Assessment in Different Dimensions

A conference on teaching and learning in tertiary education

19—20 November 2009 at RMIT University, Melbourne

Conference Program and Abstracts

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RMIT University acknowledges the **Wurundjeri people** of the **Kulin Nations** as the **traditional owners** of the land on which the University stands.

RMIT University respectfully recognises Elders both past and present.

WELCOME

On behalf of RMIT University and the Australian Technology Network of Universities (ATN) I welcome you to this conference – the leading national and regional conference on assessment in tertiary education. I'm expecting to be challenged, to be offered practical ideas for student learning through assessment and to engage in vigorous debate. This conference is founded on evidence-based practice and scholarship in assessment. We are sharing lessons learned, making connections and building networks across sectors, states and national boundaries. It is an excellent foundation for testing ideas and establishing teams for future cross institutional teaching projects including ALTC grants.

On behalf of RMIT University and the Australian Technology Network of Universities (ATN) I welcome you to this conference – the leading national and regional conference on assessment in tertiary education. I am expecting to be challenged, to be offered practical ideas for student learning through assessment and to engage in vigorous debate. This conference is founded on evidence-based practice and scholarship in assessment. We are sharing lessons learned, making connections and building networks across sectors, states and national boundaries. It is an excellent foundation for testing ideas and establishing teams for future cross institutional teaching projects including ALTC grants.

At this conference you will have the opportunity to explore different dimensions of assessment – different needs and objectives, contexts and approaches, practices and tools of assessment. Our conference themes offer great scope to meet your interests and needs:

- assessing with technologies
- assessing authentically
- feedback, moderation and quality
- assessing in the disciplines

My view is that assessment is often conceived as an obstacle course – putting up hurdles for students to clear – rather than as a developmental tool in the promotion and application of learning. I am looking for fresh ideas at this conference, ideas that offer students a much greater say in how they are assessed, what is assessed and even what we regard as achievement. Can the ePortfolio transform assessment along these lines? What is the role of self- and peer assessment?

I am delighted to acknowledge the invaluable support of the ALTC for this conference particularly, but not exclusively, in funding a great deal of the work that will be presented over the two days.

On behalf of all delegates, I thank the conference committee and many other staff who have played such a key role in preparing and organising a conference that I am sure will have a lasting impact.

Professor Jim Barber
Deputy Vice-Chancellor Academic
RMIT University

November 2009

CONTENTS

THE REVIEW PROCESS

Full papers published and identified as peer reviewed in the Conference Proceedings have undergone a double-blind peer review process, with de-identified feedback and suggestions for revisions provided to authors. The Conference Committee gratefully acknowledges the generous work of the reviewers, who all provided constructive and invaluable feedback to ensure the high standard of published papers.

Reviewers

Lynne Badger
Lynne Barnes
Stephanie Beames
Lorraine Bennett
David Birbeck
Julian Bondy
Natalie Brown
Ric Canale
Helen Carter
Andrea Chester
Catherine Clarke
Moira Cordiner
Caroline Cottman
Keith Cowlishaw
Brenton Dansie
Anne Darroch
Melissa Davis
Martin Dick
Peter Donnan
Eveline Fallshaw
Heather Fehring
Sonia Ferns
Helen Flavell

Melanie Fleming
Anne Gardner
Philippa Gerbic
Sara Hammer
Andrew Higgins
Simon Housego
Katie Hughes
Henk Huijser
Kerry Hunter
Sandra Jones
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Megan Kek
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Sharron King
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Disclaimer

SPONSORSHIP

We thank the following organisations for their active and tangible support:

- RMIT University
- The Australian Learning and Teaching Council
- The Australian Technology Network of Universities

The Conference drew on the expertise of the following units at RMIT University:

- Learning and Teaching Unit
- Educational Media Group
- University Events
- Media and Communications
- Copyright Management Service

ACKNOWLEDGEMENTS

Conference team

The Conference is sponsored by Professor Jim Barber, Deputy Vice-Chancellor (Academic), RMIT University.

The Conference Committee

John Milton, *Conference Convenor*
Sarah Lausberg, *Project Manager*
Margaret Blackburn
Cathy Hall
Sally Jones
Josephine Lang
Amgad Louka
Gregory Plumb
Felicity Prentice
Diana Quinn

Other key roles

Shiralee Saul
Darren Smith
Josie Ryan
Andrew Buntine
Garry Allan
Milton Nomikoudis

Other contributors

Jody Fenn
Cassy Roberts
Anne Lennox
Kate Ebbott
Jacinth Nolan
Louise Handran
Lara Morcombe

The leaders of the teaching and learning centres of other ATN universities (TALC members) have played a key role supporting and promoting the conference in a range of networks including their own universities:

Beverley Oliver, *Curtin University*

Margaret Hicks, *University of South Australia*

Jo McKenzie, *University of Technology Sydney*

Deborah Southwell, *Queensland University of Technology*

Special thanks

Dr Diana Quinn, *University of South Australia*

A conference of this kind cannot be a success without drawing on others' excellent practices and experiences. The Conference Committee particularly acknowledges the generosity and expertise of Dr Diana Quinn of the University of South Australia and Convenor of the 2008 ATN Assessment Conference. Dr Quinn and her ATNA08 Conference Committee are acknowledged for their permission to customise and use materials developed for the 2008 ATN Assessment Conference including guidelines for authors and reviewers.

Associate Professor Peter Hutchings and ALTC

For their kind support both actively with the organisation of particular aspects of the conference and for ALTC sponsorship of Dr Chris Rust.

GENERAL INFORMATION

Assessment in Different Dimensions

At this conference you will have the opportunity to explore different dimensions of assessment – different needs and objectives, contexts and approaches, practices and tools of assessment. We will be sharing practices which are demonstrably effective, contributing to the scholarship of assessment and engaging with communities of academics and teachers, students and employers.

The themes used to structure the conference are:
• Assessing with technologies
• Assessing authentically
• Feedback, moderation and quality
• Assessing in the disciplines

Venue

Storey Hall, RMIT University, 342 Swanston Street, Melbourne.

Transport

Via Tullamarine airport: you can travel into the city on the airport shuttle or by taxi.

By train from the city to Storey Hall: catch a train to Melbourne Central train station and exit to the corner of Swanston St and Latrobe Street. Access Storey Hall diagonally opposite the corner. You will know you are very close when you see green!

Public transport couldn't be closer! Visit Metlink *www.metlinkmelbourne.com.au* or Connex *www.connexmelbourne.com.au* to plan your journey.

Car Parking

RMIT University encourages the use of green transportation wherever possible, so please use public transport if you can. If you do require a car park, there are many commercial ones throughout the CBD. A nearby site is *Melbourne Central smartpark* located at 224 La Trobe Street Melbourne, or *Wilson's Parking* at 151 Franklin Street, Melbourne.

Registration

The registration desk is located in the lobby of Storey Hall. Delegates can register from 8 to 9.30am on both days. The registration desk will be staffed during tea breaks and lunchtimes for general enquiries.

Name tags are included in your participant packs, available when you register. Please wear these at all conference sessions in order to assist in networking.

Meals

Morning tea, lunch and afternoon tea are provided as part of your conference registration. Your dietary requirements were noted from your registration form. If you have any other requirements please inform the registration desk staff as soon as possible!

Tea and coffee: Storey Hall Foyer level 5 and Room 6.
Lunch: Storey Hall Foyer level 5 and Room 6.

Conference Dinner

The conference dinner is being held in the Storey Hall Auditorium. Dinner tickets have been handed out upon registration at the venue. Dress is smart casual.

Posters

Posters are on display in Storey Hall. In addition to ATNA09 posters you will find posters prepared by ALTC project leaders describing funded assessment projects. These posters are an easy way of reviewing the latest leading Australian applied research on assessment in higher education. Look in the program schedule for the opportunity to meet ATNA09 poster presenters.

A prize is being awarded for the best ATNA09 poster (not including ALTC posters).

Computer facilities

RMIT University participates in the eduroam community so delegates who are also from participating institutions can connect personal laptops to the RMIT wireless network. Logon codes will be available at the registration desk.

Also, Room 7 with multiple computers has been booked for delegates use. For non-RMIT delegates a special logon will be provided upon registration.

Speaker support

PowerPoint presentations and other electronic presentation materials not previously emailed to *atnassessment09@rmit.edu.au* should be taken on USB memory stick to the registration desk.

Please note that files are to be clearly labelled with author/ presenter's name – for example: *john_bryant_atna09_presentation1.ppt*

Meeting rooms

We have meeting rooms available for you to use. To book a room, please contact the registration desk.

Proceedings

Digital copies of refereed papers and a limited number of non refereed papers are available from a link on the conference website *http://emedia.rmit.edu.au/atnassessment09*

The Conference proceedings comprising the refereed papers are supplied to delegates on a USB memory stick on registration.

Photography and videoing

RMIT University will be photographing and filming segments of this event. Your image and contributions may be photographed or filmed and may be used in RMIT printed and electronic publications for marketing, promotional and educational purposes. If you have any issues or concerns about this, please go to the registration desk.

For your (and other delegates') benefit at the conference

- Turn off your mobile phone during formal conference sessions
- Minimise movement between venue rooms during parallel paper sessions
- Move promptly and be on time to all sessions
- Check out the posters in Storey Hall
- Place close attention to the signs which are your direction to the venue rooms
- Ask somebody wearing a blue *Ask Me!* shirt if anything is unclear

Emergency exit

In the event of an emergency, please follow the instructions of RMIT staff to ensure safe exiting of the building.

Melbourne Gaol

The Melbourne Gaol is a premier Victorian tourist destination available for a visit a short walk from Storey Hall (see map opposite). Self guided tours are available. For more information, please visit *http://www.oldmelbournegaol.com.au*

Environment

Effort has been made to source environmentally friendly materials for this conference. This program is printed on recycled paper.

Evaluation

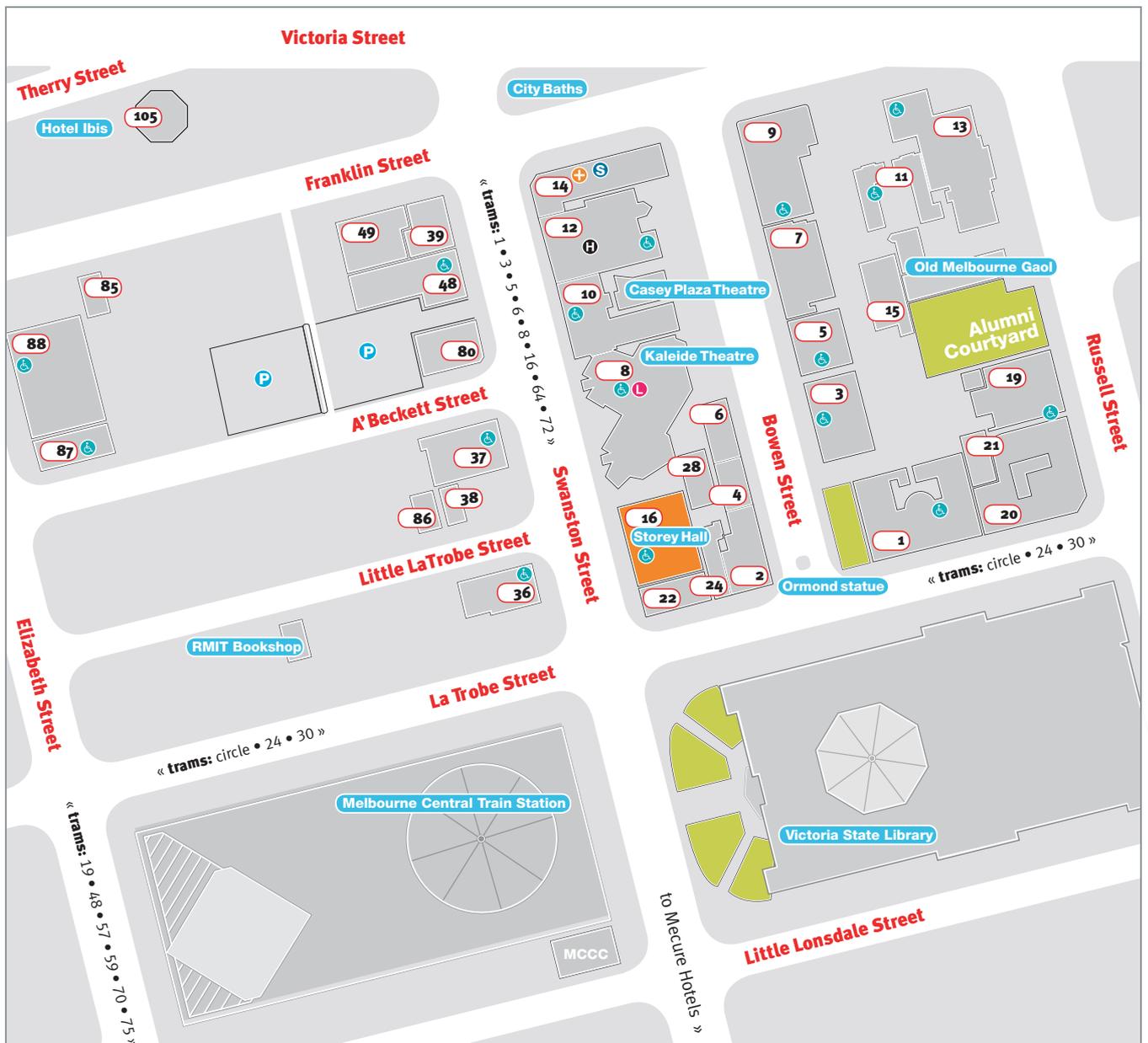Please provide feedback and suggestions for improvement to staff including staff at the registration desk. Evaluation forms have been included in your conference satchel. Please complete this and return as instructed.

Your feedback is vital to supporting continual improvement both at RMIT University and as an important input to the University of Technology Sydney team who are organising the next ATN Assessment Conference.

CONFERENCE LOCALE

RMIT City Campus

Victoria Street

Therry Street

City Baths

Hotel Ibis
105

Franklin Street

« **trams:** 1 • 3 • 5 • 6 • 8 • 16 • 64 • 72 »

49   39

48

85

80

88

P

P

P

A'Beckett Street

87

37

38

86

Little LaTrobe Street

36

RMIT Bookshop

Swanston Street

14

12

10

Casey Plaza Theatre

Kaleide Theatre

8

6

28

4

16

Storey Hall

22   24   2

Ormond statue

Bowen Street

9

7

15

5

3

1

Old Melbourne Gaol

Alumni
Courtyard

19

21

20

13

11

« **trams:** circle • 24 • 30 »

Russell Street

La Trobe Street

« **trams:** circle • 24 • 30 »

« **trams:** 19 • 48 • 57 • 59 • 70 • 75 »

Elizabeth Street

Melbourne Central Train Station

MCCC

Victoria State Library

to Mecure Hotels »

Little Lonsdale Street

Legend

H	the Hub	**+**	Health services	**55**	Building number	**S**	Security
L	Library	♿	Wheelchair access	**Hall**	Landmark	**P**	Parking

KEYNOTES

Dr Chris Rust
Head of the Oxford Centre for Staff and Learning Development, Oxford Brookes University, UK

Dr Chris Rust is also Deputy Director of the Human Resource Directorate at Oxford Brookes University, as well as Deputy Director for two Centres for Excellence in Teaching and Learning - ASKe (Assessment Standards Knowledge Exchange) and the Reinvention Centre for undergraduate research (led by Warwick University).

Chris has researched and published on a range of issues including: the experiences of new teachers in Higher Education, the positive effects of supplemental instruction, the effectiveness of workshops as a method of staff development, ways of diversifying assessment, and improving student performance through engagement in the assessment process. Recently Chris has focused increasingly on assessment. Chris is a Fellow of both SEDA (Staff and Educational Development Association) and the RSA, and a Senior Fellow of the UK Higher Education Academy.

