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Abstract	<p>This chapter explores the role of assessment in global citizenship education (GCE). We will consider what can be assessed, and how teachers can design and manage appropriate assignment tasks in relation to normative assessment practices. The ways in which assessment might inform curriculum, behaviours, and engagement with GCE are considered in relation to institutional practices. The role of the assessor is also discussed by considering the extent to which this role aligns with the assessor's own behaviours. Finally, the potential of a Human Capabilities Approach is briefly explored in relation to the development and support of assessors in GCE.</p>	



1 CHAPTER 38

2 Global Citizenship Education—Assessing
3 the Unassessable?

4 *Alicia Prowse and Rachel Forsyth*

5 INTRODUCTION

6 In this chapter, we explore the role of formal assessment of curriculum **AQ1**
7 activity in GCE, with a focus on Higher Education (HE), although much
8 of the discussion could also be applied with some modification to other
9 educational levels and types of institution. In particular, we focus on summative **AQ2**
10 assessment (resulting in the award of grades), and the questions raised
11 by what some may see as its intrusion into education for GC. Should Global
12 Citizenship (GC) itself be assessed? How might we assess it? How might we
13 mitigate the effects of power relationships in designing assessment for GC?

14 As a working definition of GCE, we use the one provided by UNESCO:

15 Global Citizenship Education ... is a framing paradigm which encapsulates how
16 education can develop the knowledge, skills, values and attitudes learners need
17 for securing a world which is more just, peaceful, tolerant, inclusive, secure and
18 sustainable (UNESCO 2014, p. 9)

19 Critiques of global citizenship education, while not the focus of this
20 chapter, have often centred on the emphasis some conceptions of GC place
21 on an *individual's* attributes. Biesta and Lawy (2006), for example, have

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22 highlighted the dangers of decontextualizing the individual and spoken of the
23 need to shift from ‘teaching citizenship to learning democracy’ and of this
24 learning to be something that is done in society, not just by educators (Biesta
25 and Lawy 2006, p. 65).

26 The UNESCO definition suggests that an education for GC is more about
27 re-focusing the purpose to which education is put, rather than simply another
28 “item” to be included. Thus, assessment for GCE might be more concerned
29 with the intentions of the curriculum than with the measurement of the per-
30 formance of the emergent global citizens.

31 In this chapter, we take the position that some assessment of GC in educa-
32 tion *is* desirable, as discussed by Jerome (2008). If this is accepted, then
33 there is a practical need for students to be able to demonstrate that they have
34 indeed developed knowledge, skills, values and attitudes, and to be able to
35 articulate their achievements.

36 Students may re-examine and change their values as a result of educa-
37 tion but a GC-focussed curriculum would concentrate on encouraging stu-
38 dents’ willingness to consider that values other than their own exist and have
39 validity, as this a core feature of GCE. This is, of course, a value in itself and
40 exposes the extent to which a curriculum reflects the values of those involved
41 in its design. The values of an institution, discipline, or a teacher are more or
42 less explicit in the design of a curriculum, and may be modelled rather than
43 taught, but are nonetheless inescapable.

44 At the level of assessment design within the modules of an HE curricu-
45 lum, it is important that GC is foregrounded in order to ensure its place. It
46 is also important to acknowledge the differences in having a system of gradu-
47 ate outcomes that relates strongly to ‘employability’ but is potentially disem-
48 powering, as opposed to developing the attribute of global citizenship with
49 the agency that this implies. This difference is an important pre-requisite for
50 developing assessments in relation to GCE.

51 In terms of activities to support GC in tertiary education, there have
52 been moves towards inclusion of such curriculum items as study abroad pro-
53 grammes, language learning, volunteering, engagement with theoretical
54 aspects, and reflective engagement (Stearns 2009). These kinds of curriculum
55 items may tend to become standalone instances of where GCE is “done”,
56 whether or not they are formally assessed. If the aim is to focus on the overall
57 intention of the curriculum, and a wider integration of GCE, this separation
58 itself may still be seen as problematic.

