

## **LTS503 Assessment, evaluation and support**

A Unit in the Graduate Certificate in Teaching and Learning in Higher Education

### **Credit Points**

12.5 Credit Points

### **Duration**

1 Semester

### **Contact Hours**

Nil (approximately 150 hours of study time)

### **Campus**

Hawthorn or online

### **Prerequisites**

LTS501 Learning contexts, styles and outcomes

### **Corequisites**

Nil

### **Staff**

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### **Aims**

Assessment plays an important role in shaping student learning. This Unit aims to develop participant's understanding, knowledge and skills that are needed in the design of different forms of assessment tasks which will provide the kind of feedback that supports individual success and reinforce positive attitude toward student learning. This Unit also aims to improve participants' understanding and skills in providing students with appropriate just-in-time support and care to study in the University.

### **Learning Objectives**

After completing this Unit participants should be able to:

- analyse the role of student assessment in a systems approach to educational design and identify the key features of that role.
- identify the purposes of assessment in higher education.
- explain the main theoretical concepts and principles underpinning effective assessment.
- plan assessment for specific use.
- articulate and interpret institutional assessment policy.
- design appropriate methods and instruments for student assessment in your own discipline.
- create, administer and evaluate the necessary assessment instruments and criteria associated with their strategies.
- critically scrutinise procedures for collecting, assessing, recording and feeding back assessment information.
- distinguish evaluation from assessment.
- analyse evaluation in the course, curriculum or personal development within a systems approach.
- develop an evaluation schedule for a programme or programme component within participants' own discipline or an allied cross-disciplinary area.
- review and evaluate participants' own contributions to the teaching and learning process.
- provide appropriate academic and pastoral support to students.
- include evidence of student support activity in participants' Teaching Practice Portfolio.
- explain the links between support, performance and assessment.

### **Contribution to Graduate Attributes**

Participation in this Unit is expected to contribute towards the development of the following attributes in participants:

*They will be capable in their chosen professional areas in that they:*

Are informed and knowledgeable about learning, teaching and assessment in higher education.

Have an appreciation of areas of uncertainty and debate within a body of knowledge.

Have the ability to engage in informed critical inquiry.

Understand the relationship between theory and practice and have pertinent skills and abilities to apply educational theories.

*They will be entrepreneurial in that they*

Have the ability to deal with success and failure through informed critique and self-reflection.

*They will operate effectively and ethically in work and community situations in that they*

Have the ability to work both independently and collaboratively.

Have the ability to effectively communicate using a range of media.

*They will be adaptable and manage change in that they*

Have a general capacity for flexibility and curiosity.

They will be aware of environments in that they  
Are able to evaluate the impact of their decisions.

### **Content**

The role and purposes of student assessment in higher education. Theory and principles underlying effective assessment. Design of assessment instruments. Collecting, assessing and recording assessment information and providing feedback. Distinguishing evaluation from assessment. Analysing evaluation in course, curriculum and personal professional development. Developing an evaluation schedule for a teaching programme. Reviewing and evaluating participant's contribution to teaching and learning. Beliefs, feelings, behaviour and attitudes in student support. Support services inside and outside the University. Types of referral and warning signs.

### **Teaching Method**

An online study-guide and learning resources, and online group and teacher communications. An orientation and introduction workshop. Informal meetings between participants and the tutors.

### **Assessment**

Assessment items required to be satisfactorily completed

<i>Formal Assignment</i>		
Item	Weighting	Due date
1. Development (re-development) of instruments to assess student learning outcomes	20%	See Assessment Requirements page
2. Construct 15 items of online objective tests and conduct item analysis after implementation OR Design (re-design) suitable assessment tasks and develop (re-develop) relevant assessment tools for a project unit	20%	See Assessment Requirements page
3. Devise and use a student feedback questionnaire in class	20%	See Assessment Requirements page
<i>Group Seminar Presentation</i>		
Online group presentation on a chosen topic related to assessment and evaluation and individual contribution to discussion	40%	See Assessment Requirements page
<b>Notes:</b>		
<ol style="list-style-type: none"> <li>1. All items must be satisfactorily completed to pass the Unit.</li> <li>2. All due dates have to be observed unless otherwise an extension of time has been approved by the Unit Convenor.</li> <li>3. Details of items are shown in the Formal Assignment and Seminar Presentation areas.</li> </ol>		

### Special needs

Students with special needs should advise the Program Co-ordinator and/or the Unit Convenor by the end of the second week of the semester. In addition, students with Special Needs are recommended to notify the Equity Office if they have not already done so.

### Assessment and appeals procedures

Assessment in this Unit is in accordance with the guidelines set out in Procedures Relating to Assessment and Appeals. For further information please refer to the relevant section in the Swinburne Assessment and Appeals Procedures which can be found at

[http://www.swin.edu.au/corporate/registrar/ppd/stuinfo/assessment\\_and\\_appeals\\_higher\\_education\\_procedure.htm](http://www.swin.edu.au/corporate/registrar/ppd/stuinfo/assessment_and_appeals_higher_education_procedure.htm)

### Due date, extensions and late submissions

Participants are encouraged to submit assessment items prior to the specified due date. All assessment items should be submitted by the due date. An extension of time may be approved by the Unit Convenor by lodging an application form. The policy is to provide flexibility, allowing participants choice of time for submission of assessment items provided that it will allow them to complete the four-subject program within the normal time permitted i.e. two years from the time of initial enrolment. Items submitted after the due date or extended due date may not be accepted for assessment or may be accepted with penalty.

