

Understanding the Individual Student Assessment Experience

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Gathering feedback from students

- On-going discussions with classes and from tutorials (+ fieldwork)
- “Official” end of module/ end of programme feedback forms/discussions
- Staff-student committees
- Feedback via other staff/external examiners plus audits

However, a lack of detailed, quantitative assessment data.....

- How much time do students spend on assessment?
- Do they spend more time on certain types?
- How much do they use IT?
- What is the actually amount and diversity of assessment they face?
- How much group work do they do?
- How much of the assessment is formative?

Research Aims & Data Collection

■ Aims:

- Develop a systematic method to track undergraduate continuous assessment: '**electronic assessment diary**'
- A tool for periodic audit of School/Faculty practice OR when taking a fresh look
- Collect individual student-centred data (2nd year)
- Evaluate volume, diversity, timing, type (formative/summative, individual/group) & student preparation time using quantitative and qualitative data
- Use data to inform assessment practices

Project Overview

- N=31 2nd year volunteers
 - 11 academic Schools
 - 20 degree programmes: range of disciplines
 - 230 modules in total (range of credits)
 - 6 science, 9 economics and social science, 16 arts and humanities

- Workshop training: data entry
 - Individual diary (disk) for each term
 - Individual meeting each term: collect diary & qualitative data via questionnaire

Revised Electronic Assessment Diary 2004/5

Microsoft Excel - Copy of REVISED with arrows assessment diary for HK presentation v2

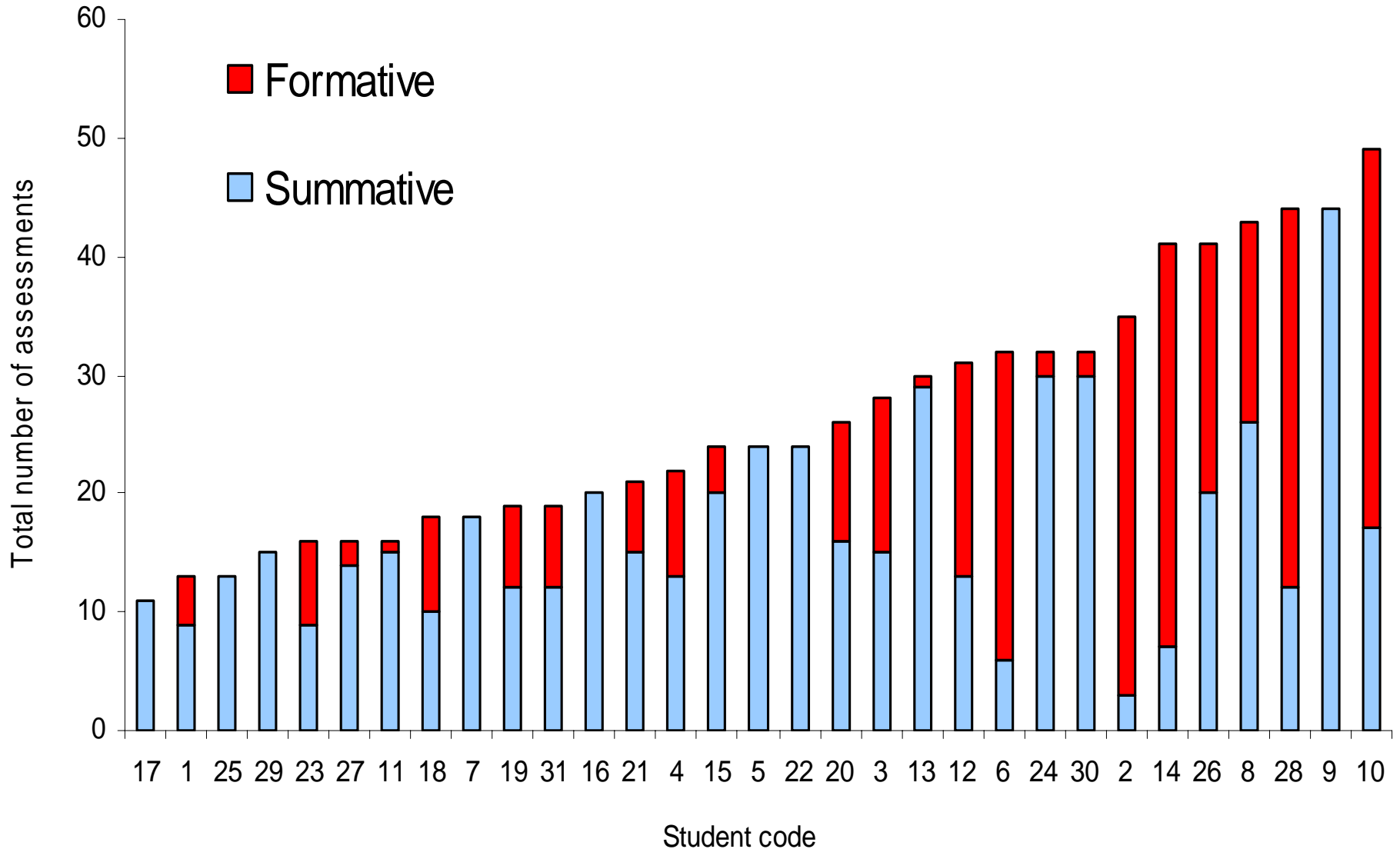
	A	B	C	D	E	F	G	H
1	MODULE A	Name:	Year:	Degree:	TERM 1			
2	Assessment Type	Wk Set	Wk Due*	Total hrs prep.	Time spent using IT	Assess. % worth	Indiv. Mark	Group mark
3	Essay							
4	Practical report							
5	Field report/Field diary/Clinical report							
6	Project report/project write-up/handouts							
7	Literature review/book or paper critique							
8	Oral presentation							
9	Poster presentation							
10	Video presentation							
11	Oral exam/ Viva							
12	Debate/Moot							
13	Within class test/exam/MCQ/							
14	Tutorial/seminar prep.							
15	Additional study							
16	End of year exam							
17	Totals							

