

Torres-Gordillo, J.J., Rodríguez-Santero, J., Gil Flores, J. y Perera, V.H. (2010, agosto). Development of learning-oriented assessment from students' perceptions on assessment. Comunicación presentada en The European Conference on Educational Research 2010: Education and Cultural Change, Helsinki, Finlandia.

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

Dr. Juan J. Torres-Gordillo (Lecturer, Universidad de Sevilla; juanj@us.es)

Dr. Javier Rodríguez-Santero (Lecturer, Universidad de Sevilla; jarosa@us.es)

Dr. Javier Gil-Flores (Senior Lecturer, Universidad de Sevilla, jflores@us.es)

Dr. Víctor H. Perera-Rodríguez (Researcher, Universidad de Sevilla, vhperera@us.es)

First choice network: 22. Research in Higher Education

Second choice network: 9. Assessment, Evaluation, Testing and Measurement

KEYWORDS

Learning-oriented assessment, feedforward, students' perceptions on assessment, self-assessment, assessment tools.

AIMS

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

The research aims were:

1. To identify the assessment systems in Spanish university teaching.
2. To describe the conceptions and attitudes of students about learning assessment.
3. 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.
4. 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.

THEORETICAL FRAMEWORK

Assessment is one of the most outstanding activities in educational contexts. In Higher Education its prior focus has traditionally been on the summative function. However, in

Torres-Gordillo, J.J., Rodríguez-Santero, J., Gil Flores, J. y Perera, V.H. (2010, agosto). Development of learning-oriented assessment from students' perceptions on assessment. Comunicación presentada en The European Conference on Educational Research 2010: Education and Cultural Change, Helsinki, Finlandia.

recent decades, the emphasis has been placed on the integrating of assessment in the learning process and its role in favouring the development of this in a formative sense (Knight, 1995; Bryan and Clegg, 2006; Irons, 2008; Pérez et al., 2008) and the need to adapt assessment to the demand to prepare professionals for a life-long learning has been remarked (Moerkerke, 1996; Boud and Falchikov, 2005, 2006, 2007).

The change in assessment is also a demand derived from the process of building the European Space of Higher Education (EEES). The continuous assessment of the progress of students is more necessary than a final check. The strengthening of enough feedback to support learning improvement is needed. A diversification of the assessment instruments is required. Moreover, it is advisable to reassign responsibilities about assessment, considering that the very students can act as assessment agents.

The concept of learning-oriented assessment has become stronger and here we find works such as those of Brodie and Irving (2007), Carless, Joughin and Wok (2006), Carless and others (2007), Gibbs and Simpson (2004), Keppell et al. (2006), Wilson and Scalise (2006). The emphasis of the core idea is the formative dimension of assessment. The conditions for its development would be (Gibbs y Simpson, 2004):

1. It is necessary to set up assessment tasks that implicate students in the appropriate study and learning tasks. Assessment tasks are also considered as learning tasks.
2. The providing of feedback is needed so that the students act on the information that they receive and use this information to progress in their work and learning (*feedforward as against the traditional feedback*).
3. Students must be involved in the assessment process of their own work. This turns out to be a crucial competence for their future professional life, facing achieving continuous and autonomous learning.

It is important to know the students' perceptions on assessment given that these largely explain how they act. How they position themselves, the ideas they have interiorized

Torres-Gordillo, J.J., Rodríguez-Santero, J., Gil Flores, J. y Perera, V.H. (2010, agosto). Development of learning-oriented assessment from students' perceptions on assessment. Comunicación presentada en The European Conference on Educational Research 2010: Education and Cultural Change, Helsinki, Finlandia.

from experience condition how they are disposed to getting involved in the assessment and to prospectively take advantage of the feedback that they can receive through it. The assessment literature records a clear consensus about the influence that the perceptions on the assessment method used by the teacher has on the students' way of tackling learning (Crook and Mahalski, 1985; Scouller and Prosser, 1994; Biggs, 2005; Wilson and Fowler, 2005).

METHODOLOGY

The research development took place in two phases. The first was based on *survey methods*. We applied a questionnaire, aimed at the student, via which information was gathered about how they perceive the assessment practices in the subjects they study, and their conceptions and attitudes towards the assessment. In the second, we set out from the results of the surveys to carry out a task of designing procedures and tools which were validated by *the judgments of experts*.

