

EFFECTIVE ASSESSMENT IN HIGHER EDUCATION: A CHAT PERSPECTIVE

– Stephen Broughton

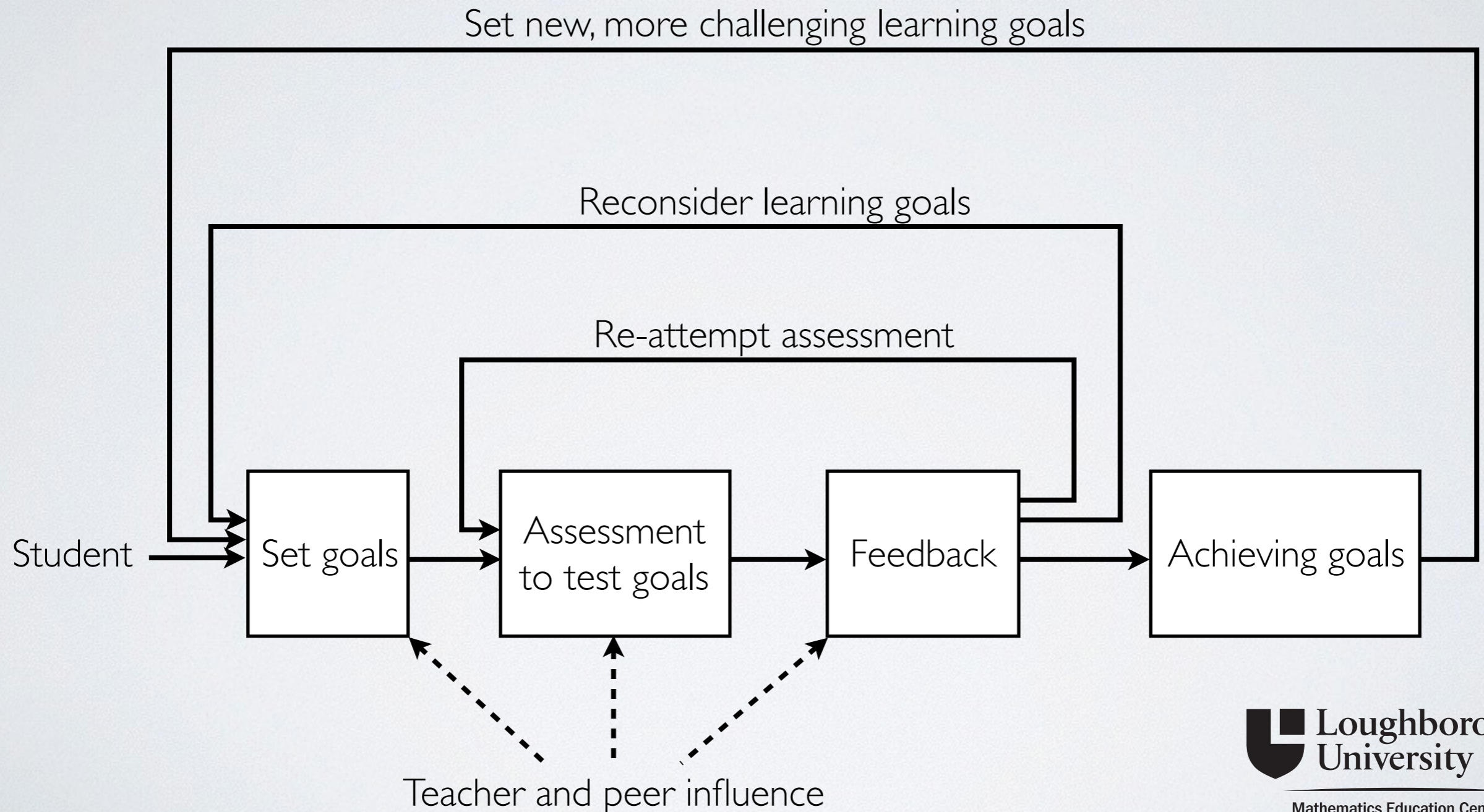
OVERVIEW

- Why a new definition is necessary
- What effective assessment is
- The perspectives of CHAT that moulded the definition

