


4 May 2016: 07:00AM GMT

Reframing Assessment: This time its personal

Abby Cathcart (PFHEA), Queensland University of Technology

Dr Darrall Thompson, University of Technology Sydney

A joint session with the  Higher Education Academy

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Reframing Assessment: This time its personal

Transforming Assessment Webinar

4 May 2016

Dr Abby Cathcart (PFHEA) | Dr Darrall Thompson

Queensland University of Technology | [abby.cathcart\[at\]qut.edu.au](mailto:abby.cathcart@qut.edu.au)

University of Technology Sydney | [darrall.thompson\[at\]uts.edu.au](mailto:darrall.thompson@uts.edu.au)

We have made a short video introducing ourselves please open the link below (also posted in the chat stream) and watch – it will only take 60 seconds

Intended Learning outcomes

At the end of this workshop you will be able to:

- Reflect on assessment culture(s) and the barriers and enablers of transformational change
- Consider practical strategies to develop student and staff confidence in their capacity to address learning outcomes and judge performance
- Identify sites of resistance where the academy can reflect on prevailing norms
- Imagine an academy which values the personal rather than the bureaucratic.



What was the first mark you remember receiving on a University assessment?

Conversation Catalysts for Higher Education

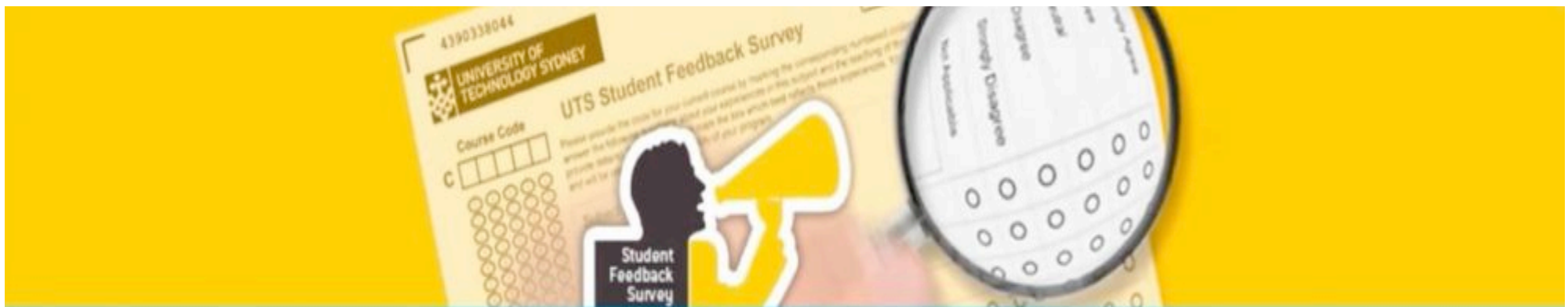
Conversation 01: Part One



Dr Abby Cathcart (PFHEA)
Associate Professor of Management
Head of QUT's Academy of Learning and
Teaching
Queensland University of Technology
Brisbane, Australia



Dr Darrall Thompson
PhD (Education) MDesign (Research)
Learning Futures Fellow and Senior Lecturer
Faculty of Design Architecture and Building,
University of Technology Sydney, Australia



Open online surveys 1 DAB

Current participation 26.09%



Tue, 19 Apr 2016 6:29 am AEST
students online ?

Welcome to the UTS online Student Feedback Survey (SFS)

EARLY
FEEDBACK
SURVEY

Tell us about your learning experience at UTS.

A short message from the Vice-Chancellor on why the Early Feedback Survey is important can be viewed [here](#).

Inside are currently open surveys waiting to be completed. You can also look at past results.

Your feedback is confidential. When you submit the SFS, your student ID registers your participation and enters you into the prize draw.

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- **Early Feedback Survey (EFS)** a short survey run during week 4 for you to provide an early indication of how you feel about each subject.

Enter your student or staff identification number and password below (the same one you use to access your UTS webmail account) and click 'GO'

STUDENT

UTS ID	UTS password	GO
--------	--------------	----

STAFF

UTS ID	UTS password	GO
--------	--------------	----

CHARITIES THANK YOU!

Since 2010, UTS students have donated over \$31,000!



586 enrolments, 13 subjects - 73% response rate. (Overall 3.83)



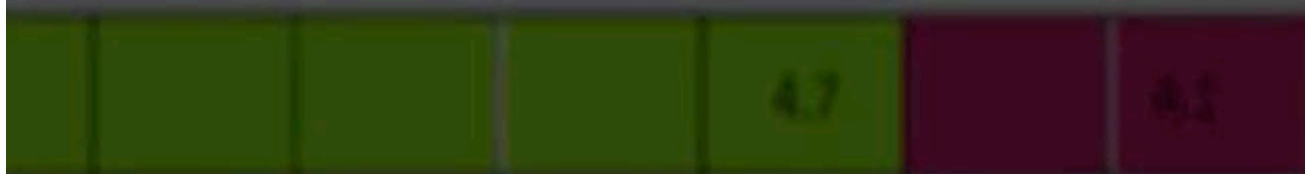
8 enrolments, 17 subjects - 53% response rate. (Overall 3.69)



ATION 1070 enrolments, 18 subjects - 72% response rate. (Overall 3.92)



ES 689 enrolments, 16 subjects - 68% response rate. (Overall 3.93)