RESULTS

- A descriptive report about the students' perceptions and conceptions about the assessment: this presents the form in which learning assessment is carried out in Higher Education, how it is perceived by students, as well as the way in which the students conceive the assessment and the attitudes that they show towards it.
- A range of procedures for the development of a learning-oriented assessment.
- Tools for learning-oriented assessment: guides and informative documents with examples of assessment instruments appropriate to value, from a formative focus, the acquiring of competence in different degrees,.

PUBLICATIONS DERIVED FROM THE RESEARCH

- Articles published in scientific journals presenting the main results of the research.
- A technical report of the research project.

Torres-Gordillo, J.J., Rodríguez-Santero, J., Gil Flores, J. y Perera, V.H. (2010, agosto). Development of learning-oriented assessment from students' perceptions on assessment. Comunicación presentada en The European Conference on Educational Research 2010: Education and Cultural Change, Helsinki, Finlandia.

BIBLIOGRAPHICAL REFERENCES

- BIGGS, J. (2005). **Calidad del aprendizaje universitario**. Madrid: Narcea.
- BOUD, D. & FALCHIKOV, N. (2005). Redesigning assessment for learning beyond Higher Education. **Research and Development in Higher Education**, **28**, 34-41.
- BOUD, D. & FALCHIKOV, N. (2006). Aligning assessment with long-term learning. **Assessment and Evaluation in Higher Education**, **31 (4)**, 399-413.
- BOUD, D. & FALCHIKOV, N. (2007). **Rethinking assessment in Higher Education. Learning for the longer term**. Oxon: Routledge.
- BRODIE, P. & IRVING, K. (2007). Assessment in work-based learning: investigating a pedagogical approach to enhance student learning. **Assessment & Evaluation in Higher Education**, **32 (1)**, 11-19.
- BRYAN, C. & CLEGG, K. (2006). **Innovative assessment in Higher Education**. New York: Routledge.
- CARLESS, D., JOUGHIN, G. & WOK, M.M.C. (2006). Learning-oriented assessment: principles and practice. **Assessment & Evaluation in Higher Education**, **31 (4)**, 395-398.
- CARLESS, D., JOUGHIN, G., LIU, N.F. & ASSOCIATES (2007). **How assessment supports learning: learning-oriented assessment in action**. Hong Kong: Hong Kong University Press.
- CROOKS, T. J., & MAHALSKI, P. A. (1985). Relationships among assessment practices, study methods, and grades obtained. **Research and Development in Higher Education**, **8**, 234-240.
- GIBBS, G. & SIMPSON, C. (2004). Conditions under which assessment supports students' views. **Learning and teaching in Higher Education**, **1**, 3-31.
- IRONS, A. (2008). **Enhancing learning through formative assessment and feedback**. London: Routledge.
- KEPPELL, M., AN, E., MA, A. & CHAN, C. (2006). Peer learning and learning-oriented assessment in technology-enhanced environments. **Assessment & Evaluation in Higher Education**, **31 (4)**, 453-464.

Torres-Gordillo, J.J., Rodríguez-Santero, J., Gil Flores, J. y Perera, V.H. (2010, agosto). Development of learning-oriented assessment from students' perceptions on assessment. Comunicación presentada en The European Conference on Educational Research 2010: Education and Cultural Change, Helsinki, Finlandia.

- KNIGHT, P. (Ed.) (1995). **Assessment for Learning in Higher Education**. London: Kogan Page.
- MOERKERKE, G. (1996). **Assessment for Flexible Learning**. Utrecht: Lemma.
- PÉREZ, A., TABERNERO, B., LÓPEZ, V.M., UREÑA, N., RUIZ, E., CAPLLOCH, M., GONZÁLEZ, N. & CASTEJÓN, F.J. (2008). Evaluación formativa y compartida en la docencia universitaria y el Espacio Europeo de Educación Superior: cuestiones clave para su puesta en práctica. **Revista de Educación**, **347**, 435-451.
- SCOULLER, K. & PROSSER, M. (1994). Students' experiences in studying for multiple choice question examinations. **Studies in Higher Education**, **19**, 267–279.
- WILSON, K. & FOWLER, J. (2005). Assessing the impact of learning environments on students' approaches to learning. **Assessment and Evaluation in Higher Education**, **30 (1)**, 85–99.
- WILSON, M. & SCALISE, K. (2006). Assessment to improve learning in higher education: the Bear Assessment System. **Higher Education**, **52 (4)**, 635-663.