

# Resource List for Assessment for Learning



The Centre for Bioscience has composed a select list of resources which is designed to complement the *Assessment for Learning* event. By no means is it intended to be a comprehensive listing of assessment works, but rather a selection of resources and useful pointers into the wider assessment literature. For additional information, please search for 'assessment' on the Centre's website: [www.bioscience.heacademy.ac.uk](http://www.bioscience.heacademy.ac.uk)

## Centre Publications and Support

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We would highly recommend you consult the learning guide on **Self- and Peer-Assessment** by **Paul Orsmond**. This Guide is the first in the Teaching Bioscience Enhancing Learning Series published by the Centre for Bioscience.  
[www.bioscience.heacademy.ac.uk/resources/guides/selfpeerassess.aspx](http://www.bioscience.heacademy.ac.uk/resources/guides/selfpeerassess.aspx)



The Centre for Bioscience Bulletin 22 specifically focuses on the issues of feedback and feed-forward. [www.bioscience.heacademy.ac.uk/ftp/newsletters/bulletin22.pdf](http://www.bioscience.heacademy.ac.uk/ftp/newsletters/bulletin22.pdf)

## Funding for Teaching and Learning Projects

The Centre for Bioscience offers grants to individuals of up to £3,000 and grants of up to £15,000 for department-level projects. The deadline for Expressions of Interest for Departmental Grants is 15<sup>th</sup> January 2008. [www.bioscience.heacademy.ac.uk/funding/](http://www.bioscience.heacademy.ac.uk/funding/)

## Event reports

Reports for similar events held at Newcastle University and University of Abertay Dundee - [www.bioscience.heacademy.ac.uk/events/newcastle07.aspx](http://www.bioscience.heacademy.ac.uk/events/newcastle07.aspx) and [www.bioscience.heacademy.ac.uk/events/abertay05.aspx](http://www.bioscience.heacademy.ac.uk/events/abertay05.aspx)

**Assessment Audit Tool** – assists in considering the content and design of a course and to bring evaluate existing practice.

[www.bioscience.heacademy.ac.uk/resources/audit.aspx](http://www.bioscience.heacademy.ac.uk/resources/audit.aspx)

## Peer-reviewed articles

Brown E, Gibbs G and Glover C (2003) Evaluation tools for investigating the impact of assessment regimes on student learning. *Bioscience Education e-Journal*. Volume 2.

[www.bioscience.heacademy.ac.uk/journal/vol2/beej-2-5.htm](http://www.bioscience.heacademy.ac.uk/journal/vol2/beej-2-5.htm)

**Bioscience Education**  
*e journal*

Cann A, Calvert J E, Masse K L and Moffat K G (2006) Assessed Online Discussion Groups in Biology Education. *Bioscience Education e-Journal*. Volume 8.

[www.bioscience.heacademy.ac.uk/journal/vol8/beej-8-4.htm](http://www.bioscience.heacademy.ac.uk/journal/vol8/beej-8-4.htm)

## Other Subject Centre Resources

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Small-scale funding is offered by Subject Centres and many also provide events and resources aimed at supporting individuals evaluating issues within assessment; although these are targeted at individual subject communities they may well prove useful or of interest to others. For details please refer to the Subject Centre for your discipline

[www.heacademy.ac.uk/ourwork/networks/subjectcentres](http://www.heacademy.ac.uk/ourwork/networks/subjectcentres)

The **Physical Sciences Subject Centre** has produced a series of Practice Guides -Designing Assessment to Improve Physical Sciences Learning  
<http://tiny.cc/9fl7T>

**Assessment toolkits** bring together and provide links to reports, information, resources, and downloads for assessment.

[www.heacademy.ac.uk/assets/ps/documents/toolkits/toolkits/ps0092\\_assessment\\_toolkit\\_1.pdf](http://www.heacademy.ac.uk/assets/ps/documents/toolkits/toolkits/ps0092_assessment_toolkit_1.pdf)

Information and Computer Sciences' website includes ***Assessment and Feedback: The Student View The Academy's Teaching & Learning Group*** a commissioned 30 minute DVD of student interviews on their perception of assessment and feedback on a range of HE courses delivered in further education colleges.

[www.ics.heacademy.ac.uk/HEinFE/ICSResources.htm](http://www.ics.heacademy.ac.uk/HEinFE/ICSResources.htm)

## Higher Education Academy Resources

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Issue 4 of **Exchange magazine** exists to stimulate the sharing of ideas, practices and news about learning and teaching in higher education with this issue focused on assessment. Includes an extensive resource list. [www.exchange.ac.uk/issue4.asp](http://www.exchange.ac.uk/issue4.asp)

LTSN Generic Centre (now the Higher Education Academy) developed an **Assessment Series** and sets of briefings focusing on 14 different audiences.

[www.bioscience.heacademy.ac.uk/events/themes/assessment.aspx](http://www.bioscience.heacademy.ac.uk/events/themes/assessment.aspx)



**Managing Effective Student Assessment (MESA)** practical tool aims to give staff insight into assessment issues along with ideas and tools to enable them to improve student learning and reduce the burden on staff.