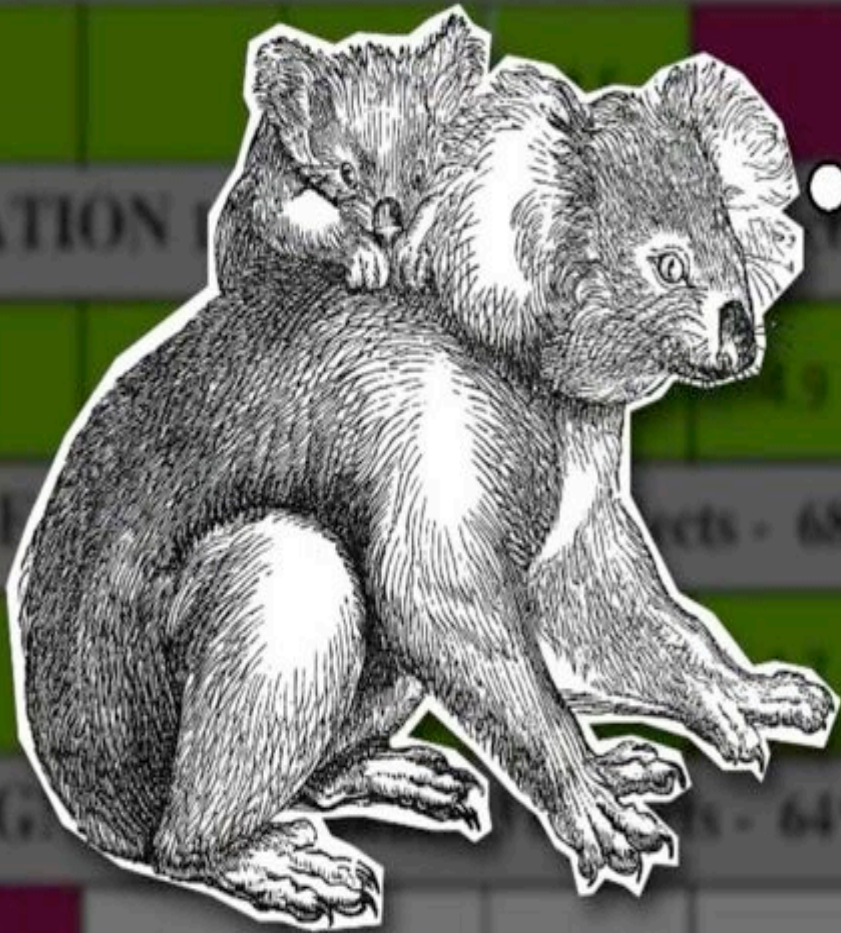


GN 449 enrolments, 3 subjects - 64% response rate. (Overall 3.66)



Oh No!

**Tom, please
arrange a
meeting with
your supervisor**





Assignment Inbox

Edit assignment

Libraries

Class Stats

Preferences

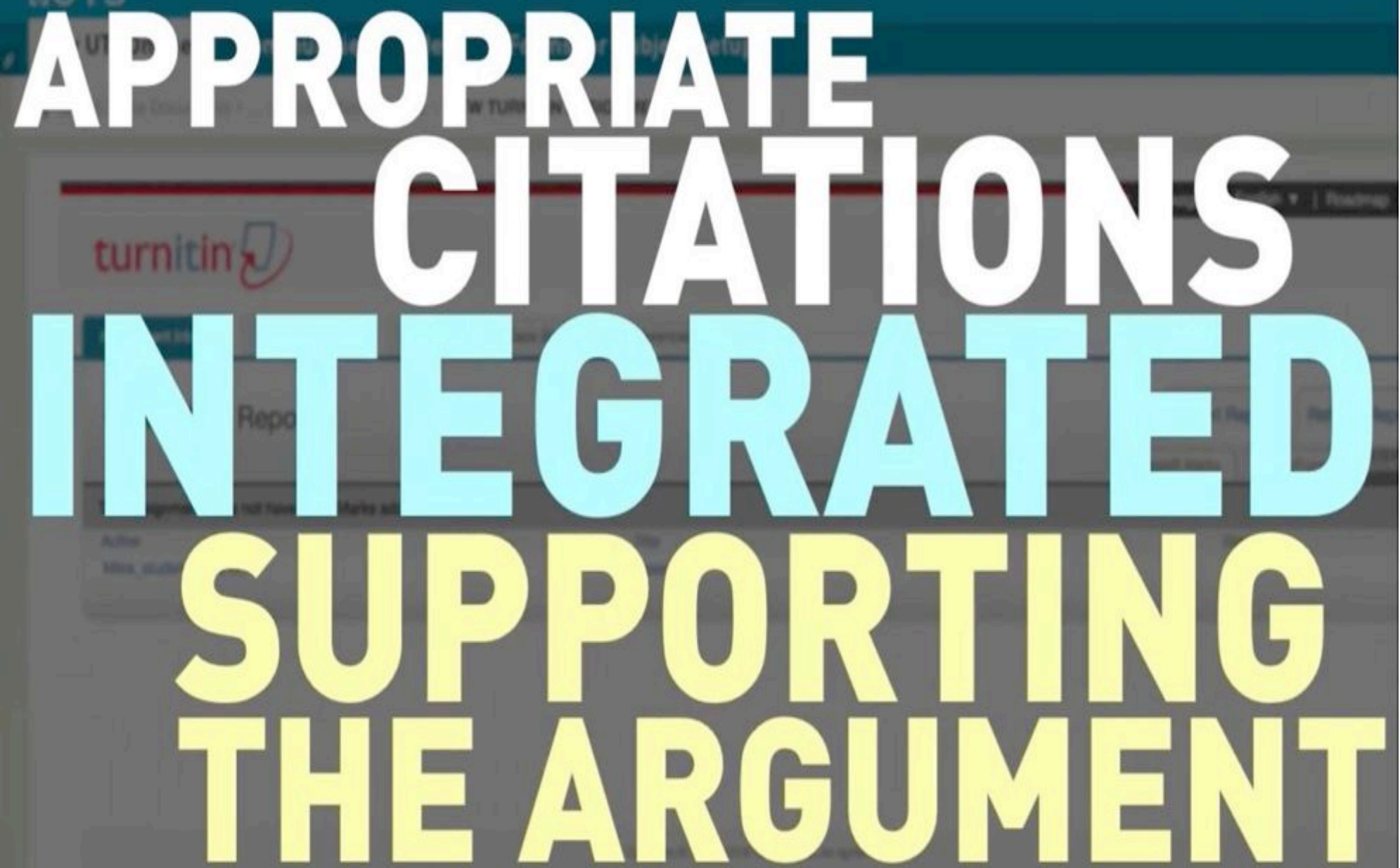
ESSAY

GradeMark Report

This assignment does not have QuickMarks added to it.

