

Improving Assessment Through Student Involvement Practical Solutions For Aiding Learning In Higher And Further Education

David Carless, Gordon Joughin, Ngar-Fun Liu

Improving Assessment Through Student Involvement Nancy Falchikov, 2013-04-15 Staff developers, lecturers and researchers in both higher and further education institutions will welcome this comprehensive yet critical guide to achieving effective student involvement in assessment.

Improving Assessment through Student Involvement Nancy Falchikov, 2013-04-15 The assessment of students an activity central to the role of any professional in further and higher education, and is an area that is the subject of constant innovation and debate. This book provides a scholarly account of the many facets of assessment, with a particular focus on student involvement. Peer and self-assessment are powerful assessment tools to add to the existing tutor-based methods of assessment and feedback, and this book is a comprehensive guide to the the methods and issues involved. Practical and accessible in style, yet grounded in research and rich in evidence-based material, *Improving Assessment Through Student Involvement* will be valued by all FE or HE professionals wanting to enhance both the effectiveness and quality of their assessment methods.

Research on E-Learning and ICT in Education Tharrenos Bratitsis, 2023-06-30 This book is comprised of research-based chapters developed from selected full papers presented at the Pan-Hellenic and International Conference “ICT in Education”. It includes covering technical, pedagogical, organizational, instructional, as well as policy aspects of ICT in Education and e-Learning. Special emphasis is given to applied research relevant to the educational practice guided by the educational realities in schools, colleges, universities and informal learning organizations. Further, the book encompasses current trends, perspectives, and approaches determining e-Learning and ICT integration in practice, including learning and teaching, curriculum and instructional design, learning media and environments, teacher education and professional development. Since 2012, Springer has published a volume entitled “Research on e-Learning and ICT in Education: Technological, Pedagogical and Instructional Issues” at the conclusion of every conference. These volumes are based on

research work originally presented in the conference series mentioned above, but the call for chapters is open and disseminated to the international community attracting also international contributions. Furthermore, as the editors are also involved in EU funded international research projects in the area of educational technology, we strongly focus on attracting submissions demonstrating the current state-of-the-art and most recent research outcomes of such projects.

How Assessment Supports Learning David Carless, Gordon Joughin, Ngar-Fun Liu, 2006-11-01 **How Assessment Supports Learning: Learning-oriented Assessment in Action** invites teachers in higher education to rethink the purposes of assessment and to revise their assessment practices in the interests of improved student learning. It combines practice, theory, research and extensive examples of assessment techniques to support academics in this vital part of their multi-faceted role. This book presents 39 innovative assessment practices from a range of disciplines and located in a clearly articulated theoretical framework. This framework is congruent with outcomes-based approaches, currently being implemented in universities in Hong Kong and elsewhere. The practices, which can be modified for use in a wide range of contexts, illustrate how assessment can be used to engage students in productive learning, provide genuinely helpful feedback efficiently, and help students learn to evaluate and improve the quality of their own work. The book concludes with suggestions for responding to challenges at the interface between assessment and learning.

E-Learning Technologies and Evidence-Based Assessment Approaches Spratt, Christine, Lajbcygier, Paul, 2009-05-31 This book aims to provide readers with a variety of contemporary solutions to identified educational problems of practice related to the assessment of student learning in e-learning environments--Provided by publisher.

Innovative Assessment in Higher Education Cordelia Bryan, Karen Clegg, 2019-04-03 Contextualising why assessment is still the single most important factor affecting student learning in higher education, this second edition of **Innovative Assessment in Higher Education: A Handbook for Academic Practitioners** offers a critical discourse about the value of assessment for learning alongside practical suggestions about how to enhance the student experience of assessment and feedback. With 17 new chapters this edition: contextualises assessment within the current higher education landscape; explores how student, parent and government expectations impact on assessment design; presents case studies on how to develop, incorporate and assess employability skills; reviews how technology and social media can be used to enhance assessment and feedback; provides examples and critical review of the use and development of feedback practices and how to assess professional, creative and performance-based subjects; offers guidance on how to develop assessment that is inclusive and enables all students to advance their potential. Bridging the gap between theory and the practical elements of assessment, **Innovative Assessment in Higher Education: A Handbook for Academic Practitioners** is an essential resource for busy academics looking to make a tangible difference to their academic practice and their students' learning. This practical and accessible guide will aid both new and more experienced practitioners looking to learn more about how and why

assessment in higher education can make such a difference to student learning.