Professor Jan Herrington
Professor of Education, Murdoch University

Dr Jan Herrington has had appointments at universities in New South Wales and Western Australia, and many years experience in the design and development of multimedia and web-based programs. The last 20 years of her professional life have been devoted to the promotion and support of the effective use of educational technologies in learning in schools and universities.

Jan's current research focuses on authentic learning and assessment, the design of effective Web-based learning environments for schools and higher education, mobile learning, and the use of authentic tasks as a central focus for Web-based delivery and assessment of courses. She has published over 130 refereed journal articles, conference papers and chapters, and several books including a recently co-edited book entitled *Authentic Learning in Higher Education*. She was a Fulbright Scholar in 2002 at the University of Georgia, USA, and has won many awards for her research including the Association for Educational Communication and Technology (AECT) Young Researcher of the Year Award, and several Outstanding Paper awards at international conferences, most recently at EdMedia 2008.

Professor Geoffrey Crisp
Director of the Centre for Learning and Professional Development and Director of Online Education University of Adelaide, SA

Geoff completed his PhD in chemistry at the Australian National University and undertook postdoctoral work in Germany and the USA before taking up an appointment in chemistry at the University of Melbourne. He moved to the University of Adelaide in 1988 and continued as a discipline academic in chemistry until 2000. He developed his passion for seeking new ways to enhance student learning while teaching and researching in chemistry; he was Associate Dean for Learning and Teaching in Sciences. Geoff became actively involved in the development of online learning as the Director of the Online Learning and Teaching Unit and made the permanent move to educational development and online learning when he was appointed to his current positions in 2002.

Geoff received the University of Adelaide's Stephen Cole the Elder Prize (Excellence in Teaching); the Royal Australian Chemical Institute Stranks Medal for Outstanding Achievement in Chemical Education and an Australian Learning and Teaching Council Fellowship. He is now working on new e-assessment design strategies that offer students authentic, engaging and meaningful tasks. He is the author of *The e-Assessment Handbook* (2007).

CONFERENCE ROOMS

The keynote sessions are being held in the Storey Hall Auditorium which is located on level 5. Paper sessions are being held in adjacent buildings. Access to all these rooms is through the exit on the side wall of Storey Hall.

Room 1
Level 6, Building 8, known locally as 8.6.48

Room 2
Level 6, Building 8, known locally as 8.6.47

Room 3
Level 6, Building 8, known locally as 8.6.46

Room 4
Level 5, Building 8, RMIT Swanston Library
(known locally as Library Seminar Room 1)

Room 5
Level 5, Building 8, RMIT Swanston Library (known locally as Library student lounge)

Room 6
Level 5, Building 28 opposite entrance to RMIT Swanston Library (known locally as Research Lounge)

Room 7 computer facilities
Level 5, Building 8, RMIT Swanston Library
(known locally as Library Seminar Room 2)

Posters
Storey Hall auditorium

Catering
Storey Hall foyer and Room 6

Name tags are included in your participant packs, available when you register. Please wear these at all conference sessions in order to assist in networking.

CONFERENCE TRACKS

The conference papers are organised in conference themes:

- 🟥 Assessing with technologies
- 🟦 Assessing authentically
- 🟨 Feedback, moderation and quality
- 🟩 Assessing in the disciplines

PROGRAM SCHEDULE

Day One: Thursday 19 November 2009

8.00 am	Registration	
9.00 am	Conference Opening. **Keynote address by Dr Chris Rust** in the Storey Hall Auditorium	PG 12
10.30 am	Morning Tea	

11.00 am **A**

ROOM 1	ROOM 2	ROOM 3
■ **Poster presentations: authentic assessment of work integrated learning** J. McNamara, I. Larkin, A. Beatson PG 36	■ **Online role-plays as authentic assessment: Five models to teach professional interventions** K. Douglas, B. Johnson PG 25	■ **Student perceptions and preferences for feedback at university: Qualitative findings** A. Rowe, P. Taylor, L. Wood PG 41
■ **Investigating stakeholder perspectives on assessment in work-place based urban and regional planning education: bridging some dilemmas posed by current WIL assessment debates** E. Coiacetto, M. Jones, J. Jackson PG 22	■ **The affective domain: beyond simply knowing** D. Birbeck, K. Andre PG 17	■ **Feedback: working from the student perspective** K. Budge, S. Gopal PG 19
■ **The role of industry supervisors in providing feedback to students as part of the assessment process in Work Integrated Learning (WIL)** J. Richardson, B. Jackling, F. Kaider, K. Henschke, M. Kelly, I. Tempone PG 40	■ **Refining assessment practice in the social sciences** J. Gore, W. Amosa, T. Griffiths, R. Parkes, H. Ellis PG 28	■ **The feedback we give: University student perceptions and preferences** E. Tsahuridu, P. Dennison, A. Hughes PG 46

12.30 pm	Lunch (Posters from 1 pm)	
1.30 pm	**Keynote address by Professor Jan Herrington** in the Storey Hall Auditorium	PG 12

2.30 pm **B**

■ **Assessment for learning, learning through assessment: Perspectives from the creative industries** C. Hong, S. Vaughan PG 30	■ **A review of the status of online, semi-automated marking and feedback systems** M. Shortis, S. Burrows PG 42	■ **Assessing online collaboratories: A peer review of teaching & learning** T. Anderson, N. Parker, J. McKenzie PG 16
■ **The 'chaotic patchwork': Assessment decision making in the disciplines** K. Readman, W. Allen PG 40	■ **Using technology to engage learners in the assessment process** L. Pelliccione, R. Groves PG 39	■ **An assessment e-Volution: using web-based tools to create a culture of on-line assessment and peer review** C. Snelling, S. Karanicolas PG 43

3.30 pm	Afternoon Tea	

4.00 pm **C**

■ **Bimodality: Using assessment tasks to identify and monitor key troublesome concepts** P. Kipka PG 33	■ **Learning to give feedback to learners – a reflection and a case Study** K. Seaton PG 41	■ **Integrating e-portfolio into an undergraduate nursing course: An evolving story** R. Nash, S. Sacre PG 37
■ **The Development of an integrated assessment approach in manufacturing engineering** S. Ding, J. Mo PG 25	■ **Exploring the use of digital textual, visual and audio feedback in design studio** S. Mayson, B. de la Harpe, T. Mason PG 35	■ **Assessing authentically in the Graduate Diploma of Education** M. DinanThompson, R. Hickey, M. Lasen PG 24

5.00 pm	Day One papers close	
5 - 6 pm **D**	Forum: *Program Assessment Strategies* (Rust and Burkill). Room 6.	PG 15
7.00 pm	Conference Dinner in the Storey Hall Auditorium	

Conference themes:

🟥 Assessing with technologies   🟦 Assessing authentically   🟨 Feedback, moderation and quality   🟩 Assessing in the disciplines

ROOM 4

🟩 **Using peer and self-assessment with academic moderation to assess performance in an undergraduate nursing simulation workshop**

J. Warland   PG 48

🟩 **Transitioning media students for self and peer directed assessment**

R. Wilson

PG 49

🟩 **Using self- and peer-assessment to enhance students' future-learning in higher education**

G. Thomas, D. Martin, K. Pleasants

PG 44

🟨 **An approach to student-lecturer collaboration in the design of assessment criteria and standards schemes**

V. Geiger, R. Jacobs, J. Lamb, J. Mulholland   PG 27

🟨 **Using a distributive leadership strategy to improve the quality of assessment across a university: initial results of the project**

M. Cordiner, N. Brown

PG 22

🟨 **Rethinking approaches to assessment moderation**

C. Smith

PG 42

🟨 **The development of moderation across the institution: a comparison of two approaches**

K. Lawson, J. Yorke

PG 34

ROOM 5

🟩 **Are confidence and willingness the keys to the assessment of graduate attributes?**

B. de la Harpe, C. David, H. Dalton, J. Thomas

PG 23

Forum:

What's happening in assessment with ALTC?

(Hutchings)

Lunch served in forum session which concludes at 1 pm

PG 15

🟨 **Harnessing assessment and feedback in the first year to support learning success, engagement and retention**

S. Kift , K. Moody   PG 32

🟨 **"Measuring Up"? Students, disability and assessment in the university**

J. Bessant

PG 17

🟨 **A catalytic event: A whole-of-university focus to challenge the culture of sustainable assessment**

K. Noble, L. Burton, J. Lawrence, P. Gibbings, J. Summers and P. Phillips   PG 37

🟨 **Developing assessment standards: A distributed leadership approach**

S. Jones, J. Lang

PG 32

ROOM 6

🟩 **Validating attributes based curriculum: giving voice to our students to enhance assessment and learning**

D. Wingrove, A. Mills   PG 49

🟩 **Assessment of interprofessional competencies for health professional students in fieldwork education placements**

M. Brewer, N. Gribble, P. Robinson, A. Lloyd, S. White

PG 19

🟩 **Embedding generic skills means assessing generic skills**

T. Thomas, P. Petocz, B. Rigby, M. Clark-Murphy, A. Daly, P. Dixon, M. Kavanagh, N. Lees, L. Leveson, L. Wood

PG 45

🟦 **Authentic voices: Collaborating with students in refining assessment practices**

S. Burkill, L. Dunne, T. Filer, R. Zandstra
PG 20

🟦 **Can we trust students to design their own curriculum, their own criteria and assess themselves? Authentic assessment of a real-world project**

K. Waite   PG 47

🟥 **Using a web-based program to develop critical self-analysis of practical skills in university students**

B. Hands, P. Rycroft

PG 29

🟥 **Promoting assessment authenticity and efficacy through an integrated system for online clinical assessment of practical skills**

C. Engstrom, P. Hay, D. Macdonald, A. Green, P. Friis   PG 26

PROGRAM SCHEDULE

Day Two: Friday 20 November 2009

8.00 am	Registration
9.00 am	**Keynote address by Professor Geoffrey Crisp** in the Storey Hall Auditorium PG 13
10.00 am	Morning Tea

10.30 am   **E**

ROOM 1	ROOM 3
■ **Meeting the challenge of complexity: Interfacing multimedia technology and problem based assessment in geospatial science** K. Zhang, E. Fu, G-J. Liu, M. Zhu, S. Whitman, M. Colasante, H. Tilstra PG 50	■ **Predictors of the groupwork experience: Generic skill development, peer appraisals, and country of residence** S. Teo, A. Morgan, P. Kandlbinder, K. Wang, A. Hingorani PG 43
■ **Perceptions of technologies in the assessment of foreign languages** P. Gruba, L. Cherubin, K. Lay-Chenchabi, H. Mera, M. Claros PG 29	■ **The good, the bad, the ugly: Students' evaluation of the introduction of allocating individual marks to group work assessment.** J. Grajczonek PG 28
■ **Integrating digital technologies into student assessment and feedback: How easy is it?** B. de la Harpe, T. Mason, I. Wong, F. Harrisson, D. Sprynskyj, C. Douglas PG 24	■ **Facilitating formative feedback: An undervalued dimension of assessing doctoral students' learning** H. van Rensburg, P. Danaher PG 47
	■ **Improving students' experiences of peer and self-assessment** C. Patton, J. Bondy PG 38

12.30 pm	Lunch (Posters from 1 pm)

1.30 pm   **F**

■ **Collaborative learning in postgraduate coursework programs: Issues in assessment** A. McLay PG 36	■ **Assessment hurdles: more about workload than education?** D. Cahill, K. Hilliar PG 21
■ **Improving feedback in large classes: Application of task evaluation and reflection instrument for student self-assessment (TERISSA) in a unit on business statistics** J. Harlim, A. de Silva, I. Belski PG 30	■ **Using task analysis to enhance curriculum, teaching and assessment design** C. Hughes PG 31

2.30 pm	Forum with Keynote Speakers – Auditorium
3.00 pm	Conference close

Conference themes:

🟥 Assessing with technologies 🟦 Assessing authentically 🟨 Feedback, moderation and quality 🟩 Assessing in the disciplines

ROOM 4	ROOM 5	ROOM 6
🟥 **E-learning and role-plays online: Assessment options** S. Fang Law, S. Jones, K. Douglas, C. Coburn _{PG 33}	🟨 **Feedback across the disciplines: Observations and ideas for improving student learning** J. Bondy, N. McCallum _{PG 18}	
🟥 **Creating change in traditional assessment strategies in building and construction using point of vision e-technology** E. Toomey, P. McLaughlin, A. Mills _{PG 46}	🟨 **'Closing the loop' on assessment feedback in four health science disciplines** C. Hughes, A. Bennison, W. Wilson, W. Arnott R. Isles, J. Strong _{PG 31}	**Workshop:** *Priorities for Assessment for Learning* (Boud)
🟥 **Encouraging student self-assessment: activation via an online system - ReView** R. Lawson, T. Taylor, D. Thompson _{PG 35}	🟨 **Improving student satisfaction with feedback by engaging them in self-assessment and reflection** I. Belski _{PG 16}	
🟥 **A scaffolded approach to developing students' skills and confidence to participate in self and peer assessment** D. Wood _{PG 50}	🟨 **Improving the feedback mechanism and student learning through a self-assessment activity** P. Sendziuk _{PG 42}	_{PG 13}
🟥 **Assessment for learning: Using minor assessment to promote major learning** K. Willey, A. Gardner _{PG 48}	🟩 **Does the summative assessment of real world learning using criterion-referenced assessment need to be discipline specific?** K. Burton _{PG 20}	**Forum:** *Transnational Moderation* (Sanderson)
🟥 **Supporting the learning of self and peer assessment in groupwork** R. Raban, A. Litchfield _{PG 39}	🟩 **A generic assessment framework for unit consistency in agricultural science** T. Botwright Acuña _{PG 18}	_{PG 14}

CONFERENCE ABSTRACTS

The abstracts are presented in three parts:

1. keynotes, workshop and forums – page 12
2. papers (comprising both peer reviewed and non peer reviewed) – from page 16
3. posters – from page 51

KEYNOTE, WORKSHOP AND FORUM ABSTRACTS

Keynotes

Assessment practice: a manifesto for change

Chris Rust
Oxford Brookes University, United Kingdom
crust@brookes.ac.uk

The literature on learning and teaching is clear about the central importance of assessment in the learning process, both in terms of feedback, and in its influence on students' approaches to their learning. But the literature is also full of serious criticisms of our current practice, supported by any number of different performance indicators. To put it bluntly, all the evidence is that it is something we generally do very badly.

In November 2007, over 40 recognised researchers and experts in the field of student assessment were brought together and tasked with identifying the changes in practice they believed to be necessary. This keynote will focus on the six tenets of the 'manifesto for change' that resulted from these discussions, and especially the underpinning theory that supports the arguments for these changes. Participants will be encouraged throughout to consider the implications of the proposed changes for their own context and practice, and how they might implement them.

Authentic assessment of authentic tasks

Jan Herrington
Murdoch University
j.herrington@murdoch.edu.au

Authentic tasks engage students in higher order thinking, problem solving, and the creation of polished products over extended periods of time. If such tasks are assessed, for example, by standardised multiple choice questions, a powerful message is sent to students that the kind of learning that is valued is lower order factual knowledge. If, as is claimed, we assess what we value and value what we assess, then it is important to ensure that assessment of complex tasks is integrated and authentic, and truly capable of assessing higher order learning and outcomes.

This keynote address will present a model for the design and development of authentic learning environments, where tasks and activities have fidelity to the conditions under which they would occur in the real world. The alignment between an authentic task and its assessment is frequently neglected. Failure to effect this alignment can lead to the negation of the impact of any authentic task used by teachers and educational developerseven with the best of intentions. Alignment between task and assessment effectively allows the teacher to apply realistic criteria to assess real products, and examples of several e-learning tasks and assessment will be given. Using such an approach, students become better prepared for their future experiences as effective professional practitioners.