Author	Title
Mitra_student_view G...	essay2

**Don't just bolt
your references
on as a list
at the end!!!**



**APPROPRIATE
CITATIONS
INTEGRATED
SUPPORTING
THE ARGUMENT**

The background image is a screenshot of a Turnitin dashboard. At the top, there is a blue header with the text 'RUTS' on the left and 'Dashboard for: Darryl Thon' on the right. Below the header, the Turnitin logo is visible on the left. The main area of the dashboard contains a table with columns for 'Report', 'Author', and 'Score'. The table has several rows of data, but the text is mostly obscured by the large, bold, white and yellow text overlay. The text overlay is arranged in five lines, with the first two lines in white and the last three in yellow. The text is bold and sans-serif.



Understanding myself: goals and motivations

- Activity: Personal reflection:
 - Why do I want to be an academic?
 - Where do I hope it will lead?
 - What attracts me to teaching/research?
 - What is my passion?
 - If I don't want to be an academic what would I like to do?



University Culture

and the priorities of the university you are
to
ing? Research? Pubs? Accreditation?
your strategic plan (a clear vision of the

A person with dark hair tied back is seen from behind, looking at a document. A large white thought bubble with a black outline is positioned over the document. The text inside the bubble is in red. The document has some text and a heading visible.

**I can just
put a list
at the end**

• Activity
reflection
– Why do I want
an academic
– Where do I want
lead?
– What attracts me
teaching/research
What is my passion?
If I don't want to be an
academic what would I
like to do?

University Culture

and the priorities of the university you are
teaching?
Research? Pubs? Accreditation?
Your strategic plan (is their version of the



Examination School-based

Student number
Unit code
Course name

Surname
Unit name

Student number
Unit code
Course code
Course name

Read

you have in your possession any
the floor immediately of w

60% of Subject



Examination Booklet School-based Assessment

Surname

Unit name

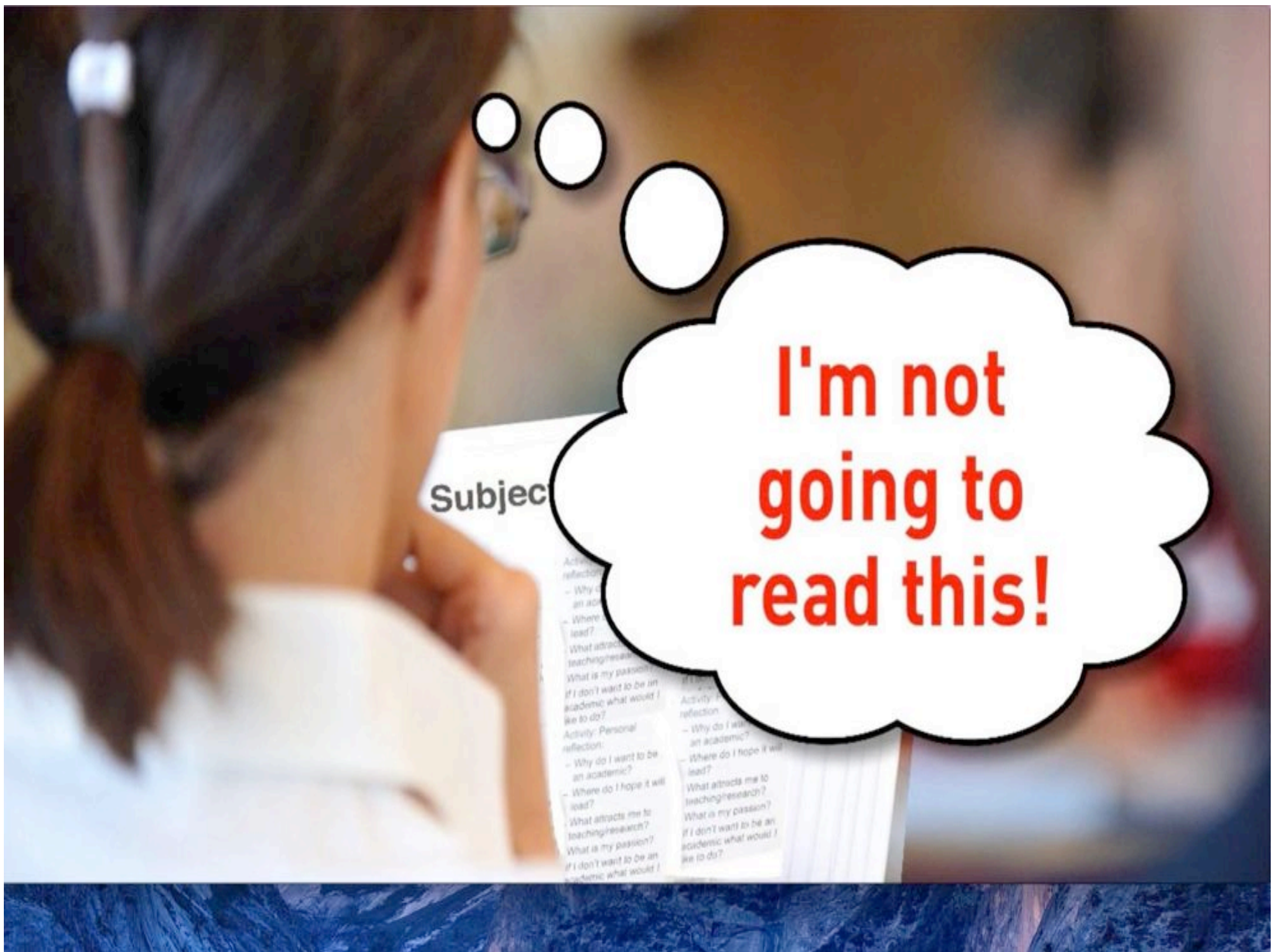
Given name/s

Read the

1. If you have in your possession any
your calculators, irrespective
the floor immediately of w
2. Study the
the Supervisor's

**Hmm... better
start practising
on those
past papers**





**I'm not
going to
read this!**

Subject

Activity: Personal reflection:
- Why do I want to be an academic?
- Where do I hope it will lead?
- What attracts me to teaching/research?
What is my passion?
If I don't want to be an academic what would I like to do?