Innovative Practices for Higher Education Assessment and Measurement Cano, Elena, Ion, Georgeta, 2016-07-18 Both educators and their students are involved in the process of assessment - all parties are expected to meet and exceed expectations in the face of competing conditions. New practices are being developed to enhance students' participation, especially in their own assessment, be it through peer-review, reflective assessment, the introduction of new technologies, or other novel solutions. Though widely researched, few have measured these innovations' effectiveness in terms of satisfaction, perceived learning, or performance improvements. *Innovative Practices for Higher Education Assessment and Measurement* bridges the gap between political discourse, theoretical approach, and teaching practices in terms of assessment in higher education. Bringing new insights and presenting novel strategies, this publication brings forth a new perception of the importance of assessment and offers a set of successful, innovative practices. This book is ideal for educators, administrators, policy makers, and students of education.

The SAGE Encyclopedia of Online Education Steven L. Danver, 2016-09-20 Online education, both by for-profit institutions and within traditional universities, has seen recent tremendous growth and appeal - but online education has many aspects that are not well understood. The SAGE Encyclopedia of Online Education provides a thorough and engaging reference on all aspects of this field, from the theoretical dimensions of teaching online to the technological aspects of implementing online courses—with a central focus on the effective education of students. Key topics explored through over 350 entries include: · Technology used in the online classroom · Institutions that have contributed to the growth of online education · Pedagogical basis and strategies of online education · Effectiveness and assessment · Different types of online education and best practices · The changing role of online education in the global education system

Handbook of Research on Fostering Student Engagement With Instructional Technology in Higher Education Alqurashi, Emtinan, 2019-10-11 Student engagement relies on the students and their willingness to participate in the learning process and can be enhanced through the application of various technologies within learning environments. However, strategies for implementing these technologies need research and development to be implemented effectively. The *Handbook of Research on Fostering Student Engagement With Instructional Technology in Higher Education* is a comprehensive academic publication that focuses on the engagement of learners with academics in higher education and especially how this engagement can be fostered with the integration of new technologies. Featuring an array of topics such as gamification, digital literacy, and social networking, this book is ideal for instructors, educators, administrators, curriculum developers, instructional designers, IT consultants, educational software developers, researchers, academicians, and students.

Enhancing Teaching and Learning through Assessment Steve Frankland, 2007-10-17 Assessment is the daily life of a teacher; designing plans, setting questions, giving feedback and grading are all activities that teachers undertake on a

regular basis. This book provides a practical guide on the effective use of assessment. It includes the use of assessment tools and pedagogical design that help students deepen their learning. Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students' learning.

One-Day, One-Problem Glen O'Grady, Elaine Yew, Karen P.L. Goh, Henk Schmidt, 2012-04-13 One-day, one-problem is a unique adaptation of problem-based learning (PBL) pioneered at Republic Polytechnic, Singapore. Here students are challenged each day with a problem from their domain and attain the necessary learning outcomes in the process of responding to the problem. Throughout the day students would engage in small group discussions, self-directed learning and conversations with their teacher who plays the role of a facilitator. This approach to learning and instruction represents a new brand of constructivist learning in a more structured learning environment compared to conventional PBL. This book contains a series of chapters by authors with first-hand experience in the One-day, one-problem PBL approach. Unlike other books on PBL, the chapters are both research-informed and practical. Results of empirical studies into the factors of PBL such as quality of problems, tutor behaviours, scaffoldings, student learning and interest are discussed together with practical implications for the educator. The book begins with an overview of the one-day, one-problem process, providing a viewpoint from both the student and tutor. Republic Polytechnic's pedagogical philosophy and epistemological belief of education are introduced with the intent to share how the polytechnic designed and implemented a system that supports the philosophical beliefs. Results and practical implications of empirical studies on the various factors that influence students' learning in PBL are discussed. These include the quality of problems and the use of scaffoldings for students' learning, tutors as facilitators, preparation of staff for PBL, student assessment, how students learn in the process of PBL and student interest.

Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-10-11 As teaching strategies continue to change and evolve, and technology use in classrooms continues to increase, it is imperative that their impact on student learning is monitored and assessed. New practices are being developed to enhance students' participation, especially in their own assessment, be it through peer-review, reflective assessment, the introduction of new technologies, or other novel solutions. Educators must remain up-to-date on the latest methods of evaluation and performance measurement techniques to ensure that their students excel. *Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications* is a vital reference source that examines emerging perspectives on the theoretical and practical aspects of learning and performance-based assessment techniques and applications within educational settings. Highlighting a range of topics such as learning outcomes, assessment design, and peer assessment, this multi-volume book is ideally designed for educators, administrative officials, principals, deans, instructional designers, school boards, academicians, researchers, and education students seeking

coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes.

