexible resource for every higher education professional

Improving Teacher Education through Action Research Ming-Fai Hui,David L. Grossman,2008-02-19 There has been a dearth of studies on teacher educators using action research to improve their own practice This book is the first systematic study of a group of teachers examining and enhancing their own practice through the inquiry process of action research This book presents a broad overview of a variety of methodologies that can be used to improve teacher preparation and professional development programs It is a must read book for those educators who are new to the college teaching profession and for those who are aspired to be outstanding and successful lecturers

Teaching for Quality Learning at University 5e John Biggs,Catherine Tang,Gregor Kennedy,2022-11-02 Biggs and Tang now with Kennedy have ensured this new edition remains an international leader for university teaching for the next decade Denise Chalmers AM Emeritus Professor University of Western Australia Australia This book a fifth edition can truly be called a classic on the topic of teaching learning and curriculum design in higher education Michael Prosser Honorary Professorial Fellow Centre for the Study of Higher Education University of Melbourne Australia You should be inspired to increase the quality of your teaching your learning and your learning about teaching John R Kirby Professor Emeritus of Educational Psychology Queen s University Canada The concept of constructive alignment has supported generations of students and teachers within higher education It is a backward design method of teaching where the student outcomes are identified first and the teacher then designs teaching activities to enable students to achieve those outcomes assessing how well they have been achieved Each chapter

outlines how to design the learning outcomes teaching and assessments for success in learning This updated edition of Teaching for Quality Learning at University Provides a comprehensive research based theory of teaching for teacher reflection Outlines how educational technology can be used in constructively aligned teaching Helps staff developers to provide support for staff and departments in line with institutional policies Offers a framework for quality assurance and quality enhancement across a whole institution Teaching for Quality Learning at University continues to be used as a framework for designing higher education teaching systems globally and is essential reading for those in the field John Biggs has held Chairs in Education in Canada Australia and Hong Kong He has published extensively on student learning and the implications of his research for teaching He developed his concept of constructive alignment at the University of Hong Kong first outlined in Teaching for Quality Learning at University in 1999 Catherine Tang has over 15 years of teaching experience in tertiary education and is the former Head of the Centre for Learning Teaching and Supervision at the Education University of Hong Kong the then Hong Kong Institute of Education and the Educational Development Centre at the Hong Kong Polytechnic University Gregor Kennedy is the Deputy Vice Chancellor Academic at the University of Melbourne Australia and a Professor of Higher Education in the Melbourne Centre for the Study of Higher Education

Grading Student Achievement in Higher Education Mantz Yorke, 2007-09-12 This book appraises the way in which summative assessment in higher education is approached and shows that the foundations of current practices in the UK and elsewhere are of questionable robustness

Towards Fairer University Assessment Nerilee Flint, Bruce Johnson, 2010-12-07 This book goes beyond the superficial consideration of university assessment as a necessary requirement by unravelling the underlying issues that really count what is considered fair assessment and what is not

Problem Based Learning in Health and Social Care Teena Clouston, Lyn Westcott, Steven W. Whitcombe, Jill Riley, Ruth Matheson, 2010-04-26 Problem Based Learning in Health and Social Care Edited by Teena J CLOUSTON Lyn WESCOTT Steven W WHITCOMBE Jill RILEY Ruth MATHESON Problem Based Learning in Health and Social Care offers a practical insight into the opportunities benefits and challenges of using problem based learning PBL in health and social care education and also student directed learning SDL as a learning and teaching tool It presents a collection of practical and emerging concepts in terms of how to do PBL and SDL and considers the practical barriers and solutions challenges to self awareness and finally future potentialities and directions for learning The book contextualises and summarises the development of PBL and uses the analogy of a journey to travel the reader through the book covering such key topics as developing PBL curricula becoming a tutor facilitator SDL reflection assessing and evaluating PBL group skills and team working It offers practical guidance on how courses individual staff and students can develop skills and tactics to understand PBL and SDL and thus achieve effective delivery and learning experiences Related Title International Perspectives on Health and Social Care Jon Glasby and Helen Dickinson ISBN 9781405167437 www danpatching co uk