Activity: Personal reflection:
- Why do I want to be an academic?
- Where do I hope it will lead?
- What attracts me to teaching/research?
What is my passion?
If I don't want to be an academic what would I like to do?

Marking Rubric

67%

Activity: Personal reflection:

- Why do I want to be an academic?

- Where do I hope it will lead?

What attracts me to teaching/research?

What is my passion?

If I don't want to be an academic what would I like to do?

Activity: Personal reflection:

- Why do I want to be an academic?

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What attracts me to teaching/research?

What is my passion?

If I don't want to be an academic what would I like to do?

Activity: Personal reflection:

- Why do I want to be an academic?

- Where do I hope it will lead?

What attracts me to teaching/research?

What is my passion?

If I don't want to be an academic what would I like to do?

Activity: Personal reflection:

- Why do I want to be an academic?

- Where do I hope it will lead?

What attracts me to teaching/research?

What is my passion?

If I don't want to be an academic what would I like to do?

A person with dark hair tied back is looking at a document. A thought bubble is superimposed over the image, containing the text 'The tutors have just guessed this mark'. The document has the heading 'Marking B' and several questions with checkboxes.

**The tutors
have just
guessed
this mark**

Marking B

What attracts me to
teaching/research?
What is my passion?
If I don't want to be an
academic, what else do I
like to do?





**This
marking isn't
fair**

A blurred photograph of a long queue of students, likely in a school hallway, viewed from behind. The students are wearing various casual clothing. Two thought bubbles are overlaid on the image. The first bubble, above a student in the foreground, contains the text 'This marking isn't fair'. The second bubble, above a student further down the line, contains the text 'I want more marks !'. The background is a plain, light-colored wall.

**This
marking isn't
fair**

**I want
more
marks !**



**This
marking isn't
fair**

**I want
more
marks !**

**She got the
same mark but
I'm better**



**This
marking isn't
fair**

**I want
more
marks !**

**She got the
same mark but
I'm better**

**But I'm a
distinction
student !**

[Assignment Inbox](#)[Edit assignment](#)[Libraries](#)[Class Stats](#)[Preferences](#)

ESSAY

GradeMark Report

This assignment does not have QuickMarks added to it.

Author	Title
Mitra_student_view G...	essay2

**Don't just bolt
your references
on as a list
at the end!!!**



Hmm... my
piles are a lot
bigger than
this !!!

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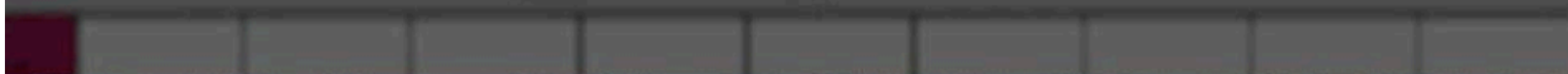
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ATION 1079 enrolments, 18 subjects - 73% response rate. (Overall 3.92)



**Yes and now
you have to
document
why !**

Over to you – please comment in the message box

- What are the effects of students being driven by marks?
- How do we reframe assessment to address the problematic relationship between marks and students evaluation of teaching

Conversation Catalysts for Higher Education

Conversation 01:Part Two



Dr Abby Cathcart (PFHEA)
Associate Professor of Management
Head of QUT's Academy of Learning and
Teaching
Queensland University of Technology
Brisbane, Australia



Dr Darrall Thompson
PhD (Education) MDesign (Research)
Learning Futures Fellow and Senior Lecturer
Faculty of Design Architecture and Building,
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students online 7

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STUDENT

STAFF

CHARITIES THANK YOU!

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Examination School-based

Surname

Unit name

Student number

Unit code

Course code

Course name

Read

you have in your possession any
the floor immediately if

30%

~~60%~~ of Subject

Student number

Unit code

Course code

Course name

Read the

1. If you have in your possession any
your calculators, irrespective
the floor immediately if
2. Study the
the Supervisor's



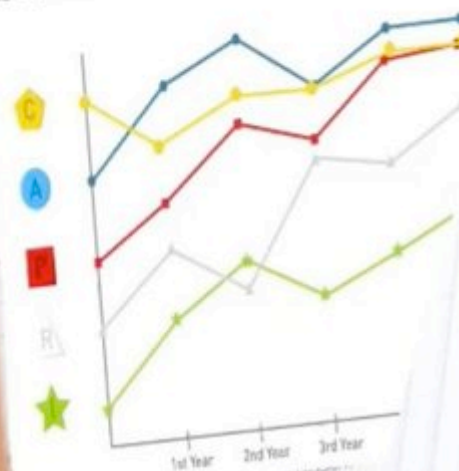
Examination Booklet School-based Assessment

