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

PHASE I
Study based on survey methods

- Working out first version of the Study
- Validating the Study
- Working out final version of the Study

PHASE II
Design of procedures and tools
## Survey content

<table>
<thead>
<tr>
<th>Block</th>
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<tr>
<td>I. Conceptions</td>
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<td>Attributed goal</td>
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<td>II. Attitudes</td>
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<td>III. Experiences</td>
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<td>Agents / student participation</td>
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<td>Techniques</td>
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<td>Assessment and grading criteria</td>
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<td>Feedback / Proaction</td>
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PHASE I
Study based on survey methods

- Working out first version of the Survey
- Sample choice
- Validating the Survey
- Working out final version of the Survey

PHASE II
Design of procedures and tools
In the case of a random sampling, this would mean working with a 99% trust and an error inferior to ±2%, with p=q.

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<td><strong>Total</strong></td>
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PHASE I
Study based on survey methods

- Working out first version of the Survey
- Sample choice
- Survey management

PHASE II
Design of procedures and tools

- Validating the Survey
- Working out final version of the Survey
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
- Sample choice
- Survey management
- Reply analysis
- Validating the Survey
- Working out final version of the Survey
- Editing results report

PHASE II
Design of procedures and tools
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
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 perjudicial 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.
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.
PHASE I
Study based on survey methods

Working out first version of Survey

Sample choice

Survey management

Reply analysis

Validating the Survey

Working out the final version of the Survey

Writing the results report

PHASE II
Design of procedures and tools

Working out proposals of procedures and tools
Procedures

1. Broadening the concept of assessment: learning-oriented assessment

2. Definition and disemminating 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
<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Aim</td>
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<td>Procedure synthesis</td>
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<td>Flow diagram</td>
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<td>Procedure development</td>
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<tr>
<td>Tools</td>
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<td>Examples</td>
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- Reply analysis
- Validating the survey
- Working out the final version of the Survey
- Writing the results report

PHASE II
Design of procedures and tools

- Working out proposals of procedures and tools
- Revision via expert judgment
- Working out the final version of procedures and tools