[www.heacademy.ac.uk/assets/York/documents/ourwork/tla/a.MESA.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/a.MESA.pdf)

## Useful External Publications & Project Outputs

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The **Enhancement Themes** encourage academic and support staff and students to share current good practice and collectively generate ideas and models for innovation in learning and teaching. The Themes are part of the Scottish Quality Enhancement Framework. The links for downloading all of the papers written for the Assessment Enhancement Theme arising from the series of 8 workshops held in 2004 can be found at:

[www.enhancementthemes.ac.uk/themes/Assessment/outcomes.asp](http://www.enhancementthemes.ac.uk/themes/Assessment/outcomes.asp)

The **integrative assessment theme** arose from the Steering Committee for the Assessment theme. It reached the conclusion that the relationship between formative and summative assessment was a significant issue in Higher Education. The outcomes of the study were published in a series of guides:

[www.enhancementthemes.ac.uk/themes/IntegrativeAssessment/themes.asp](http://www.enhancementthemes.ac.uk/themes/IntegrativeAssessment/themes.asp)

**Effective Practice with e-Assessment** is the third in a series of **JISC publications** on the skilful use of e-learning in 21st century practice in a technology-rich context. Through a sequence of case studies it provides an overview of current e-assessment activity in further and higher education in the UK.

[www.jisc.ac.uk/publications/publications/pub\\_eassesspracticeguide.aspx](http://www.jisc.ac.uk/publications/publications/pub_eassesspracticeguide.aspx)

**JISC** also has a variety of other resources that relate to assessment:

[www.jisc.ac.uk/search.aspx?keywords=assessment&filter=s](http://www.jisc.ac.uk/search.aspx?keywords=assessment&filter=s)

James, M. and Pedder, D. (2006). **Beyond Method: assessment and learning practices and values**. Curriculum Journal. 17(2), 109-138.

**Principles of Assessment** by Mhairi McAlpine reviews the context and tensions within educational assessment and refreshes memory of the purposes of assessment.

[www.caacentre.ac.uk/resources/bluepapers/index.shtml](http://www.caacentre.ac.uk/resources/bluepapers/index.shtml)

**How to Use Learning Outcomes and Assessment Criteria** is a practical guide designed to assist in writing and using learning outcomes and assessment criteria for teaching staff who are increasingly required to use them in course design and for quality assurance. David Gosling and Jenny Moon ISBN 0-9522219 9 3 First edition 2001, Second and Third editions 2002. 48 pages [www.seec-office.org.uk/viewpublications.htm](http://www.seec-office.org.uk/viewpublications.htm)

**Assessing Students' Work** is from a series Learning to Teach by David and Carole Baume designed to support these new teachers as they plan and review effective teaching and learning sessions, mark graduate students' work and give useful feedback to students. [www.brookes.ac.uk/services/ocslid/books/learning\\_to\\_teach/assessing\\_work.html](http://www.brookes.ac.uk/services/ocslid/books/learning_to_teach/assessing_work.html)

Phil Race's Assessment Series No.9 **A Briefing on Self, Peer and Group Assessment** [www.phil-race.com/files/student%20guide%20to%20assessment.pdf](http://www.phil-race.com/files/student%20guide%20to%20assessment.pdf)

**Innovative Assessment** a guide to look at good practice by Graham Mohl, Liz McDowell and Sally Brown [www.city.londonmet.ac.uk/deliberations/assessment/mowl\\_fr.html](http://www.city.londonmet.ac.uk/deliberations/assessment/mowl_fr.html)

**Enhancing Inquiry through Formative Assessment** by Wayne Harlan at the Institute for Inquiry Exploratorium, [www.exploratorium.edu/ifi/resources/harlan\\_monograph.pdf](http://www.exploratorium.edu/ifi/resources/harlan_monograph.pdf)

A series of **briefing papers** from the Oxford Centre for Staff and Learning Development at the Oxford Brookes University. The last section of the list focuses on assessment.

[www.brookes.ac.uk/services/ocsd/2\\_learntch/2\\_learnt.html](http://www.brookes.ac.uk/services/ocsd/2_learntch/2_learnt.html)

The **Staff Educational Development Association** (SEDA) site has plenty of material on assessment. For instance, papers, publications and 'specials' – accessible on:

[www.seda.ac.uk/](http://www.seda.ac.uk/) and [www.seda.ac.uk/pubs/seda\\_specials.htm](http://www.seda.ac.uk/pubs/seda_specials.htm)

## **Organisations and Funded Groups dedicated to Assessment**

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Centre for Excellence in Teaching & Learning in **Assessment for Learning**

[northumbria.ac.uk/cetl\\_afl/](http://northumbria.ac.uk/cetl_afl/) is the national centre for expertise in Assessment for Learning. The Assessment ladder exercise can be used by a large group to assign rankings to a series of assessment statements

[northumbria.ac.uk/cetl\\_afl/materials/assladd/?view=Standard](http://northumbria.ac.uk/cetl_afl/materials/assladd/?view=Standard).

**SPRI nTA: Student Portal Resources for Innovative Targeted Assessment** A Higher Education Academy (HEA) Fund for the Development of Teaching and Learning (FDTL) project developed on-line assessment and tutorial support for Sports Science students. The unique feature of the project is that it used a student portal to tailor learning resources to individual needs through a dynamic link to the student record system. A main project outcome was to develop a transferable model on personalized student assessments via a student portal.

[www.essex.ac.uk/sprinta/default.htm](http://www.essex.ac.uk/sprinta/default.htm)

## **Surveys and Views on Assessment**

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The **Student Enhanced Learning through Effective Feedback** (SENLEF) project, also from the Higher Education Academy, is a resource for practitioners wishing to improve their feedback practice or get some exciting new ideas.

[www.heacademy.ac.uk/ourwork/learning/assessment/senlef](http://www.heacademy.ac.uk/ourwork/learning/assessment/senlef)