Annotations:

- Red arrow pointing from "Assessment Type" (row 2, column A) to "Clearer assessment categories" (row 10, column C).
- Red arrow pointing from "Wk Due*" (row 2, column C) to "> 10 Credit" (row 13, column C).
- Red arrow pointing from "Time spent using IT" (row 2, column E) to "Glossary" (row 13, column E).
- Red arrow pointing from "Assess. % worth" (row 2, column F) to "Formative assessment = 0%" (row 10, column F).
- Red arrow pointing from "Assessment Type" (row 2, column A) to "Proportion time using IT" (row 7, column E).

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Number of Assessments (Volume)



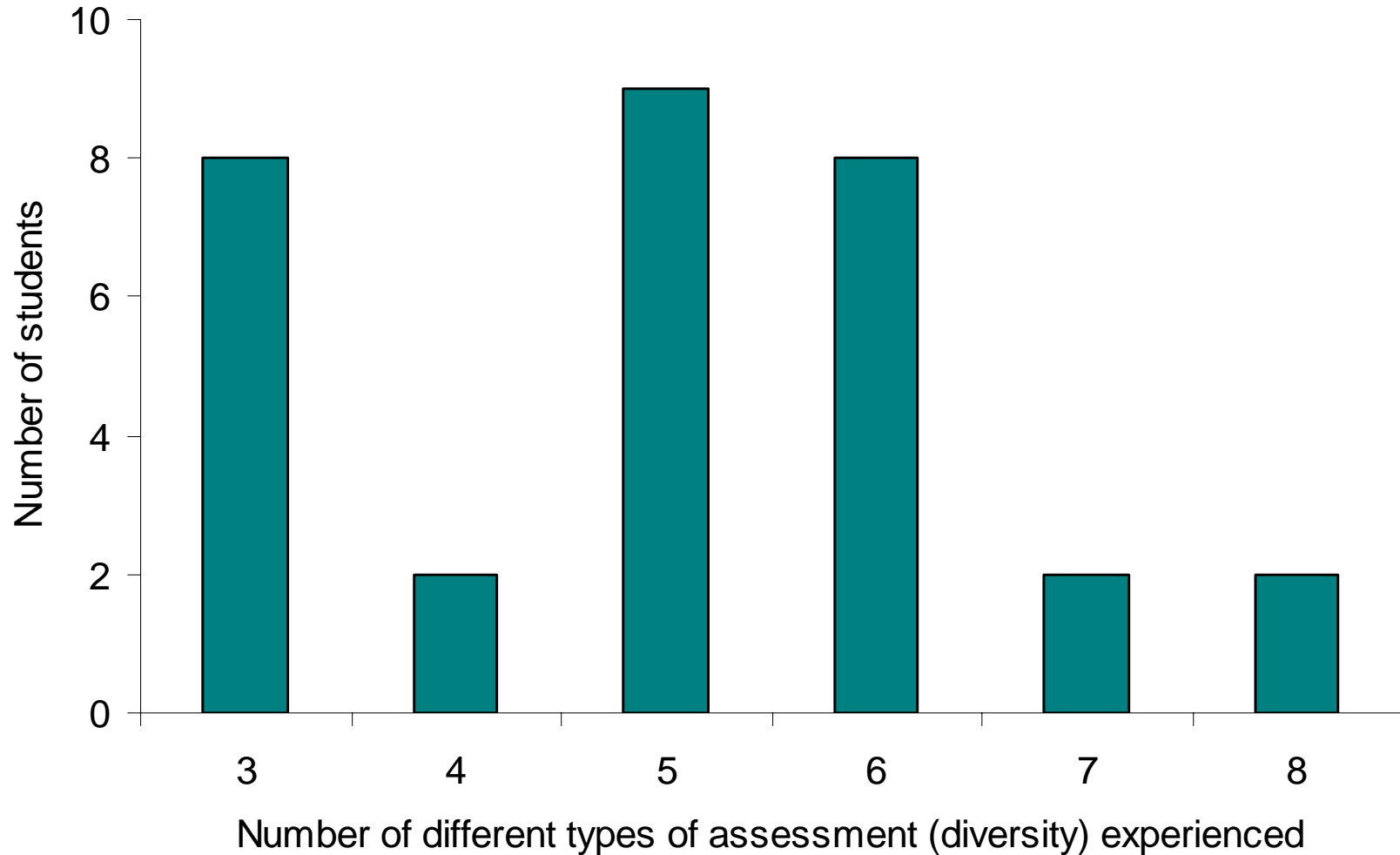
Formative and Summative Assessments

- Summative = most common (64%)
- **Summative assessments:**
 - FoS/LS = 22.54 ± 2.4 per student
 - FAH = 14.33 ± 2.39
 - FESS = 11.11 ± 1.24
- **Formative assessments:**
 - FAH = 13.78 ± 4.42
 - FESS = 12.0 ± 4.15
 - FoS/LS = 4.84 ± 2.03

Individual and Group Assessments

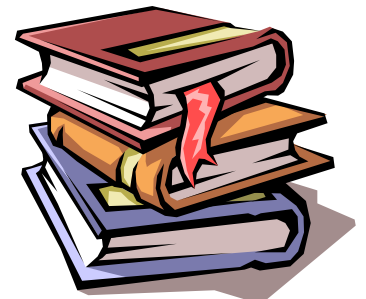
- Individual = most common (92%)
- **Individual assessments:**
 - FAH = 26.78 ± 3.85 per student
 - FoS/LS = 25.38 ± 2.85
 - FESS = 20.22 ± 4.13
- **Group assessments:**
 - FESS = 2.89 ± 0.9
 - FoS/LS = 2.0 ± 0.49
 - FAH = 1.33 ± 0.5

