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# Assessment for, of and as Learning: An international perspective

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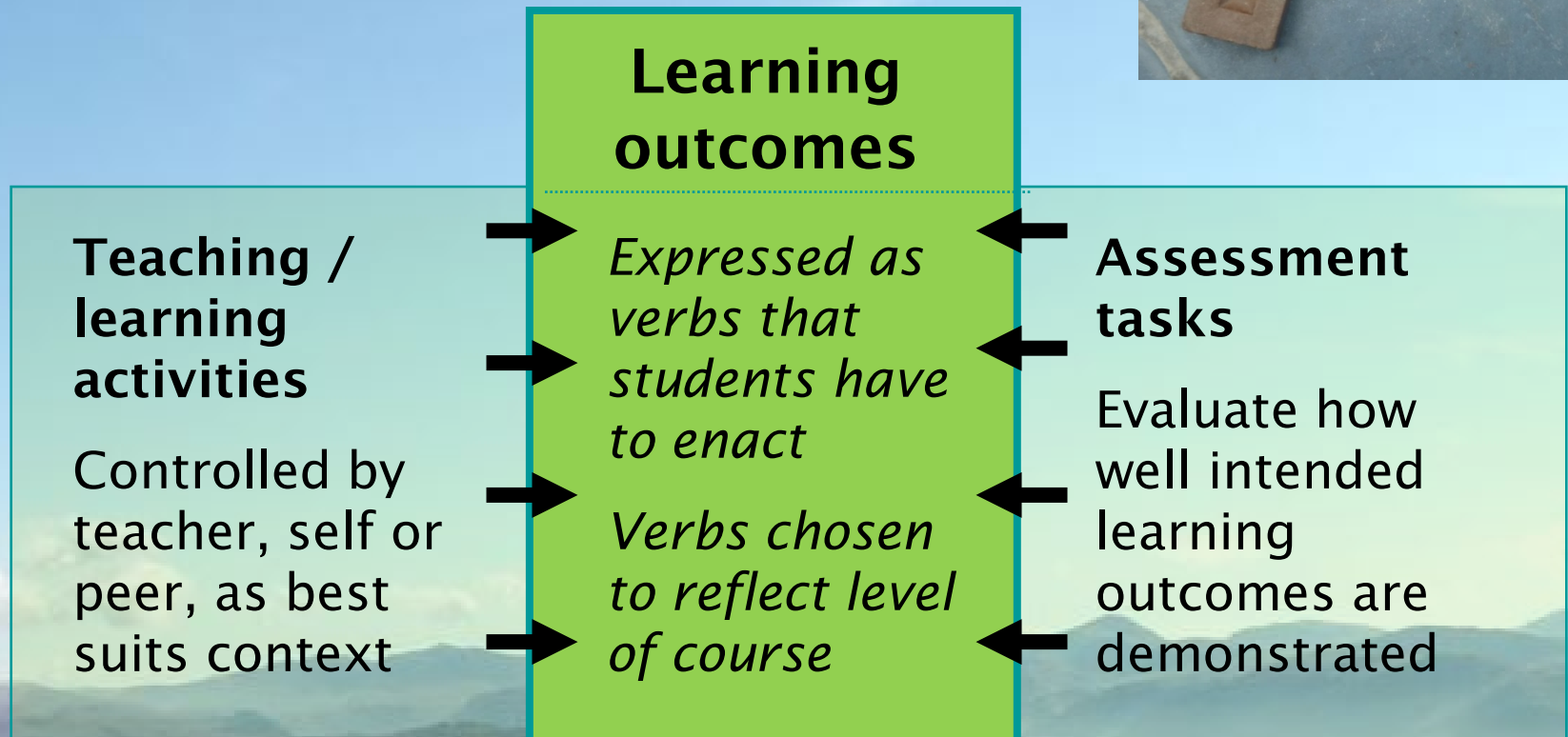
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# Constructive Alignment

the learner constructs meaning  
the tutor aligns the learning



(Adapted from Biggs & Tang 2007)



# Institutional Level

A Marked Improvement:

transforming assessment in higher education

[www.heacademy/amedimprovement](http://www.heacademy/amedimprovement)

Tenet 1: Assessment for learning

Tenet 2: Ensuring assessment is fit for purpose

Tenet 3: Recognise that assessment lacks precision

Tenet 4: Constructing standards in communities

Tenet 5: Integrating assessment literacy into course design

Tenet 6: Ensuring professional judgements are reliable



Assessment in Higher Education  
<https://aheconference.com/>  
Biennial Conference - Manchester  
June 28<sup>th</sup> and 29<sup>th</sup> 2017  
Call now out, deadline 9<sup>th</sup> Jan



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# Programme Level

Programme Learning Outcomes

1 2 3 4 5 6 7 8

Graduate Attributes  
(including employability)

Module x  
learning  
outcomes

m

n

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# e.g. QMUL Graduate Attributes

## **Vision**

- Engage critically with knowledge
- Have a global perspective
- Learn continuously in a changing world

## **Realisation**

- Rounded intellectual development
- Clarity of communication
- Research capacity
- Information expertise



# Programme Level Development

For example:

TESTA (Transforming...)

