

Curriculum Design for Assuring Learning in Business Education

Session 3

CLO 1	1 st Year	2 nd Year	3 rd Year	Proficient

Whole of Course Marking



Hi achiever in 1st yr subject

- 1st year student achieved at 2nd year level. This version allows markers to grade using a 100% scale but still reveal to the student that their work is really at a 2nd year level. Obviously their mark on this criteria would be constrained to 100% for this actual task.

Hi achiever in 2nd yr subject

- 2nd year student achieved at 3rd year level. This version allows markers to grade using a 100% scale but still reveal to the student that their work is really at a 3rd year level. Obviously their mark on this criteria would be constrained to 100% for this actual task.

Poor achiever in 3rd yr subject

- 3rd year student achieved at 1st year level. This version allows markers to grade using a 100% scale but still reveal to the student that their work is really at a 1st year level. Obviously their mark on this criteria would be constrained to 0% for this actual task.

Step 3 – Scaffold Assessment throughout Curriculum

- Now look at this collection of assessment tasks and ask
 - How can you build throughout the course (increase complexity)? This is **scaffolded** assessment

CLO	Assessment 1	Assessment 2	Assessment 3	Assessment 4
1 Written	Memo to manager	Letter to client	Executive Summary	Full report
2 Ethics	Case study (one issue)	Case study (multiple issues)	Current News Analysis	Real Wicked Problem

CLO	A1	A2	A3	A4
1				
2				
3				
4				
5				
6				
7				
8				
9				

- NB Check against rubrics

Step 4 – Map to embed into the curriculum

Assessment Task	Task	Subject
CLO 1 – Assess 1	Memo to manager	HR 101
CLO 1 – Assess 2	Letter to client	Mgt 201
etc		

Assessment	Task	Subject/s
CLO 1 – A1		
CLO 1 – A2		
CLO 1 – A3		
CLO 1 – A4		
CLO 2 – A1		
CLO 2 – A2		
CLO 2 – A3		
CLO 2 – A4		
CLO 3 – A1		
CLO 3 – A2		
CLO 3 – A3		
CLO 3 – A4		

Assessment	Task	Subject/s
CLO 4 – A1		
CLO 4– A2		
CLO 4 – A3		
CLO 4 – A4		
CLO 5 – A1		
CLO 5 – A2		
CLO 5 – A3		
CLO 5 – A4		
CLO 6 – A1		
CLO 6 – A2		
CLO 6 – A3		
CLO 6 – A4		

Assessment	Task	Subject/s
CLO 7 – A1		
CLO 7 – A2		
CLO 7 – A3		
CLO 7 – A4		
CLO 8 – A1		
CLO 8 – A2		
CLO 8 – A3		
CLO 8 – A4		
CLO 9 – A1		
CLO 9 – A2		
CLO 9 – A3		
CLO 9 – A4		

