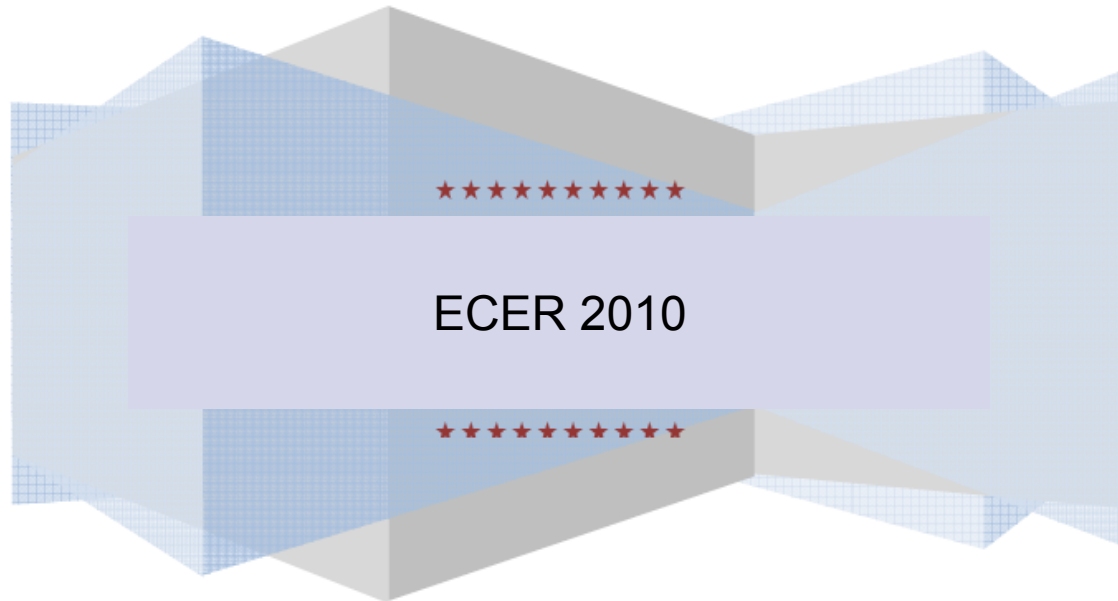


PROGRAMA DE ESTUDIOS Y ANÁLISIS PARA LA MEJORA DE LA CALIDAD DE LA ENSEÑANZA SUPERIOR
Y DE LA ACTIVIDAD DEL PROFESORADO UNIVERSITARIO
(Convocatoria 2009)