Moving towards Assessment 2.0

Geoffrey Crisp
University of Adelaide
geoffrey.crisp@adelaide.edu.au

The Internet is an interactive and participatory environment which is responsive to students' actions; it provides access to content, resources and people from any part of the globe. Students are able to collaborate and interact in working spaces where they have control over how resources are used, what is shared with others and how their creations will be formatted and presented. If this is the learning environment in which students are immersed, how are we going to align our learning activities and assessment tasks, especially summative tasks, so that students can create responses using the same tools and resources with which they learn?

Teachers have traditionally had almost total control over the learning and assessment environment and current approaches to setting assessment tasks are substantially based on these more controlled environments. The ability of students to operate in more open, collaborative, interactive and distributed environments is challenging many of the traditional perceptions about what constitutes a university experience and what are appropriate assessment tasks.

This presentation will explore some of the options that are available to teachers as we move towards Assessment 2.0. Many teachers will be familiar with the term Web 2.0 which describes the social, interactive and collaborative spaces that are available on the Internet. Assessment 2.0 describes an environment in which the teacher sets tasks that allow students to use these more dynamic, immersive, interactive and responsive environments for exploring and creating relevant responses. Assessment 2.0 allows learning, social interaction and assessment to be blended in a way that provides a more authentic experience for both the student and the teacher.

Assessments will become more like sophisticated games incorporating role-playing and scenarios; they will replicate the real world, allowing students to explore and describe the consequences associated with their responses. We will examine some of the opportunities that are available today to begin this journey towards Assessment 2.0 and explore some of the design principles that will be required to align learning and assessment.

Workshop

Priorities for assessment for learning: setting an agenda for new initiatives

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Greater attention is being paid to the role of assessment in informing student learning and the consequences of assessment practices on what students do and how they become shaped by higher education. Finding ways to conduct meaningful and helpful feedback is, for example, the subject of considerable debate within institutions. While we know a great deal about 'good practice' in assessment for learning, it is not so clear what our priorities should be. On what should we place most emphasis in assessment in the future if we want to maximise impact on student learning? More and better quality feedback is not necessarily the solution as many seem to assume. Should the priority be about helping students make good judgements about their learning? Should it be about building students' capacity to assess and be assessed? What are the different dimensions of assessment for learning that should be represented in the priorities?

Having completed an ALTC Senior Fellowship on 'assessment for learning in and beyond courses' David Boud together with a team of collaborators have identified a number of key propositions about assessment for learning to help guide Australian universities for their next wave of initiatives. The aim of this session is to consider these propositions and as a group of concerned academics with a commitment to improving assessment for participants identify priorities among them and discuss ways of promoting them within institutions.

After an initial introduction, the session will take the form of participants considering different propositions provided, subjecting them to critical scrutiny, examining their implications and making an argument for their inclusion in a set of national priorities. Different groups will argue for different propositions and a consensus sought on what should be the overall priorities.

Forums

Processes that ensure moderation for fair assessment in transnational higher education

Panellists:

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Chair:

Eveline Fallshaw
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Many of the processes and practices associated with transnational education (TNE) appear to be inconsistent and idiosyncratic, sometimes even within the same institution. Whilst diversity is desirable, it is important for all approaches to be grounded in universal principles of good educational practice. There is little evidence at present about the degree to which this is the case. In fact, a cohesive statement of desirable approaches, other than the insistence of equivalency / comparability between educational practices in onshore and offshore programs, is presently conspicuous by its absence. Assessment in TNE settings across a range of Australian universities has been found in some instances to have no moderation processes at all. Confusion has been noted about whether the locus of control in determining and implementing moderation practices and processes lies with the Australian or the partner institution, or whether there should be shared responsibilities. There is uncertainty in some areas about how moderation, as a key part of the learning and teaching process, is planned and implemented across multiple locations.

This roundtable explores a number of issues through the project's preliminary data and the experiences of participants at the Roundtable. In particular, the following areas will be addressed:

1. Perceptions of the term 'assessment moderation' and experiences of this in higher education
2. Perceptions of the terms 'comparability' and 'consistency' between onshore and offshore programs and how they apply to assessment
3. Experiences in delivering or managing assessment in a transnational context
4. Experiences in ensuring consistent assessment standards between onshore and offshore programs

The panel represents views from three Australian universities engaged in TNE, working together on a two year Australian Learning and Teaching Council project on moderation for fair assessment in TNE set to end in October 2010.

An active focus of the roundtable is to engage the audience in a lively discussion of the issues. Participants will be encouraged to share their own experiences and views and it is anticipated that the Roundtable will provide them with a greater understanding of the issues and challenges as well as opportunities for practice.

What's happening in assessment with ALTC

Chair:

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Australian Learning and Teaching Council (ALTC) projects and fellowships are highly regarded for their contribution to learning and teaching practice and research in Australian higher education. In this forum leaders of ALTC projects will lead active discussions around the themes of the conference – drawing on their experiences, knowledge of other ALTC projects and insights from ALTC forums. This forum will help you make connections to projects, research and other initiatives around Australia.

Program assessment strategies

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Sue Burkill and Chris Rust are two members of a six institution, three year, collaborative research project funded by the National Teaching Fellowship Scheme which is just starting in the UK. The project confronts a fundamental issue for every HE course/program leader: how to design an effective, efficient, inclusive and sustainable assessment strategy which delivers the key course/program outcomes. It focusses on assessment at program level and aims to redress the current imbalance where assessment issues are primarily investigated and discussed at module/unit level.

Assessment is both driver for student learning and significant source of student satisfaction/dissatisfaction. Currently, program leaders cannot access suitable evidence-based guidance and exemplars/examples to develop and implement effective cross-program or program-based assessment strategies. This project intends to develop and disseminate an evidence base and framework across a range of major subject disciplines.

This session would offer an opportunity to discuss the issues and associated problems of introducing program-based assessment. Sue and Chris would most especially like participants to attend who may have, and be able to share, examples of program that have effectively managed to focus their assessment on program outcomes, and to learn how they overcame the many obstacles to achieving this.

PAPER ABSTRACTS

The abstracts of peer reviewed and non-refereed papers are presented alphabetically by first author.

Assessing online collaboratories: A peer review of teaching & learning

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This paper presents action research informed by peer reviews of innovative assessment in a 'fully blended' undergraduate Communications subject. The peer reviews are part of an Australian Learning and Teaching Council project across the five ATN universities. The assessments, the teachers' intentions for student learning and the process and outcomes of two round of Peer Review will be discussed.

Assessment is the crux of a subject for students and teachers, and the paper will show how 'conversations about teaching' as part of a peer review process can enhance assessment. The assessment that was the focus of the peer review involves /collaboratories/ in which students use wikis to build on collaborative knowledge production about emerging technologies. Two rounds of Peer Review have been undertaken, focused on the strategies used to encourage greater student-directed and managed participation in the construction of the wikis and associated student-moderated online discussions. The first round identified ways that the assessment criteria could be more specific and distinct in relation to the subject's themes and practices. The second round specifically focused on the assignments that flowed from the collaboratories. One motivation for this teacher to engage in peer review was the need to make the assessment more sustainable. This issue was confirmed, and ways of improving the sustainability of the assessment process were explored as part of the second round of review.

The paper discusses the Peer Review process and ways in which its outcomes are being applied to shape meaningful assessment, and engage students more explicitly in self- and peer-assessment of their collaboration and online activity. It also demonstrates the importance of conversations with colleagues about assessment, particularly in blended learning environments and invites discussions about the assessment of learning within the structured space of a peer review.

Keywords: Blended Learning, Online Assessment, Peer Review of Teaching, Wikis

Improving student satisfaction with feedback by engaging them in self-assessment and reflection

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Student satisfaction with educational feedback is usually the lowest of all quality indicators. A novel procedure the Task Evaluation and Reflection Instrument for Student Self-Assessment (TERISSA) has been under development at the Royal Melbourne Institute of Technology (RMIT) for the last eight years. This study explores the opinions of students and academics in relation to their perceptions and experiences of TERISSA while using it in their course activities. It considers the outcomes of TERISSA application by six RMIT educators in semester 2 of 2007 that was funded by the Learning and Teaching Investment (LTIF) grant. The study found that TERISSA helped RMIT educators in engaging their students in self-assessment and reflection and in achieving significant improvements in student satisfaction with educational feedback. It has also been found that a considerable number of students applying TERISSA were able to generate valuable educational feedback on their own learning by themselves. Nearly half of the surveyed students were determined to continue using TERISSA in their individual study. Moreover, educators involved in the study evaluated TERISSA as capable and effective in providing them with valid and timely information on student progress and their misconceptions.

Keywords: self-assessment, peer-assessment, educational feedback, reflection, student satisfaction

"Measuring up"? Students, disability and assessment in the university

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In this paper I ask how university students with disabilities negotiate with staff to arrange for alternative assessment practices. I draw on three case studies using a personal pronoun perspective to challenge the conventional view that educational policy and teaching practice are forms of rational action. I demonstrate how the lives of students and staff are typically characterised by unexpected events, disorder, emotion and prejudice. The analytic perspective offered here establishes how meanings, intentions and different viewpoints and alliances emerge as social actors work to create specific faculty and institution cultures. The case studies also reveal what does and what does not work, some of the obstacles and what needs to be done if we are serious about equity and inclusive education. They include practical assistance in recognising the specific requirements of students with disabilities, and how to design alternative assessment for students with specific 'conditions'. I argue that professional development and specific techniques in curriculum design are needed. Some staff also require help in recognising their policy and legal obligations. The larger task of cultural change which identifies and challenges prejudice is a larger task if universities are to become places in which equal opportunity principles and inclusive education are present and actively practiced.

Keywords: disability, higher education, reasonable adjustments, and equitable assessment arrangements, education policy

The affective domain: beyond simply knowing

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The affective domain is a vague concept that could relate to at least three different aspects of teaching and learning. Firstly, the affective domain could be about the teacher's approach to teaching in terms of philosophy and what this communicates to the student. In this perspective the affective domain relates to the way in which the teacher interacts with students to build a relationship. Secondly, the affective domain could be about appealing to the affective attributes of students as a deliberate form of engagement. Such an approach might seek to make students annoyed or angry at an injustice and in this way some students may be motivated to take a greater level of involvement. In both these cases there is a profound reliance on the teacher to establish the learning environment. Students may choose to respond positively, or otherwise, but they do not initiate. The third perspective to affective teaching and learning is one where students are asked to engage with the development and understanding of their own motivations, attitudes, values and feelings in terms of their behaviour and actions as a professional and as a citizen. This paper seeks to explore this third perspective. There is a need to think of ways to move beyond simply embedding affective teaching and learning strategies in curricula while assessing cognitive outcomes. We need to ensure that the Graduate Qualities / Attributes we seek to develop are constructively aligned and assessed as outcomes in their own right, not as adjuncts to cognition and skills. This is not an argument that asks one to choose between the affective and cognitive domains, but supports a fusion of the two. To enable students to recognise the value of affective attributes they should be overtly developed, taught and assessed; explicit, rather than embedded in cognitive tasks.

Keywords: assessment, affective, cognitive, professional identity, ethics

Feedback across the disciplines: Observations and ideas for improving student learning

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This paper summaries a cross-disciplinary project that explored student and staff understandings and perspectives of what kinds of feedback they found most valuable. The project, undertaken in 2008, involved a broad array of disciplinary areas within the social sciences, humanities and engineering sought to reveal how staff can use feedback and assessment more effectively to promote student engagement and learning.

Students' understandings and experiences of feedback, their observations and recommendations regarding what works and what doesn't were compared with the literature and the perspectives of recognised leading teaching practitioners.

It is argued that while each disciplinary area has distinct practices and approaches, there are principles and methods of good assessment practice that span these disciplinary distinctions. Central to these is the role of feedback in student engagement and the significance of transparent assessment practices in empowering students in their learning processes.

The paper shares the results of this project and in doing so seeks to contribute to a greater understanding of how feedback can be at once localised as well as an overarching organising principle of good practice in teaching and learning.

Keywords: feedback, assessment, pedagogy, university, Australia

A generic assessment framework for unit consistency in agricultural science

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Criterion-referenced assessment (CRA) is considered, when used appropriately, as having the capacity to improve student-learning outcomes. This project describes the development of a generic assessment framework for the School of Agricultural Science, using the process of peer-to-peer professional learning in response to an external imperative to implement CRA across the University of Tasmania. A unique conceptual approach was used to present the generic assessment framework. Four key criteria of; knowledge, analysis, practical skills and communication were divided into various sub-criteria, with level of proficiency in each of the four years of the degree course represented diagrammatically. The generic assessment framework was then applied to an assessment rubric for a 3/4th year laboratory report. The project was evaluated using mixed method approaches, with a quantitative survey of staff on their use of CRA in teaching and qualitative feedback from staff at a workshop on use of the generic assessment framework. Around 60% of the 15 staff (n=17) currently use CRA and all staff considered the generic assessment framework to be of use in developing future assessment rubrics. The workshop identified further issues regarding assessment for discussion within the school, or for clarification at the faculty level. The generic assessment framework, although developed to meet the assessment requirements for agricultural science, could be adapted for use in other disciplines within the University of Tasmania, or at other universities.

Keywords: criterion-referenced assessment, agricultural science

Assessment of interprofessional competencies for health professional students in fieldwork education placements

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The purpose of health professional education is to prepare students for the challenges of clinical practice. These challenges have changed significantly, with client care becoming more complex due to advances in knowledge and technology, and clients themselves being more informed and wishing to be involved in their health care planning. Service providers are therefore required to work closely in interprofessional teams to provide collaborative, client-centred care. As a result, universities must change the way they prepare their health professional students to ensure that they are both willing and able to work in a range of interprofessional teams. This paper outlines the development of a tool to assess students' interprofessional competencies whilst on fieldwork education placements. The tool was developed collaboratively by an interprofessional group of staff, and the challenges faced will be described. 25 items are organised within four scales: communication, professionalism, collaborative practice and service delivery. Grade-related descriptors for four levels for each of the items were developed: unsatisfactory, satisfactory, developing and outstanding. Piloting of the tool was conducted in two international fieldwork placements. Initial feedback from students and clinical educators indicates that some refinements need to be made to ensure it is an authentic assessment tool. Finally, the wider implementation of the interprofessional competencies tool will be described along with limitations of this research.

Key Words: interprofessional, assessment, communication, collaborative practice

Feedback: working from the student perspective

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Feedback is a key element of quality teaching and assessment and is a powerful influencer of student achievement. Recent years have seen an increasing interest in the provision of feedback by a range of stakeholders. A student perspective on the provision of feedback has been acknowledged as an under-researched area (Rowe & Wood, 2008). Students both in Australia and internationally have reported dissatisfaction with feedback they receive on their work, including assessment. Consistent with this pattern, RMIT student survey results also reveal low levels of satisfaction with aspects of the feedback they receive.

This paper presents the details of a study initiated to explore students' perceptions of feedback and the form in which they prefer to receive it and is unique in terms of capturing students' perceptions of feedback in a dual sector institution. Students from one dual sector discipline were surveyed in 2008 and both quantitative and qualitative data was collated and analysed to identify patterns and relationships of interest. By contextualizing the

study for a specific discipline the authors developed a detailed understanding regarding the provision of feedback from the student perspective. The key findings include issues with the timing, frequency, quantity and quality of feedback, the feedback form, and peer feedback and self-assessment. Contrary to popular opinion that suggests students don't value or use feedback to improve their work, the authors found that 95% of respondents indicated they use feedback to improve their results in future assignments and projects. In addition, new understandings regarding the possibilities and potential for providing feedback and the need for a multifaceted feedback strategy are presented in the paper. The findings are offered as a contribution to the development of a deeper understanding of feedback, particularly from a student perspective.