59 The challenge is to find ways to design GCE-related assessments that can
60 be integrated effectively with disciplinary requirements at a particular level of
61 education. Stearns (2009) for example, discusses the difficulties of integrating
62 appropriate outcomes into the curriculum, suggesting that insisting on assess-
63 ment of GC may seem like “one obligation too many” (Stearns 2009, p. 9).
64 Seeing GCE as somehow fundamental rather than an ‘added extra’ may help
65 teachers and curriculum designers with the task of integrating GCE into their
66 assessment planning.



67 In this chapter we explore three key challenges in approaching this task:

- 68 1. To consider what GCE means in relation to a discipline and therefore,
69 what could be assessed.
- 70 2. To integrate the assessment of GC with disciplinary requirements at a
71 particular level of education.
- 72 3. To encourage assessors to themselves model the characteristics of GC in
73 designing and managing the assessment process.

74 This chapter will consider each of these issues in turn, before providing some
75 practical examples of designing GC assessment in specific contexts.

76 GLOBAL CITIZENSHIP EDUCATION AND ASSESSMENT

77 *Assessment Design as a ‘Wicked’ Problem*

78 As Boud (2000) pointed out, assessment in formal education always has to
79 do “double duty”. There are multiple purposes associated with any single
80 assignment task, and these purposes may sometimes appear contradictory.
81 For instance, a task is usually designed to enable teachers to measure perform-
82 ance whilst also providing developmental feedback. The performance being
83 measured is traditionally situated in a disciplinary (subject) context, but the
84 task may also require the demonstration of generic skills, attributes or values.
85 Some tasks may require the grader to attribute similar importance to both the
86 product submitted and to the process of production. Any individual task will
87 almost certainly require students to work with the fact of a specific, and per-
88 haps personally inconvenient, time of submission with the need to situate that
89 significant piece of work in a continuum of personal and professional develop-
90 ment and to be able apply the learning from that task in future contexts.

91 In addition to these multiple purposes, the complexities of student assign-
92 ments increase as students progress through education and are expected to
93 synthesise information and opinion from a wider range of sources and in a
94 wider range of contexts. In general, the higher the award, the greater the
95 value and significance of each individual assignment.

96 The pressure to get the design and management of the assessment ‘right’
97 can be very high, which may in turn reduce teachers’ appetites for risk-taking
98 in assessment. At the authors’ institution, 40% of final year assignment tasks
99 are essays or examinations; it is difficult to know whether these choices are
100 made because they are the best way to assess specific outcomes, or because
101 they are familiar to assessors. Any discussion of the assessment of Global Citi-
102 zenship must be in the context of these existing complexities which already
103 affect decision-making around assessment.

104 Assessment design can be considered as a ‘wicked problem’: accord-
105 ing to Rittel and Webber (1973), this is a problem which, among other



characteristics, is unique, poorly defined, has many stakeholders with potentially conflicting values, and has no single correct solution. Addressing a wicked problem requires the practitioner to continually monitor what is happening, to continue to consult with stakeholders, to work with others to make sense of the problem, and to adapt behaviours and actions to reflect the current situation (Jordan et al. 2014).

Accepting the concept of assessment design as a wicked problem may be difficult in the context of assessment, where there is a culture of expectation of certainty and objectivity. There is a growing literature to counteract this expectation, and in relation to marking criteria in tertiary education, Bloxham et al. point out that “*assessment decisions at this level are so complex, intuitive and tacit that variability is inevitable.*” (2015, p. 1)

What might be assessed? In seeking to assess education for Global Citizenship, we may, as Stearns (2009) suggested, appear to be adding another “burden” to the assessor who is already wrestling with a plethora of requirements and disciplinary expectations. An education for global citizenship focusses on the purposes of the education that is being assessed, and the challenge is to design assessments with this in mind. Taking the view that GCE is somehow fundamental, rather than an “added extra”, may help teachers to integrate GCE into their assessment planning more readily.

The focus of many of the definitions of GC is on attributes and values, so the potential assessment of these is a good place to begin thinking about what might be assessed. This focus relates to what Oxley and Morris (2013) defined in their typology of GC as an approach based on attributes (rather than on rights, identities, practices or status). The eight GC types that these authors delineated could relate more or less closely to particular disciplines: for example the focus on ‘economic’ global citizenship may fit more easily into the curriculum of say, business disciplines as opposed to ‘moral’ global citizenship that could be related quite readily to say, philosophy or other humanities. The GC types may also have differing implications for assessment and this is often underplayed in discussion of the possible approaches.

