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Assessment for Learning in Academic and Researcher Support Programmes

ISSOTL10 annual conference
Area & Convention Centre, Liverpool, 19-22 October 2010

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CETL Project: Evaluation of researcher support programmes: assessment within development events, and the attitudes and experiences towards academic careers provision, of early career academics (ECAs)

Researchers:
Martin Gough (Kent),
Emma Williams (Cambridge),
Frederico Matos (Cambridge & UCL),
Jon Turner (Edinburgh)

Other institutions with development event participants:

University of Surrey

Buckinghamshire New University

Why not assess?

- Ethical
- Conceptual
- Practical
- Structural

Approach = Exploratory

- Survey analysis
- Review of innovative practice
- Questionnaires, interviewing, observation, materials analysis
- Intervention
- Workshops

Rugby Team Impact Framework uses:

Kirkpatrick, D.L. and Kirkpatrick, J.D. (2006) *Evaluating Training Programmes* (3rd Ed.), Berrett-Koehler Publishers Inc

Impact Level 0: Foundations

Impact Level 1: Reaction

Impact Level 2: Learning

Impact Level 3 Behaviour

Impact Level 4: Outcomes

Relevant models of development event

1) those with no assessment

2) those with assessment where the programme is not leading to an award and there is no accreditation

3) those with assessment because of the programme being accredited but not leading to an award

4) those with assessment because of the programme leading to an award (e.g. PGCert)

Development Event Participants

Postgraduate teaching assistants & new lecturers
- on teacher development programmes

- Postgraduates on research writing workshop
- ECAs on research abstract writing workshop
- Newer Researchers - on Higher Education
  (presenting their work)

Views on Assessment

"I give up my valuable to time to attend your workshop… and you want me to do an assignment as well?!!"

Implicit assessment syndrome

Assessment **for** learning… as well as **of** learning

Pass/Fail dividing line – useful?

– or insensitive ('romantic' narrative of submitting yourself to activity for the love of knowledge and learning)?

Discussion Questions

Q1. Across skills and competence development programmes for researchers and early career academics :

To what extent would the addition of assignment work, linked to but outside workshop events, enhance the learning experience for participants?

Q1a. Which skill areas/attributes would be enhanceable through assignment, which not?

Discussion Questions (contd.)

Q2. What would assignment work be for?

Q2a. Would participants being assessed help you to understand the attainment level participants are at?

Q2b. Or would being assessed help them learn, attain a higher standard?

Discussion Questions (contd.)

Q3. When is it important to have in assessment an indication of being “good enough” (i.e. pass or fail?)

Q4. Is assessment of pass/fail appropriate just for courses which contribute credits towards a qualification?