Surname

Unit name

Given name/s

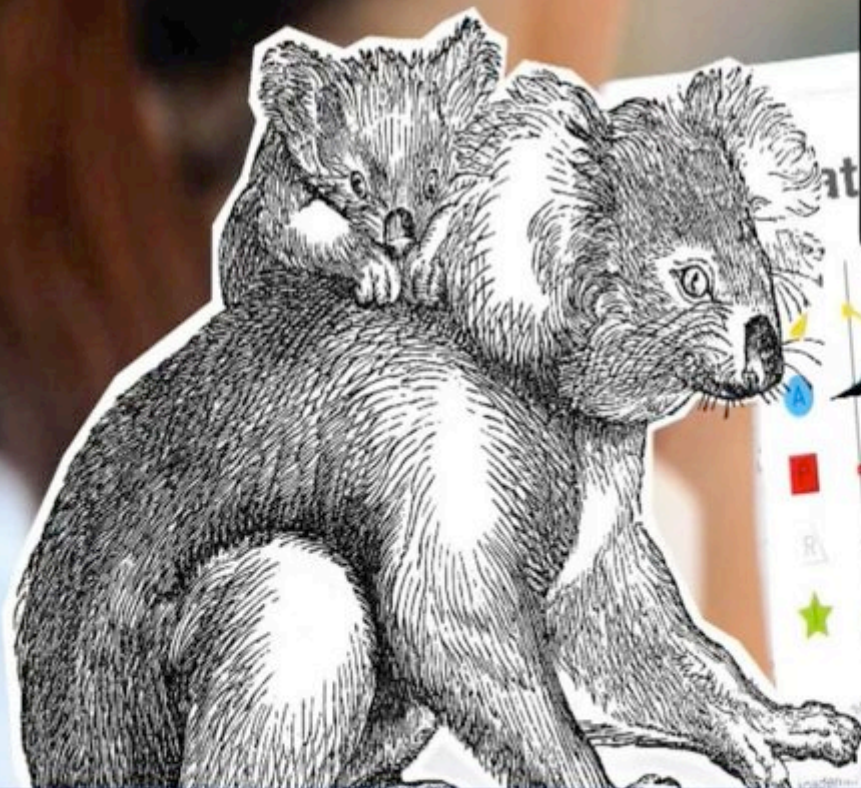
Graduate Attributes



teaching/research?
What is my passion?
If I don't want to be an
academic what would I

do?
If I don't want to be an
academic what would I
like to do?

**Publish or
Perish ?**



name

word

Login

REVIEW™

- > ONLINE CRITERIA-BASED ASSESSMENT
- > ASSURANCE OF LEARNING REPORTS
- > GRADUATE ATTRIBUTE INTEGRATION

name

word

REVIEW™

- > ONLINE CRITERIA-BASED ASSESSMENT
- > ASSURANCE OF LEARNING REPORTS
- > GRADUATE ATTRIBUTE INTEGRATION



References with appropriate quotes integrated into the text to support your argument (NOT just bolted on as a list at the end)

Course intended learning outcomes weightings

▲ C09052 R-1 Ability to develop a well-supported argument 13.5%



References with appropriate quotes integrated into the text to support your argument (NOT just bolted on as a list at the end)

55.24

weight 33.33%



Show Criteria Comments Select from Library

Professional approach to the presentation of the report with regard to meaningful use of headings and paragraphs, contents and glossaries as a guide to the reader

69.83

weight 33.33%



Show Criteria Comments Select from Library

Appropriate level of jargon given the specified target audience for the report

78.29

weight 33.33%



Show Criteria Comments Select from Library

Marker drags the sliders to indicate a grade & generate a mark

Student Comment Student has not left any comment

Penalty ⓘ

0 points of overall

Final Task Mark: C

67.78



Special Consideration Notes ⓘ (not visible to student)

Overall Comment

Hi Stu

Construction Project Management Special Project 1 (16907)

Task

Research Report (40%)



LEGEND

Ready for self marking

feedback not published

▲ References with appropriate quotes integrated into the text to support your argument (NOT just bolted on as a list at the end)



■ Professional approach to the presentation of the report with regard to meaningful use of headings and paragraphs, contents and glossaries as a guide to the reader



● Appropriate level of jargon given the specified target audience for the report



Total task self mark: **F**

Student Comment

You may leave a comment here for the marker.

Words: 0 (Max: 500 words)

Student drags the slider to self-assess against criteria

Does student engagement in self-assessment calibrate their judgement over time?

David Boud^{a*}, Romy Lawson^b and Darrall G. Thompson^c

^a*Faculty of Arts and Social Sciences, University of Technology Sydney*
^b*Faculty of Law, Business and Creative Arts, James Cook University*
^c*Faculty of Design, Architecture and Building, University of Technology Sydney*

One of the implicit aims of higher education is to produce better judges of their own work. This paper examines whether students who voluntarily engage in self-assessment improve in their judgements. The study utilises data from a web-based system that provides students with the opportunity to assess themselves on each assessment task throughout a programme of study. The results are compared with those from tutors to plot changes over time. The findings suggest that overall students' judgements do converge with those of tutors, but there is considerable variation across achievement levels, with

ASSESSMENT &
EVALUATION
in HIGHER
EDUCATION

Volume 38 Numbers 7-8 November-December 2013

Routledge
Taylor & Francis Group

ASSESSMENT & EVALUATION

'These data suggest that students who are both accurate estimators (mid-range achievers), and, to a degree, those who tend to underestimate their performance (high achievers) improve their performance over successive tasks'.

EDUCATION


Volume 38 Numbers 7-8 November-December 2013

Year: 2015 Semester: Autumn Session

Subject: Construction Project Management Special Project 1 (16907)

Task: Research Report (40%)

Course intended learning outcomes weightings



LEGEND

Ready for self marking

feedback not published

▲ References with appropriate quotes integrated into the text to support your argument (NOT just bolted on as a list at the end)



■ Professional approach to the presentation of the report with regard to meaningful use of headings and paragraphs, contents and glossaries as a guide to the reader



● Appropriate level of jargon given the specified target audience for the report



Total task self mark: D

Student Comment

You may leave a comment here for the



Blue Triangle indicates student self-assessment

Words: 0 (Max: 500 words)


Year

2015

Semester

Autumn Session

Course intended learning outcomes weightings



Subject

Construction Project Management Special Project 1 (16907)


Task

Research Report (40%)


Ready for self marking

published


▲ References with appropriate quotes integrated into the text to support your argument (NOT just bolted on as a list at the end)



■ Professional approach to the presentation of the report with regard to meaningful use of headings and paragraphs, contents and glossaries as a guide to the reader



● Appropriate level of specified target audience for the report




Total task self mark


Student Comment


You may leave a comment.