There has been recent interest in the measurement of attributes and values from employers and policy makers, particularly in healthcare science (“values-based recruitment”; see, for example, Miller and Bird (2014) and in business (e.g. Ralston et al. 2011). Although a full discussion of the measurement of values or personality traits is outside the scope of this chapter, it may be useful to consider briefly some of the approaches that have been used.

One of the most commonly used measures of personal values, the Schwartz Values Survey and the Portrait Values Questionnaire, have developed as instruments that ask a series of questions designed to assess individuals’ motivations towards perceived desirable ends. They measure the relative importance of ten value-types distinguished by Schwartz (2012). Schwartz’s value model, developed from this work and usually shown as a wheel, has these ten value-types representing the interrelationship of adjacent concepts.



150 The contribution of personality traits to an individual's values and attrib-
151 utes is also of interest here. The Big Five personality scale is one method
152 of measuring an individual's personality traits (Digman 1990). The scale
153 includes an assessment of: openness to experience, conscientiousness, extra-
154 version, agreeableness, and neuroticism. This scale and its derivatives have
155 been widely used in different forms, for example, to predict employment per-
156 formance (Judge and Zapata 2015).

157 Although the relationship between values and personality traits is still the
158 subject of debate, there is some agreement that these are separate constructs,
159 with traits being largely descriptive and values being motivational (Olver and
160 Mooradian 2003; Parks-Leduc et al. 2014).

161 Personality traits are generally said to be endogenous, and stable across
162 cultures and even across species, while values are characterised as learned
163 adaptations (Olver and Mooradian 2003). Further, the personality trait with
164 the strongest cognitive component (openness to experience) is said to be the
165 one most closely linked to a portion of Schwartz's values model (openness
166 to change).

167 The use of the term 'openness' in both the language of values, and per-
168 sonality traits might therefore suggest that the concepts of both personality
169 traits and values have some bearing on the way in which a Global Citizen may
170 develop, and therefore upon the concept of 'assessing' that development. In
171 the language of personality traits for example, an individual who has a high
172 'openness to change' tends to be:

173 curious, intellectual, imaginative, creative, innovative, and flexible (vs. closed-
174 minded, shallow, and simple) (Parks-Leduc et al. 2014)

175 Schwartz's values model, on the other hand, groups the ten value-types so
176 that eventually two bipolar dimensions emerge: (1) self-enhancement vs. self-
177 transcendence; and (2) openness to change vs. conservation. Self-transcend-
178 ence and openness to change are of particular interest in relation to GC as
179 self-transcendence includes:

180 enhancement of others and transcendence of selfish interests (Schwartz 2012, p. 9)

181 while openness to change is characterised by:

182 values that emphasize independence of thought, action, and feelings and readi-
183 ness for change (Schwartz 2012, p. 8).

184 Given the UNESCO definition, we might consider then, that individuals who
185 subscribe to these values are more likely to display attributes relating to GCE.
186 Values themselves are said to have a more cognitive base, whereas traits—
187 thinkings, feelings and behaviours—have a more emotional one, although this
188 distinction is still under scrutiny (Parks-Leduc et al. 2014).



189 Research on both values and personality is still very active, for example in
190 the validity and reliability of measurement of personality, Dobewall (2014)
191 has found that reliability is improved by adding assessment via an ‘other’-
192 someone well-known by the candidate. This perhaps indicates the need for
193 peer- as well as self-assessment in attempts to measure the complex attributes
194 associated with GCE.

195 *Terminology*

196 This discussion helps us to establish ‘what’ we are seeking to assess, how-
197 ever, we also need to navigate the wide variety of language that HE institu-
198 tions use in relation to the graduates they seek to educate. There has been
199 a general shift towards the use of terms such as graduate outcomes, attrib-
200 utes or competencies to describe the ‘product’ of tertiary education, as well as
201 ‘core capabilities’, ‘soft skills’ or ‘transferable skills’—often in relation to the
202 ‘employability’ agenda. There is sometimes a tension around these discussions
203 and HEIs are still seeking to resolve use of these terminologies (see Hill et al.
204 2016 for further discussion of this).

