

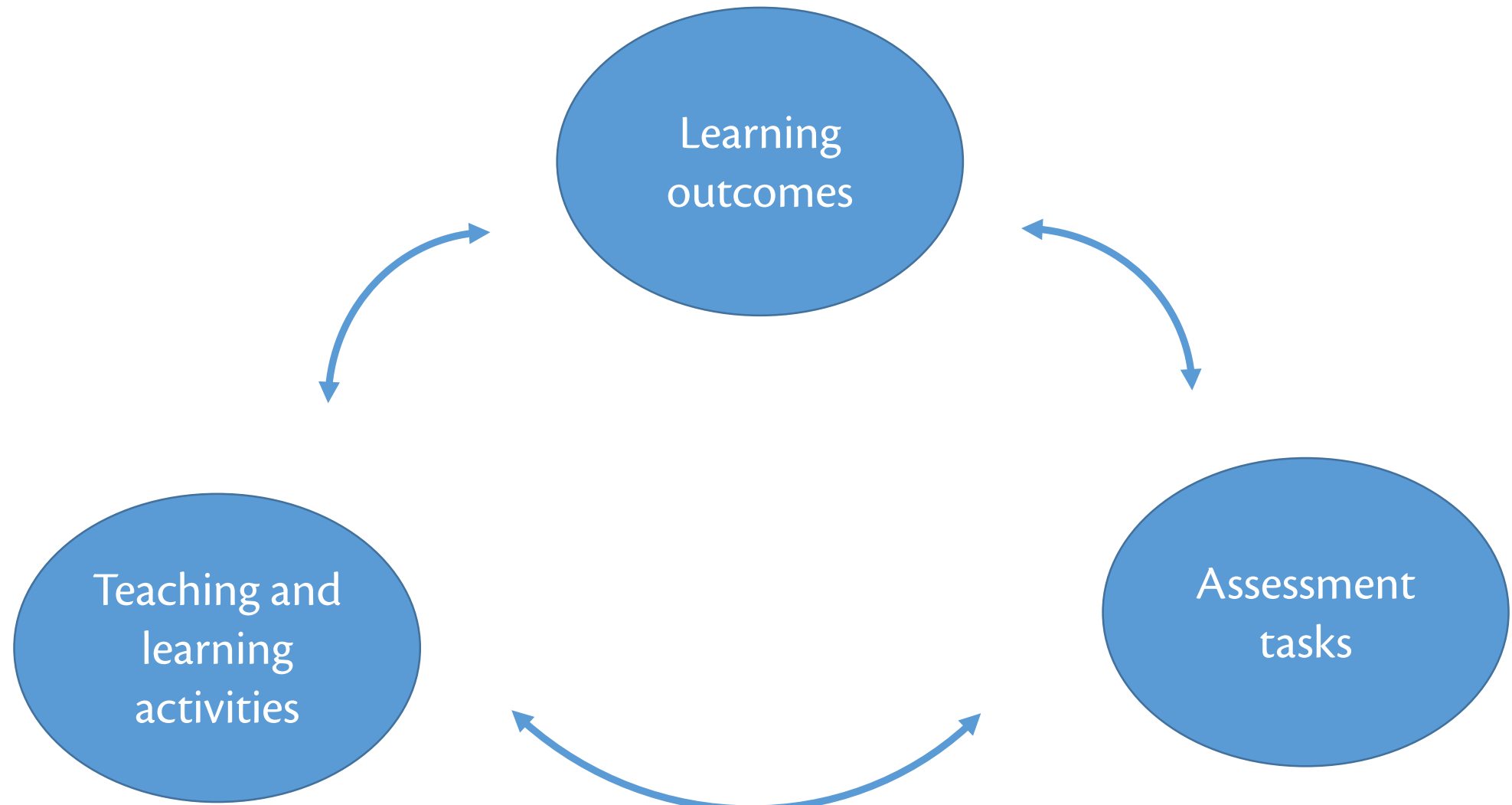


Course Coordinator Series, August 17

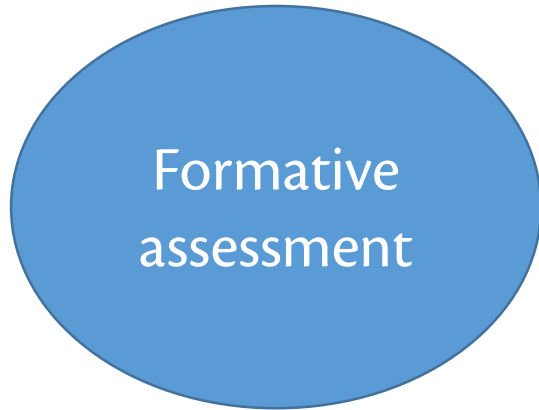
Examination and Assessment

- 1) Role of assessment, opportunities and challenges
- 2) Different types of assessment, assessment task design and some key things to consider.
- 3) Work with your examination tasks, and general examination design of courses
- 4) Sum up and reflections