- Qualitative audit
- Assessment experience questionnaire
- Focus groups
- Teaching team workshops

<http://testa.ac.uk/index.php>





# Purposes of Education

<b>Qualification</b>	<b>Knowledge and certification</b>
<b>Socialisation</b>	<b>Preparation for family life, citizenship and employment</b>
<b>Subjectification</b>	<b>The opportunity to develop as unique human beings and 'singular beings' able to respond creatively</b>

Gert Biesta (2011) Good education in an age of measurement



# Purposes of Assessment

Qualification	‘of’ learning – demonstrating understanding and skills
Socialisation	‘for’ learning – developing skills and knowledge for life
Subjectification	‘as’ learning – freedom to develop subjectivity as a unique being

**+ Quality Assurance**

**+ Accountability**





# The Age of Accountability



‘I did not really get an A Level in Geography...

I got an A level in how to get an A grade...in A Level Geography’

George (aged 19)





# Procedures of Assessment

Institutional assessment efforts may be focused on procedure not on the quality of the student work and on developing assessment literacy

(Sue Bloxham 2012)



# Learning Outcomes

Are learning outcomes the cutting edge of Neoliberal education policy frameworks?

When tightly defined they provide a basis for measuring learner progress...

(Hussey & Smith 2002; 2003)





# Knowledge

Avoid the relativist fallacy  
– integrate academic skills,  
employability and graduate attributes...avoid  
generic degrees!

Social Realism:

Durkheim – sacred and profane

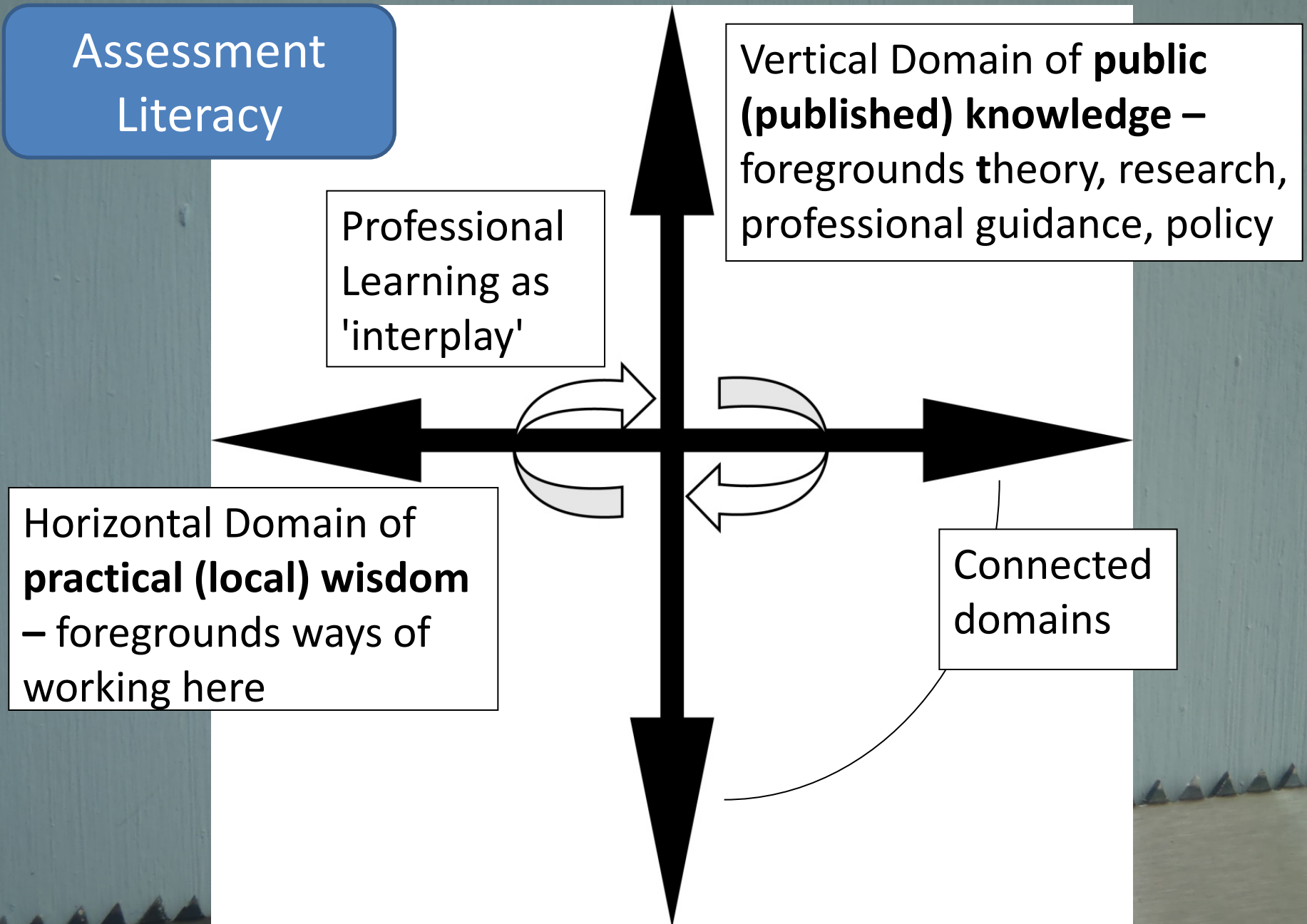
Bernstein – vertical and horizontal

(Michael F D Young 2008)





# Assessment Literacy



Pete Boyd & Sue Bloxham (2014) A situative metaphor for teacher learning, *British Educational Research Journal*, 40 (2), 337-352.

# Connoisseur Assessment



Grading student work:

- Holistic rather than analytical judgements
- Many tutors use written criteria for post hoc check
- Norm referencing is important

To what extent do we share with students that grading is not analytical and objective?

(Mark My Words: Bloxham, Boyd & Orr 2011)





# The Taxonomy Table

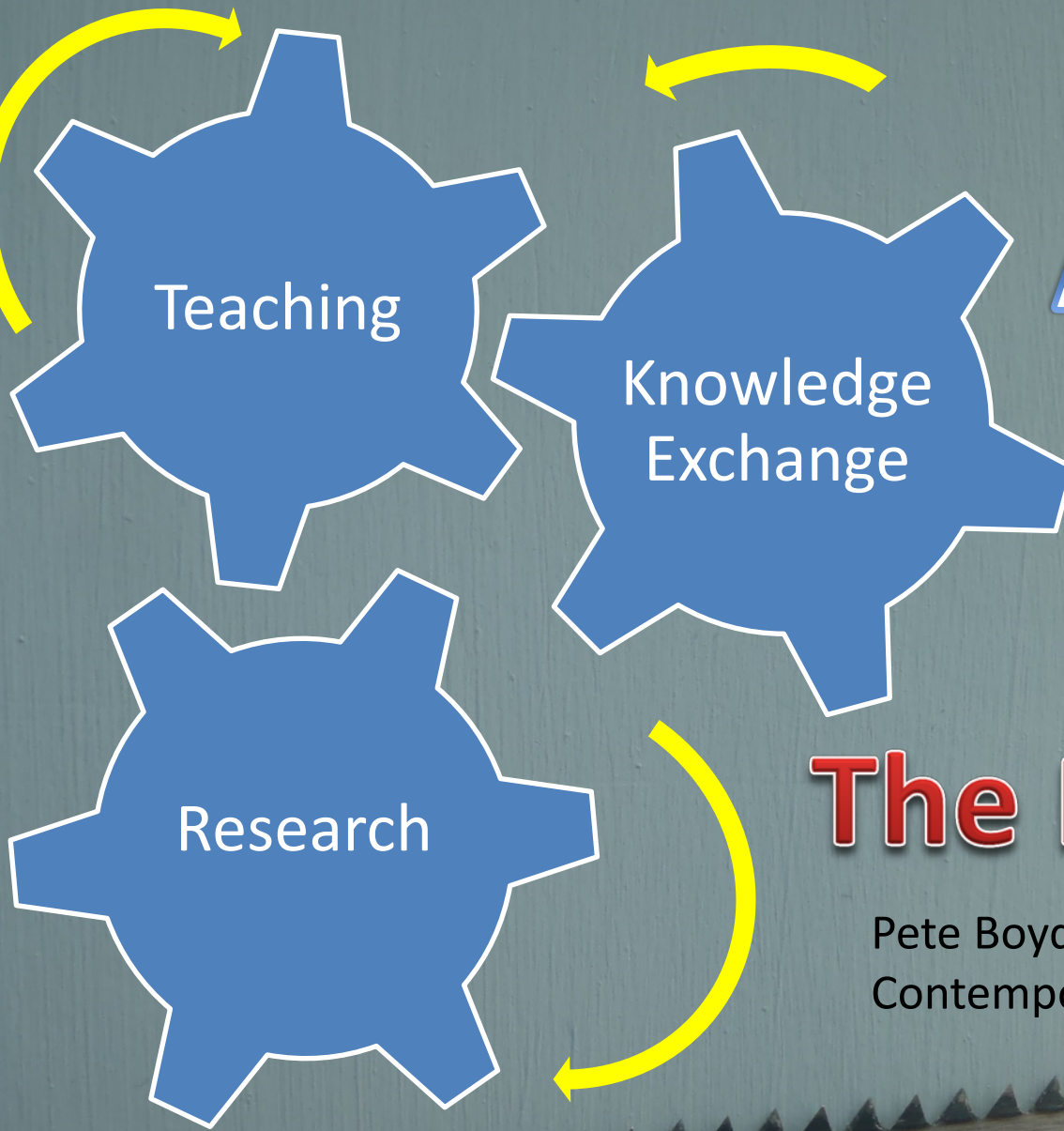
(Anderson and Krathwohl, 2001; Anderson 2003: 29; Boyd & Bloxham 2007)

Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual						
Conceptual						
Procedural						
Metacognitive						

Design, moderation and development by teaching teams



# Authentic Assessment



## The RTKE nexus

Pete Boyd & Caroline Smith (2016) *The Contemporary Academic. Studies in HE.*



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# Social Justice and Assessment

Is 'fair procedure' sufficient as a basis for social justice?

Is there a tension between dialogue and anonymous marking?

Does attention to aggregate student evaluative feedback drown out individual difference and experiences?

(Jan McArthur 2015)





# Low stakes assessment

Does the process of formative  
assessment require an element  
or stage of summative  
assessment?

(Madalena Taras 2009)

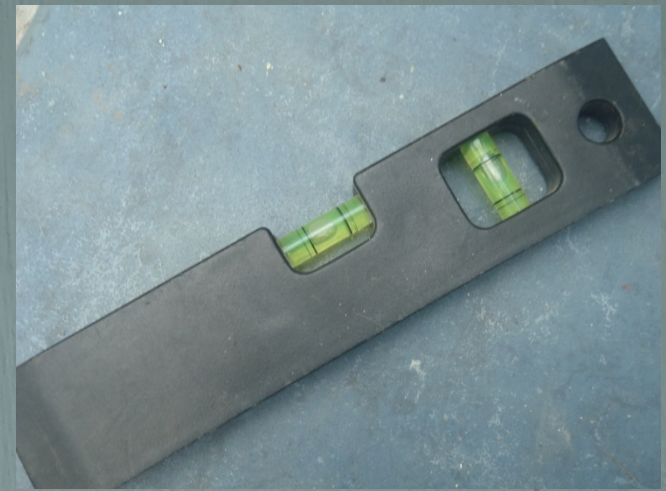




# The Spirit of AfL

Are teaching teams applying the techniques of AfL but not creating a positive learning culture that embraces struggle and mistakes in a supportive learning environment?

(Marshall & Drummond 2006)



# Teaching teams lead curriculum development through scholarly inquiry (beyond procedures)...

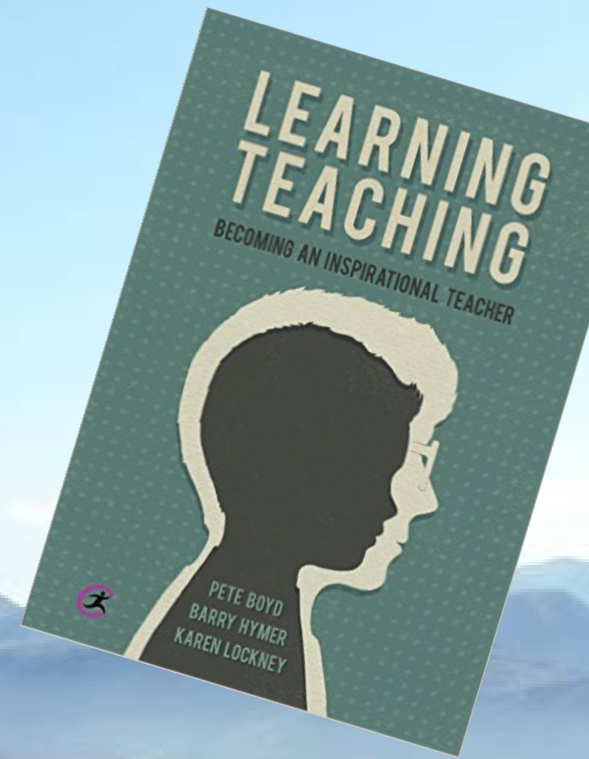
1. Integrate graduate attributes into the subject discipline
2. Align modules to programme learning outcomes
3. Include some freedom for creative responses from students within module learning outcomes
4. Invest in low stakes assessment activities
5. Integrate assessment literacy into programmes
6. Debate the quality of work to evaluate teaching
7. Recognise that assessment is a holistic judgment
8. Strengthen the RTKE nexus
9. Question social justice consequences





A teacher should ask each day and through sustained professional inquiry:

**What is my impact on learning and on learners?**



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