Reconceptualising Feedback in Higher Education Stephen Merry, Margaret Price, David Carless, Maddalena Taras, 2013-07-18 Feedback is a crucial element of teaching, learning and assessment. There is, however, substantial evidence that staff and students are dissatisfied with it, and there is growing impetus for change. Student Surveys have indicated that feedback is one of the most problematic aspects of the student experience, and so particularly in need of further scrutiny. Current practices waste both student learning potential and staff resources. Up until now the ways of addressing these problems has been through relatively minor interventions based on the established model of feedback providing information, but the change that is required is more fundamental and far reaching. *Reconceptualising Feedback in Higher Education*, coming from a think-tank composed of specialist expertise in assessment feedback, is a direct and more fundamental response to the impetus for change. Its purpose is to challenge established beliefs and practices through critical evaluation of evidence and discussion of the renewal of current feedback practices. In promoting a new conceptualisation and a repositioning of assessment feedback within an enhanced and more coherent paradigm of student learning, this book: • analyses the current issues in feedback practice and their implications for student learning. • identifies the key characteristics of effective feedback practices • explores the changes needed to feedback practice and how they can be brought about • illustrates through examples how processes to promote and sustain effective feedback practices can be embedded in modern mass higher education. Provoking academics to think afresh about the way they conceptualise and utilise feedback, this book will help those with responsibility for strategic development of assessment at an institutional level, educational developers, course management teams, researchers, tutors and student representatives.

Reflective Teaching in Higher Education Paul Ashwin, David Boud, Susanna Calkins, Kelly Coate, Fiona Hallett, Greg Light, Kathy Lockett, Iain MacLaren, Katarina Mårtensson, Jan McArthur, Velda McCune, Monica McLean, Michelle Tooher, 2020-02-20 *Reflective Teaching in Higher Education* is the definitive textbook for those wanting to excel at teaching in the sector. Informed by the latest research in this area, the book offers extensive support for those at the start of an academic career and career-long professionalism for those teaching in higher education. Written by an international collaborative author team of experts led by Paul Ashwin, *Reflective Teaching in Higher Education* offers two levels of support: - practical guidance for day-to-day teaching, covering key issues such as strategies for improving learning, teaching and assessment, curriculum design, relationships, communication, and inclusion - evidence-informed 'principle's to aid understanding of how theories can effectively inform teaching practices, offering ways to develop a deeper understanding of teaching and learning in higher education In addition to new case studies from a wider variety of countries than ever before, this new edition includes discussion of: - What is meant by 'agency' - Gender, ethnicity, disability and university teaching - Digital learning spaces and social media - Teaching career development for academics - Decolonising the curriculum -

Assessment and feedback practices - Teaching excellence and 'learning gain' - 2015 UN General Assembly 2030 Agenda for Sustainable Development reflectiveteaching.co.uk provides a treasure trove of additional support. It includes supplementary sector specific material to support for considering questions around society's educational aims, and much more besides.

Teaching and Learning in Further Education Prue Huddleston, Lorna Unwin, 2013-09-05 Further education colleges now deliver education and training to more students than any other institutions in the post-compulsory sector. Presenting a practical guide to teaching and learning within the context of the changing FE environment, this book addresses the diverse nature of the curriculum and of the student body for which it is designed. This new edition looks at recent developments in policy, legislation, the organisation of the FE sector, student profiles and other contextual factors, which have an impact on the everyday life of colleges. Topics in this third edition include: 14-16 year olds in college and the impact of the Increased Flexibility Programme marginal groups in college, including second language learners and asylum seekers workplace learning, college/workplace links, e-learning and individualised learning developments in e-assessment, and personal records of achievement Full of practical activities and case study examples, *Teaching and Learning in Further Education* helps the reader to consider differing student needs and how these might best be served. It is essential reading for lecturers, tutors and teaching assistants in higher and further education.

Blended Learning. Enhancing Learning Success Simon K.S. Cheung, Lam-for Kwok, Kenichi Kubota, Lap-Kei Lee, Jumpei Tokito, 2018-07-21 This book constitutes the refereed proceedings of the 11th International Conference on Blended Learning, ICBL 2018, held in Osaka, Japan, in July/ August 2018. The 35 papers presented were carefully reviewed and selected from 94 submissions. The papers are organized in topical sections named: Experiences in Blended Learning, Content Development for Blended Learning, Assessment for Blended Learning, Computer-Support Collaborative Learning, Improved Flexibility of Learning Processes, Open Educational Resources, and Pedagogical and Psychological Issues.