Keywords: feedback, student perceptions, assessment, learning

Authentic voices: Collaborating with students in refining assessment practices

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The research outlined in this paper draws on the concept of 'the cultivated community of practice' (O'Donovan et al, 2006) to develop some principles of student engagement with respect to authentic assessment. The term authentic assessment is commonly used to refer to modes of assessment, but this paper takes a different approach to authenticity, describing how, when students take the lead in researching and refining assessment processes and practices, they become 'authentic voices'. We present a case study of some of these principles as enacted by students involved in The University of Exeter's Students as Agents for Change Project and show that they can become leaders in the design of effective assessment environments. An explicit critique is made of 'tokenism' which can occur when students are asked to participate in assessment reform and we argue for 'deeper empowerment'. We acknowledge that this can create tension between staff and students and discuss whether the student voice can become compromised in these contexts. In a final 'twist' to the argument, we describe how involving students in the project can present ideal opportunities for the participants to undertake authentic assignments. One of the authors of this paper is an undergraduate and another a recent postgraduate student; both have been integrally involved in leading the research for this paper supported by two academic developers.

Keywords: authentic voices; authentic assessment; empowerment; engaged collaboration

Does the summative assessment of real world learning using criterion-referenced assessment need to be discipline specific?

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This paper synthesises the existing literature on the contemporary conception of 'real world' and compares it with similar notions such as 'authentic' and 'work integrated learning'. While the term 'real world' may be partly dependent on the discipline, it does not necessarily follow that the criterion-referenced assessment of 'real world' assessment must involve criteria and performance descriptors that are discipline specific.

Two examples of summative assessment (court report and trial process exercise) from a final year core subject at the Queensland University of Technology, LWB432 Evidence, emphasise real world learning, are authentic, innovative and better prepare students for the transition into the workplace than more generic forms of assessment such as tutorial participation or oral presentations. The court report requires students to attend a criminal trial in a Queensland Court and complete a two page report on what they saw in practice compared with what they learned in the classroom. The trial process exercise is a 50 minute written closed book activity conducted in tutorials, where students plan questions that they would ask their witness in examination-in-chief, plan questions that they would ask their opponent's witness in cross-examination, plan questions that they would ask in re-examination given what their opponent asked in cross-examination, and prepare written objections to their opponent's questions. The trial process exercise simulates the real world, whereas the court report involves observing the real world, and both assessment items are important to the role of counsel.

The design of the criterion-referenced assessment rubrics for the court report and trial process exercise is justified by the literature. Notably, the criteria and performance descriptors are not necessarily law specific and this paper highlights the parts that may be easily transferred to other disciplines.

Keywords: real world, authentic, criterion-referenced assessment, work integrated learning, assessment

Assessment hurdles: more about workload than education?

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The project reviewed 144 subject guides, available on the Internet, from ten Australian universities, covering the following disciplines: accounting, IT, economics, marketing, management, law, civil environmental, statistics, health sciences, mathematics and geography, global social science, fashion textiles, psychology, physiotherapy, education.

A hurdle is any compulsory activity, or mandatory level of achievement in an activity which, if not met, results in full failure for that semester, irrespective of achievements in other tasks and assessment in that course for that semester.

The finding is that there seems to be no consistency inside RMIT, in Australian accounting degrees and across knowledge disciplines as to what a hurdle should be, on what activities and assessment items are appropriate to be used as hurdles, what weight of assessment should be awarded to hurdles, when hurdles should occur in a semester, and on the grade to be given if a hurdle is failed.

Preliminary discussions with academics appear to indicate that hurdles are not put in place solely to examine a critical capability. Instead, they act as a quality control mechanism to counter an assumed declining rigour in non-invigilated assessment modes, widely argued to be the result of increasing academic work loads, growing student numbers, and covert organisational pressure for 'acceptable' pass rates.

This paper concludes that a hurdle should only be used if there is a sound educational reason for passing or failing students on the capability, knowledge or skill being evaluated.

Keywords: hurdles, assessment

Investigating stakeholder perspectives on assessment in work-place based urban and regional planning education: bridging some dilemmas posed by current WIL assessment debates

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Contemporary theory and debates concerning assessment in work-integrated-learning can present dilemmas for academics and/or other stakeholders designing assessment for courses and/or programs involving a work-placement component. For example, should assessment focus on the ability to perform typical professional workplace tasks, the student's capacity to exercise judgement in the professional workplace, or the ability to reflect critically on the experience of practice? Urban and regional planning is a professional activity where the education of planners often, but not always, involves work-placement of some kind. We investigate current practices and the key stakeholders' perspectives on assessment and assessment standards in work-based planning education in Australia. Our findings help inform some of these debates and our discussions point to some possible resolution of the dilemmas posed.

Using a distributive leadership strategy to improve the quality of assessment across a university: initial results of the project

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To improve the quality and consistency of assessment processes, the University of Tasmania (UTAS) revised its assessment policy in 2007 to include explicit principles built around criterion-referenced assessment (CRA). Distributive leadership was chosen as one way of underpinning the implementation strategy to encourage a 'bottom up' approach to complement the 'top down' policy imperative. Thirty-one School Champions (across 7 Faculties) were appointed to be part of the distributive leadership team. Dedicated support has been provided for two years by a newly-appointed academic with expertise in CRA based in the academic development unit. This paper reports initial (mostly positive) results of the implementation project one year into a three year plan. Quantitative and qualitative data about how well the School Champions thought they were functioning as part of the team have been collected via online point-in-time snapshot surveys and the types of support requested have also been reviewed. In terms of the overall project, the number of distributive leaders has expanded; extensive discipline-specific resources have been developed and trialled in Schools; expertise and confidence with CRA has grown in some discipline areas; and the variety of consultations and workshops requested of the assessment academic has increased. Limitations of the data are discussed and recommendations made about how to build and sustain momentum.

Are confidence and willingness the keys to the assessment of graduate attributes?

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It is well accepted that across the disciplines progress in embedding graduate attributes into university curricula has been slow. This is the case even though there is stakeholder consensus that attributes are important and should be a focus of university programs. Assessment is often reported as a key obstacle to integrating graduate attributes, and staff beliefs about their ability to assess plays a major role in influencing their practice. Are academics placing emphasis on assessing graduate attributes and how confident and willing are they to do so? In this paper, we draw on the data of an Australian Learning and Teaching Council funded project that involved surveying academic staff in 16 universities about their beliefs about teaching and assessing graduate attributes. Responses to the survey suggest that the majority of academics who responded believed that, as a concept, graduate attributes were important. However, it also showed that there was variation in academic staff willingness to assess attributes, and that they may not be as confident to assess them as we would have hoped. In fact, for all attributes there was always a higher level of willingness and confidence than emphasis actually placed on assessing them in practice. This finding may explain why universities globally have struggled with embedding graduate attributes and have accomplished less than they would have liked. Acknowledging the important role of academic staff levels of confidence and willingness to assess graduate attributes and beginning where they are at is the key to ensuring that graduates leave universities with the knowledge, attitudes and attributes that they require to excel in their chosen fields.

Keywords: graduate attributes, academic beliefs, willingness, confidence, assessment

Integrating digital technologies into student assessment and feedback: How easy is it?

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Assessing student work and providing feedback in design studios are critical aspects of design learning. Historically, many students complain that they do not receive effective and detailed feedback on assessment in studios. In order to respond to this issue, a project was undertaken to explore the introduction of recorded verbal feedback using digital technologies as a way of providing feedback on assessment in design studios. What we found was that, overall, the integration of recorded verbal feedback into the assessment process was well received as long as students engaged with it. For academics, the integration of technology into assessment practices required a rethinking of the design studio and challenged traditions around how teaching and assessment are undertaken in studio. In this paper we discuss the background to providing feedback on student work in studio, describe the project, provide insights from our experience and reflect on the lessons learnt. We now know that to realise the full potential of integrating digital technologies to support and transform the assessment process in studio, academics require integrated, in-context support and, above all else, both students and academics need to be open to new ways of learning and teaching.

Keywords formative feedback, digital recording, assessment, design studio, technology

Assessing authentically in the Graduate Diploma of Education

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This paper presents a cutting-edge planning process that embeds authentic assessment, work-integrated learning, professional standards and e-Assessment in a Years 1-9 Graduate Diploma of Education course. The process is innovative in that it utilises an e-Portfolio to capture the evidence for assessment across all ten professional standards in core professional practice subjects, core curriculum subjects and practicum. The e-Portfolio also serves a purpose for teaching applications to future employers.

The paper will outline the process undertaken to systematically plan for authentic and relevant assessment, templates developed for curriculum and assessment mapping, subject calendars outlining the explicit links to

professional standards and assessment, and examples of the e-Portfolios. Further, the paper will present research undertaken to gain insights into students' and professional advisory committee members' perspectives of the process, authentic assessment tasks and e-Portfolio.

The planning process, implementation and review of assessment tasks in the Years 1-9 Graduate Diploma of Education has built new capacities in assessment knowledge and practice for students, lecturers and the advisory committee members.

Keywords: authentic assessment, work-integrated learning, standards, e-Portfolio

The development of an integrated assessment approach in manufacturing engineering

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Assessment is one of the central issues in higher education, yet has received comparatively little critical attention. The introduction of a new undergraduate program of Manufacturing and Mechatronics Engineering requires courses to adopt self-directed, problem-based learning structures as well as new performance-based methods of assessing student knowledge, understanding, and problem-solving abilities. This paper describes the development and implementation of a new integrated assessing approach to be applied in the new manufacturing courses at RMIT University. Given the special characteristics and practicality requirements of manufacturing engineering, a virtual practice-oriented industrial environment was developed to enable active learning among students. In conjunction with the changes based on problem-based learning methods, assessment of student ability was conducted by simulating the development cycle of a real product including concept design, product design, manufacturing process design, tool path generation, CNC machining, and injection moulding. The proposed integrated assessing approach includes group project, oral presentation, peer assessment, and written examination. The effects and limitations of each assessing technique were analysed based on real data collected over four consecutive years. The relationship between group assessment and individual marks was explored. The effect of self and peer-examination, employed to enhance students' development of autonomy in learning, was discussed. By applying the virtual industrial environment, and the integrated assessing approach, we have clearly demonstrated an improved level of quality in the evaluation of student assignments.

Keywords: peer assessment, group project, oral presentation, integrated assessment, manufacturing engineering

Online role-plays as authentic assessment: Five models to teach professional interventions

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Recent research has established that the use of online role-plays in assessment practices in universities is small in number, however this learning and teaching strategy has many potential benefits including providing the opportunity for students to demonstrate collaborative problem solving in an asynchronous environment. Online role-plays are an authentic learning and teaching strategy that allows students to participate in simulated "real life" world experiences. Additionally, online role-plays can assist in assessing professional interventions that integrate theory and practice, such as interviewing, counseling and facilitation. In this paper the authors explore the characteristics of authentic learning and relate these to the use of online role-plays and suggestions are made regarding ways that online role-plays can best be used in assessment practices. Further five models of online role-plays, which allow students to demonstrate understanding of professional interventions, are discussed. The

authors explore the benefits of using online role-playing in a blended learning design where a combination of online role-plays with face-to-face role-plays is used to optimize the opportunities for students to demonstrate understanding of professional interventions. Finally, the authors provide a framework to assist in the choice of models of online role-plays as an assessment practice.

Keywords: authentic assessment, online role-plays, professional interventions, five models

Promoting assessment authenticity and efficacy through an integrated system for online clinical assessment of practical skills

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This paper reports on the progress to date and the initial evaluation outcomes of an ALTC funded project involving the online clinical assessment of practical skills (eCAPS). eCAPS was developed to promote the authenticity and efficacy of practical skills assessment in a fully online postgraduate Sports Medicine program. Drawing on contemporary conceptual understandings of assessment for learning, eCAPS is constituted by a progressive (asynchronous to synchronous) organization of online video experiences and learner expectations to allow formative and summative assessments of selected practical competencies of the general practitioners enrolled in the web-based Sports Medicine courses. This includes three interdependent elements: (1) web-video lectures / demonstrations on practical skills sets by experts in the field of Sports Medicine; (2) learner-generated video demonstrations of a variety of clinically relevant practical skills using portable USB cameras (asynchronous) uploaded to a response and feedback online repository for personal and course-community access; and (3) real time (synchronous) assessment of practical skills sets within a simulated Objective Structured Clinical Examination (OSCE) scenario via personal computer video-conferencing (e.g. Skype).

Data are presented from semi-structured interviews with a sample of the general practitioners involved in the post-graduate Sport Medicine courses, and with the experienced clinicians who have provided expert content/analyses of the (mock) patient video consultations. Initial evaluations of the trial phase of eCAPS indicate that the protocol appears to promote students' independent engagement in the learning of clinical skills and supports greater degrees of ecological validity in the remote assessment of these skills (especially in the asynchronous phase). Early tests of the synchronous phase indicate that the technological demands and online medium for the OSCE may contribute to an unfamiliarity-stress of the assessment moment and serve as 'noise' in the response quality of the students.

Keywords: authentic assessment, efficacy, online assessment, practical skills assessment

An approach to student-lecturer collaboration in the design of assessment criteria and standards schemes

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The Collaboration on Assessment Criteria and Standards Scheme project (CoACSS) undertaken by the School of Education (Queensland) Australian Catholic University (ACU), is a part of a larger university wide project designed to facilitate effective moderation of assessment tasks across multiple campuses. Central to CoACSS is the belief that professional learning on the part of education students and educators leads to improved outcomes for students at all levels of education. During this project, teacher educators worked collaboratively with education students to develop an understanding of what constitutes fair and effective approaches to grading assessment through the use of criteria and standards schemes (CSS). This paper reports on the results of the initial survey and follow-up focus group interviews. A 35 item survey was developed and administered to participants at the commencement of the project period. Five scales were constructed for this instrument with Cronbach coefficient alphas that ranged from .75 to .91. Focus group interviews were then conducted after which the lecturer in each of the participating units designed a CSS taking students' views into account. A second round of focus group interviews were conducted with the purpose being to gain student feedback on the resulting CSS. All students taking that subject were then invited to give email feedback on the CSS, and where necessary, alternations were made. The results of the initial round of the survey were used to inform focus group interviews with pre-service teachers before CSS were designed for assessment items in specific subjects they were about to study. Initial interview data indicated that although students saw the relationship between assessment items and what they were learning, used CSS in planning their assessment and to attempt self evaluation, they struggled with self evaluation, believed that feedback was insufficient and were not confident that different assessors would give them the same grade.

Keywords: assessment, criteria and standards, higher education, feedback, self evaluation

Refining assessment practice in the social sciences

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Emerging from work on quality assessment in NSW public schools, and drawing upon work in authentic pedagogy and assessment, this paper presents the final analysis from a two-year project, funded by the Australian Learning and Teaching Council, which was designed to (a) enhance the quality of assessment in the social sciences in the tertiary sector and (b) refine and evaluate a model for analysing and improving the quality of assessment tasks in the social sciences.

In this paper we present the findings from our audit of the quality of assessment practice in the social sciences and of the relationships between the quality of assessment tasks and student achievement according to the criteria for performance (a) provided in course materials; and (b) in our authentic achievement scales. Our analyses identified a significant correlation between the quality of assessment tasks and student authentic achievement. As a result of our analyses, we present a case for the use of an effective tool with which to analyse and discuss the quality of assessment practice in the social sciences in the tertiary setting.

Keywords: assessment, authentic achievement, social sciences, quality teaching

The good, the bad, the ugly: Students' evaluation of the introduction of allocating individual marks to group work assessment

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As academics' workloads continue to increase, particularly for those who teach large cohorts such as in undergraduate courses, the practice of group assessment becomes increasingly attractive. Group work in higher education has many advantages for students including the development of essential interpersonal and communication skills, teamwork, more comprehensive assignments, and so on. However, the assessment process of such group work can initiate problems regarding how to allot marks to group members. Is the group allotted the one mark wherein all members receive that mark, or should individuals be marked according to the work they did individually? This paper presents one aspect of a research study that investigated the implementation for the first time, of group assessment in an undergraduate Bachelor of Education course. The particular focus of this paper is students' qualitative evaluation of the assessment procedure.