DEVELOPMENT OF LEARNING-ORIENTED ASSESSMENT FROM STUDENTS' PERCEPTIONS OF ASSESSMENT





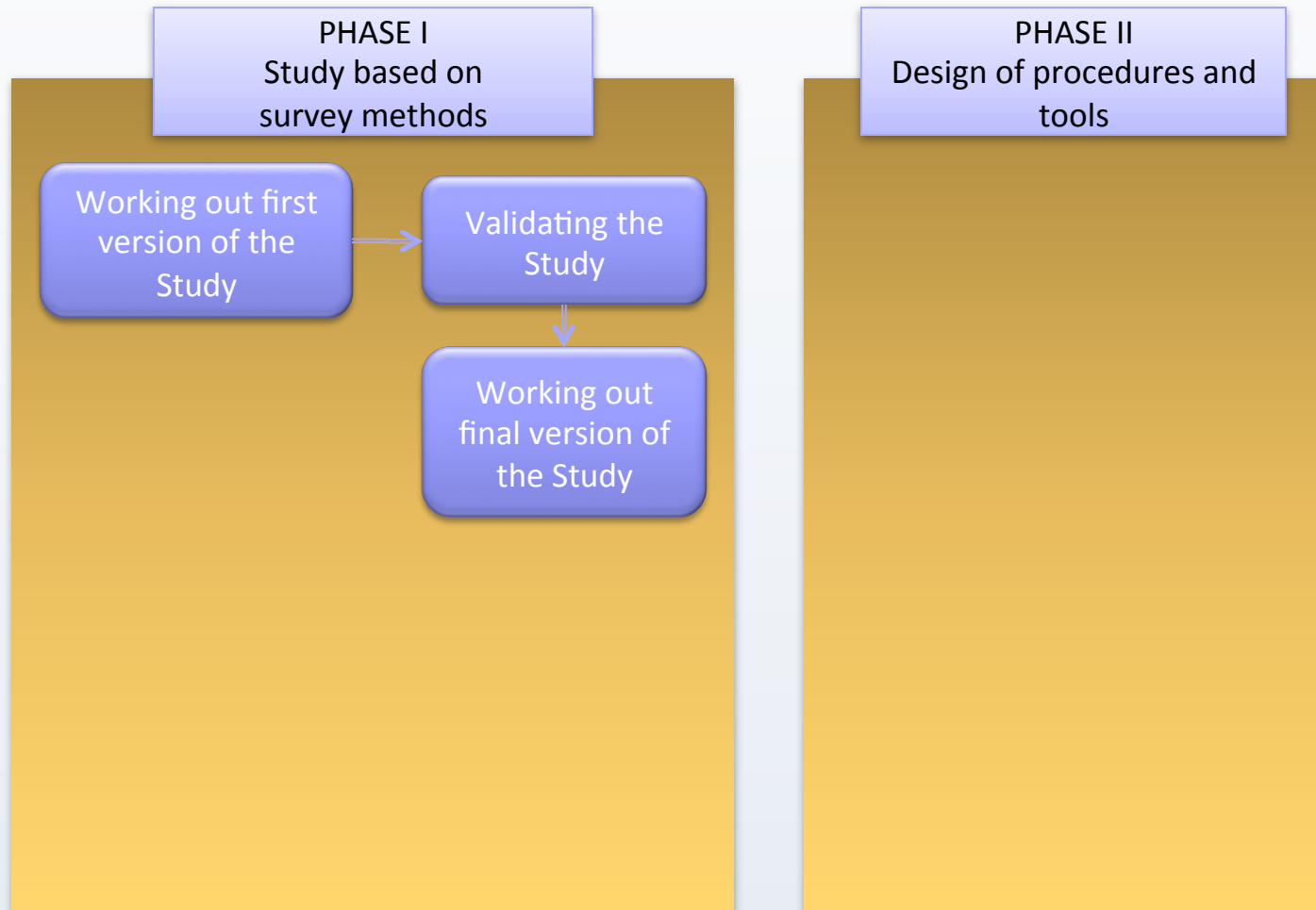
AIMS

- Our research aimed at contributing guidelines to facilitate adopting a learning-oriented assessment in the contexts of university teaching-learning

AIMS

- Our research aimed at contributing guidelines to facilitate adopting a learning-oriented assessment in the contexts of university teaching-learning
 - To identify the assessment systems in Spanish university teaching
 - To describe the conceptions and attitudes of students concerning learning assessment
 - To determine the main factors that are obstacles in the development of a learning-oriented assessment, derived from the assessment practices used and the students' conceptions and attitudes
 - To design procedures and tools to facilitate the adopting of a learning-oriented assessment, overcoming the difficulties come across in the teaching-learning processes developed in Higher Education

Methodology



Survey content

Block	dimension	N° items
I. Conceptions	Assessment concept	4
	Attributed goal	8
II. Attitudes	Attitudes	12
III. Experiences	Assessment aim	4
	Agents / student participation	5
	Assessment times	3
	Techniques	7
	Assessment and grading criteria	6
	Feedback / Proaction	6
Total		55

PHASE I
Study based on survey
methods

Working out first
version of the
Survey

Validating the
Survey

Sample choice

Working out
final version of
the Survey

PHASE II
Design of procedures and
tools

Sample

In the case of a random sampling, this would mean working with a 99% trust and an error inferior to $\pm 2\%$, with $p=q$.

University	n
Autonomous University of Barcelona	542
University of Córdoba	530
University of Granada	589
University of Huelva	545
University of Lleida	526
University of the Basque Country	412
University of Salamanca	441
University of Seville	507
University of Zaragoza	488
Total	4580

Muestra

Area	%
Art and Humanities	17.0
Exact and natural sciences	12,5
Health sciences	17,2
Social and legal sciences	30,2
Engineering and technologies	23,2
Total	100,0 !!!