Word count



Legend





Hmm.. fun using the same marking tool as the tutors



References with appropriate quotes integrated into the text to support your argument (NOT just bolted on as a list at the end)

55.24



weight 33.33%

Hide Criteria Comments Select from Library

You didn't insert quotes to support your argument

Professional approach to the presentation of the report with regard to meaningful use of headings and paragraphs, contents and glossaries as a guide to the reader

69.83



weight 33.33%

Show Criteria Comments Select from Library

Appropriate level of jargon given the specified target audience for the report

78.29



weight 33.33%

Show Criteria Comments Select from Library

Student Comment Student has not left any comment

After the tutor saves the mark (black triangle) they can see the self-assessment (blue triangle)

Final Task Mark: C

67.78



Special Consideration Notes (not visible to student)

slider: ▼ self ▲ average ▲ staff ▲ with penalty

Download PDF

LEGEND

Marking has been published, no changes allowed

self marking ✓ staff marking ✓ published ✓

▲ References with appropriate quotes integrated into the text to support your argument (NOT just bolted on as a list at the end)



Final mark: **F**

Comment: You didn't insert quotes to support your argument

■ Professional approach to the presentation of the report with regard to meaningful use of headings and paragraphs, contents and glossaries as a guide to the reader



Final mark: **P**

● Appropriate level of jargon given the specified target audience for the report



Final mark: **P**

Final total task mark: **F**

Overall comment:

Hi Stu,

The penalty is for late hand in.



First year boys....

Close



References with appropriate quotes integrated into the text to support your argument (NOT just bolted on as a list at the end)

Hide Criteria Comments

Select from Library

You didn't insert quotes to support your argument



Professional approach to the presentation of the report with regard to meaningful use of headings and paragraphs, contents and glossaries as a guide to the reader

Show Criteria Comments

Select from Library



Appropriate level of jargon given the specified target audience for the report

55.24



eight 33.33%

Big gap between tutor mark and student self-assessment

69.83



eight 33.33%

78.29



Year: 2015
Semester: Autumn Session
Subject: Construction Project Management Special Project 1 (16907)
Task: - all

Course intended learning outcomes weightings



Your results screen allows you to track your progress across subject boundaries for the important categories of attributes that employers are keen to see such as communication skills, critical thinking etc. The grades you see on the charts are calculated from each individual assessment criteria coded to the different categories in the various tasks you have completed in your course of study.

[Download PDF](#) [LEGEND](#)

Subject Performance

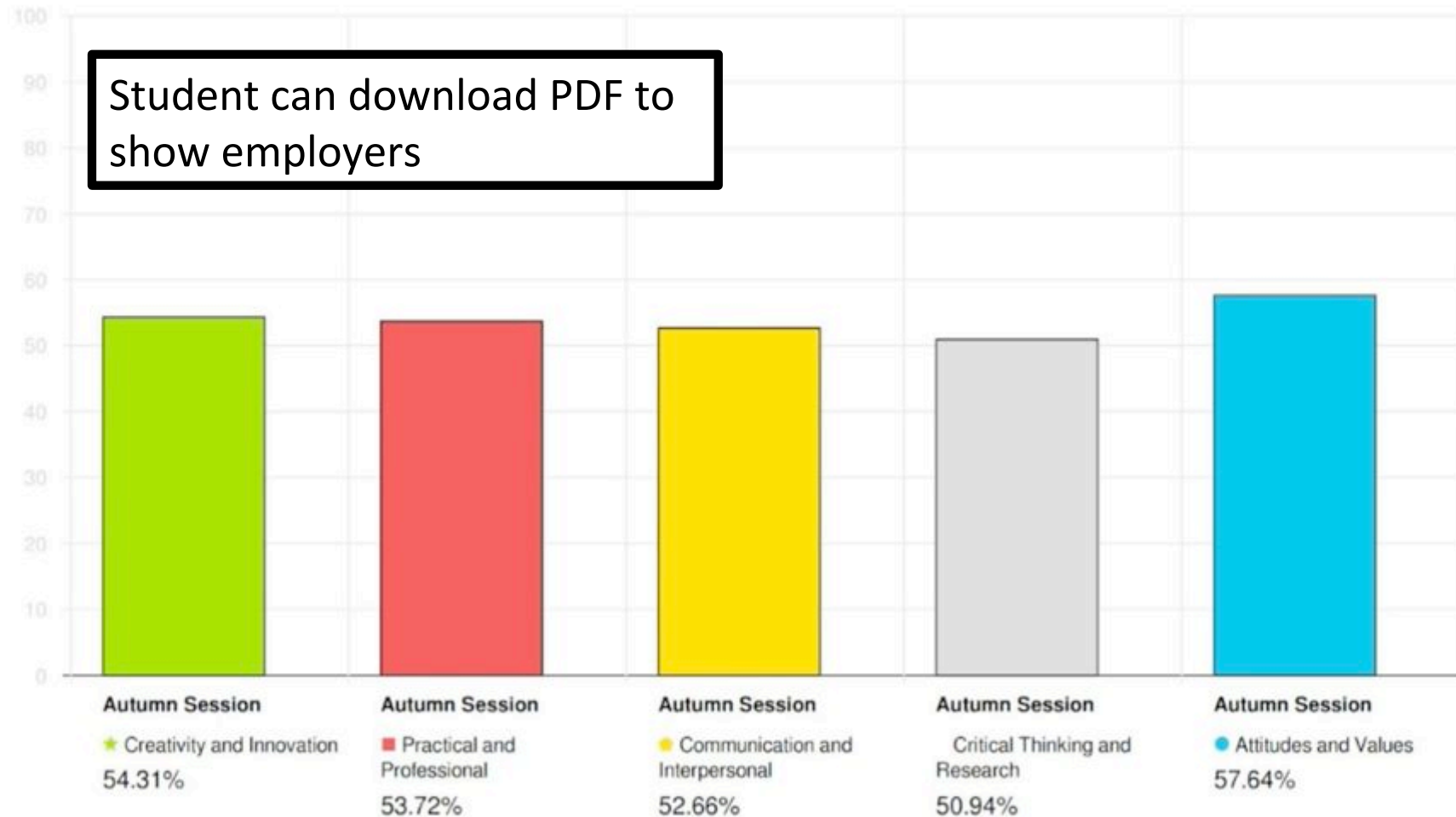
Shows your weighted performance for each Course Intended Learning Outcome stacked against the Graduate Attribute Categories in this Subject