Keywords: peer assessment, group work, individual marks, students' evaluation

Perceptions of technologies in the assessment of foreign languages

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Although technologies are now seen as a cornerstone of innovative language teaching, their role in assessment often appears to be vexed and controversial. In this paper, we investigate instructor perceptions about the use of technology in classroom-based formative language learning assessments. Based on a series of semi-structured interviews of academics at three Australian universities, our analysis resulted in three emergent themes: institutional boundaries, instructor attitudes, and technological limitations and benefits. Results point to a professional development issues, policy clarification and a need to establish a firm agenda for continued research.

Keywords: foreign language programs, instructor attitudes, educational technology

Using a web-based program to develop critical self-analysis of practical skills in university students

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The objective and authentic assessment of practical skills in tertiary settings is a challenge. Universities constantly review ways to best develop and assess the expected (or mandated) practical skills in an environment of greater student numbers in courses, higher staff / student ratios, accommodating for individual differences in student abilities. One solution is to video performance for later review and analysis. This process provides students and their teachers the opportunity to reflect on performance and subsequently plan and implement positive behavioural changes. While video analysis has been used for some time in university training, limited access to editing facilities and technical expertise has made this process quite tedious for both student and lecturer and limited its uptake. Performance analysis software programs are widely used in sports science that allow the user to code, sort and annotate video footage using specifically designed templates. In an earlier project we evaluated one such program as both a teaching and assessment tool in units offered in Physiotherapy, Health and Physical Education, Education, Nursing and Counselling degrees. We encountered a number of difficulties associated with student access to the software, storage of video footage and student use. Even so, we were encouraged by the quality and depth of the students' self reflection after using the software. To overcome these problems, we have developed a simple web-based program, Critique . This paper reports on the design, development and piloting of the program across a range of disciplines. Each included Critique into their teaching and assessment programs in different and innovative ways. We now plan to expand the availability of this program to other institutions.

Keywords: video analysis, assessment, self analysis, practical skills

Improving feedback in large classes: Application of task evaluation and reflection instrument for student self-assessment (TERISSA) in a unit on business statistics

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This paper presents findings and lessons learnt from the implementation of Task Evaluation and Reflection Instrument for Student Self-Assessment (TERISSA) in a unit on Business Statistics with over 500 students enrolled, which was conducted in semester one of 2009. Four out of six unit tutors used TERISSA in their tutorials, involving 231 students in application of TERISSA. It has been found that students who used TERISSA gave an overall higher Good Teaching Scale (GTS) scores in the formal RMIT Course Experience Survey (CES), than the students who did not use TERISSA. Students who used utilised TERISSA during three tutorial tests also achieved significantly better marks in their final examination. Results of additional staff and student surveys revealed that by employing TERISSA, the unit coordinator and the tutors were able to gain valuable feedback on students' progress in the unit. Over 40% of the surveyed students agreed that TERISSA has helped them to identify the learning areas that required their immediate consideration. Furthermore, a perceptible shift in student attitude on the issue of whether the lecturers/tutors or the individual students are responsible for the feedback on learning has been identified. Lessons learned as well as ideas on how to use TERISSA in large classes effectively are also discussed in this paper.

Keywords: student feedback, self-assessment, reflection, staff feedback, large classes

Assessment for learning, learning through assessment: Perspectives from the creative industries

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Assessment in higher education is undergoing change as the shift to criterion referenced assessment, the possibilities that Web 2.0 technologies present, and in particular, the focus toward assessment for learning (as opposed to assessment of learning), alter the conception and practice of assessment across the discipline fields. Characteristically, assessment for learning involves teachers sharing and negotiating learning goals with students; helping students to know and to recognise the performance outcomes and standards they are working towards; providing quality feedback that leads students to recognise and take their next steps in their learning progression. It involves students in reflective self-assessment and is underpinned by the underlying assumption that every student can improve and therefore involves both teacher and students reviewing and reflecting on assessment data.

This paper describes the shifting assessment context of higher education and reports on qualitative research in progress conducted into the impact of this shift on the practices of teaching academics within selected disciplines of the Creative Industries Faculty, Queensland University of Technology. Given that assessment is a value-laden activity that is both socially and contextually situated, the narratives of teaching staff are presented as they reflect on their engagement with this evolving context. Discussion will address the following key questions: What are the challenges and opportunities identified by academic staff in regard to the changing environment for assessment practices? Authentic assessment examples, from the creative industries disciplines will be presented to address the question: How are assessment practices that encompass the characteristics of assessment for learning and new digital tools being conceptualised, enabled, and realised within the context of the Creative Industries Faculty?

Keywords: assessment for learning, learning through assessment, creative industries, narratives, digital technologies

Using task analysis to enhance curriculum, teaching and assessment design

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Widespread academic engagement in a scholarship of assessment (Rust 2007) has produced an immense literature around this complex topic. Much attention has been paid to program and course assessment design, approaches to criterion-referencing (Sadler 2005), the conditions under which assessment is most likely to support learning (Gibbs & Simpson 2004) and the development of students as lifelong, independent learners (Boud & Falchikov 2007). The actual components of assessment tasks have, by comparison, received very little attention. Joughin (1998) and Gulikers et al (2008) have explored dimensions of assessment such as time for completion, the open or closed nature of required responses and audience interaction but this work, though of undoubted value to assessment developers, offers little insight into the elements of tasks themselves. This paper addresses the gap in the literature by proposing a framework for the analysis of assessment tasks.

The origins, assumptions and elements of the framework are derived from systemic functional linguistics (SFL) (Halliday 1985). Use of the framework for the analysis of tasks enables consideration of task elements such as purpose, genre or text type, audience and mode and medium of communication. An awareness of the demands of individual components can be applied in support of task design, evaluation of validity and feasibility, revision, plagiarism deterrence and the planning of aligned teaching and learning activities.

The paper concludes by considering further possibilities for application of the framework including the critique of assessment tasks with reference to authentic representations of the practices of discourse communities (Swales 1990) or communities of practice (Lave & Wenger 1991).

Keywords: assessment framework, assessment tasks, assessment analysis

'Closing the loop' on assessment feedback in four health science disciplines

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The educational literature reports that timely feedback, both positive and negative, constitutes an important element of the learning process (Price & O'Donovan 2006: Taras 2006). Seven out of the ten conditions under which assessment supports student learning identified by Gibbs & Simpson (2004) explicitly refer to the importance of feedback and Nicol & Macfarlane-Dick (2006) have argued the effectiveness of good feedback practice as the basis of formative assessment and self regulated learning. Yet institutional data often suggest that students are not happy with the feedback that they obtain. Student satisfaction surveys that reported low ratings for items related to the quality and timing of the feedback provided were therefore a matter of concern for staff from all four disciplines in a School of Health and Rehabilitation Sciences. The response to these data was the initiation of a project to investigate and address assessment issues in the school with a particular focus on student perspectives of feedback quality and practice. This paper reports on project methodology and those findings related to feedback which highlight disciplinary, program level and cohort similarities and differences. The discussion of the implications of these findings centres around three key messages that students have communicated to academics via the survey regarding the enhancement of feedback in this disciplinary context.

Keywords: feedback, student experience, institutional research

Developing assessment standards: A distributed leadership approach

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Much of the literature on assessment focuses on discourse around forms, types and timing of assessment to ensure that there is clear constructive alignment between learning aims, activities and assessment. In so doing the focus is upon the direct relationship between the lecturer responsible for the design of the assessment and the student. This paper adopts a different approach by asking the question: what will constitute an effective university-wide approach to the development of assessment standards aimed at ensuring quality, equity and consistency? In attempting to answer this question the authors place the design of assessment in the broader context of the learning environment in which it occurs. The paper is based on the experience of a major university in two projects undertaken between 2006-2009, both funded by the Australian Learning and Teaching Council (ALTC). One project, that aimed to identify Teaching Quality Indicators (TQI), used a participative, collaborative approach to establish an Assessment Standards Project after the initial systematic mapping of the University's strategic plans against four identified TQI dimensions and found assessment to be the one dimension on which university policy was silent (Lang 2009). The second project, into the relationship between Distributed Leadership and Student Feedback, established an action research, distributed leadership approach that resulted in the identification of a Distributed Leadership (P.A.C.E.D) model and a supportive Change Management (R.E.A.L.I.S.E.D) model, which are explained further in this paper (Jones & Novak 2009). The timing of these two projects, together with the focus of both on two different aspects of improving the quality of the student learning experience, provides the opportunity to explore synergies between the processes invoked and to reflect on the potential from these experiences for a collaborative and participative distributed leadership approach by universities to improve further aspects of learning and teaching quality.

Keywords: distributed leadership, change management, models, assessment standards

Harnessing assessment and feedback in the first year to support learning success, engagement and retention

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It has been argued that intentional first year curriculum design has a critical role to play in enhancing first year student engagement, success and retention (Kift, 2008). A fundamental first year curriculum objective should be to assist students to make the successful transition to assessment in higher education. Scott (2006) has identified that 'relevant, consistent and integrated assessment … [with] prompt and constructive feedback' are particularly relevant to student retention generally; while Nicol (2007) suggests that 'lack of clarity regarding expectations in the first year, low levels of teacher feedback and poor motivation' are key issues in the first year. At the very minimum, if we expect first year students to become independent and self-managing learners, they need to be supported in their early development and acquisition of tertiary assessment literacies (Orrell, 2005). Critical to this attainment is the necessity to alleviate early anxieties around assessment information, instructions, guidance, and performance. This includes, for example:

• inducting students thoroughly into the academic languages and assessment genres they will encounter as the vehicles for evidencing learning success; and

• making expectations about the quality of this evidence clear.

Most importantly, students should receive regular formative feedback of their work early in their program of study to aid their learning and to provide information to both students and teachers on progress and achievement.

Leveraging research conducted under an ALTC Senior Fellowship that has sought to articulate a research-based 'transition pedagogy' (Kift & Nelson, 2005) a guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts – this paper will discuss theoretical and practical strategies and examples that should be of assistance in implementing good assessment and feedback practices across a range of disciplines in the first year.

Keywords: first year experience, transition pedagogy, assessment and feedback, assessment for learning, first year curriculum design.

Bimodality: Using assessment tasks to identify and monitor key troublesome concepts

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Identifying key learning obstacles faced by students can be particularly challenging when these obstacles involve unstated, underlying assumptions. Such assumptions tend to be regarded as 'obvious' by experts in a discipline (many textbook authors included), yet students who lack them tend to feel lost. The notion of 'threshold concept' is one way of assisting teachers in identifying such assumptions.

In this paper, it is demonstrated how carefully prepared and monitored assessment tasks can help uncover underlying assumptions, and track how they are (or are not) being learned. Two comparable cohorts of students studying to qualify as speech-language pathologists are contrasted.

Using basic graphing and visual inspection, the assessment results from the earlier cohort can be seen to have a statistically bimodal distribution. Thus, in effect, this cohort is separable into two subgroups (students with and students without a key underlying assumption). Pleasingly, the second, subsequent cohort's results were distributed differently, with less evidence this time of a significant subgroup falling back on an oversimplified framework. The suitability of multiple choice questions versus questions requiring extended answers for undertaking analyses of this sort is discussed.

Qualitative analysis leads to the following picture: whereas students successfully using the underlying assumed concept are working in a two-dimensional space, those without this assumption have oversimplified the situation to just one dimension (whereby key distinctions are then harder to make). Drawing appropriate diagrams can assist students when learning skills based on implicit, underlying concepts. What is critical, however, is not that students 'go through the motions' of a higher dimensional analysis, but that this way of thinking becomes 'second nature' for them. Explaining to students how this is reflected in distributions of marks, as discussed above, can be a powerful potential motivator for learning.

Keywords: threshold concepts, tacit assumptions, bimodal distribution, cognitive dimensions, motivation

E-Learning and Role-plays Online: Assessment Options

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Engaging students through online role-plays has been demonstrated as a beneficial learning process, particularly in developing students' employability skills. Questions remain regarding how to effectively assess active online participatory learning, and particularly how to use online assessment to promote reflective practice. This paper explores the learning and teaching strategy of promoting participatory and reflective learning through student

design and conduct of role-plays online. As the case studies presented in this paper show, one of the central questions is how to de-role and debrief role-play participants in the online environment to ensure that student self-assessment of their learning is truly reflective. The case studies have been compiled as part of the Learning and Teaching Investment Fund project funded by RMIT to explore the contribution of online role-play as a form of authentic learning to develop student employability skills in negotiation. The paper compiles the reflections of three RMIT academics from a cross section of disciplines (International Studies, Management and Law), who have used a blended (face-to-face and online) learning and teaching approaches in the teaching of negotiation. Their reflections on their experiences are 'lessons learned' that may assist the process of improved use of technology to assess active student engagement in online role-play design and performance. The paper reviews the e-journals, discussion boards, wikis and blogs that were utilised as tools to de-role and debrief students who had engaged in the design and performance of role-plays. Given the increased availability of online tools to assist students to develop e-portfolios, the contribution of online role-plays to students' e-portfolios is also emphasised.

Keywords: online assessment, online role plays, wikis, blogs, e-portfolio

The development of moderation across the institution: a comparison of two approaches

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Assessment practices generally are notoriously resistant to change, and the complexities of innovating in higher education are well documented in the literature. Moderation is associated with fair assessment, but associated processes within the higher education sector vary: moderation policies tend to be inconsistently defined and applied both across and within institutions. For example, some see moderation as synonymous with double marking or a post hoc analysis of results. Others take a broader view and see moderation as being part of a holistic process encompassing the design of the assessment and the development of a shared consensus between assessors.

At Curtin, a broad and holistic approach to moderation has been developed to provide a common definition and policy framework across the University. To support the implementation of this framework, a funding model was developed during 2008 and subsequently refined in 2009. The initial funding model adopted provided all unit coordinators with financial support dependent on the number of students enrolled. Although this produced a number of positive outcomes, developments were often modest, focusing on the solving of immediate and pressing problems. During 2009 and in parallel with the launch of the moderation policy, this funding model was extended and refined to strategically support specific moderation activities, articulated through four key priorities with monies distributed through a combination of direct funding and competitive bid projects.

This paper explores ways in which the development of moderation across the institution can be supported and even accelerated, and discusses the comparative strengths and weaknesses of the two broad approaches used in this project. Implications for the development of moderation practices across the wider sector are discussed.

Keywords: assessment, moderation, innovation, educational change

Encouraging student self-assessment: Activation via an online system – ReView

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Self-assessment is the involvement of students in identifying assessment criteria and standards that they can apply to their work to make judgements about whether they have met these criteria (Boud, 1995). It is a process that promotes understanding rather than a focus on grading. However, self-assessment does not have obvious face validity for students. Many students find making an objective assessment of their work quite difficult (Lindblom-ylanne, Pihlajamak & Kotkas, 2006) and previous business education research has found that self-assessment does not closely reflect either peer or instructor assessments (Campbell, et al., 2001).

The current study involved the use of an online assessment system, ReView, to encourage more effective self-assessment in business education. Data were collected from two groups (student and teacher) to address two research questions on: (a) the usefulness of self-assessment in creating awareness of graduate attribute development; and (b) the relationship between self-assessment grading and teacher assessment. Data from this study indicated that: (1) students' awareness of the graduate attributes for their course increased from the beginning to the end of the subject; (2) initial self-assessment results were significantly different between the teaching staff and the students' self-assessment, with students overestimating their ability on every criterion; and (3) the variation diminished with time and to the point that there was no significant difference between the two assessments. This would suggest that students do align their expectations and standards to the standards applied by the marker as a result of the self-evaluation and feedback system. Although student and staff perceptions of level of criteria attainment vary in the initial tasks, the data predominantly follow the same pattern with correlations found in the results. This result suggests that although students-teacher perceptions on single criteria differ, students are better able to judge their relative performance.