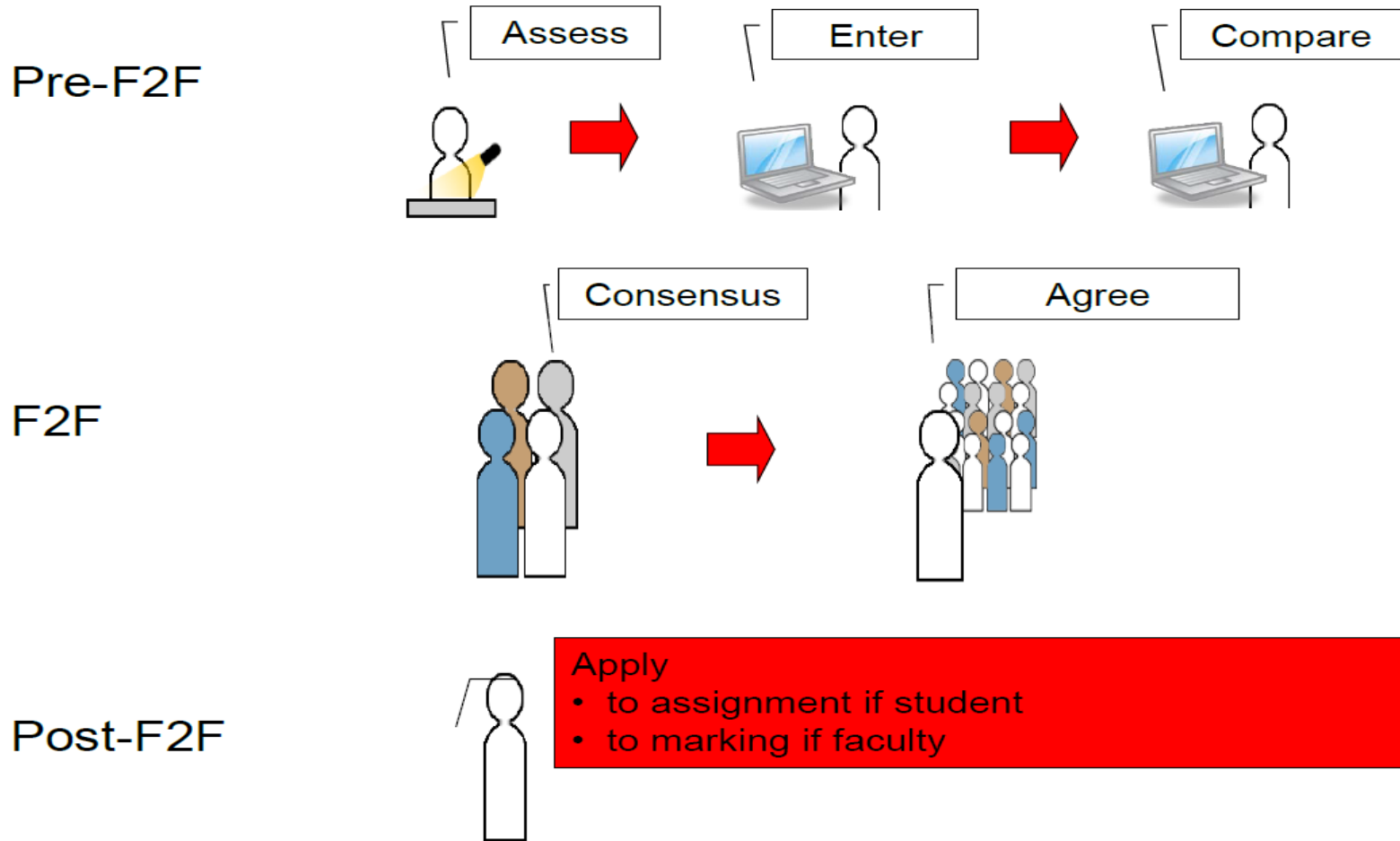
Assessment –

How do we make judgements?

- Sadler (2012) discusses commonly used options in assuring achievement including:
 - overall results,
 - external examiner systems,
 - threshold standards and
 - standardised testing,but stresses problems with each of these methods unless a
 - moderation and calibration process is included.

Calibration

Calibrating and grading to the standard



Assessment –

How do we make judgements?

- Yorke (2008) has also raised concern about adopting overall percentages as the indicator of quality.
- What does a percentage or grade point average or degree classification actually tell us;
 - which capabilities were actually assessed
 - at what level;
 - how grading was decided.

Assessment –

How do we make judgements?

- BOTTOM UP
 - With final percentage marks, students tend to gather evidence of achievement in a 'bottom up' way, collecting marks and grades during a course, until they have sufficient to graduate.
 - Problematic because in reaching the conciseness of an overall grade a loss of detail is inevitable, which prompts the need for supplementary material.
- TOP DOWN
 - Asking students to question 'How have you satisfied, through your work, the learning outcomes stated?'
 - Allows for a mixture of evidence including, qualitative assessments of performance in naturalistic settings (such as work placements), and claims of achievements that may not be formally assessable by the higher education institution but can nevertheless be supported by evidence.