205 The term ‘graduate outcomes’ usually describes a general skill (such as crit-
206 ical analysis) and examples adopt the language of learning outcomes or abili-
207 ties, for example, graduates are able to: critically analyse real-world situations.
208 This suggests that these outcomes can be assessed, or at least ‘measured’ in
209 some way. ‘Competencies’ generally describe various levels of particular skills
210 (which can also be assessed) but when partnered with ‘global’ this becomes
211 a much wider idea of education for professionals with the skills, knowledge,
212 attributes, and perhaps values to transform rather than just to interpret the
213 world (Reimers 2013).

214 Many universities now use the term ‘graduate attributes’. Some would
215 argue these ultimately have use only as a marketing exercise. However,
216 where these attributes have values-based elements, they could be useful as
217 the basis for discussion of values and motivations towards developing skills
218 or practising desired behaviours and of the various circumstances of their
219 deployment. For example: if I value self-advancement, I may display this by
220 attaining and practicing the skill of being a negotiator. I may have developed
221 this considerably during my time on a business management course. The
222 attribute of being an empathetic negotiator, however, may also be developed
223 in someone with the value of ‘openness to change’ and who may display
224 this in the context of a more self-transcendent mode of looking to enrich
225 the lives of others (Table 38.1). Thus, the attribute of being an empathetic
226 negotiator may be put to various uses, some indicative of a global citizen,
227 but others perhaps less so.

228 Measurement of attributes *with context* may thus help in direct assessment
229 of GCE as this becomes about more than simply the skill (in this example)
230 of negotiation. If the development of the attribute of good negotiator has
231 occurred within a context of ethical practice, which underpins the curriculum,

**Table 38.1** ‘Assessability’ of skills, values and attributes (All definitions from Oxford English Dictionary)

<i>Term</i>	<i>Definition</i>	<i>Example</i>	<i>Deployed as</i>	<i>Assessable?</i>
Skill	An ability to perform a function, acquired or learnt with practice	Negotiation	Being able to influence or change people’s behaviours.	Yes
Attribute	A quality or character ascribed to a person	Empathetic negotiator	Being able to influence other’s behaviours whilst being mindful of other’s values.	Yes
Value	The principles or moral standards held by a person or social group	Openness to change; Self-advancement; Self-transcendence	Use of the skill of negotiation for ends that are congruent with an individual’s own values.	No

232 then this may more reliably form part of an assessment of GCE. Therefore,
 233 we use the term ‘attributes’ in this chapter in the same way as Spronken-
 234 Smith et al. (2015), to articulate the full range of skills, knowledge, attitudes
 235 and values in a broad all-encompassing sense whilst acknowledging that
 236 whole curricula are essentially values-based as discussed earlier.

237 If ultimately we seek to embed within HE programmes an orientation
 238 towards GCE, some attention to the wording of learning outcomes to enable
 239 a focus on GC in a discipline may be desirable and is discussed further in sec-
 240 tion “GC Assessment in Practice”.

241 *The Role of the Assessor*

242 The validity of the design of assessment, the judgements made, and the
 243 power relations involved in the process of assessment may be affected sig-
 244 nificantly by stakeholder perceptions of the role of “assessor”. The identity
 245 of a teacher is often entwined strongly with that of ‘expert’ (McNaughton
 246 and Billot 2016) and making critical judgement of the work of others is very
 247 much a part of what is expected of the role. Assessors need to act as global
 248 citizens in designing and managing their assessments: we will use the term
 249 ‘GC assessor’ to describe someone who is aiming to demonstrate the aims
 250 and values of a global citizen in their assessment practice.

251 One of the strong threads that exist in any definition of GCE is that of
 252 social justice, equity and plurality. The power relations that are implicit in the
 253 whole process of assessment are potentially problematic in bringing the pro-
 254 cess of assessment together with the process of becoming, or being, a global
 255 citizen. Having the power to award grades, which may have a profound
 256 impact on an individual’s self-esteem and future prospects, may seem contra-
 257 dictory to the aim of encouraging a plurality of perspectives and approaches
 258 to problems.



259 Boud (1990), writing generally about the dissonance between academic
260 values and the power relations associated with assessment, suggested that
261 assessors could mitigate this kind of situation by developing a more critical
262 approach to their own assessment practice, by encouraging more peer- and
263 self-assessment, and by setting assessment tasks such as reflective writing and
264 the setting of open problems to solve. We will consider the practicalities of
265 setting tasks later in this chapter, but will consider first how the GC assessor
266 might articulate their role.