PHASE I
Study based on survey
methods

Working out first
version of the
Survey

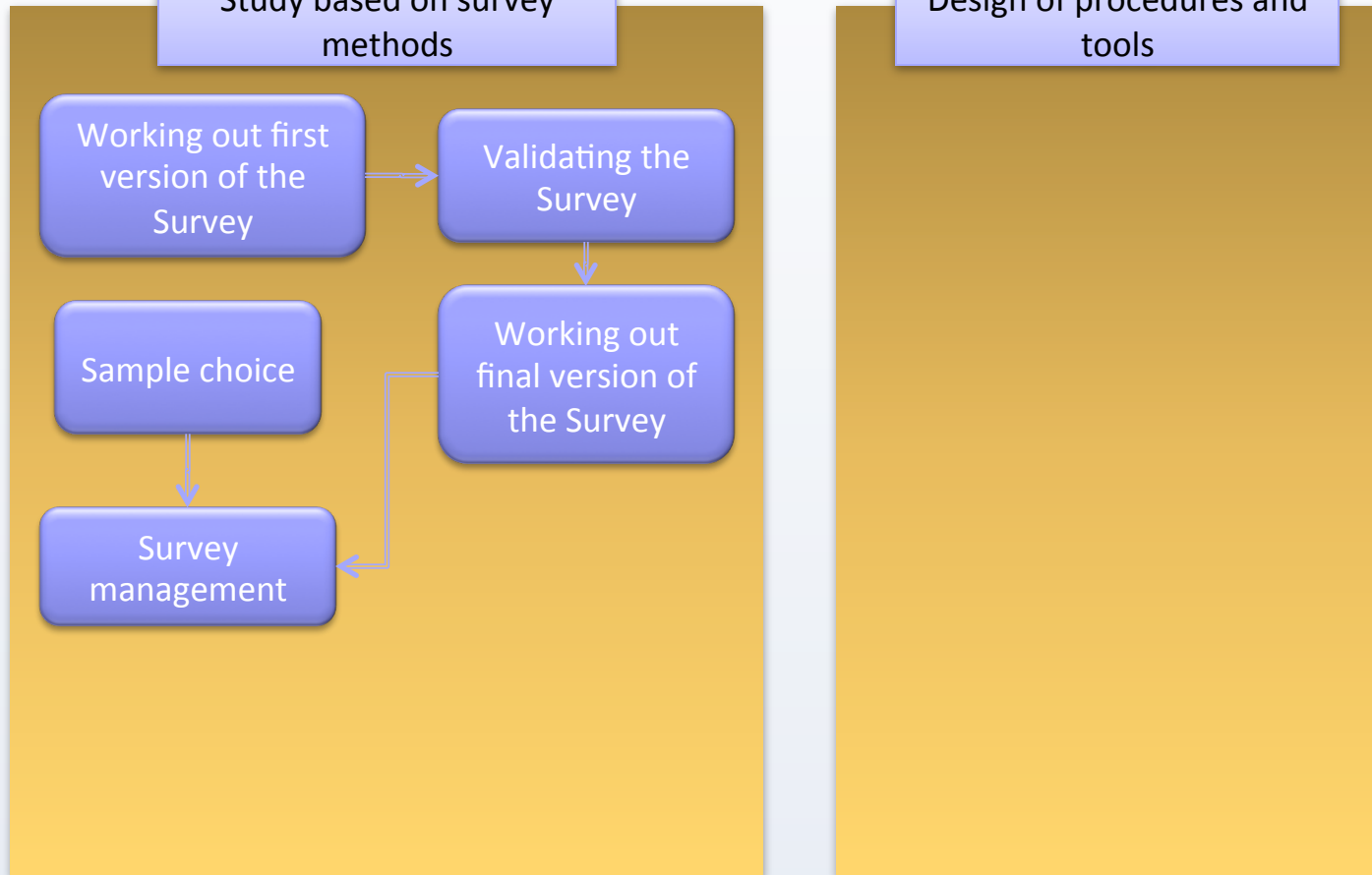
Validating the
Survey

Sample choice

Working out
final version of
the Survey

Survey
management

PHASE II
Design of procedures and
tools





Sample process

Revision

- Mode of access to the sample
- Management procedure
- When it was carried out
- Incidents or difficulties come across