Teaching, Learning and Research in Higher Education Mark

Tennant, Cathi McMullen, Dan Kaczynski, 2009-09-10 *Teaching Learning and Research in Higher Education* offers a combination of critical perspectives and practical advice that is ideally suited for individuals interested in enhancing their practice through analysis and critique. The aim is to promote a critical understanding of one's own practices to foster personal and professional formation through a reflexive engagement with one's environment and circumstances. At a practical level, this means to continuously think about how to adjust practice rather than following a formulaic approach derived from any particular educational theory. *Teaching Learning and Research in Higher Education* argues that academics can find space for their own agency in the midst of institutional policies and practices that serve to frame as well as delimit and constrain what counts as good academic work in teaching and research. This text bridges a gap between those books that provide a high level analysis of contemporary higher education and the more practical texts on how to be a good teacher in higher education and those texts which aim to improve teaching through better understanding of the learning process. Topical chapters include Teacher learner relationship, Learning groups, Practice oriented learning, Teaching for diversity, e learning, Assessment Approaches to Staff Development, Quality assurance, Supervision and Research education, Doing research and Teaching Research. A must have resource for higher education professions, academic developers, professionals and anyone looking to improve their teaching and learning practices. *Teaching Learning and Research in Higher Education* is also appropriate for continuing and professional development courses in the UK and teaching and learning courses in the US. Mark Tennant is Dean of the University Graduate School, University of Technology, Sydney. Cathi McMullen is Lecturer in the School of Marketing and Management at Charles Sturt University. Dan Kaczynski is Professor in the Educational Leadership department at Central Michigan University. **Handbook for Teaching and Learning in Higher Education** Heather Fry, Steve Ketteridge, Stephanie Marshall, 2003. While white racism has global dimensions, it has an unshakeable lease on life in South African political organizations and its educational system. Donnarae MacCann and Yulisa Maddy here provide a thorough and provocative analysis of South African children's literature during the key decade around Nelson Mandela's release from prison. Their research demonstrates that the literature of this period was derived from the same milieu: intellectual, educational, religious, political and economic, that brought white supremacy to South Africa during colonial times. This volume is a signal contribution to the study of children's literature and its relation to racism and social conditions. **Blueprint for Computer-assisted Assessment** Joanna Bull, Colleen McKenna, 2004. Addressing both theory and practice, this text offers a comprehensive evaluation of many key aspects of computer assisted assessment (CAA). *A Handbook of Reflective and Experiential Learning* Jennifer A. Moon, 2013-04-15. Reflective and experiential learning are now common currency in education and training and are recognized as important tools. This handbook acts as an essential guide to understanding and using these techniques in educational and training contexts.

The Enigmatic Realm of **Assessment Matters In Higher Education**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Assessment Matters In Higher Education** a literary masterpiece penned by a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those who partake in its reading experience.

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Table of Contents Assessment Matters In Higher Education

1. Understanding the eBook Assessment Matters In Higher Education
 - The Rise of Digital Reading Assessment Matters In Higher Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Assessment Matters In Higher Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Assessment Matters In Higher Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from Assessment Matters In Higher Education
 - Personalized Recommendations
 - Assessment Matters In Higher Education User Reviews and Ratings
 - Assessment Matters In Higher Education and Bestseller Lists

5. Accessing Assessment Matters In Higher Education Free and Paid eBooks
 - Assessment Matters In Higher Education Public Domain eBooks
 - Assessment Matters In Higher Education eBook Subscription Services
 - Assessment Matters In Higher Education Budget-Friendly Options
6. Navigating Assessment Matters In Higher Education eBook Formats
 - ePub, PDF, MOBI, and More
 - Assessment Matters In Higher Education Compatibility with Devices
 - Assessment Matters In Higher Education Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Assessment Matters In Higher Education
 - Highlighting and Note-Taking Assessment Matters In Higher Education
 - Interactive Elements Assessment Matters In Higher Education
8. Staying Engaged with Assessment Matters In Higher Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Assessment Matters In Higher Education
9. Balancing eBooks and Physical Books Assessment Matters In Higher Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Assessment Matters In Higher Education
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Assessment Matters In Higher Education
 - Setting Reading Goals Assessment Matters In Higher Education
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Assessment Matters In Higher Education
 - Fact-Checking eBook Content of Assessment Matters In Higher Education
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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