267 Assessors need to situate themselves. As we form communities, whether
268 they be personal or professional, there is a natural tendency to look inwards at
269 a social, community or discipline level, but engagement with GCE requires us
270 to broaden our perspectives and to question our own assumptions:

271 Global citizenship is about recognizing and thus acknowledging how limited
272 our perspective of the world truly is, and how our limited perspective signifi-
273 cantly informs our actions or lack thereof. (Scott Belt 2016, p. 6)

274 A critical self-dialogue on the GC assessor's own perceptions of their 'exper-
275 tise' and identity is thus important.

276 Assessors also need to be able to situate their students and have some idea
277 of what students will bring to their interpretation of the assessment task.

278 Every act of assessment gives a message to students about what they should be
279 learning and how they should go about it. The message is coded, is not easi-
280 ly understood and often it is read differently and with different emphases by
281 staff and by students. The message is always interpreted in context and the cues
282 which the context provides offer as much or more clues to students than the
283 intentions of staff, which are rarely explicit (Boud 1995, p. 2)

284 Sambell and McDowell (1998) provide a good overview of the ways in which
285 students construct their own meanings around assignment requirements and
286 expectations, and are strongly influenced by their previous experiences. We
287 know that assessment is motivating for students; the GC assessor needs to
288 help them to direct their efforts to the intended outcomes, rather than to a
289 perceived or hidden curriculum. This is more likely to happen if the assessor
290 shares clear information about what is expected and how it will be graded and
291 checks with students that they have understood. In doing this, the assessor
292 may need to seek out regular peer review. Such review may come from col-
293 leagues, but also from students.

294 In a recent critique of the 'neoliberal university', Burdon and Heath (2015)
295 suggest that one way of resisting the default position of 'teacher as expert' is
296 to empower students. This helps academics to look outside their familiar com-
297 munities and to increase empowerment of students as collaborators. For the
298 GC assessor, encouraging student partnership has the added benefit of devel-
299 oping student agency, which is an integral part of the concept of GC.



300 The idea of student collaboration in assessment is a clear challenge to the
301 conventional power relationships and individual assessors and their institu-
302 tions are likely to find the idea unsettling. Low-risk examples from the litera-
303 ture include the co-creation of marking criteria and formative self-assessment
304 (Deeley and Bovill 2015), perhaps using exemplars to support this as sug-
305 gested by Orsmond et al. (2002) or by encouraging students to create a
306 module feedback strategy (Nixon et al. 2016). Falchikov (2013) provides a
307 very wide range of examples of developing student participation in assess-
308 ment, based mainly on peer and self-assessment.


309 Another possible way of thinking about assessment and GCE is using the
310 Human Capabilities Approach (HCA). This approach was first proposed by
311 Sen (1980, 1999) and developed by others, particularly by Nussbaum, over
312 the last 30 years. Sen's model acknowledges that the social context and the
313 resources that an individual can access can affect how those resources are con-
314 verted to capabilities. Capabilities are the freedoms to achieve sets of func-
315 tionings, where functionings are the beings and doings that a person values
316 and has reason to value. In Sen's own words, capabilities are:

317 the substantive freedom he or she enjoys to lead the kind of life he or she has
318 reason to value (Sen 1999, p. 87)

319 Authors such as Walker (2008) have used the HCA to explore the way indi-
320 vidual students assess their own learning and capability development although
321 Sen's work is sometimes critiqued for the focus on the individual rather than
322 the collective (i.e. it tends to foreground the wellbeing of the individual)
323 which chimes with the critiques noted earlier in terms of the individualising
324 nature of some GC discourses.

325 One possibility for a more collective approach in an HE context might be
326 provided by a consideration of how individuals contribute both to their own
327 wellbeing and to the wellbeing of their communities, a key facet of an out-
328 look based on GC. Walker also hints at how the use of an HCA in evaluating
329 the success of a university in achieving its learning and teaching aims might
330 also be undertaken:

331 From the perspective of university teaching and learning, we ought to ask
332 who has the power to develop valued education capabilities, and who has not?
333 If there is inequality in learners' wellbeing we might wish to raise questions
334 as to why some students can promote all their ends while others face barriers,
335 whether of social class, race, gender, culture or disability. (Walker 2008, p. 484)

336 However, the eventual focus of most assessment at present is  chievement
337 of an individual. The following section provides practical ideas for ways in
338 which module specific assignments may demonstrate elements of GCE.