PHASE I
Study based on survey
methods

Working out first
version of the
survey

Validating the
Survey

Sample choice

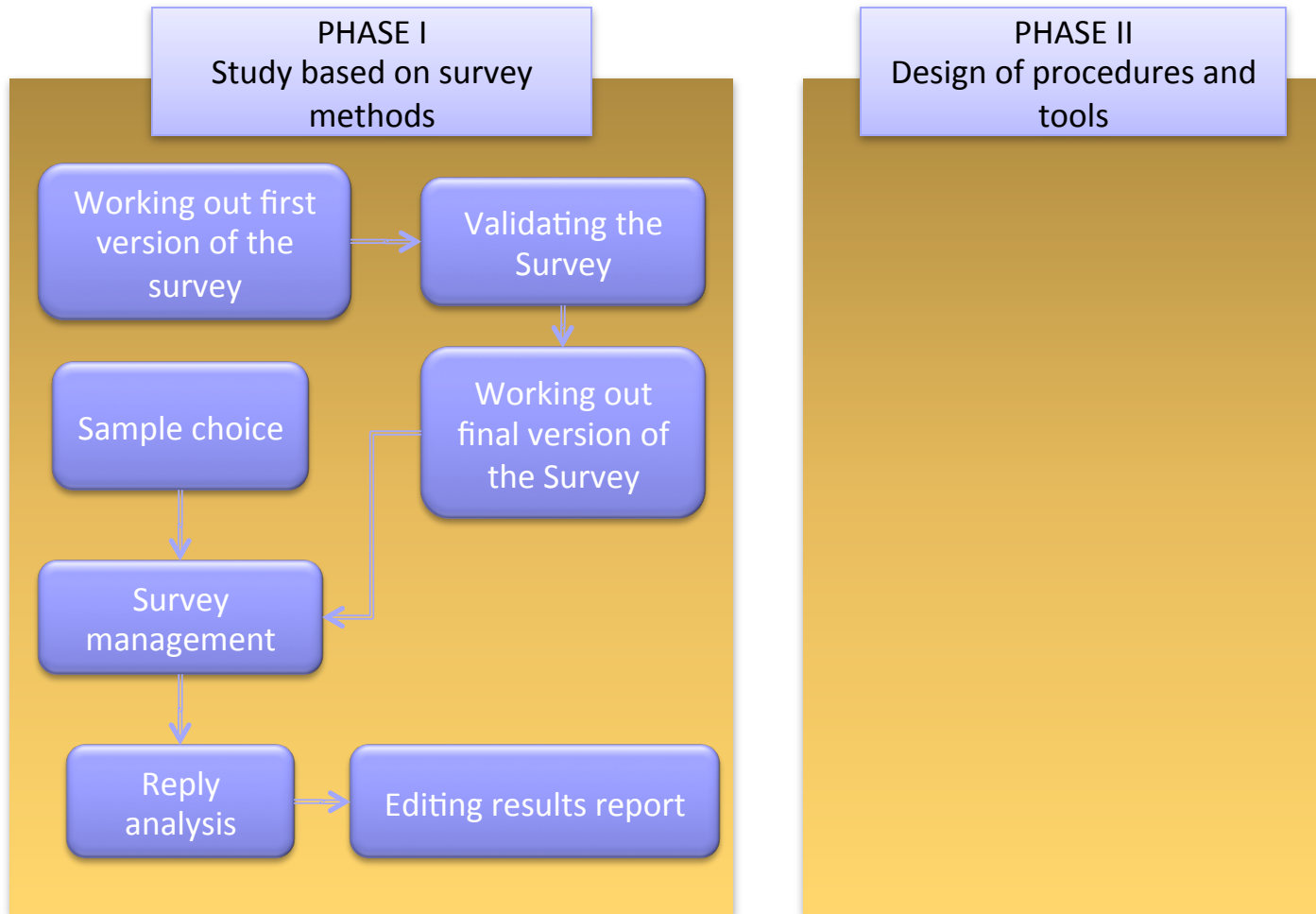
Working out
final version of
the Survey

Survey
management

Reply
analysis

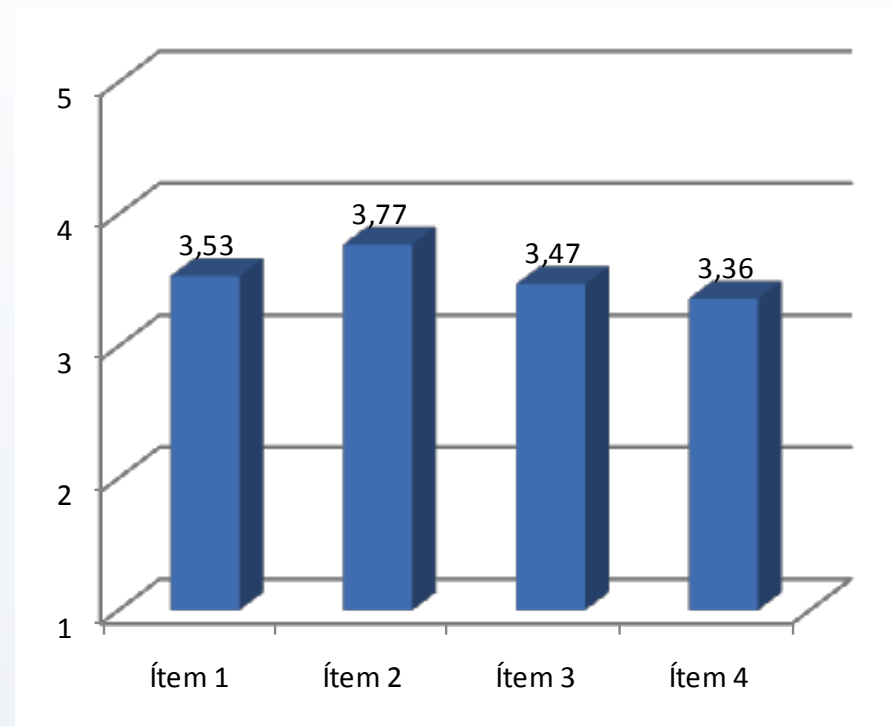
Editing results report

PHASE II
Design of procedures and
tools



Results

Assessment concept



⇒ 1. Learning- assessment is to assess itself

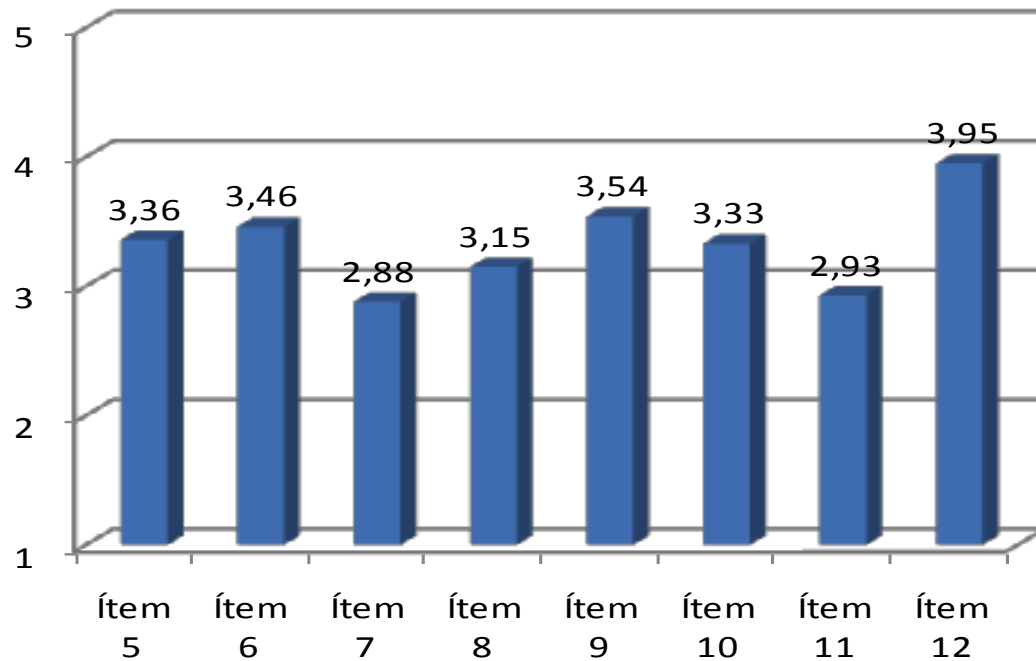
⇒ 2. Learning-assessment is to check the degree to which the aims and competences in mind have been achieved

⇒ 3. Assessment is a description of learning attained by the students, pointing out their achievements and their failings