Confident Assessment in Higher Education Rachel Forsyth, 2022-09-23 Your perfect companion to building confident assessment in teaching and learning in higher education. Assessment is a central part of teaching and learning in higher education and an area in which many university teachers lack confidence. Designed to work across academic disciplines, this is a practical, theory-informed resource for anyone in the higher education sector. It offers an in-depth view of assessment, exploring current practice and contemporary challenges. It offers guidance on contextual assessment design and the teaching that can support this, alongside a deep dive on marking, feedback and common assessment challenges. The final third of the book offers practical templates for a wide range of common assessment types including case studies, competence portfolios, essays and dissertations. Rachel Forsyth is an educational developer who works at Lund University, Sweden.

Learning to Live in the Knowledge Society Michael Kendall, Brian Samways, 2008-07-19 ED-L2L, *Learning to Live in the Knowledge Society*, is one of the co-located conferences of the 20th World Computer Congress (WCC2008). The event is

organized under the auspices of IFIP (International Federation for Information Processing) and is to be held in Milan from 7th to 10th September 2008. ED-L2L is devoted to themes related to ICT for education in the knowledge society. It provides an international forum for professionals from all continents to discuss research and practice in ICT and education. The event brings together educators, researchers, policy makers, curriculum designers, teacher educators, members of academia, teachers and content producers. ED-L2L is organised by the IFIP Technical Committee 3, Education, with the support of the Institute for Educational Technology, part of the National Research Council of Italy. The Institute is devoted to the study of educational innovation brought about through the use of ICT. Submissions to ED-L2L are published in this conference book. The published papers are devoted to the published conference themes: Developing digital literacy for the knowledge society: information problem solving, creating, capturing and transferring knowledge, commitment to lifelong learning Teaching and learning in the knowledge society, playful and fun learning at home and in the school New models, processes and systems for formal and informal learning environments and organisations Developing a collective intelligence, learning together and sharing knowledge ICT issues in education - ethics, equality, inclusion and parental role Educating ICT professionals for the global knowledge society Managing the transition to the knowledge society

Quality Management Principles and Policies in Higher Education Baporikar, Neeta, Sony, Michael, 2019-08-02 One of the key elements in determining the socio-economic significance of education is quality. Quality management plays an integral role in higher education by ensuring that quality benchmarks are being met, thereby attributing to its prestige, increased enrollment, and student success. Quality management policies must be successfully implemented for the institution to thrive. With quality management still in the growing stage, research is needed regarding the applications, challenges, and benefits of these policies within advanced academics. *Quality Management Principles and Policies in Higher Education* provides emerging research exploring the theoretical aspects of quality management policies and applications within the educational field. Featuring coverage on a broad range of topics such as faculty involvement, administration practices, and critical success factors, this book is ideally designed for educators, administrators, educational consultants, researchers, policymakers, stakeholders, deans, provosts, chancellors, academicians, and students seeking current research on successfully implementing quality management systems in teaching, learning, and administrative processes.

Handbook of Human and Social Conditions in Assessment Gavin T. L. Brown, Lois R. Harris, 2016-06-23 The *Handbook of Human and Social Conditions in Assessment* is the first book to explore assessment issues and opportunities occurring due to the real world of human, cultural, historical, and societal influences upon assessment practices, policies, and statistical modeling. With chapters written by experts in the field, this book engages with numerous forms of assessment: from classroom-level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions. A unique and timely contribution to the

field of Educational Psychology, the Handbook of Human and Social Conditions in Assessment is written for researchers, educators, and policy makers interested in how social and human complexity affect assessment at all levels of learning. Organized into four sections, this volume examines assessment in relation to teachers, students, classroom conditions, and cultural factors. Each section is comprised of a series of chapters, followed by a discussant chapter that synthesizes key ideas and offers directions for future research. Taken together, the chapters in this volume demonstrate that teachers, test creators, and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes.

Unveiling the Energy of Verbal Art: An Emotional Sojourn through **Improving Assessment Through Student Involvement Practical Solutions For Aiding Learning In Higher And Further Education**

In a global inundated with displays and the cacophony of fast interaction, the profound power and emotional resonance of verbal art often diminish into obscurity, eclipsed by the continuous assault of noise and distractions. However, nestled within the lyrical pages of **Improving Assessment Through Student Involvement Practical Solutions For Aiding Learning In Higher And Further Education**, a fascinating work of fictional splendor that impulses with fresh emotions, lies an wonderful journey waiting to be embarked upon. Penned by way of a virtuoso wordsmith, this enchanting opus manuals viewers on a psychological odyssey, softly revealing the latent potential and profound impact stuck within the complex web of language. Within the heart-wrenching expanse of the evocative evaluation, we will embark upon an introspective exploration of the book is central themes, dissect its fascinating writing design, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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