

OLT Conference 2014

Impact on learning – designing assessment

Internationally there is pressure for significant change in measuring quality in teaching and learning processes (Krause, Barrie & Scott, 2012). Therefore institutions need to design curriculum that make student outcomes explicit, that provide opportunities for students' to develop these outcomes as they progress throughout the degree and that incorporate assessments to foster these outcomes all whilst allowing for quality assurance and enhancement. It is well acknowledged that assessment methods have a greater influence on how and what students learn than any other single factor and so it is crucial that they are developed to foster learning of desired outcomes rather than to purely grade student achievement. This presentation will explore how assessment can be designed to complete a circle of quality assurance. That is, assessment is utilised as a "research instrument" by which the educator learns what their students are NOT learning, which then drives change. It will introduce two practical perspectives, individual assessment task design and whole of curriculum design both focusing on assessments that not only assure learning but also encourage development of student learning outcomes.

Bio:

Romy is the Director of Learning, Teaching & Curriculum at the University of Wollongong. Romy has been involved in teaching and learning in higher education for over 20 years in both the UK and Australia. She led the National OLT Strategic Priority Project - Hunters & Gatherers: Strategies for Curriculum Mapping and Data Collection for Assurance of Learning, and was a team member for ALTC projects: Embedding Professionally Relevant Learning in Business Education; and Facilitating staff and student engagement with graduate attributes in Business Faculties. In 2013 she was delighted to receive a National OLT Teaching Fellow to continue her work in assurance of learning, examining curriculum design for assuring learning.

Raymond Lister is an Associate Professor in the Faculty of Information Technology at the University of Technology, Sydney. He has over 100 publications in Computing Education. In 2007, he received a (then) Carrick Institute Associate Fellowship for Teaching and Learning. His work then, and since then, has focused upon the specification of assessment goals, and the use of assessment to improve the understanding of student learning.