Module description:
This module builds on the foundation content covered in the Introduction to Educational Assessment module and aims to develop mastery of the key knowledge and skills required for summative and formative assessment development, as well as the ability to critically evaluate the effectiveness and impact of a range of assessment tools, with reference to the fundamental principles and concepts underlying educational assessment. Students will gain an overview of the process of test construction, including a brief introduction to the role of statistical analysis in assessment development. The module explores various types of assessment for different purposes, test and item design, the issue of comparable standards in assessment and approaches to grading and feedback. It also considers contemporary trends, such as the increasing use of e-assessment, and the impact assessment methods have on teaching and learning.

This module aims to:
▪ Consolidate and extend students' understanding of the main principles underpinning assessment in order to critically evaluate a variety of assessment types and their impact on teaching & learning;
▪ Help students develop the required knowledge and skills to actively contribute to the process of assessment design and development in their own pedagogic fields;
▪ Raise awareness of the salient features of different assessment types and develop skills in accurately specifying them and defining a range of assessment purposes;
▪ Provide students with a clear understanding of the role of standards and frameworks of reference in educational assessment and how they apply in practice;
▪ Encourage students to critically reflect on their own assessment practices and those within their educational context with a view to enhancing the quality of curriculum, pedagogy and assessment to enhance learning.

Learning outcomes
On completion of this module, students will be able to:
▪ Critically evaluate the validity, reliability, fairness and fitness for purpose of different assessment forms and suggest appropriate improvements for shortcomings.
▪ Design, specify and develop appropriate assessment methods and their requisite marking tools for subjects in their own pedagogic field, defining the purpose of test items and the constructs being tested.
▪ Critically evaluate curriculum assessment strategy and make recommendations to enhance constructive alignment and students' learning.
▪ Explain the significance of comparable standards of measurement and ways of reporting assessment outcomes in education generally and in their own teaching context.
From Teacher to Assessment Developer

Syllabus

- the application of fundamental concepts and principles, e.g. validity, reliability, fairness, etc., in a variety of assessment contexts
- formative and summative assessment types with differing purposes, e.g. diagnostic tests, progress tests, proficiency tests, etc.
- the theory of constructive alignment in curriculum design
- the role of learning outcomes in curriculum and assessment
- approaches to test and assessment item design
- the concept of 'constructs' and selecting appropriate techniques to test them
- the stages and skills required in the assessment development process
- comparable measurement of educational achievement and standards, e.g. frameworks of reference and benchmarks
- the impact of political and economic factors on benchmarks
- how assessment results are derived, reported and interpreted
- marking and feedback tools

Learning and teaching methods

Input will be delivered through specified reading materials and pre-recorded lecture-casts provided on the UoEO Learning Platform. This is supported by guided discussion forums, and biweekly online question and answer sessions (using synchronous communication software and application sharing facility). The pre-recorded lecture-casts and online Q & A sessions will include referenced use of selected case studies drawn from the reading materials and the tutors’ professional / educational contexts and experience. Self-managed learning will supplement input and to this end students will be given direction on required and indicative reading, including relevant websites, and encouraged to identify and share appropriate web-based resources with their peers.

The pedagogical approach for this module is informed by the principles of collaborative enquiry and constructionism. Collaborative enquiry is supported through our internet-mediated learning platform, the aim of which is to facilitate the activity of the learning community through online dialogue, peer discussion and feedback. The participants’ subject understanding, engagement and learning experience will be enhanced through interactions in which they explain their perceptions, discuss their views, share their experience, and receive feedback from peers and tutors.

<table>
<thead>
<tr>
<th>Description of unit of assessment</th>
<th>Length/Duration</th>
<th>Submission Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative learning task</td>
<td>1300 words</td>
<td>Post: Monday week 3</td>
<td>20%</td>
</tr>
<tr>
<td>Discuss with your learning team and post a 800-word response to a given task. Respond to one of peers’ posts (500 words). Your answers should be supported with reference to relevant literature.</td>
<td>Response: Monday week 5</td>
<td></td>
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<tr>
<td>Assessment development assignment</td>
<td>2700 words</td>
<td>Week 8 (part 1)</td>
<td>Formative</td>
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<td></td>
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<td>Week 10 (part 2)</td>
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<td></td>
<td></td>
<td>End of module (full assignment)</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Description of unit of assessment**

- Collaborative learning task
  - Discuss with your learning team and post a 800-word response to a given task. Respond to one of peers’ posts (500 words). Your answers should be supported with reference to relevant literature.

- Assessment development assignment
  - 2700 words
  - Week 8 (part 1)
  - Week 10 (part 2)
  - End of module (full assignment)