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GC ASSESSMENT IN PRACTICE

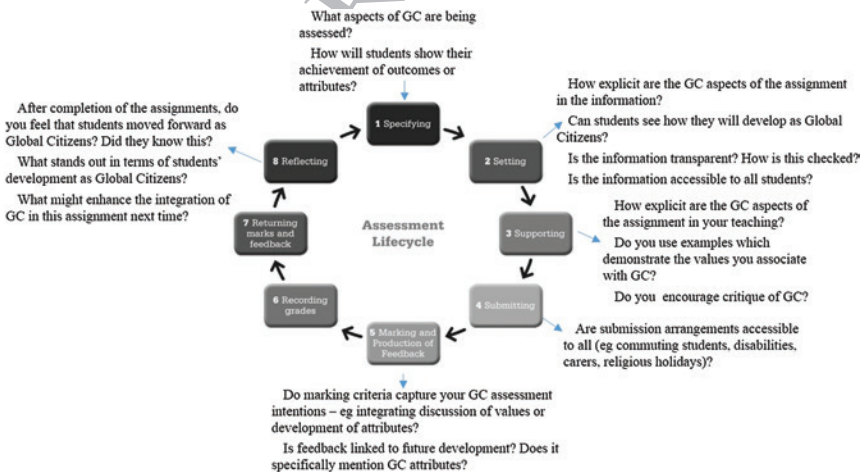
Planning for Assessment

If we accept the premise that GC should be integrated into existing assessment structures, then it follows that there is no need for a special process of assessment design. Rather, it may be useful to consider opportunities for checking the integration of GC at each stage of the usual process. The assessment lifecycle (Forsyth et al. 2015) is a visual representation of these stages, and Fig. 38.1 adds to it some prompt questions for the GC assessor.

In the UK, the Quality Assurance Agency has produced a framework for the inclusion of Education for Sustainable Development and Global Citizenship in Higher Education curricula (Longhurst 2014) which draws heavily on the UNESCO framework for global citizenship. We have used this framework, and the elements of guidance it includes, to develop a series of generic learning outcomes that might be used to provide ideas for GC learning outcomes which could be readily adapted to disciplinary contexts (Fig. 38.2).

If we consider that everyone engaged in assessment is making a contribution to the community of learners, the GC assessor may also have some additional considerations when designing their assignment task, such as:

- Does the task take account of the diverse experiences and attributes students bring to it, and allow them to integrate these into their submissions?
- Will students feel motivated to perform this task well?
- Will I enjoy assessing the students' work?
- Will students feel able to self- and peer-assess their work?



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Fig. 38.1 Assessment lifecycle



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<p>Element 1: Consider what the concepts of global citizenship and environmental stewardship mean in the context of a discipline and in students' future professional and personal lives</p>	<p>Sample outcomes</p> <p>Identify assumptions in relation to diverse values, norms and beliefs</p> <p>Justify the selection of an approach, as a global citizen, to a real world problem [in discipline]</p> <p>Contribute positively to a team task</p> <p>Recognise, respect, and evaluate team members' (including own) contributions</p> <p>Listen to, support and encourage others</p> <p>Consider the effects of the study of [discipline] on the United Nations Sustainable Development Goals</p> <p>Identify personal strengths and weaknesses in relation to ideas of global citizenship</p> <p>Reflect on (global, local) inequalities in relation to power relations [in the discipline]</p>
<p>Element 2: Consider issues of social justice, ethics and wellbeing, and how these relate to ecological and economic factors</p>	<p>Sample outcomes</p> <p>Produce a professional [discipline specific] report including contexts of social justice in relation to [discipline].</p> <p>Construct and pursue a line of argument in relation to ethics in [discipline].</p> <p>Evaluate the impact of the study of [discipline topic] on human wellbeing/social justice</p> <p>Justify a particular viewpoint or course of action in [discipline topic] in relation to ecological or economic factors</p> <p>Persuade [a defined audience] of the value of a wellbeing focus in relation to (the discipline)</p> <p>Evaluate arguments for and against a discipline-related issue using an explicit ethical focus.</p> <p>Describe and exhibit ethical behaviour [in disciplinary context]</p>
<p>Element 3: Develop a future-facing outlook; learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures</p>	<p>Sample outcomes</p> <p>Consult widely with [relevant stakeholders] to predict and mitigate the consequences of actions in a [discipline-related] context.</p> <p>Evaluate sources of [discipline-related] information and data in the context of global power relations.</p> <p>Use a 'systems' approach to problem-solving [discipline-related] issues.</p> <p>Evaluate the authority and accuracy of sources of information (Whose authority, whose accuracy? Recognise and interrogate power relationships)</p> <p>Critically reflect on the core of [discipline]. What is learned and what is not learned? Who decides?</p> <p>Consider the future of the discipline – what are the future effects of [discipline] on society?</p> <p>Describe, analyse or evaluate social or community aspects of [discipline]</p> <p>Justify actions planned for an intervention in [disciplinary context] in terms of environmental sustainability</p> <p>Reflect on intercultural contexts of work in [disciplinary context].</p>