### Resubmission policy

The facility for resubmission of assessment items is available in this Unit. Early submission of assessment items is encouraged as resubmission must occur prior to the normal due date or extended due date for submission of the item.

### Special consideration

Refer to Section 8 of Assessment and Appeals Procedure, which can be found at [http://www.swin.edu.au/corporate/registrar/ppd/stuinfo/assessment\\_and\\_appeals\\_higher\\_education\\_procedure.htm](http://www.swin.edu.au/corporate/registrar/ppd/stuinfo/assessment_and_appeals_higher_education_procedure.htm)

### Plagiarism

Plagiarism is the action or practice of taking and using as one's own, the thoughts, writings or other work of someone else with the intent to deceive. Plagiarism includes:

- (a) the unauthorised use of the whole or part of a computer program written by another person;
- (b) the use of the whole or part of a written work including the use of paragraphs or sentences in essays or other assessable work which are neither enclosed in quotation marks nor otherwise properly acknowledged;
- (c) the paraphrasing of another's work without attribution;
- (d) the use of musical composition, audio, visual, graphic, photographic models, without attribution.
- (e) the use of realia, that is objects, as artifacts, costumes, models, etc., used in teaching to relate classroom learning to the daily life of peoples studied, without attribution.

### Subject Result Categories

The following assessment categories will be used to record a student's performance in a unit. Please note that a statement shall be included in the published results to the effect that only one category of satisfactory achievement is awarded for subjects in the Graduate Certificate in Teaching and Learning in Higher Education.

Result	Symbol	% / Comments
Exempt	EXM	Exempt on the basis of previous attainment
Pass	P	50-100
Not Pass	N	0-49
Not Pass Late Withdrawal	NLWD	Withdrawal is lodged eight weeks after the commencement of teaching period
Continuing	CONT	Student continuing study in the subject beyond the semester in which he/she was enrolled
Not Pass No Attempt	NA	The participant has not attempted the required assessment
Withdrawn/Fee Payable	WDFP	Withdrawal is lodged after the census date but within the weeks after the commencement of teaching period

### **Recommended Text**

Brown S and Knight P (1994) *Assessing Learners in Higher Education* (Kogan Page, London)

### **Reading Materials**

Major resources for the module are online sites and materials and current journal articles from journals such as *Higher Education Research and Development* [Australasia], *Innovative Higher Education* [USA], *Higher Education Quarterly* [UK]

Recommended print material includes:

Bloom B S, Hastings J T and Madaus G F (1971) *Handbook on Formative and Summative Evaluation of Student Learning*. (McGraw-Hill, New York)

Bowden, J and Marton, F. (1998) *The University of Learning*. (Kogan page, London)

Freeman R and Lewis R (1998) *Planning and Implementing Assessment*. (Kogan Page, London)

Gibbs G, Habeshaw S and Habeshaw T (1986) *53 Interesting Ways to Assess Your Students*. (TES, Bristol)

Gronlund N E (1985) *Measurement and Evaluation in Teaching*. 5th edition (Macmillan, New York)

James R, McInnis C and Devlin M (2002) *Assessing Learning in Australian Universities*. (AUTC, Canberra)

Janesick, VJ (2001) *The Assessment Debate*. (ABC CLIO, Santa Barbara)

Little, P, Ostwald, M and Ryan, G (eds) (1995) *Assessment and Evaluation*. (Australian Problem Based Learning Network, Sydney)

Nightingale, P, Te Wiata, I, Toohey, S, Hughes, C and Magin, D (1996) *Assessing Learning in Universities*. (University of NSW Press, Sydney)

Rowntree D (1987) *Assessing Students: how shall we know them?* 2nd edition (Kogan Page, London)

Wong, K (2007) *LTS103 Assessment, Evaluation and Support: Module Information and Reading from Selected Texts*. (LTS, Swinburne University of Technology)  
Wong, K (2007) *LTS103 Assessment, Evaluation and Support: Design of Quality Essay Questions for Student Assessment*. (LTS, Swinburne University of Technology)  
Wong, K (2007) *LTS103 Assessment, Evaluation and Support: Design of Quality Multiple Choice Questions for Student Assessment*. (LTS, Swinburne University of Technology)  
Wong, K (2007) *LTS103 Assessment, Evaluation and Support: Writing Clear Assessment Criteria*. (LTS, Swinburne University of Technology)

Recommended web sites include:

Assessment Resource Centre maintained by the Hong Kong Polytechnic University

<http://www.polyu.edu.hk/assessment/arc/>

Assessing Learning in Australian Universities [www.cshe.unimelb.edu.au/assessinglearning](http://www.cshe.unimelb.edu.au/assessinglearning)

Higher Education Research and Development Society of Australasia

<http://www.herdsa.org.au/>

Staff and Educational Development Association <http://www.seda.ac.uk>

A World Wide Web Service for Tertiary Educators <http://ultibase.rmit.edu.au/>

Australian Universities Teaching Committee <http://www.autc.gov.au/index.htm>

Centre for Interactive Assessment Development <http://www.derby.ac.uk/ciad/dev/>

Evaluation Cookbook <http://www.icbl.hw.ac.uk/ltidi/cookbook/contents.html>