This work was part of an ALTC Funded Project – Facilitating staff and student engagement with graduate attribute development, assessment and standards.

Keywords: self-assessment, graduate attributes

Exploring the use of digital textual, visual and audio feedback in design studio

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Providing formative feedback in design studios is a complex, multi-layered process, often associated with a number of issues. Traditionally, feedback on student work is given in weeks six and 12 in semi-formal presentations or 'crits' that include immediate verbal feedback, with written comments provided a day or two later. This method of providing feedback may be viewed as time consuming for lecturers. In addition, lecturers are often quite reluctant to draw or comment directly on student portfolios seeing this as 'damaging' student work. Students often find that the written feedback does not always match their recollection of the verbal feedback provided on the day. In order to address these issues, an alternative digital method of providing feedback to students was trialled with second year Industrial Design students. The method involved students receiving an audio recording of

their studio 'crit' feedback and 'marked-up' written, drawn and audio comments embedded in a digital portfolio. Students (N=21) were surveyed as to what they thought about receiving feedback in this way. They were asked about how they used the digital audio feedback and the 'mark-up' feedback in their portfolio, if they found it useful and how it differed from receiving traditional written feedback. Analysis of their comments showed that the overwhelming majority of students valued receiving the audio studio 'crit' feedback and preferred submitting a digital portfolio and receiving embedded written, drawn and audio feedback. From the lecturer's point of view, providing feedback in this way was easier to manage, saved time and was more supportive of student learning. In addition, the lecturer was able to 'mark-up' the portfolio without damaging the visual record of the original work allowing its integrity to be retained. Overall, this method has proved successful for both students and the lecturer and mirrors that used in contemporary industrial design practice.

Keywords: formative feedback, technology, assessment, digital portfolios, design studio.

Collaborative learning in postgraduate coursework programs: Issues in assessment

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Postgraduate studies generally provide an opportunity for graduate students to further explore a particular stream of discipline-specific study in greater detail and depth than normally possible in an undergraduate program.

A common teaching and learning strategy used in postgraduate coursework is to encourage both 'networking' within and between student cohorts and the use of collaborative work, typically using 'case-study' analysis approaches. Whilst such strategies often attract strongly supportive feedback from students, they can also be fraught with assessment nightmares.

This paper examines a range of collaborative approaches used over several years in postgraduate 'management' oriented studies in which the population mix is commonly: 50% recently graduated engineering students; 40% qualified engineers with 10-15 years work experience; and 10% qualified engineers with extensive management experience in industry. Overlaying this is the generic mix of 65% international students and 35% local students.

This eclectic mix of experience, cultural diversity, differing levels of expectation, varying language skills, and base capabilities, can lead to a range of both opportunities and difficulties in introducing an effective collaborative learning environment. The individual student learning experience in simple focussed 'group' activities either within or external to class engagement, can all to often be limited by the actual mix of personalities in the group, individual level of commitment to the task in hand, distribution of skills within the group, and just as importantly, the manner in which the collaborative exercise has been introduced and task requirements elaborated on and documented.

Assessing the performance outcomes of such formal or informally established groups and their individual participants in a rigorous and defendable manner is the challenge at hand.

Keywords: collaborative, new-media, participative, convergence, transformative

Poster presentations: Authentic assessment of work integrated learning

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The paper examines how poster presentations can be used to authentically assess student learning during internships. While poster presentations are commonly used for assessment in the sciences, they are an innovative approach to assessment in the humanities. It is argued that posters are one way that universities can overcome

the substantial challenges of assessing work integrated learning. The paper evaluates the use of poster presentations for assessment in two internship units at the Queensland University of Technology (QUT). The first is a unit in the Faculty of Business where students majoring in advertising, marketing and public relations are placed in a variety of organisations. The second unit is a law unit where students complete placements in government legal offices. The two units adopt different approaches to the poster assessment; the unit in the Faculty of Business is non-graded and the poster assessment task requires students to reflect on their learning during the internship. The law unit is graded and requires students to present on a research topic that relates to their internship. In both units the posters were presented during a poster showcase which was attended by students, workplace supervisors and members of faculty. The paper evaluates the benefits of poster presentations for students, workplace supervisors and faculty and concludes that posters can effectively and authentically assess various learning outcomes in internships in different disciplines.

Keywords: assessment, posters, work integrated learning, internship, authentic assessment

Integrating e-portfolio into an undergraduate nursing course: An evolving story

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As part of a University-wide Teaching and Learning project focussing on 'Transitions Out', the Faculty of Health began work in 2008 on building capstone experiences into the final year of its undergraduate health courses. An important component of this initiative is the design of learning experiences to facilitate students' reflection on learnings gained throughout their courses and, in particular, the connections between various learning experiences and their meanings in terms of practice as a professional in their respective disciplines. E-portfolio was selected as a key tool for achieving these aims and learning activities using e-Portfolio were integrated within of three units in the Faculty of Health: NSB333 Clinical Practice 5 (Nursing), HMB470 Practicum 1 (Human Movement Studies) and PYB407 Research and Professional Development Seminar (Psychology and Counselling). Within the nursing unit, this included assessment of students' entries using a purpose-built criterion referenced or criteria/standards matrix. Evaluation of the outcomes of this initiative has been undertaken using focus groups and analysis of students' portfolio entries. This presentation reports on the findings, to date, and the experiences of staff involved in each of the units. What we have learned, to date, and our plans for the future will also be discussed.

Keywords: portfolio, criterion based assessment

A catalytic event: A whole-of-university focus to challenge the culture of sustainable assessment

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Teaching and learning in higher education (HE) is becoming increasingly complex with greater levels of accountability and heightened focus on economic viability and sustainability. Assessment is seen as a mechanism for measuring both teaching and learning outcomes at a course (subject) and program level although there is

evidence to suggest that inappropriate assessment may also undermine learning (Boud, 1995, 2000). Much assessment in HE involves measurement of standards and criteria, which requires academic judgements of quality. Moreover, assessment is also understood as a means of measuring students' preparedness to meet their own future learning needs and thus, an additional focus becomes one of lifelong learning. To add further complexity to this issue, at both the institutional level and the discipline level there is broad variance in approaches towards assessment.

This paper draws on focused conversation data between five Associate Deans (Learning and Teaching) at a regional Australian university as they worked towards implementing an institutional systems approach to sustainable assessment. To facilitate this approach, a whole-of-institution Assessment Week (14-18 September 2009) was conducted with four visiting scholars: a cross-Faculty collaboration which acknowledges the importance of assessment and explores the challenges of creating a culture of assessment practice that would be both authentic and sustainable. This paper examines the event in terms of its impact on developing this culture across the institution and on its alignment with the institutional systems that are needed to support the approach.

Keywords: discipline variance, institutional culture of assessment, judgement of quality, lifelong learning

Improving students' experiences of peer and self-assessment

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In recent decades learning has increasingly come to replace teaching as a core focus for education theorists and practitioners in the field of higher education. One aspect of this shift towards so-called student-centred learning has been a growing acceptance of – or at least interest in – innovative forms of assessment, particularly peer and self-assessment. Within the considerable volume of literature dedicated to student-centred assessment there is an overall tendency to view it in positive terms. Involving students in the assessment process, for example, implies seeking their input into the development of assessment tasks and criteria, and thus allows students a stake in the normative decisions surrounding what constitutes quality work. This is said to motivate and empower students, helping to foster the skills necessary for lifelong learning. While the emphasis here may be on formative benefits, a significant proportion of the literature dedicated to evaluating peer and self assessment focuses on summative concerns, particularly the "accuracy" of innovative assessment methods (ie. whether or not student assigned grades and feedback correlates with that of teaching staff). Guided by the assumption that students' perceptions of assessment necessarily impact on its success in a formative sense, other studies emphasise students' experiences of and attitudes towards peer and self-assessment. This paper seeks to make a contribution to this latter body of literature. It reports on the preliminary findings of a qualitative exploration of students' feelings about peer and self-assessment among students taking humanities/social degrees within an Australian university. The study was prompted by earlier research conducted within this local setting which indicated that students' perceptions of peer and self-assessment ranged from neutral to negative. Given that similar studies carried out in diverse educational settings have reported mixed findings, this paper aims to make suggestions regarding how peer and self-assessment might be better conducted not only within this specific institutional environment, but in cognate areas more generally.

Keywords: peer assessment, self-assessment, student centred learning, student perceptions

Using technology to engage learners in the assessment process

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Two purposes of assessment are to provide students with feedback regarding their progress towards achieving learning goals and to provide tutors and others with feedback about the effectiveness and impact of the learning experiences. When these purposes are achieved students have evidence that they can use to plan the advancement of their learning and teachers learn how teaching and the courses can be improved. Clearly these two purposes involve both the student and the designer/implementer of the assessment strategies and items. In a climate of increased accountability to perform in the research field and to produce high quality teaching results the design of effective assessments has become crucial for academic staff. The dilemma faced by many is that authentic assessments require time to design and implement and may also take longer to assess.

This paper focuses on students as participants alongside academic staff in these assessment decisions. It describes and reports on strategies and processes employed with undergraduate and postgraduate university students to engage both students and academic staff in the assessment process. The use of technology, authentic assessment and reflection are at the core of this engagement. Interim findings from the implementation of these strategies reveals that both the students and the academic staff involved found them to be more engaging and empowering than traditional forms of assessment and feedback. Both students and academic staff reported that the learning occurring as a result of these interactions was significant. In addition, the students revealed that being able to interact with the content as well as the assessment process in various ways enabled a higher level of self-confidence and critical analysis.

Keywords: technology, assessment empowerment, learner engagement, assessment design

Supporting the learning of self and peer assessment in groupwork

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The ability to assess the work of oneself and others are core attributes for professionals. The development of these attributes in our students requires the learning of self and peer evaluation, feedback, reflection and review understandings and skills. This paper discusses issues in the design and learning of self and peer assessment and the impact of a group work online tool TeCTra for Team Contribution Tracking.

Since 1998, in a UTS capstone undergraduate subject with large student numbers and large group tasks, different support strategies for self and peer assessment of individual contributions have been implemented. The distribution of the students' marks has markedly widened, and now more reflects the reality of differing team member contributions. This substantial change has occurred since 2004 with the use of TeCTra which supports the learning of self and peer evaluation and feedback skills when students assess individual contributions to large group projects.

With funds from a 2006 Carrick/ALTC Priority Grant the tool has been further developed, pilot-tested and evaluated for use in various disciplines in different Australian Universities. TeCTra is now ready for dissemination and use in national and international higher education.

Keywords: self and peer assessment, individual marks in groupwork, online learning support, developing professional attributes

The 'chaotic patchwork': Assessment decision making in the disciplines

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This paper explores the decision making processes that academics engage in when planning and assessing summative assessment tasks, with a focus on the social practices, acknowledged or otherwise that impact on that decision making. Twenty academics from across the disciplines were interviewed and asked to discuss what they knew, believed and had done about assessment within their own courses at the University. The paper reports on the academics' perceptions of (i) the relationship between learning and assessment and how their beliefs about learning impact on choices of assessment, (ii) standards and the academic's role in upholding them and (iii) the social practices of the University that act on academics to meet perceived and real expectations with regard to assessment. Key findings indicate that most assessment decision making, for the interviewed participants at least, is hybridised, that policy is not implemented per se but set in contexts of practice that are impacted on by disciplinarity, and institutional and social factors. Therefore, decision making about assessment is conceptualised as a 'chaotic patchwork' in the sense that it is a complex social practice that possesses an underlying logic for those academics engaged in it.

Keywords: decision making, social practices, summative assessment

The role of industry supervisors in providing feedback to students as part of the assessment process in work integrated learning (WIL)

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The workplace has been identified as providing a rich and rewarding source of learning for students. The provision of feedback is viewed as an integral part of assessing workplace learning or work integrated learning (WIL). However, the educational value of providing feedback to students by workplace supervisors on the full range of skills and competencies used in the professional setting has not been extensively studied. The practice of providing feedback to students from workplace supervisors clearly prevails both in Australia and more broadly in the international context, but documentation and research does not match the practice. Limited literature has been found on the process of providing feedback assessment by workplace supervisors, either formative or summative to students undertaking work-based learning.

This study investigates best-practice models of industry feedback practices for WIL activities. These practices include the early involvement of students in defining goals/objectives and expectations with their supervisor; and clearly stated criteria for evaluating performance against the stated goals.

The study builds on this prior literature to report desirable methods of workplace supervisor feedback that recognises 'learning by doing' through academic value attribution to data collected in the workplace. In particular, the study incorporates input from experienced industry supervisors in terms of defining their roles with students and academic mentors and delineating the criteria for student performance. A qualitative analysis of interviews with 15 industry supervisors of WIL students contributes to the body of knowledge on preferred modes for evaluating and reporting student performance. Sample feedback tools and guidelines which serve as models for industry supervisors are reported in the study. These feedback tools and guidelines fall within the broader context of holistic assessment processes for work integrated learning and provide educators with direction for effective engagement and feedback from industry supervisors.

Keywords: workplace feedback, tools for assessment, industry engagement

Student perceptions and preferences for feedback at university: Qualitative findings

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Feedback is central to learning, yet few studies directly focus on the student's point of view. This paper reports on data collected as part of a larger study investigating reasons for consistently low ratings of feedback across the higher education sector. Qualitative data from Rowe and Wood's Student Feedback Questionnaire (SFQ) (Rowe & Wood, 2008b) gathers quantitative data on student perceptions and preferences for feedback, and two open ended questions provide an opportunity for students to add written comments. NVivo software was used to extract themes from written comments which are evaluated within the context of previous findings. Implications for research and teaching are discussed.

Key words: feedback, higher education, learning and teaching, student perceptions and preferences, teacher-student relationships.

Learning to give feedback to learners – a reflection and a case study

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This paper presents an informed reflection on the evolution of the feedback provided to students on formative assessment (written assignments) in first and second year mathematics subjects. The feedback provided addresses not only mathematical accuracy and skills, but also the development of graduate attributes, such as written communication, in a discipline-appropriate manner. Workable practices that have been collectively refined and enhanced, for more than a decade, are examined as a sort of longitudinal case-study. Specific examples are critiqued in the light of the scholarly literature on assessment, and general principles and future directions will be identified.

Keywords: Feedback, teacher to learner, formative assessment, observed learning outcomes, mathematics education.

Improving the feedback mechanism and student learning through a self-assessment activity

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Teacher-provided feedback on formative and summative assessment tasks is central to student learning. For feedback to be useful it needs to be timely and comprehensible to the student, offer specific advice for improvement, and, ideally, praise what the student achieves rather than just focusing on errors. Yet it is apparent that some teachers feel insufficiently motivated to provide such feedback, and that students are often more interested in simply discovering their grade than appreciating, or even reading, written comments on their assignments. This paper offers evidence that supports these observations and then reports the findings of a unique self-assessment activity that was designed to address these entwined problems with the feedback mechanism. The activity involved tutors providing written feedback, but withholding final grades, on assignments submitted by a cohort of 2nd and 3rd Year History students. Giving consideration to supplied marking criteria and grade descriptors, and the feedback they received, the students were then required to award themselves a grade and write a 100-word justification, which was submitted to the tutor. Analysis of the grades awarded by the students and tutors, and an evaluation of the exercise administered by an anonymous and non-compulsory questionnaire, revealed a high degree of grade agreement, and that students became much more motivated to read and heed the feedback they received. Moreover, they reported gaining greater understanding of the assessment criteria, the work required to attain a particular grade, and the means for improving their written work.

Keywords: Learning-oriented assessment, feedback, self-assessment, assessment criteria

A review of the status of online, semi-automated marking and feedback systems

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Online, semi-automated marking and feedback systems are widely used in tertiary education to provide timely feedback to students on their assessment. This paper reviews the features and functions of thirty-six systems, and then presents a typology of these tools and a classification of features and functions. A more detailed review of four short-listed applications is then presented. The outcomes of the evaluations are a valuable resource to guide decision making concerning the suitability of existing solutions, and result in comprehensive collection of functional requirements.