Fig. 38.2 Sample generic outcomes

- 363
- 364
- 365
- Will the assessment process be manageable for this task?
 - Could any assessor look at the outcomes in Fig. 38.1 -assess against these?

366 Figures 38.3, 38.4 and 38.5 provide notional examples of how these generic
 367 learning outcomes may be used in idealised worked examples to show how
 368 assessment could be aligned within a particular disciplinary context and how
 369 the assessment lifecycle may be used to ensure a focus on GCE is maintained.

370 **Commentary on Fig. 38.3**

371 The example of Fig. 38.3 uses the outcomes linked to Element 1 in Fig. 38.2.
 372 The students will be in the last year of their undergraduate courses, and most
 373 of them will go on to marketing positions in organisations like the ones men-
 374 tioned in the assignment. As well as giving them an opportunity to work on
 375 a real-world scenario, which may give them something to talk to potential



Unit Learning Outcomes (ULO). At the end of this unit students will be able to:

1. Consider the effects of the study of Marketing on one of the United Nations Sustainable Development (UNSD) Goals
2. Recognise and evaluate team members' (including own) contributions
3. The UNSD goal selected by the team for this assessment is: *Ensure sustainable consumption and production patterns*

Assessment task: In teams, you will imagine a marketing context in a fictitious company, social enterprise, charity, public sector organisation, or other context of your own choice. Within this context, you will design a process for monitoring the contribution of marketing to the selected UNSD goal of *ensuring sustainable consumption and production patterns*. You might include regular consultations, specific projects, engagement with a variety of local, regional, national or international bodies and so on. Your submission will be a summary of this process for the management board of your chosen organisation.

The assignment submission is divided into three sections:

- 1) 200 word individual statement of each participant's assessment of own contribution – peer marked (10% of total)
- 2) 300 word collaborative statement summarising group process – tutor marked (10% of total, each member of the group gets the same mark)
- 3) 3000 word team report describing and explaining the planned process – tutor marked (80% of total, each member of the group gets the same mark)

Feedback plan: You will receive feedback from each of your peers in the group on your individual statement, as well as a summary comment from your tutor with some suggestions for your future team-working development. You will receive collective feedback on your collaborative statement and on your team report, which will comment on the feasibility of the process you propose and give you some suggestions for future team-working development.

Fig. 38.3 Assessment for responsible marketing unit (Business marketing degree, final year)

376 employers about, it covers explicitly one of the UNSD goals (UNDP 2015)
377 and it recognises the importance of team-working by offering grades both for
378 the description of the process and for the final product. The students have
379 some agency, in selecting their own context for the assignment development.

380 **Commentary on Fig. 38.4**

381 An early introduction to a real-world problem is one of the techniques men-
382 tioned earlier to engage students with the curriculum and with ideas about
383 their own agency. It may also introduce students to peer-learning and self-
384 assessment, which, given the emphasis of UNESCO and other frameworks
385 (e.g. QAA) on equalities, are important skills for GCE, and provides opportu-
386 nities for some of the challenges mentioned earlier: negotiation of criteria
387 can take up considerable tutor and student time and create anxiety amongst team
388 members. There is an argument for saying that this may be a good thing to
389 do at this level of study, when the stakes of assessment are relatively low, and
390 students can develop skills in relative safety.