⇒ 4. Assessment is the lecturer's way of controlling the student

Results

The assessment's attributed goal



5. Assessment allows the lecturer to value what has been learnt after studying a subject

6. Assessment serves to determine if a student passes a subject or not



7. The students become aware of their learning level thanks to the assessment



8. The assessment contributes to improving the students' learning



9. Learning-assessment can serve for the lecturers to improve their classes

10. The aim of assessment is to assign grades to the students that are then shown on their academic record



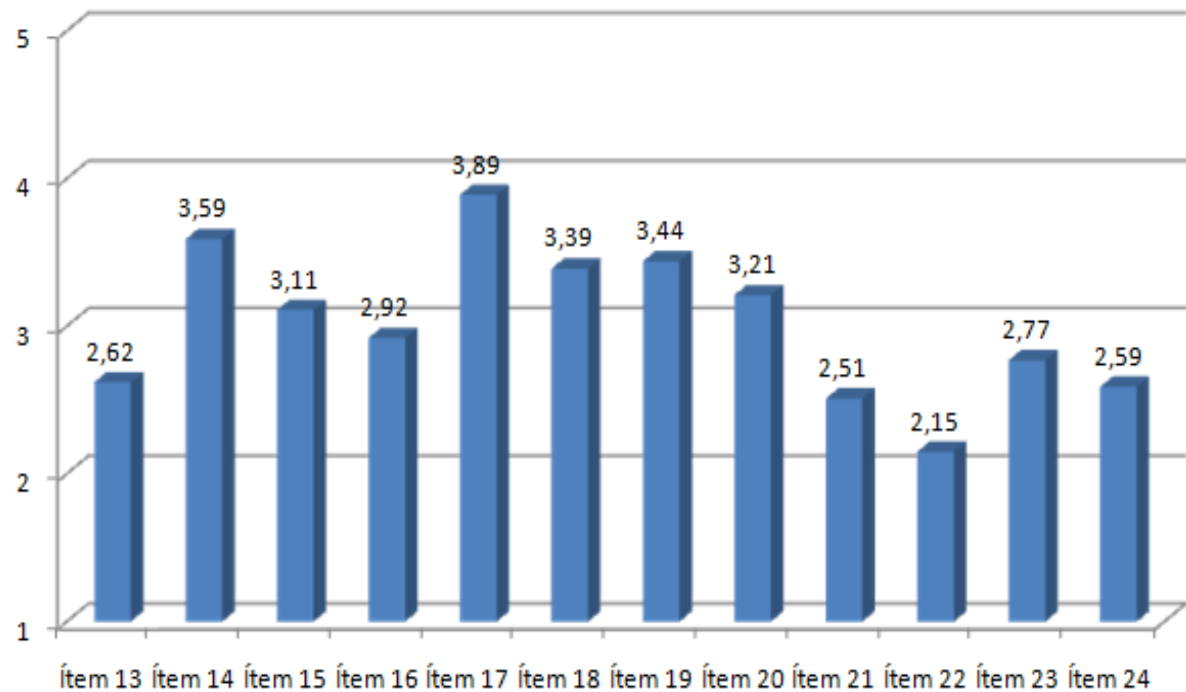
11. Assessment motivates students towards learning



12. The assessment manner conditions the way in which the students organize their time and effort when studying a subject