Whole of Course ePortfolios

- Yorke (2008) proposed that evidence can (some might say 'should') be created by students.
- Creating ePortfolios is said to enable students to enhance their learning by giving them a better understanding of their skills and attributes, as well as where and how they need to improve to meet academic and career goals (Yancey, 1999).

Conditions (11) under which Assessment Supports Student Learning

Gibbs & Simpson, 2004

- Assessment tasks capture sufficient student time and effort
- The assessment tasks distribute student effort evenly across time and topics
- The tasks engage students in productive learning activity
- Assessment communicates clear and high expectations to students
- Feedback is sufficient, frequent and adequately detailed

Conditions (11) under which Assessment Supports Student Learning

Gibbs & Simpson, 2004

- Feedback is provided quickly enough to be useful
- Feedback focuses on learning rather than marks
- Feedback is linked to the purpose of the assignment and to criteria
- Feedback is understandable by students
- Feedback is received by students and attended to
- Feedback is acted upon by students to improve their work or learning

<http://www.open.ac.uk/fast/pdfs/aeq.pdf>

Checklist for units/subjects/modules

This checklist is for those involved with units/subjects/modules (considered at the level of the assessment task)

- How does the task develop students' capacity to assess
 - their own work?
 - the work of others?
- Does the task encourage students to work productively with others (as distinct from collude with them)?
- How does the task develop students' ability to think critically and make judgements about their work?
- What are likely students responses to the task? How can the task be framed to avoid inappropriate responses?
- Has feedback about earlier versions of the task been used to revise it?
- Is the task realistic or 'authentic' and linked to course learning outcomes as well as longer term learning aims?
- Does the task encourage students to position themselves as active learners?
- Is the task a learning activity in its own right and not just a compliance requirement?
- What particular capacities does the task help build in students?
- Have students had sufficient practice in some of the key areas being assessed (eg. through activities that are not formally assessed) for it to be a realistic task for them?
- Will the task focus students' attention on productive learning activities and lead them away from 'cramming' and plagiarism?
- Is feedback used to help students calibrate their own judgements about their work
- Is feedback from both peers and staff used, and are tasks scheduled so that students are able to utilize comments from others to improve their work?
- How will the assessment task have a longer-term effect on students beyond the immediate period of assessment?

Checklist for Courses

The following checklist is an example of the sorts of questions that might be considered by those involved in Courses and courses:

- Does the overall balance of assessment activities across tasks fairly reflect the balance of learning outcomes for the Course/course?
- Are assessment activities in alignment with learning outcomes and teaching and learning activities and do they together promote a virtuous cycle of achievement? Is such alignment visible to students?
- Do learning outcomes incorporate features such as building capacity for learning beyond the course, development of students' capacity to make judgements about their own work and that of others?
- Do the assessment tasks within a course/unit adequately reflect the main learning outcomes? Do they contribute to the overall graduate attributes of the Course?
- Are all assessment tasks judged according to standards made specific to the task rather than generic standards?
- Are marks given and recorded in no finer detail than is appropriate for the accuracy of grading of the task (eg. it is not possible to reliably mark essays and reports to percentage accuracy)?
- Are assessments across units coordinated to (a) avoid repetition of type of task, (b) avoid overloading students at particular times, and (c) ensure appropriate coverage of learning outcomes?
- Are all staff aware of the assessment tasks required of students in other units/courses across the Course and within the semester?
- Is assessment normally discussed in all course, Course and assessment meetings primarily in terms of impact on learning, and secondarily in terms of fairness, consistency, etc.?
- Is timing of feedback relative to opportunities for students to utilise feedback considered regularly?
- Do course and Course teams regularly consider information about students' responses to assessment as part of quality assurance deliberations?
- Is the overall assessment in a course or Course such that it can be plausibly concluded that it will build the capacities of students to continue their own learning and assessment after graduation?

Assessment . . .

“Students can escape bad teaching: they can’t avoid bad assessment”

“Assessment methods and requirements probably have a greater influence on how and what students learn than any other single factor”