Unit Learning Outcomes (ULO). At the end of this unit students will be able to:

1. Justify the selection of an approach, as a global citizen, to a real world problem in Zoology
2. Contribute positively to a team task

Students are asked to consider the real world problem of: decline in populations of pollinating insects

Assessment task: Work as a team to produce a report in a response to a government report that suggests the population of pollinating insects in the UK is in serious decline.

Your report should include a plan to engage relevant stakeholders; alternative methods of measurement of population size; indices of species richness and community composition; your team's argument for a course of action.

Assessment marking:
Completion of grid showing peer input contribution agreed between team members – peer marked (20% of total: each member of the group gets the same mark)
1) Formative assessment and negotiation of criteria between tutor and team. Subsequent summative self-assessment of own performance by each team member - self-marked, (30% of total);
2) Report (2000 words) – tutor marked (50% of total: each member of the group gets the same mark)

Feedback:
You will receive the peer feedback grid summarising your contribution to the task and suggesting areas to develop for your next group task; you will complete your own feedback on your own performance overall, and you will share written feedback from the tutor to the whole group on the final report. This feedback will focus on the overall structure and findings of the report, and the apparent coherence of the team work.

Fig. 38.4 Assessment for ecology unit (Ecology and wildlife conservation degree, year one)

391 **Commentary on Fig. 38.5**

392 The example in Fig. 38.5 demonstrates some of the features of assessment
393 design for a module in a geography curriculum with a focus on education for
394 GC. In the second year of an undergraduate degree, we expect students to
395 be in transition towards a range of professional behaviours and to have devel-
396 oped a facility with assessing each other's contributions and presentations.

397 **CONCLUSION AND FUTURE RESEARCH**

398 It is clear that there are potential difficulties if we simply seek to apply tradi-
399 tional assessment methods to the assessment of GCE. This is primarily due to
400 the complexity of assessing attributes and the self-awareness that comes with
401 the acknowledgement of the power relations inherent in any assessment pro-
402 cess. However, the first of these difficulties is at least partly addressed by care-
403 ful attention to the stages of an assessment lifecycle: good assessment practice



Unit Learning Outcomes (ULO). At the end of this unit students will be able to:

1. Evaluate the urban development plans of a local council in terms of environmental sustainability and social justice
2. Persuade local representatives of the value of consideration of a citizenship focus in relation to the urban development plans
3. Identify assumptions in relation to diverse values, norms and beliefs

Assessment task (ULO1):

Collaborative report to provide an analysis of the urban development plans of a selected council in relation to environmental sustainability and social justice. Guide length: 1500-2000 words; can be presented as a traditional document, or as a web page, or a video (guide length 10 minutes). Tutor marked (50% of total; each member of the group gets the same mark)

Assessment task (ULO 2):

10-minute presentation produced collaboratively and presented by members of the team (in any medium suitable for a boardroom scenario). Peer and tutor marked (30% of total; each member of the group gets the same mark, arrived at by negotiation with tutor and peers)

Assessment task (ULO 3):

500 word team reflection on the process of working on this project. All team members to contribute and include reflection on the strengths and areas for improvement in own and other team members' contributions. Peer marked (20% of total; each member of the group gets the same mark)

Assessment Marking and Feedback

The 500 words provides part of the portfolio for assessment in the professional development unit.

The presentations are watched by all. There is opportunity to contribute online as these are given – the audience are asked to pick out one strength and one area for development – training in giving and receiving feedback provided in advance.

Formative feedback is provided at three set points. A final summative mark is negotiated with the tutors.

Fig. 38.5 Assessment for shaping the community unit (Geography diploma/degree, Year 2)


404 can provide fair and reliable ways of doing the double duty that assessment
405 of attributes for GC can achieve. The second is addressed primarily through
406 a consideration of the role of the assessor—modelling values that ensure
407 that the assessor themselves deploy characteristics of a global citizen as they
408 design and manage the assessment process.

409 As future research develops in the domains of both personality and values,
410 this will continue to inform assessment practice in GCE. There is also poten-
411 tial for ideas from development education, such as the Human Capabilities
412 Approach to be applied to this area.



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