Assessment Diversity

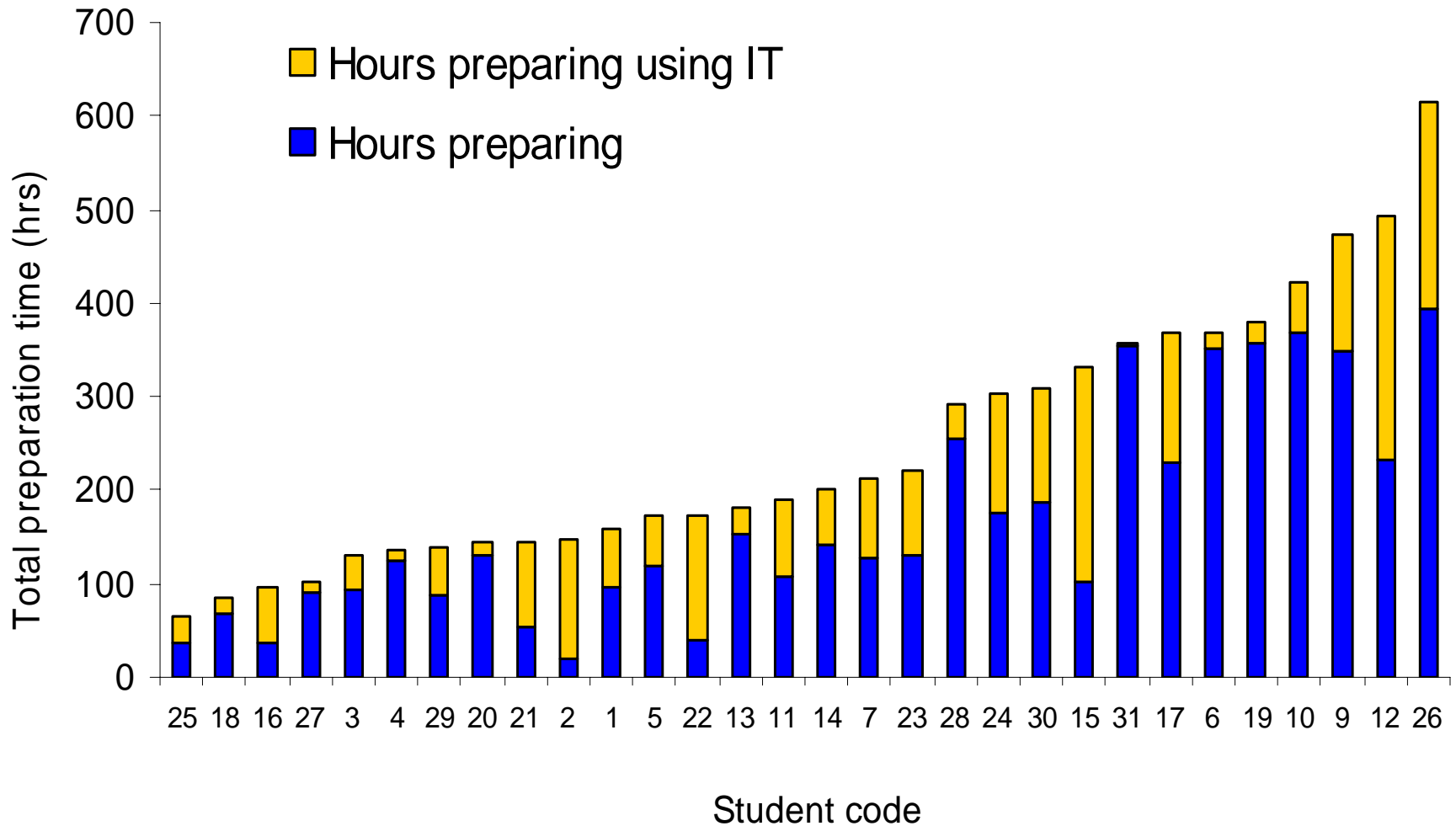


Assessment Diversity

- Science subjects: greatest diversity methods
 - FoS/LS = 5.77 ± 0.43 per student
 - FAH = 4.89 ± 0.45
 - FESS = 4.0 ± 0.33
- 'Traditional' assessments = most common
 - Essays; within-class exams/tests; tutorial preparation
 - Tutorial preparation = most common in FESS and FAH
 - More diversity in 10-credit modules



Student Preparation Time & Use of IT



Is the research having an impact?

- ❑ Helping to provide quantitative evidence for the University Assessment theme
- ❑ Our Centre for Teaching and Learning is using data as a vehicle for discussing assessment in Schools
- ❑ Lead to workshop in my own School considering ways of diversifying our assessment and basis for rewriting the School assessment guidelines.
- ❑ Increase formative assessment: colleagues more receptive to peer and self assessment/ use of PG students
- ❑ School of Business using in Part 1 skills module re time management

Overview of method

- Systematic methodology to collect student-centred data
- Dependent on student accuracy but 'real' data = starting point for discussion
- Opportunity for reflection: staff and students
- Systematically identify 'good' practice....disseminate - and areas for improvement....change

Pilot Study References

Journal publication

Crook, A. C. & Park, J. P. (2004). Measuring assessment: a methodology for investigating undergraduate assessment. Bioscience Education E-Journal (HEA) Volume 4.

<http://www.bioscience.heacademy.ac.uk/journal/vol4/beej-4-6.htm>

Case Study

http://www.rdg.ac.uk/cdotl/teaching/tldf/projects2003/park_summary.htm

Conference Proceedings

Real students, real data: using 'assessment diaries' as a framework for understanding the individual student experience. Paper Published by Higher Education Academy 2006,

<http://www.heacademy.ac.uk/events/media/DrAnneCrook-DrJulianPark.doc>