Results

Attitudes



13. Assessment should be eliminated in the university



14. Assessment turns out to be difficult for the teaching staff

15. Assessment turns out to be difficult for me



17. Assessment makes me nervous and anxious

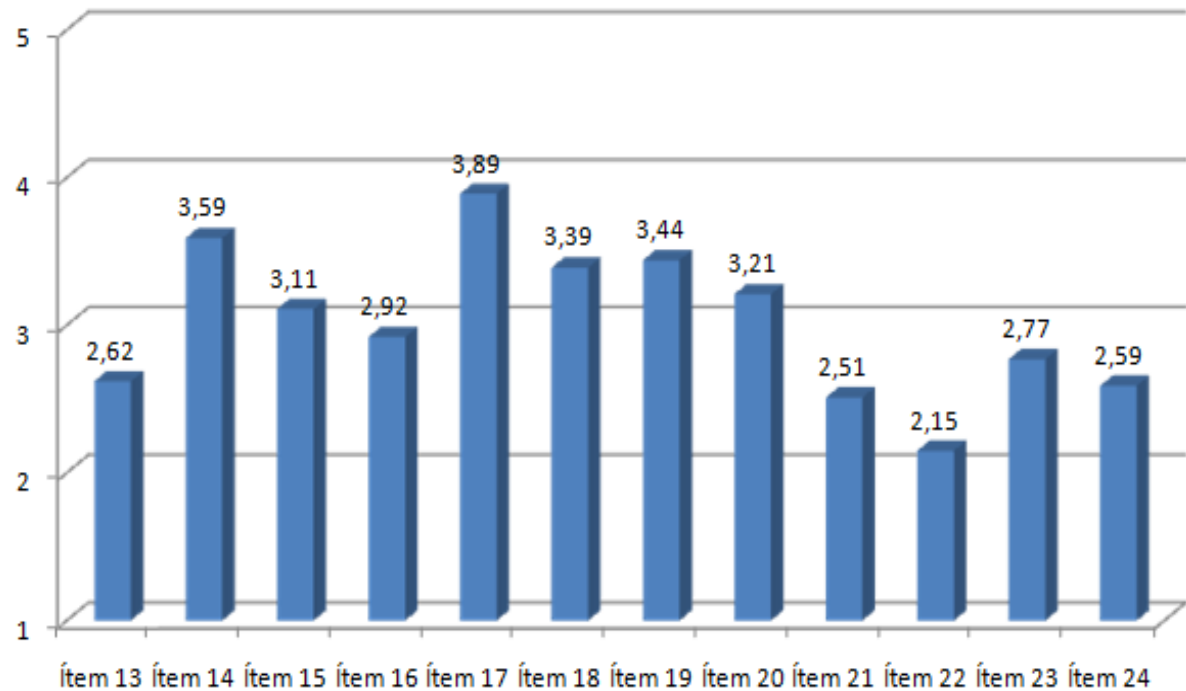
18. Assessment can be prejudicial to me

19. Assessment tasks require an excessive amount of time

20. Assessment tasks turn out to be difficult for me

Results

Attitudes



16. Assessment means an opportunity to learn

21. University learning-assessment is carried out appropriately



22. Assessment reflects what I have really learnt

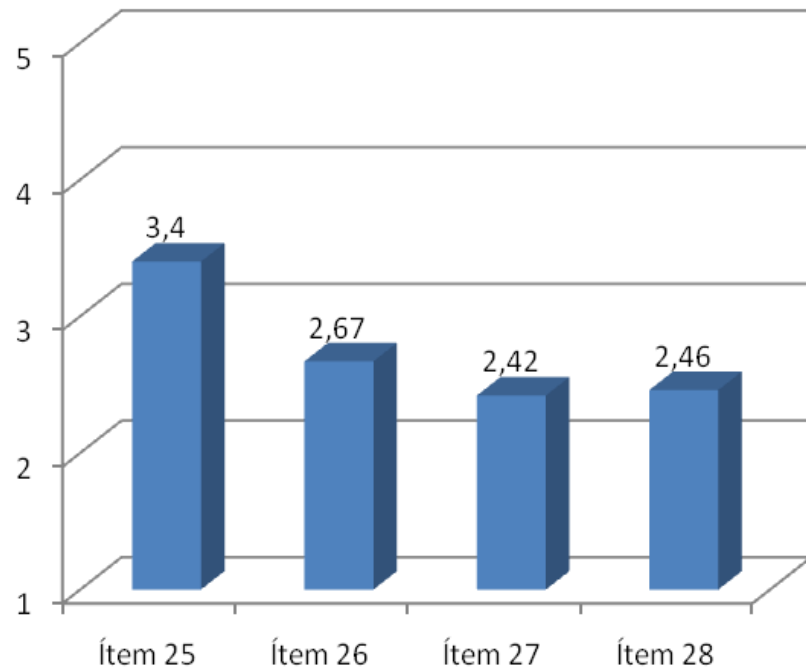


23. Learning-assessment deals fairly with all the students

24. Student learning-assessment is a transparent process

Results

Assessment goal



25. The assessment is especially centred on the theoretical knowledge of the subjects

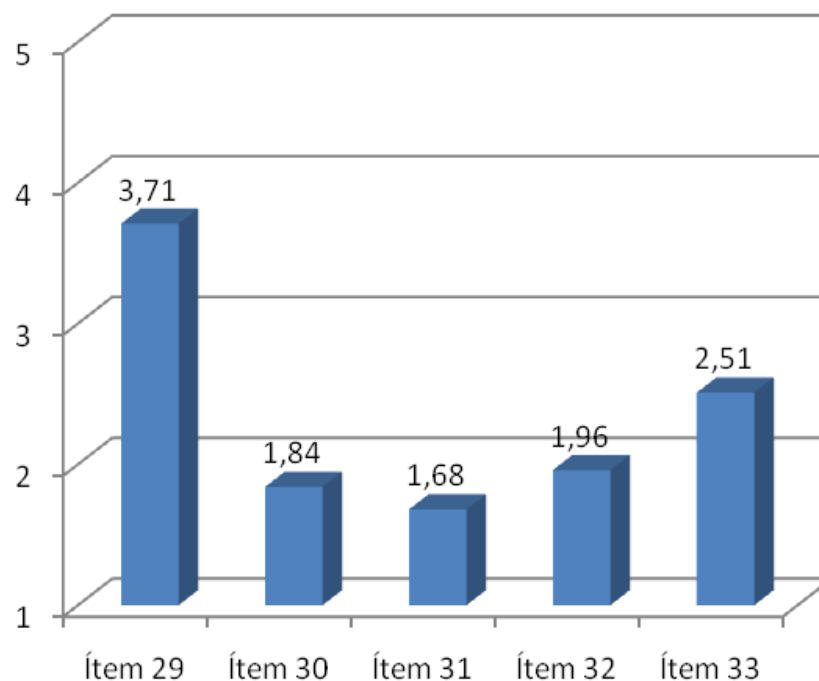
26. When assessing it is taken into account what I am able to do: skills, techniques that I know how to apply, instruments handled, etc.

27. Learning-assessment includes valuing my attitudes and values

28. In the assessment the applying of knowledge and skills to situations or similar cases to those I will come across in my professional future is taken into account

Results

Agents / student participation



29. The lecturer is in charge of carrying out the learning-assessment

30. I have been consulted about the assessment system that I prefer

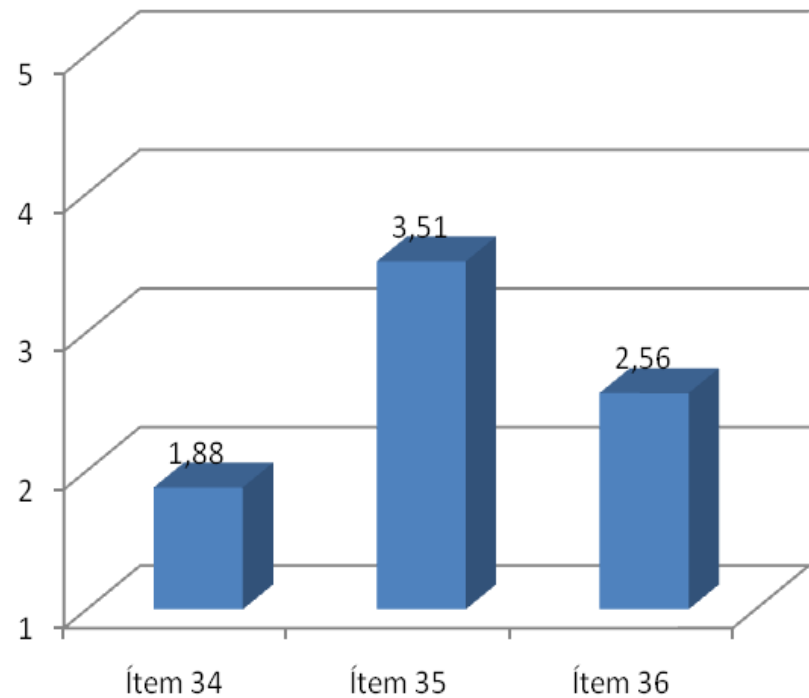
31. I have collaborated with the lecturers in defining the assessment system (criteria, techniques, timing, grading procedures, etc.)