Keywords: feedback, assessment, marking, online system

Rethinking approaches to assessment moderation

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The critique of assessment moderation practices in higher education is well documented in the literature. However, efforts to introduce changes to these practices that supposedly ensure valid, fair, and reliable outcomes have met with mixed results (Bloxham, 2008). This is not surprising given the complexity of the assessment task and the strongly held beliefs around moderation practices.

The paper begins by questioning some of the common moderation practices including double marking, assigning marks and grades, and assessment criteria and standard setting. This follows with an account of how this questioning lead to the development of a set of principles that informed a holistic approach to course assessment moderation. The implementation of this approach into a first year Nursing and Midwifery undergraduate course is also described along with reflections on the lessons learnt.

Keywords: assessment moderation, assessment, marking, assessment criteria

An assessment e-Volution: using web-based tools to create a culture of on-line assessment and peer review

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The emergence and expansion of on-line learning technologies has seemingly outpaced the academic evaluation of its educational value. However, there is a growing body of evidence-based research on the effectiveness of these contemporary web-based tools in learning, teaching and assessment.

This paper will describe how using blogs, interactive on-line learning modules (IOLMs) and wikis in an undergraduate oral health program has enhanced assessment processes and created a culture of effective peer review.

Initially, a class Blog is set up to familiarise students and help them become comfortable with on-line communication. This has evolved to the Blog becoming an important social and study support system for many students as they settled into university life. Teaching staff contribute by providing formative feedback and guidance to students, and just as importantly, the students develop skills in peer review through on-line discussion.

Integrated Online Learning Modules (IOLMs) are enhanced podcasts that are accessible to students in advance of associated face-to-face (f2f) sessions. In this on-line environment, students undertake a number of formative assessment activities, which are submitted electronically and analysed by lecturers prior to a f2f session. This contemporary assessment approach also provides for the early identification of at risk students, enabling intervention strategies to be introduced (Carrington & Green 2007).

Later in the program, a Wiki-based assessment project is undertaken. This allows students to undertake a group-based research project in the 'anywhere, anytime' context that the on-line Wiki tool facilitates.

This paper will focus on the impact that these on-line tools are having on the assessment culture and progression rates within the program, and will demonstrate that the continuous feedback loop integral to these technologies provides insight to the students' learning needs, enabling educators to create a dynamic and relevant student-driven learning experience.

Keywords: online learning technologies, diversity, assessment

Predictors of the groupwork experience: Generic skill development, peer appraisals, and country of residence

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Humphrey et al. (1997) argued that a range of generic skills are important in enhancing the experience of groupwork for students. These skills include problem solving skills, leadership skills, research skills, study skills, and communication skills. However, little is known about the extent to which the development of such skills impact on

the students' experience of groupwork. Students are also rarely given opportunities to develop their performance management skills in group assignments, despite often being expected to evaluate the performance of their peers. Those doing the appraisal may not learn how to provide feedback and justify their evaluations. It also means that those being appraised do not receive feedback regarding their strengths and where improvements are needed. As a consequence, students tend to report negative experiences of groupwork when they have to assess and be assessed by their peers. The current study aims to examine the effects of generic skill development and peer evaluation on the students' evaluation of their group experience, following their participation on a group assignment.

We collected our data from 172 undergraduate and postgraduate Business students from a large metropolitan university. Data were analysed using SmartPLS, a form of structural equation modelling. We found that 'country of residence' has an effect on the development of skills including communication, writing, and leadership, with Australian residents reporting lower levels of generic skill development, compared to those students originating from overseas. Australian students are also more likely to report more negative group experiences. Development of generic skills has a positive relationship with positive group experiences for students. A negative relationship with negative group experiences was also found (at $p < .10$ level). Implications are discussed in relation to the training of the skills needed for students to work more effectively in groups, and to appraise their peers.

Keywords: groupwork, generic skill development, positive and negative group experiences, peer assessment

Using self- and peer-assessment to enhance students' future-learning in higher education

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In higher education settings, assessment tasks get the attention of students, but once students submit their work they typically become disengaged with the assessment process. Hence, opportunities for learning are lost as they become passive recipients of assessment outcomes. Future-learning oriented assessment engages students in the assessment process to improve both short- and long-term outcomes by requiring students to make sophisticated judgments about their own learning, and that of their peers. In this paper, we describe and evaluate three initiatives which trialled future-learning oriented assessment in 2008. These initiatives involved self- and peer-assessment in a mathematics education subject for first year pre-service teachers; peer assessment of individual contributions in a group project using a Wiki; and self- and peer-assessment to help students learn about leadership. We conclude with recommendations on how we think self- and peer-assessment can generate better short- and long-term learning outcomes in higher education.

Keywords: future learning, self-assessment, peer-assessment

Embedding generic skills means assessing generic skills

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This paper is based on an ALTC project investigating the embedding of generic skills into a Business curriculum. The project focuses on four generic skills, namely, critical thinking skills, teamwork skills, ethical practice and sustainability. As part of the project, the team ran a workshop with students where various activities and potential assessment tasks were practised. The students' comments were used to refine the activities and assessments. The paper focuses on the assessment of the four skills. As students progress from first through to third year, they need to develop their skills in critical thinking and teamwork. They also need to develop their ability to make ethical decisions and understand sustainable practices. It is important for the skills to be embedded into assessment tasks in order to measure students' attainments of the skills. Specific examples of embedding the skills into assessments across the three years of the degree will be given, including an example used in the workshop showing how to integrate critical thinking and teamwork skills into a capstone assignment that helps students to develop their ethical and sustainability practice.

Keywords: generic skills, graduate attributes, critical thinking, teamwork, ethics, sustainability, business curriculum, assessment

Creating change in traditional assessment strategies in building and construction using point of vision e-technology

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Research indicates the role of e-learning tools in empowering and motivating learners and effecting education change is significant. E-learning tools can also challenge traditional forms of assessment and provide opportunities for diversification in reporting and learner feedback. This research focuses upon a pilot study that involved the introduction of an e-learning initiative, point of vision camera glasses, in building and construction at RMIT University. The embedding of these e-tools was the catalyst used to empower staff to review traditional models of assessment and create new models of learner-based assessment and feedback. The pilot study results reveal significant improvements in learner and staff satisfaction, improved curriculum outcomes, greater confidence in using e-technology, increased staff motivation to develop new assessment models and improved learner feedback. The results highlight the advantages of e-technology in learner assessment and create an interesting launching pad for future studies using such novel technology.

The feedback we give: University student perceptions and preferences

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This paper reports the results of a study on higher education student perceptions of and preferences for feedback on their performance. The issue of feedback to students is becoming increasingly important in higher education, not only because it is an important element of learning, but also as a significant component of the student experience and its evaluation. Within a mass education context, written feedback on coursework may be an important opportunity available to students for individualised attention. The current research explored perceptions of feedback by participants who were studying in undergraduate business degrees in a UK university (N=175). The survey instrument asked participants to evaluate the feedback they receive at university in terms of its impact and influence, as well as their understanding of feedback received and preferences. Analysis of the data indicates that students generally find feedback provided to them helpful and encouraging in improving their work but they also indicate that they would prefer to discuss their work directly with their tutor instead of receiving written feedback. They comment on the illegibility of some hand written feedback received. They also report that, generally, they act on the feedback received in order to improve their work and say that it helps them to reflect on their learning. Students comment that negative feedback received does not make them angry or demotivate them. The survey found considerable variability in the students' understanding of 'typical' feedback comments. The majority of students (79%) also reported that they prefer a structured feedback matrix to general comments because they consider it more specific and easier to understand. The implications of these findings for feedback and assessment practices are discussed and suggestions for improvements developed.

Facilitating formative feedback: An undervalued dimension of assessing doctoral students' learning

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The provision of effective formative feedback is a crucial element of enacting quality learning and teaching at all levels of education. In the context of assessing doctoral students' learning, this provision is often unstated and hence undervalued, overshadowed by the formal processes associated with the confirmation of candidature and the examination of the dissertation. Yet those formal processes are unlikely to be successful unless the student's supervisors present helpful feedback on draft versions of the confirmation proposal and dissertation chapters.

This paper focuses on the strategies used by the authors in providing feedback on the written work of their doctoral students, and in so doing elicits some of the underlying educational principles framing that provision. Those principles derive from aspects of the authors' separate and shared value systems and worldviews, thereby constituting an individualised and even idiosyncratic approach to presenting feedback.

In order to link the authors' feedback strategies and principles with the wider imperatives of current practices of doctoral student provision, they are analysed in terms of Lee's (2008) typology of research supervision approaches: functional, enculturation, critical thinking, emancipation and relationship development. Each approach exhibits a different understanding of the student-supervisor relationship and hence of the function of feedback within that relationship. Yet seeking means to distil and deploy the strengths of each type of supervision and feedback is one way to enhance the provision of such feedback.

More broadly, the authors highlight an uneasy but necessary set of tensions attending the student-supervisor relationship, including the provision of feedback: between professional self and personal self; between dependence and independence; and between systemic pressures and individual innovation. Acknowledging the disciplinary, methodological and paradigmatic contexts is also important in maximising the quality of such feedback and enhancing the value of this vital dimension of assessing doctoral students' learning.

Keywords: assessment, doctoral students, formative feedback, student-supervisor relationship

Can we trust students to design their own curriculum, their own criteria and assess themselves? Authentic assessment of a real-world project

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This paper describes a case study of an authentic, interdisciplinary, final-semester Bachelor of Business Degree project where students were involved in the design of their curriculum, their assessment task, the development of graduate attribute based assessment criteria, and their own assessment. The task was based on the event-management of a high-profile academic program launch. This case study was undertaken in Dubai, in an institutional context which was highly conducive to teaching and learning innovation. The author is now working in an Australian University, and aims in this paper to translate the relevant findings from this case-study to the Australian university context, and specifically to the area of work-readiness.

The paper discusses the limited value of a teacher-based assessment in a team-based professional task where most of the work is undertaken outside the classroom and does not produce an easily assessable document or artefact. In the semester prior to this Marketing-oriented project, students had been enrolled in a Human Resources subject which covered performance appraisal. The interdisciplinary nature of the course allowed the students to experience a form of workplace appraisal – 360 degree assessment – and to develop their professional judgement in a real-world setting. The class treated the assessment process very seriously, were responsible for a successful event, and produced well-justified grades for the task.

Further factors contributing to the success of the project include the integration of a developmental approach to self and peer-assessment throughout the program of study, the high level of task authenticity in the context, and the degree of trust developed between the students, the teacher, and other academics. The development of work-ready capabilities and the value of the authentic assessment in the process of obtaining the first graduate job are outlined. The paper also touches on issues of risk in educational innovations.

Keywords: Authentic assessment, self assessment, employability, program approach, graduate attributes

Using peer and self-assessment with academic moderation to assess performance in an undergraduate nursing simulation workshop

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Registered Nurses are frequently involved in peer and self assessment processes in relation to professional practice. It is therefore important to raise students' awareness of and involvement in these forms of assessment to prepare them for practice as a Registered Nurse. Furthermore, the literature on peer and self assessment gives an impressive list of benefits including critical thinking, motivation, reflection, improved communication and interaction skills. The enhancement of these higher order cognitive skills is crucial in terms of students' academic and professional development.

This paper will describe the assessment of a simulation workshop. In this 2 day workshop each student assumed the dual role of participant and peer assessor. The students were required to justify their assessment however, they did not assign grades. At the end of the workshop, the academic decided the final grade taking into consideration the student's performance observed over the two days, the peer and self assessment, as well as the reflective and justification statements students made during the workshop.

This paper will first give a background and context to the workshop followed by a description of the assessment item. The results of an evaluative survey administered to students will be given and discussed.

Keywords: peer assessment, self assessment, co assessment, academic moderation

Assessment for learning: Using minor assessment to promote major learning

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The authors have previously reported the effectiveness of using self and peer assessment to improve learning outcomes in groupwork by providing opportunities to practise, assess and provide feedback on students' attribute development. Combining this research and that reported in the literature regarding learning-oriented assessment we theorised that self and peer assessment would be an ideal tool to develop and efficiently facilitate activities specifically designed to be student centred and promote learning.

In this paper we report the effectiveness of a self and peer assessment activity specifically designed to promote collaborative peer learning, require students to take responsibility for their learning and improve their judgement, while at the same time only imposing a small assessment load on academics.

Keywords: self and peer assessment, learning-oriented assessment, collaborative learning, peer learning, SPARK[PLUS]

Transitioning media students for self and peer directed assessment

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In line with the radical overhaul of curriculum and the implementation of a student centred, process based pedagogy, teaching staff regard self and peer assessment strategies as vital tools for students within the Bachelor of Communication (Media) program at RMIT University.

However for first year students entering the program, student directed assessment protocol is often confusing and can seriously challenge their expectations of what constitutes a valuable university experience. Tertiary education has tended to inherent an attitude that the grades apportioned by teaching staff are the only legitimate measure of success/failure and anecdotally, students have been heard complaining that with the implementation of self-assessment teaching staff abdicate their assessment responsibilities.

This paper argues that in order to help commencing students recognise how self and peer assessment are legitimate, relevant and authentic learning measures within an applied learning context a program wide commitment to transition and the first year experience is required. Programs need to develop and articulate a clear narrative that explicitly links the process of self and peer assessment to graduate attributes and to help guide the students to recognise the professional and personal value embedded within these skills.

Keywords: transition, self-assessment, peer-assessment, first year experience

Validating attributes based curriculum: giving voice to our students to enhance assessment and learning

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One of the most significant assessment challenges in higher education is how to authentically assess the acquisition of graduate attributes. When the assessment of attributes developed outside the university in a real world context or work place is also introduced, the assessment of attributes becomes even more challenging and complex. This paper presents a study of assessing work-integrated learning – a curriculum intervention within the discipline of the Built Environment which sought to actively foster the development of graduate attributes to prepare students for a changing workforce. The research explores how the assessment of graduate attributes can be validated, and ultimately enhanced, by understanding the learning journey from the student perspective.

Qualitative data captured the student perspective via semi structured interviews conducted at the commencement and conclusion of a course in work integrated learning. Student's perspectives of their learning, and the degree to which they perceived they had developed work-ready attributes, were then cross referenced with the teacher's perspective as to whether the assessment approach had effectively captured and evidenced attribute development and learning. Findings indicated a degree of disconnect between the two perspectives and revealed that whilst students responses to the interviews demonstrated improved learning outcomes and attribute development, including self reflection, the development of work ready attributes and the transformative nature of student's learning had not necessarily been captured to the same degree through their formal assessment.

The implications of the study's findings are examined in relation to both the discipline and wider context of assessing graduate attributes in higher education and suggest that giving voice to the student learning journey offers a powerful lens through which the assessment of attributes can be validated.

Keywords: validating attributes, enhancing student's learning

A scaffolded approach to developing students' skills and confidence to participate in self and peer assessment

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Despite the well known benefits for learners undertaking courses involving self and/or peer assessment, there are several challenges associated with the introduction of such alternative assessment approaches. These challenges relate to students' lack of confidence in their ability to evaluate their work and the work of their peers, their doubts about their ability to be objective and their lack of adequate preparation to fulfil such a role. The suggested strategies for addressing these identified problems include providing training for students in self and peer assessment, ensuring they understand the benefits from active participation in the assessment process and providing the required scaffolding to support them in the process. This paper describes the use of a peer review instrument as a scaffold designed to provide both an educative and evaluative function. The instrument was initially developed as a peer review tool for online learning and teaching through the support of an Australian Learning and Teaching Council grant. This instrument has been further developed as a scaffold for students undertaking courses in which they are required to make evaluative judgements about their work and the work of their peers. Preliminary findings from the use of the instrument in a first-year media arts course are reported and the initial observations from the findings are discussed. The potential of the instrument as a scaffold for learners as well as its role in supporting teachers in the design of feedback and assessment is explored in the final section of the paper.