Student can download PDF to show employers

Autumn Session Performance

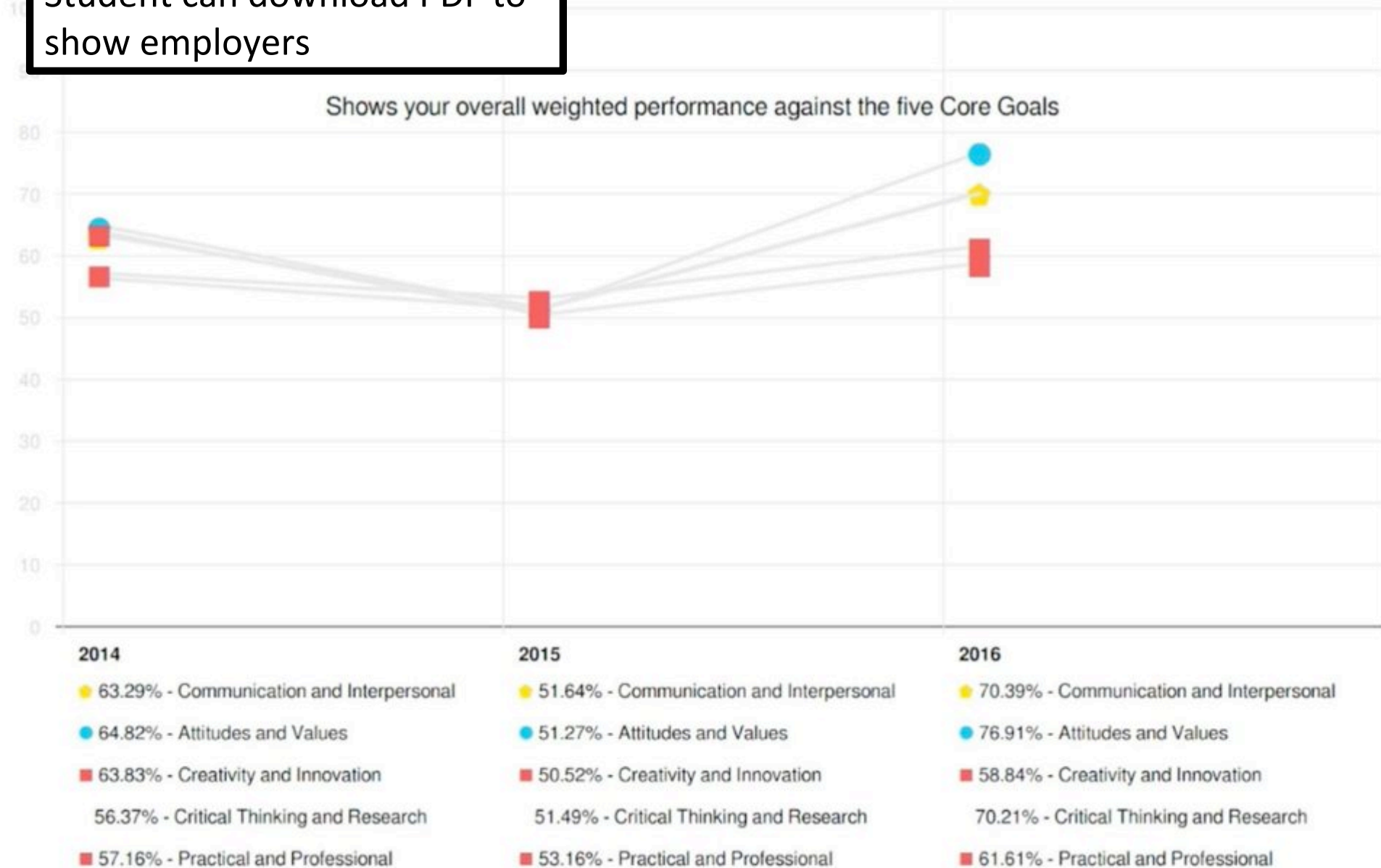
Student can download PDF to
show employers