32. As a student I assess the work carried out and the learning of my companions, and , in turn, I am assessed by them

33. Each student assesses his/her learning

Results

Assessment times



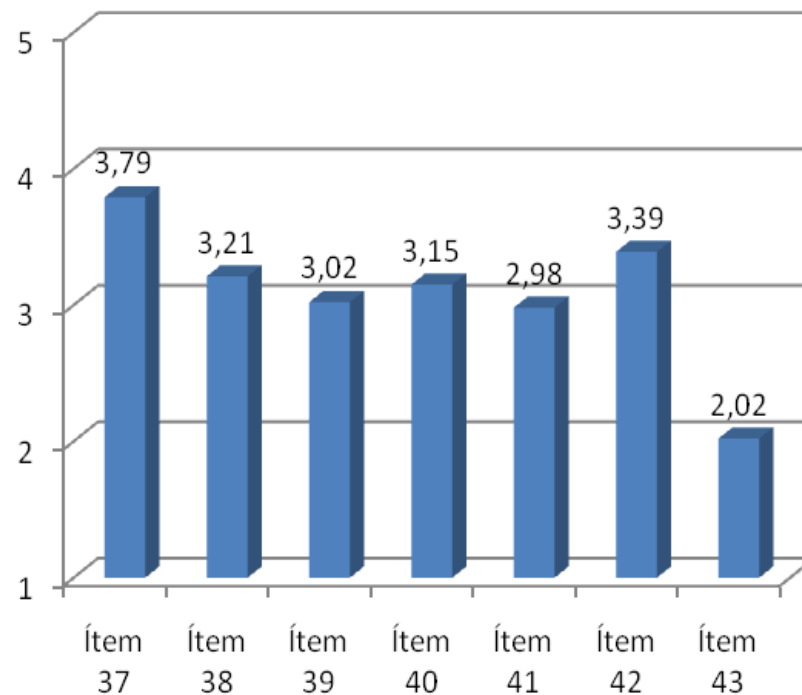
34. When a subject is begun, the lecturer carries out an initial assessment of the students

35. The assessment only takes place at the end of the learning process

36. My learning is assessed continually during the course

Results

Assessment techniques



37. The written exam is the main technique of learning-assessment

38. Assessment is supported by various types of work and tasks

39. The activities included in assessment tests are similar to those carried out during the classes



40. The activities or work we do in class are used to assess me



41. The work that I do out of class is used to assess me

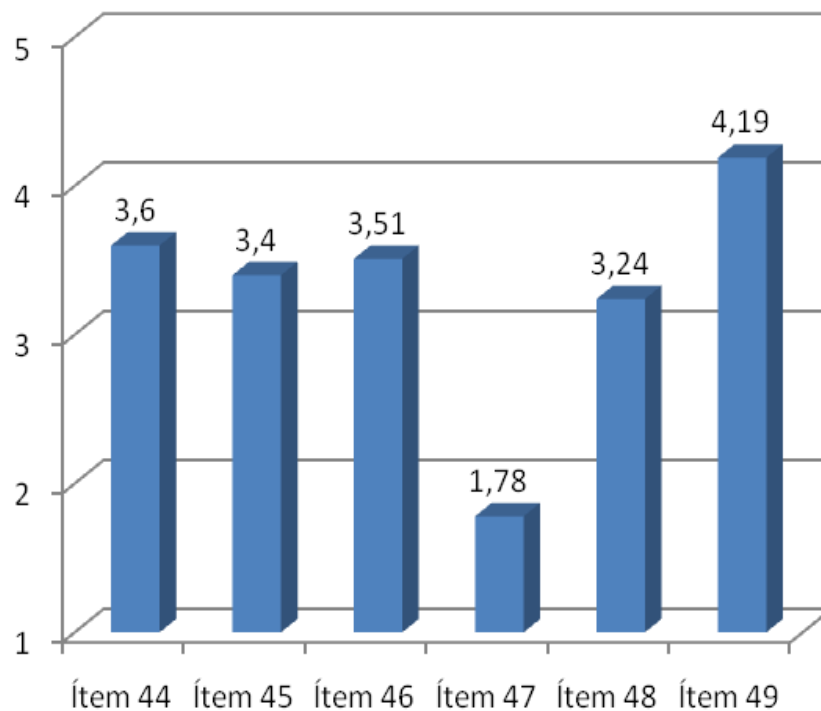
42. I know how my learning is assessed in the subjects I study



43. I have the possibility of choosing between different techniques or procedures to be assessed

Results

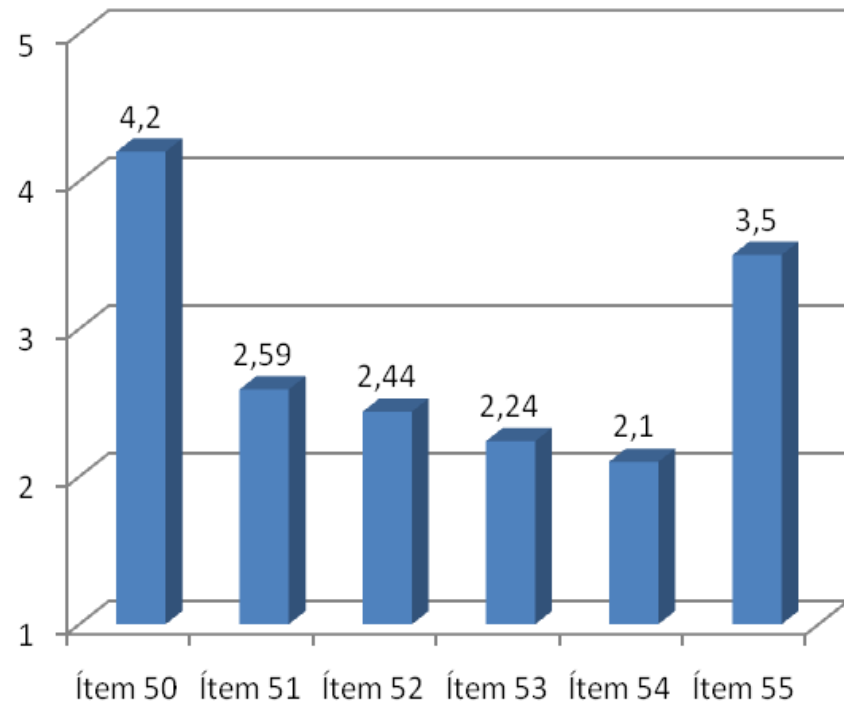
Assessment and grading criteria



- ⇒ 44. From the beginning of the course I know the assessment criteria that are going to be used in each subject
- 45. The assessment corresponds to the content of the subject and the work carried out during the course
- ⇒ 46. I understand the assessment criteria presented in each subject
- ⇒ 47. The students take part in defining the assessment criteria
- 48. I know the criteria used to assign me with a final grading in a subject
- ⇒ 49. The written exams have the greatest weight in the final grading of the subject