Keywords: peer review, peer assessment, reflective practice, peer review instrument, scaffolded approach

Meeting the challenge of complexity: Interfacing multimedia technology and problem based assessment in geospatial science

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Geospatial science presents a number of challenges for the teacher in providing effective student feedback and assessment. Assessing the student's ability to understand, analyse and apply complex multidimensional space and time relationships and geospatial data have been constrained by a two dimensional paper-based format. Consequently, this paper-based system has focused on summative assessment rather than on a student's formative development. It has also limited assessment to knowledge content rather than consideration of the student's individual strengths and weaknesses in addressing real world applications and problem solving. Final assessment results do not truly reflect the diversity of student skill sets or clearly identify areas for individual improvement.

Recent learning and teaching research undertaken by the geospatial team at RMIT University has attempted to overcome these constraints through the development and testing of a new learning technology platform aligned to a real world problem solving framework. The research work is funded through RMIT The Learning and Teaching Investment Fund (LTIF) Programme.

In 2007 and 2008 the development of a suite of multimedia learning tools was supported by two Science, Engineering and Technology (SET) College based action research grants. This resulted in the creation and testing of a range of 3D/4D animations designed to help students understand complex multidimensional concepts and relevant techniques in the application of satellite positioning data. All students surveyed found the multimedia animations helpful in better understanding course content. The project outcomes have been well received by academic staff and the international Global Navigation Satellite Systems (GNSS) community after presentations at GNSS and surveying conferences and an university L&T workshop.

Current development and prototyping of an assessment and feedback framework based on industry and student input to optimally utilise the 3D/4D multimedia learning tool is introduced first. This new framework will be based on a problem solving approach across a range of professional context relevant to geospatial science. A range of industry-focused situations for the applications of geospatial science skills has been identified. A bank of simulations and case studies is being developed based on industry and practitioners' needs. Students across different levels of background, experience and knowledge are being encouraged to contribute to the development of this bank. A range of problem-based learning questions will be generated based on the inputs from both industry and student who use the technology. These questions are then incorporated into formative and summative assessment processes. It is anticipated that this framework would provide an important interface between underlying knowledge, technology and problem-based learning. Engagement with different levels of learners, including students and geospatial practitioners, and the future development of the assessment and feedback system will be outlined.

Keywords: assessment, feedback, multimedia, geospatial

POSTER ABSTRACTS

In addition to the posters described below we are pleased to host posters of ALTC supported assessment projects provided with the agreement of Project Leaders and the ALTC.

A view from the bench – 10 things students want you to know about assessment and feedback

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This poster presents some insights from the Study and Learning Centre, RMIT University, on students' views of assessment and feedback.

The Study and Learning Centre works directly and very closely with students providing academic bridging programs, English language development, maths and science support, learning and assignment writing workshops from TAFE to higher degree research level, local and international. We run an extensive drop-in troubleshooting service and work directly with drafts of student work, offering direction and additional learning resources. To this end we are closely in touch with assessment and feedback from a student-centred position; we often act as interpreters in terms of requirements and academic expectations in an Australian context.

This poster is a "view from the bench" – 10 things students would like you to know about assessment expectations and feedback. These include such areas as wording (including language choice) of tasks, transparency (and legibility) of feedback. The poster highlights practical tips to enhance assessment and feedback to students.

Key words: Assessment, feedback, transparency, students

Developing a competency assessment process in professional healthcare practice (nursing)

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This poster provides an overview of an ALTC funded project titled 'The development of an undergraduate nursing competency assessment tool for use across Australian universities'.

The project commenced in December 2007 and is due to conclude at the end of January 2010. The poster will outline the current working draft of the assessment of competence tool to be piloted in undergraduate nursing programmes and to consider issues of reliability and validity. There are over 35 universities in Australia delivering nursing programmes that lead to eligibility to register as a nurse in the various states and territories across Australia. Each of these programmes is producing nurses who are eminently employable and work, not only in Australia, but in significant numbers in overseas health and social care systems.

The students during their programmes are assessed against a nationally agreed competency framework (ANMC 2006), however on surveying the institutions delivering programmes it is clear that both the competency assessment tools and the skills that are assessed vary from institution to institution. The poster will illustrate the progress made to date by presenting an early draft of the CAT. These have been jointly developed with our partner institutions and are shared here with the intention of pursing an educational discussion into their veracity.

Keywords: assessing work based learning, professional behaviours in the workplace, competency based assessment, assessment tools

Authentic assessment in undergraduate psychology: An ethical and practical approach to assessing psychological assessment and report-writing

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Authentic assessment in undergraduate psychology training represents a significant challenge. Whilst key learning outcomes for undergraduate psychological assessment units relate to demonstration of skills in testing and report-writing, authentic assessment of these skills needs to consider the ethical issues associated with working with real people in addition to the resource implications of large classes. This project reports on the development and implementation of a practicable and ethical form of authentic assessment of students' psychological assessment and report-writing skills. Students selected one of six case studies, each of which comprised background information about a de-identified client, information about the why the assessment was conducted, the information being sought, and unscored test forms from a real client. Students were required to score the tests, interpret the results in the context of the client's background and the referral, and present the results, analysis, and conclusions in an assessment report. Formal support for the task was offered via online discussion boards

monitored by postgraduate clinical psychology trainees and the lecturer. Student feedback indicated a high degree of satisfaction with the assessment item as an authentic learning experience that would be of value to their future professional work. From an instructor point of view, it was apparent that the authenticity of the opportunity to work with 'real' client data facilitated student demonstration of the learning outcomes and eliminated the effects of extraneous variables such as having to create their own case study. The assessment also avoided complex ethical issues related to assessment of peers or members of the community, and the use of structured answer guides for each case study reduced the burden and increased the reliability of marking.

Keywords: authentic assessment, psychological assessment, undergraduate, work-integrated learning

Integrated assessment

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For several years IT teaching teams have looked at ways to create a business learning environment to allow students to interpret, communicate and integrate knowledge from diverse disciplines. The introduction of a new training package in IT gave teachers the opportunity to design a framework to integrating assessment of six competencies, namely project management, knowledge management, e-business and quality assurance database modeling and web design. An authentic e-business project was designed as an integrated assessment. The assessment requires students to work through the stages of project management, develop an e-business plan, incorporate knowledge management and build an e-business prototype website. The integration of competencies through the project gave students a better understanding of the different functions of a business a more holistic learning experience. Employability skills were also enhanced through the project.

As the project spanned several classes, students needed a communication, document lodgment and collaboration system. Teachers across the specializations needed to be able to view the same outputs in order to provide progress feedback. Students created their own web pages within a wiki , to facilitate the sharing all their documents and designs. This allowed them to present their final versions in a presentable e-portfolio fashion. The project created an opportunity to utilize more creative solutions for assessment submissions.

Students embraced the integrated assessment approach used in the project and took pride in their work using the technology provided.

Key words: Integrated Assessment, Wiki

Supporting student learning through the use of an online computer aided feedback & assessment system (CAFAS)

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Assessment is more likely to support learning when feedback is informative, accurate, aligned with the learning objectives of the task, and delivered in a timely manner. Academics experience several challenges in achieving these objectives when they have large classes and face competing demands across teaching, research and administration. The difficulties arising from this situation include: (a) students not comprehending the relationship between the criteria and learning objectives; (b) students not understanding their feedback; (c) students not reading their feedback and focusing instead on the assessment grade; (d) feedback not being delivered to students quickly enough for it to 'feed-forward' into the next learning task; (e) and inconsistencies in the quality and accuracy of marking. This paper describes an open-source Computer Aided Feedback and

Assessment System (CAFAS) developed through the support of an Australian Learning and Teaching Council grant, which has been designed to address the limitations of existing systems. The system aims to improve the quality and timeliness of feedback and assessment to enhance student learning outcomes. CAFAS replicates a commonly used system, the paper based feedback form, while extending its functionality through an online interactive system. A rubric (feedback comment matrix) or slider (sliding scale) can be used to graphically display the level of performance, and the corresponding mark/grade, for each assessment criterion to the student. A database of comments aligned with the marking criteria enables academics to craft detailed feedback responses that can be rapidly inserted onto a feedback form. The feedback is then emailed to the student in a timely manner enabling them to act on the feedback in future assessment tasks. Results of trials of the system indicate a high level of acceptance by students and academics. The benefits of the system in supporting student learning are reported and the implications for further research discussed.

Keywords: computer assisted assessment (CAA), online assessment, rubric

Development of a "just-in-time" assessment for the Interactive Electronic Atlas learning tool

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The Interactive Electronic Atlas (IeA) is a self-directed online learning tool. As part of this project we are integrating seamless online assessment into the learning tool. The use of more timely and creative links between learning and assessment may provide significant advantages with respect to traditional models.

Our IeA uses a template design constructed around an anatomical image. The image can be segmented into regions of interest by cursor "rollover" or by selecting from a list of structures. A limited amount of functional information is provided for each region. One segmentable image thus becomes one page (in a series) within the atlas.

The RMIT "WebLearn" system has been adapted to interface between the pages of the IeA. WebLearn provides randomized multiple choice questions and feedback. After completion of a single IeA page the student moves to a WebLearn quiz for assessment and feedback. The WebLearn quiz is closely linked to one IeA page using the same images, labelling and functional data.

The assessment can be categorized as "Just in-time" in that it is available as soon as a small element of the learning tool has been used. This term has previously been used in a business context with respect to efficient car construction (Ford 1922) but we consider it an efficient means of assessment as it minimizes the interval between learning and assessment. The immediate reinforcement of the learning activity and the limited amount of material assessed may develop confidence in the learner. Thus the system blurs the line between learning and assessment such that assessment becomes an integral part of the learning process. This poster will present the development and integration of the "just-in-time" assessment process.

Keywords: learning and integration of assessment

Assessing understanding with the personal response

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The personal response is an intellectually challenging written assignment constructed to engage students. It has been shown to address key limitations of traditional assessment writing, catering to the diversity of student interests. In this study we sought to determine if the personal response also addressed important areas of graduate attributes, including argument, problem solving, critical thinking and interpersonal understanding. Method: First year students in the course Introduction to Pharmaceutical Sciences (n = 32) were given a CD with 9 audio triggers on various topics aligned with the themes in pharmaceutical and biomedical sciences. Students were asked to write a personal reflective response to these triggers which were assessed for form, engagement, depth, quality of writing, and accuracy of content, using established criteria (Moni R.W. et al. Biochem Molec Biol Educ 2007:35;89-96). Students also undertook the Australian Council for Educational Research (ACER) Graduate Student Attributes (GSA) test and the results for each of the categories of key attributes were compared to the overall personal response to mark. Results: While significant correlation was observed between the personal response mark and the GSA assessment of argument (r = 0.48, p < 0.05) and critical thinking (r = 0.46, p < 0.05); greatest correlation was observed between the personal response mark and the GSA assessment of interpersonal understanding (r = 0.68, p < 0.01). There was no correlation with the personal response and GSA problem solving marks. Conclusion: Therefore in addition to providing an interesting, challenging and engaging assessment task for first year pharmaceutical science students, the personal response may also be an effective and efficient means by which key attributes such as argument, critical thinking and most significantly interpersonal understanding may be assessed.

Keywords: assessment, diversity, interpersonal understanding, graduate attributes, engagement

Using technologies in assessment

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This presentation describes the use of Twitter and the creation of a link between Twitter, Blackboard, Blogspot and Myspace, as a pilot design for assessment to enhance the learning experience of two groups of VET students from Creative Arts and Audio Engineering. A comparison is made between how the learning experience was designed with and without these technology tools, in relation to improving student engagement and the achievement of learning outcomes.

One of the aims of assessing with these technology tools was to explore whether they contributed to student engagement, through building a sense of community within student groups a challenge faced by increasing numbers of working students, who spend less time on campus. The use of Twitter and Myspace was especially important for the groups of students involved in this pilot, as both the Creative Arts and Audio Engineering students are preparing to work in industries where the use of social networking sites is an important part of building personal brand. Overall, the use of these tools appeared to encourage a shift from a teacher-centred to a learner-centred environment, with positive student-teacher and student-student communication and enhanced student engagement.

The presentation outlines my reasons for the assessment design, the advantages and disadvantages, surprises and challenges, key lessons learned, and the way forward for me as an educator using technologies in assessment.

Moving across teaching and learning cultures: Assessment issues for international students

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Often the difficulties that international students face with their assessment tasks are attributed to poor language levels. However, academic and pedagogical acculturation issues are also a significant cause of difficulty for international students. This poster presentation will highlight evaluative research into a new academic acculturation web site for international students. Utilising data from online surveys and focus groups (accessible graphs and short quotes) the poster will focus on the difficulties that international students face in appreciating the requirements of their assessments in a new and often alien learning and teaching environment. The research presented evaluates the effectiveness of 'International Student Stories' website as a resource for academic acculturation and transition and covers key assessment issues for international students. The site and its evaluation draws on a significant body of research on the impact of cultural styles of academic discourse on both written and oral texts. Also highlighted will be acculturation issues impacting on assessment in relation to differing cultural views of knowledge creation and attribution as well as the critical thinking requirements underpinning assessment evaluations. It is argued that the tertiary discourses need to be explicit, for the successful participation of international students.

Keywords: international students, assessments, referencing

Putting it all together and seeing things differently

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In 2007, the optical dispensing program transitioned from a state-based curriculum to a national Health training package. With this transition came a partnership with the world's leading designer and manufacturer of prescription frames – this industry partnership increased the student cohort by 1000% from 60 to 600+ work-based students in Australia and New Zealand.

The optical team developed a learning and assessment pathway that integrated a variety of learning activities, assessments for learning and a range of evidence and assessment items collected over a period of time. Each student has a work-based mentor that helps facilitate the learning process and provides them with regular learning support.

Of the 600+ enrolled students, over 40% or more than 150 students formally applied for Recognition of Prior Learning (RPL). The framework for RPL was based on a Learning and Assessment Guide (LAG). The LAG served two major purposes including, an evidence portfolio or for those enrolled – an assessment portfolio. Within the LAG, the evidence and assessment items are holistic and enabled students to record their major achievements achieved on the job and lessons learnt. In addition, employers, mentors, and peers are encouraged to provide feedback and support for the student.

As part of the second phase, we aim to engage students to utilise existing mobile technology platforms and collaborative spaces to capture, share, tag, problem solve, highlight best practice and reflect upon lessons learned "anywhere, anytime".

Keywords: holistic, mentor, RPL, learning pathway

An institutional approach to standards-based assessment: Evaluating early-stage implementation

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Increasingly, universities are adopting a standards-based approach to assessment as a means of improving the quality of assessment and clarifying expectations about what students will do in assessment tasks. The University of Western Sydney has recently introduced two new policies which require academics to articulate criteria and standards for each assessment task, to align assessment tasks with the learning outcomes for the unit, and to provide assessment criteria and standards to students in learning guides at the start of semester. Learning guides are unit-specific, assessment-focused documents intended to help students achieve the intended learning outcomes for the unit. This poster summarises how criteria and standards-based assessment tasks have been communicated to students via unit learning guides, in the majority of first-year units in Autumn semester 2009. In order to evaluate the content of the learning guides, we developed a framework that enabled us to make judgements about the clarity of assessment expectations, and alignment between learning outcomes, assessment tasks and criteria and standards. We describe the framework and present an analysis of the types of criteria and standards which have been developed by academics at this early stage of policy implementation. We highlight additional ways in which some academics have sought to clarify assessment expectations through learning guides and identify areas that will require continuing refinement of standards by academics and continuing support from central and school teams.

Keywords: standards-based assessment, assessment requirements, expectations

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