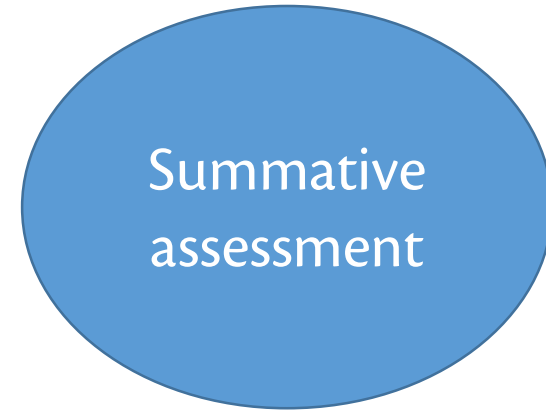
Today's process



John Biggs: Constructive Alignment

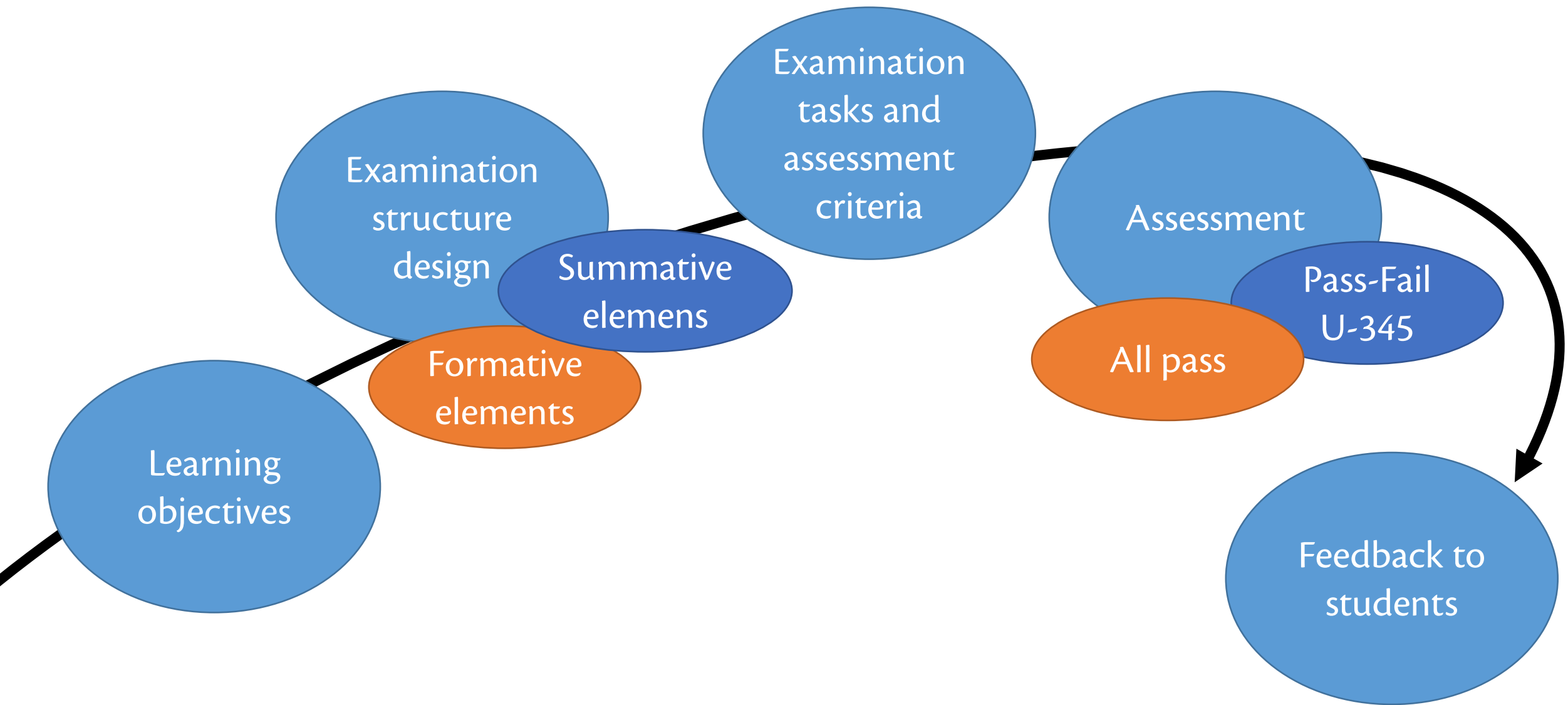


Assessment *for* learning
Not graded
Emphasis on feedback for improved learning



Assessment *of* learning
Pass-fail or U-345
A guarantee that student has sufficient knowledge

Assessment: both learning AND measurement



Assessment process is core in course design

Learning objectives are qualitatively very different – how can assessment reflect that?

Validity and reliability?

How do we balance learning and measurement?

How much assessment is optimal?

Examination tasks guide students' learning processes – what and how they learn.

Students have different learning styles.

(How) Do students understand assessment tasks and assessment criteria?

How can students be involved in the process of assessment?

- Look at your own examination tasks
 - Can they be tweaked to better reflect learning outcomes and learning styles? (reliability)
 - What are some of the important criteria for assessment? (validity)
- Switch tasks among courses and give/get feedback and new ideas!

- learning outcomes and purpose of assignment?
- appropriate level of complexity?
- formative or summative assessment?
- who is assessing? (self-assessment, peer assessment, coordinator assessment, external assessment)
- what type of feedback should students get, and when?
- is assessment task reasonable in relation to overall examination structure and learning outcomes?

Simplicity

Complexity



Measurement

Learning



Efficiency

Efficiency

