



Assessment in Higher Education

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Do you know what your students are really learning when you teach?



What Educators want

Students who learn throughout the semester

Students who pay attention to the entire curriculum

Students who take feedback on board and use it to learn

Students who understand and engage with the material

What happens actually

They only learn/ revise right before exams

They try to find out what will be on the exam and focus on that

They don't

They memorize facts

Why the difference in expectation and what actually happens?

- A tendency to assess quantity rather than *quality of learning*.
- Focused on marks, that often lead to low self esteem of students, rather than *providing support for improvement*.
- A strong tendency to compare students with each other, which demoralizes the less successful learners.

In addition, our teaching has not kept pace with:

- Advances in what we think students should learn from a university education.
- Advances in understanding how people learn
- Advances in technology

The 21st C Learner is . . .



21st Century higher education

- Skills for the 'knowledge economy'*
 - Critical thinkers and problem-solver
 - Collaboration across networks and leading by influence
 - Agility and adaptability
 - Initiative and entrepreneurialism
 - Effective oral and written communication
 - Accessing and analyzing information
 - Curiosity and imagination
- Prepare students for contemporary life – living and working:
 - Ethically
 - Sustainably
 - Globally



* 'Must have' skills for the future to tackle the 'Global achievement gap' (Wagner, 2008)

Assessment is at the heart of student experience

Brown and Knight (1994) ... 2020

Assessment is the engine which drives student learning

Cowan, 2005

Students learn what they think they'll be assessed on, not what's in the curriculum. The trick is, then, to make sure the assessment tasks mirror what you intended them to learn.

Biggs, 2002

If you want to change student learning then change the method of assessment

Brown, Bull & Pendlebury (1997) ... 2020

Teacher as an assessor-continually ask ourselves

- What do I want my students to learn?
- How can I measure whether students have learnt what they were supposed to learn?
- In what ways can I help my students achieve learning?

Aim of this Module

To support you to **reconsider** your assessment practice and to provide some **practical strategies** for incorporating a **variety of assessment methods** into teaching and learning keeping in mind the digital advancement also.

what are other
words for
reconsider?



review, rethink, revise,
reassess, have second thoughts,
reevaluate, reexamine, amend,
correct, re-examine



Thank you