Results

Feedback / proaction



50. Publishing a gradings list is the main means used by the lecturers to inform me about assessment results



51. The assessment carried out in my subjects informs me about my mistakes or failings in learning

52. I am given the assessment results quite quickly

53. The lecturers invite me to think over the results I get in the assessment



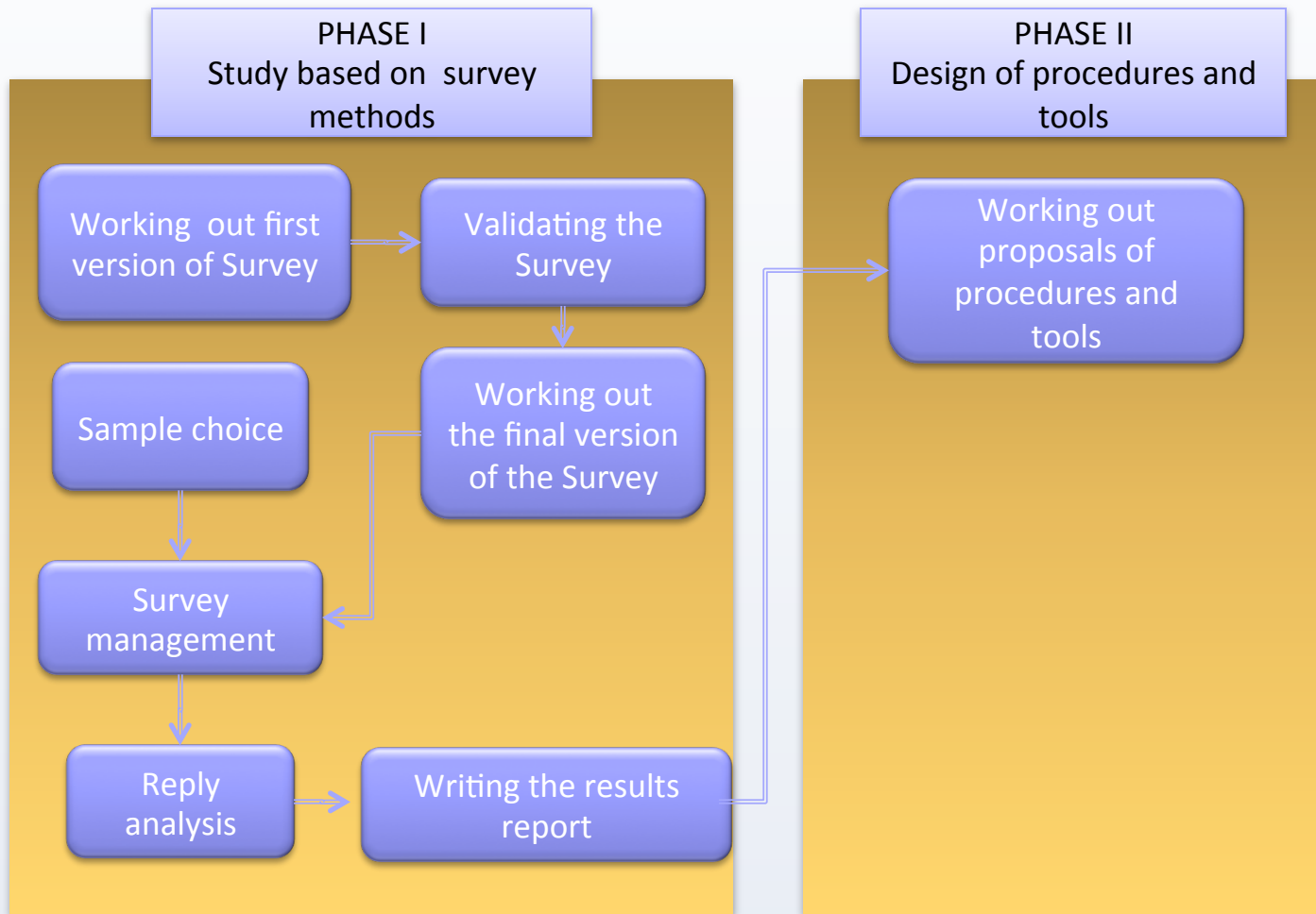
54. The assessment is always followed up with recommendations about how to improve my learning



55. After knowing the assessment results, I try to correct possible failings or difficulties

Relevant conclusions

- The students do not become aware of their learning level via assessment
- Assessment does not motivate the students towards learning
- Assessment does not mean a chance to learn
- The students do not take part in defining the assessment systems and criteria
- The students do not perform as assessment agents via pair assessment or self-assessment
- A continuous assessment of learning is not carried out
- Assessment does not inform about failures in learning and is not followed up with recommendations for improvement





Procedures

1. Broadening the concept of assessment: learning-oriented assessment
2. Definition and disseminating of the assessment criteria
3. The portfolio as a strategy for continuous assessment and learning orientation
4. Participation of the students in assessment via self-assessment
5. Participation of the students in competence assessment via pair assessment

Procedures

<i>Title</i>
<i>Aim</i>
<i>Procedure synthesis</i>
<i>Flow diagram</i>
<i>Procedure development</i>
<i>Tools</i>
<i>Examples</i>