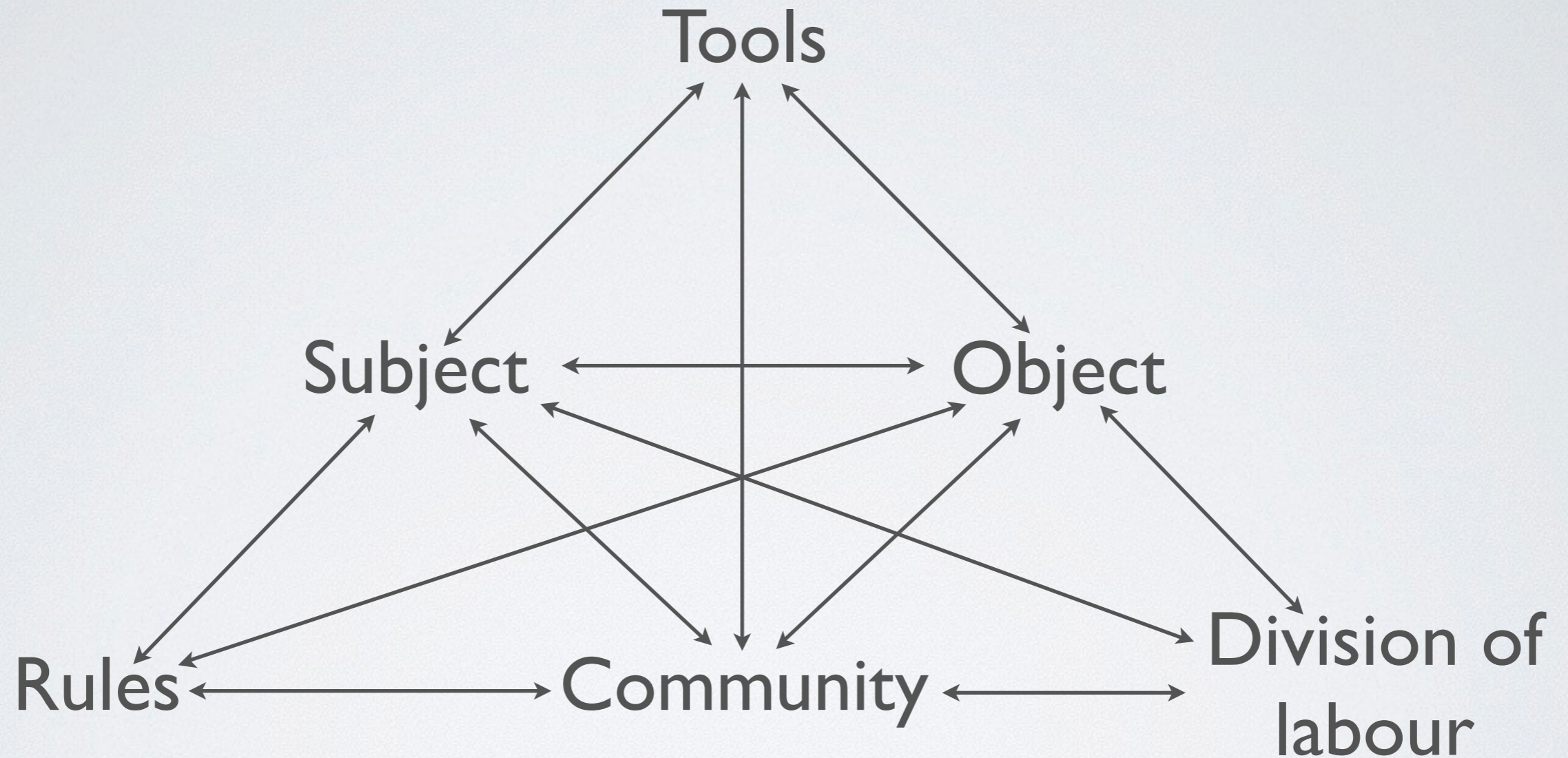
EVALUATING ASSESSMENT

- We aim to evaluate CAA
- Formative assessment was not suitable

AN IDEAL LEARNING CYCLE



CHAT PERSPECTIVES



SUBJECT: IDENTITY

- Individuals have different backgrounds, different circumstances
- Socially and culturally, subject to influences
- **Must consider effectiveness on individual level**

OBJECT: MOTIVES

- Likewise, individuals have different motives, aims and goals
- Achieving one goal provokes another
- **Learning is cyclic**

TOOLS: ASSESSMENT

- Tools work best when designed with respect to motive
- Assessment should establish whether goals have been met
- **Effectiveness varies in assessment**

COMMUNITY: INFLUENCES

- Community includes family, classroom, establishment, society
- Influences from many sources
- **Effectiveness varies from person to person, place to place**

