

Gordon Joughin
Editor

Assessment, Learning and Judgement in Higher Education



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Assessment Learning And Judgement In Higher Education

David Boud, Nancy Falchikov



Assessment Learning And Judgement In Higher Education:

Assessment, Learning and Judgement in Higher Education Gordon Joughin, 2008-12-11 There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years This interest has been expressed in various ways through large scale research projects international conferences the development of principles of assessment that supports learning a growing awareness of the role of feedback as an integral part of the learning process and the publication of exemplary assessment practices At the same time more limited attention has been given to the underlying nature of assessment to the concerns that arise when assessment is construed as a measurement process and to the role of judgement in evaluating the quality of students work It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning and to explicate the nature of assessment as judgement Despite the recent growth in interest noted above assessment in higher education remains under conceptualized This book seeks to make a significant contribution to conceptualizing key aspects of assessment learning and judgement *Developing Evaluative Judgement in Higher Education* David Boud, Rola Ajjawi, Phillip Dawson, Joanna Tai, 2018-04-19 A key skill to be mastered by graduates today is the ability to assess the quality of their own work and the work of others This book demonstrates how the higher education system might move away from a culture of unhelpful grades and rigid marking schemes to focus instead on forms of feedback and assessment that develop the critical skills of its students Tracing the historical and sociocultural development of evaluative judgement and bringing together evidence and practice design from a range of disciplines this book demystifies the concept of evaluative judgement and shows how it might be integrated and encouraged in a range of pedagogical contexts Contributors develop various understandings of this often poorly understood concept and draw on their experience to showcase a toolbox of strategies including peer learning self regulated learning self assessment and the use of technologies A key text for those working with students in the higher education system *Developing Evaluative Judgement in Higher Education* will give readers the knowledge and confidence required to promote these much needed skills when working with individual students and groups Assessment for Education Valentina Klenowski, Claire Wyatt-Smith, 2013-11-19 This is a very exciting book and should be read widely by anyone who wants a better understanding of the role of assessment in the diverse globalised digital societies of the 21st century Professor Mary James University of Cambridge President British Educational Research Association Highly readable and thoroughly researched this call for a new vision of education deserves to be ready by all those who share the concern to shape today s assessment practices to meet the needs of tomorrow s society Professor Patricia Broadfoot CBE University of Bristol Do you need a practical guide to assessment curriculum and policy Are you also looking for a book that is firmly grounded in theory and professional practice This book makes assessment processes transparent for practitioners and shows how assessment should align with curriculum

and teaching for success in education The book will show you how practitioner use of achievement standards can improve learning equity social justice and accountability Inside this book you will learn about Quality assessment and judgement practice Relationships across curriculum assessment teaching and learning Front ending assessment based on the learner s needs Practitioner judgement approaches and standards The conditions under which teacher assessment can be valid Principles derived from research of social moderation practices Assessment for Education is the perfect guide for students researchers academics and teaches and anyone working in curriculum and assessment policy Rethinking Assessment in Higher Education David Boud,Nancy Falchikov,2007-03-28 Pt 1 Setting the scene pt 2 The context of assessment pt 3 Themes pt 4 The practice of assessment Assessment in Higher Education John Heywood,2000 This book examines not only the assessment of student learning but the assessment of institutions the programmes they offer and the teaching they provide It describes in detail the significant developments that have taken place over the last decade in the field and clarifies the different meanings of the term assessment that are now in use Scaling up Assessment for Learning in Higher Education David Carless,Susan M. Bridges,Cecilia Ka Yuk Chan,Rick Glofcheski,2016-12-29 A critical issue in higher education is the effective implementation of assessment with the core purpose of promoting productive student learning This edited collection provides a state of the art discussion of recent cutting edge work into assessment for learning in higher education It introduces a new theme of scaling up which will be welcomed by theorists researchers curriculum leaders and university teachers and showcases the work of leading figures from Australia England continental Europe and Hong Kong The work illuminates four key elements 1 Enabling assessment change 2 Assessment for learning strategies and implementation 3 Feedback for learning 4 Using technology to facilitate assessment for learning Solidly research based and carrying important implications for enhanced practice in assessment for learning at the university level it is a must read for academic developers researchers university teachers academic leaders and all those interested in assessment matters

Higher Education Transitions Eva Kyndt,Vincent Donche,Keith Trigwell,Sari Lindblom-Ylänne,2017-05-18 In the current era where lifelong learning is brought to the fore higher education can no longer be regarded as an isolated trajectory within one s educational career as many students face substantial challenges in crafting their professional future More specifically the transition from school to higher education and continuing to the labour market are often a difficult hurdles for many students Almost half of students do not succeed in the first year and often withdraw from education students are faced with a variety of contexts and may choose to study in a different international context and they are then confronted with structural barriers in finding a high quality job as evidenced by increasing levels of youth unemployment and underemployment Higher Education Transitions aims to deepen our understanding of the transitions taking place when students enter progress and leave higher education to enter the labour market Drawing on an international team of contributors this guide includes three conceptual and fifteen empirical studies which include a range of quantitative

qualitative cross sectional and longitudinal studies Divided into three sections to reflect each important transition phase topics include transitions from secondary to higher education transitions within higher education transitions from higher education to the labour market By considering transitions across different phases as a broad and interrelated process this guide will be essential reading for higher education researchers policy stakeholders and all those interested in the transitions into higher education and the labour market

Digital Representations of Student Performance for Assessment P. John Williams,C. Paul Newhouse,2013-10-30 It was the belief that assessment is the driving force of curriculum that motivated the authors of this monograph to embark on a program of research and development into the use of digital technologies to support more authentic forms of assessment They perceived that in responding to the educational needs of children in the 21st Century curriculum needed to become more relevant and engaging but that change was unlikely without commensurate change in methods and forms of assessment This was particularly true for the high stakes assessment typically conducted at the conclusion of schooling as this tended to become the focus of the implemented curriculum throughout the years of school Therefore the authors chose to focus on this area of assessment with the understanding that this would inform assessment policy and practices generally in schools This book provides a conceptual framework and outlines a project in which digital methods of representing students performance were developed and tested in the subject areas of Applied Information Technology Engineering Italian and Physical Education The methodology and data collection processes are discussed and the data is analysed providing the basis for conclusions and recommendations

The Reformer: Jan 2019 Edition Pakistan ASCD,2019-01-31 Education can never be experienced in remoteness The organic nature of educational practices needs connectivity and the powerful educators and well allied The diversity of ideas practices and solutions to handle the challenges helps in grooming educators With these thoughts we launched our inaugural issue in May 2018 and as per our commitment to excellence we published the January 2019 issue Our every magazine has an issue and this issue brings ideas thoughts advices on leadership in education Pakistan ASCD an affiliate of ASCD resolute to bring the best resources for the educators and bridge the gaps between the stake holders in education sector worldwide We firmly believe in excellence through connectivity

Assessing Student Learning in Higher Education George A Brown,Joanna Bull,Malcolm Pendlebury,2013-10-14 There is no doubt about the importance of assessment it defines what students regard as important how they spend their time and how they come to see themselves it is a necessary part of helping them to learn This text provides background research on different aspects of assessment Its purpose is to help lecturers to refresh their approach to the assessment of student learning It explores the nature of conventional assessment such as essays and projects and also considers less widely used approaches such as self and peer assessment There are also chapters devoted to the use of IT the role of external examiners and the introduction of different forms of assessment With guidelines suggestions examples of practice and activities this book will become a springboard for action discussion and even more active learning

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