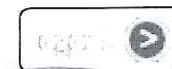


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Preparatory reading, 20-31 January 2014

Learning outcome

The student will identify the basic concepts of assessment theory.

Core readings

Click on these titles to access the articles.

Luckett, K. & Sutherland, L.(2000). Assessment Practices that Improve Teaching and Learning, in (ed) S. Makoni, *Improving Teaching and Learning in Higher Education: A Handbook for Southern Africa*. Johannesburg: University of Witwatersrand Press.

Shumway, J.M. & Harden, R.M. (2003) AMEE Guide no. 25: The assessment of learning outcomes for the competent and reflective practitioner. *Medical Teacher*, 25, 6, 569-584.

Learning tasks and reading focus

Your task in pre-reading for an orientation to assessment theory is to familiarize yourself with basic concepts from the Luckett and Sutherland (2000) and Shumway and Harden (2003) articles. The focus should be on assessment purposes, assessment types, the difference between norm-referenced and criterion-referenced assessment methods, basic understanding of validity and reliability in assessment and assessment principles.

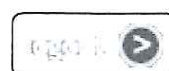
These two readings provide the foundational concepts of assessment theory. You will return to these articles and the concepts in the duration of the course. Plot definitions of the main theoretical concepts from Luckett & Sutherland (2000) and Shumway & Harden (2003) on the Matrix

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A. Teaching and learning in Course 3

In this online course, your learning will depend on reading, writing and participation in e-learning tasks. Guidance will be provided to help you focus on specific aspects of the prescribed readings. However, it is up to you to engage in the learning tasks, many of which are writing-based.

Please respond to the weekly e-learning tasks by posting your questions on Vula Forum before the Vula Chat sessions and by posting blogs on your understanding of the learning topics. The blog may be short, i.e. one or two paragraphs and blogs do not have to conform to academic writing style. The idea of the blogs is more about your understanding than about formal writing. You will be requested to share your blogs with a peer and to respond the blogs of group members.

Main learning tasks

You main learning task during this course is to change one of your existing assessment methods or to create a new assessment method that is criterion-referenced, where outcomes are assessed against assessment criteria. Your main focus during this course should be thinking, reasoning and critiquing all the learning materials encountered for application to your own developing assessment method. You will be required to produce your revised assessment method in the summative assignment by the end of the course.

Writing blogs

Learning through reading and writing will be captured in your blog. Blog writing does not have to adhere strictly to academic writing style requirements. It is more important to first describe your understanding of concepts. Formal academic writing with full referencing will be required when you start writing assignment drafts and portfolio drafts by week 11.

♦ Peer evaluation of blogs

Peer evaluation and feedback will be a central learning method in this course. The peer who is doing the evaluation is learning as much as the peer who has written the blog. Once your weekly learning task is posted on your blog, your two peers should copy and paste it into a Word document and respond in 'track changes' mode. Send it back to the person who wrote it as an e-mail attachment and cc'ed to Francois and Viki. If you are not familiar with the MS Word tool, 'track changes', please let Viki know for further instructions.

♦ Criteria for peer evaluation

Please evaluate your peer's blog against these two criteria:

- ♦ Are the descriptions or explanations in the blog clear and logical?
- ♦ Has the writer responded correctly to the tasks request? i.e. Has the question been answered?

As a peer evaluator, you do not have to decide whether the writing content is

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