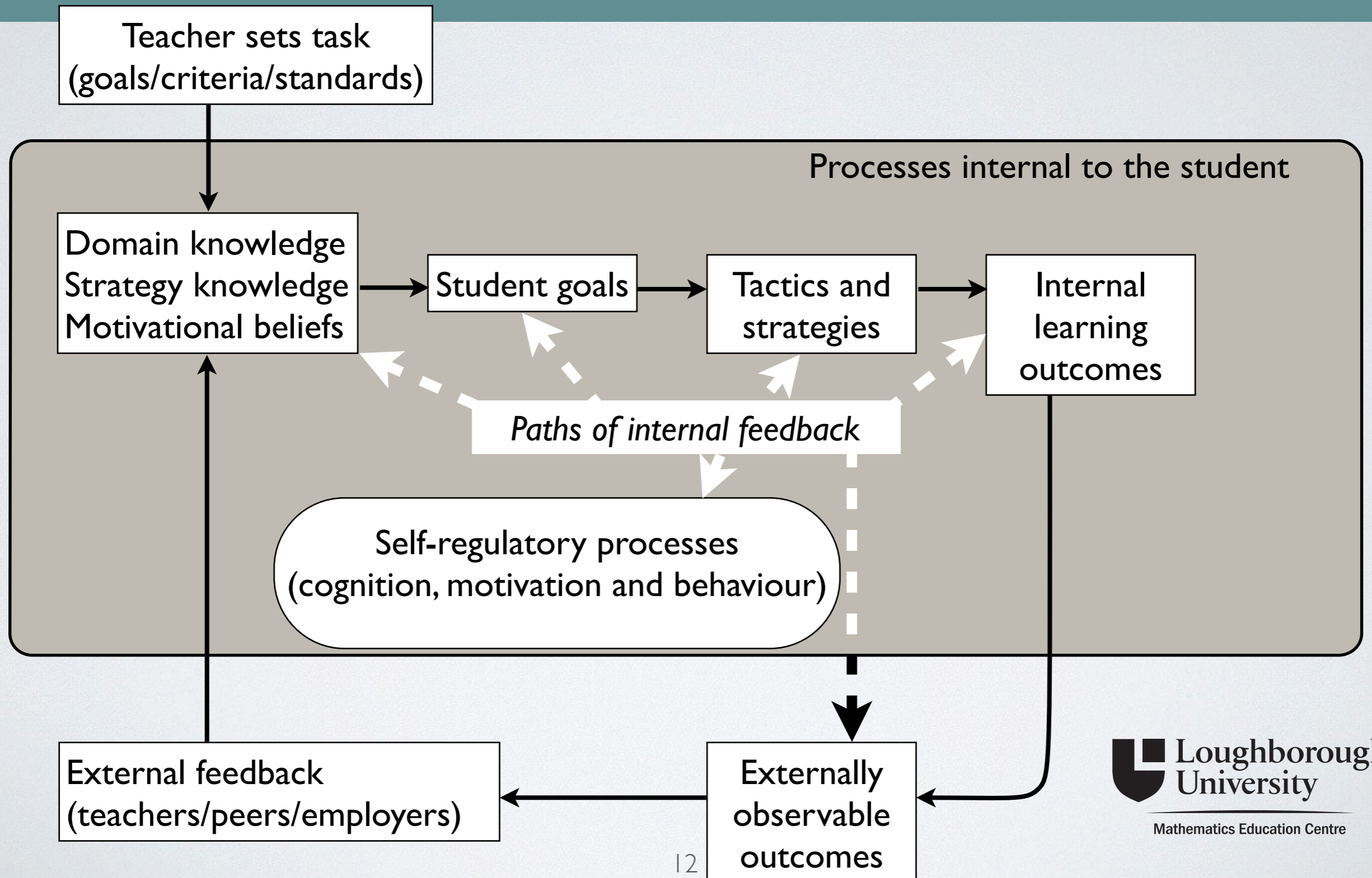
RULES: MORE INFLUENCE

- Rules impose restrictions (plagiarism, time, access to tools)
- Rules might conflict with motives
- **Rules and perceived consequences affect effectiveness**

DIVISION OF LABOUR

- Most community influence is long-term stable
- Teachers and peers have strong short-term influences
- **Scope for self-, peer- and teacher-assessment and feedback**

SELF-REGULATED LEARNING



EFFECTIVE ASSESSMENT