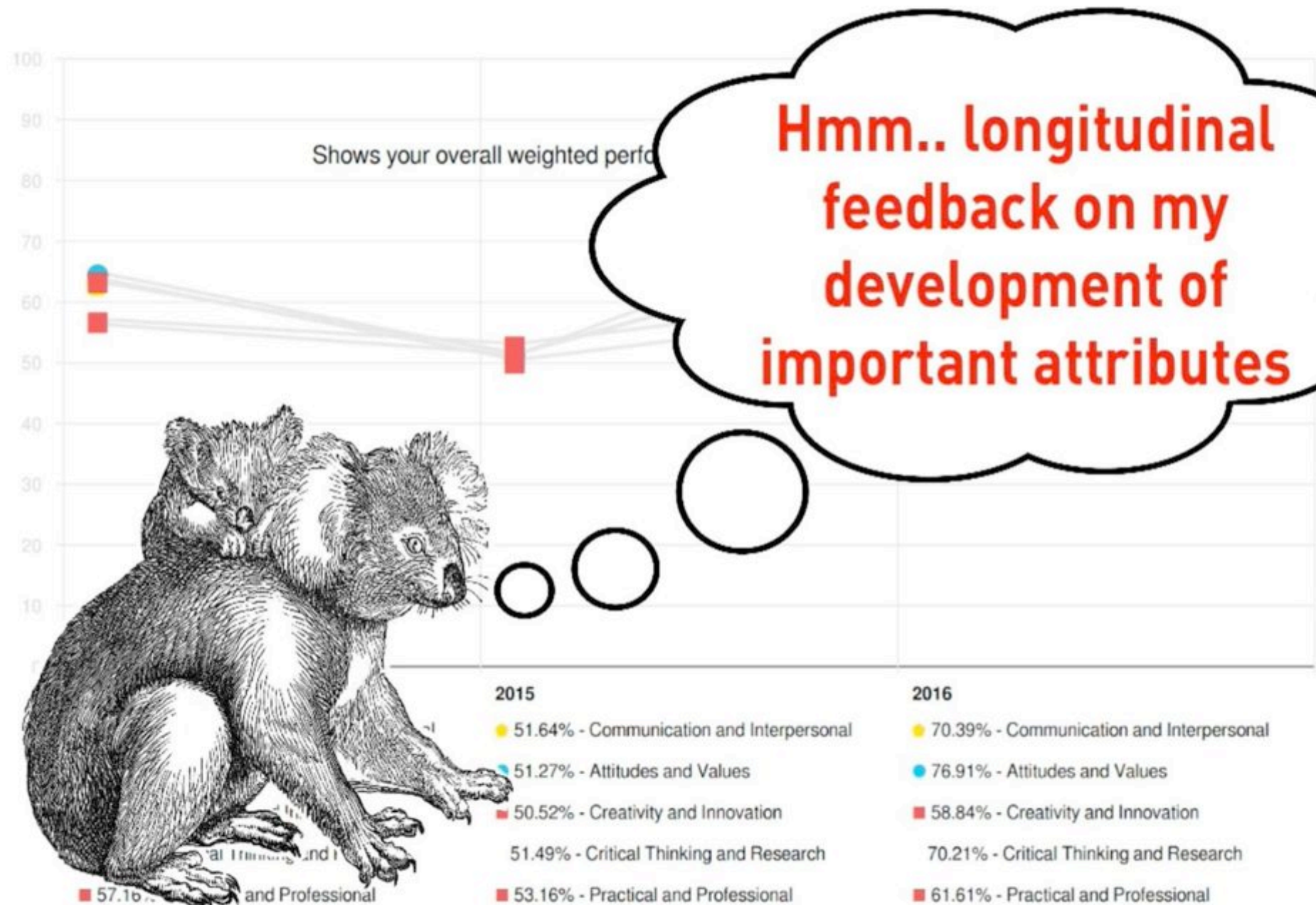


Shows your weighted performance against the Graduate Attribute Categories for Autumn Session



Student can download PDF to
show employers





Over to you – please comment in the message box

- How can we use self-assessment to empower learners?
- What works well in your institution?

Conversation Catalysts for Higher Education

Conversation 05



Dr Abby Cathcart (PFHEA)
Associate Professor of Management
Head of QUT's Academy of Learning and
Teaching
Queensland University of Technology
Brisbane, Australia



Dr Darrall Thompson
PhD (Education) MDesign (Research)
Learning Futures Fellow and Senior Lecturer
Faculty of Design Architecture and Building,
University of Technology Sydney, Australia

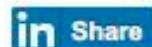
University burnout: It's a thing for stressed-out students

January 18, 2016

Fran Molloy

The Sydney Morning Herald

National



High achievers can be very self-critical if their grades do not match their expectations. *Photo: Supplied*

© 2016 Cathcart & Thompson



Should effort count?

- Should effort count?
Students certainly think so
 - Teaching Professor Blog, April 2012
- “...students judge professors as unfair when the perceived effort invested in the completion of an assignment does not compensate for actual poor performance.”
 - (Tippin et al. 2012:58)

Over to you – type comments into the message box

- How do we stop students taking it all so personally?

Constructive Alignment...
is one of the most influential
ideas in higher education.

(Houghton, 2004)

CONSTRUCTIVE ALIGNMENT

HIGHER EDUCATION

NOBEL
AIMS

Why Schmidt
and Doherty
are mad as hell
[P30]



THE AUSTRALIAN
WEDNESDAY, JUNE 19, 2013 P29
www.theaustralian.com.au/higher-education

SOUTHERN CROSS BUSINESS SCHOOL 'EDUCATIONALLY DEFECTIVE'

Failed student sues for refund

JULIE HARRIS

A DISGRUNTLED student who failed a unit in his business degree is attempting to have his \$969 HECS bill refunded.

Christopher Miller, a former student at Southern Cross University's Tweed Heads campus, says the unit in global marketing was so "educationally defective" in its assessment design that "the marks and grades given to the students cannot be validated and are a nonsense".

Mr Miller has taken his case to the NSW Consumer Trader and Tenancy Tribunal and a hearing is

set for August 2. He told *The Australian* that SCU had "breached 47 of their own rules and policies in the development and delivery of the unit".

Mr Miller's claims are based around the assessment, feedback and return of two assignments before failing his final exam at the end of 2011.

He says there was a "lack of alignment between the stated objectives of the unit, the curriculum, the marking criteria, the assessments and legible comments from (the tutor)".

Mr Miller said he exhausted the internal complaints process at the university before taking his case to

the tribunal. "I can back up everything I say with evidence," Mr Miller said.

"SCU either doesn't know what it's doing and handing out degrees anyway or does know what it's doing, doing a crap job of it and still handing out degrees."

In a statement, a university spokeswoman said: "Under the Higher Education Support Act, the university cannot issue a re-credit of FEE-HELP (formerly HECS) balance to a student where the student has completed the awarded grade in a unit."

"Southern

a comprehensive policy framework for considering appeals and the university has followed due process in this case."

The university noted that after an internal review, the appeal was unsuccessful and the fail grade was upheld.

"The student was advised of his right of appeal to the NSW Ombudsman," the spokeswoman said.

Paul Gillett, a senior associate with Maurice Blackburn lawyers, said there had been several

actions being taken in an interesting comment on the commodification of education," Mr Gillett said. "Students, rightly or wrongly, say that they are not getting what they paid for and they want their money back."

"On first principles that doesn't seem very difficult to digest, but the courts are not seeing it the same way."

Mr Miller has also pointed to the course's pass and failure rate.

across cohorts (and) other units offered by the Southern Cross Business School."

But Mr Miller wrote to the SCU's academic board appeals committee last June: "In a unit with an enrolment of 142 students, any statistician would suggest that the distribution achieved is so negatively skewed from a normal distribution that it evidences poor education design and poor teaching and assessment practices."

student had a failure rate of 11 per cent," it said.

Mr Miller said the 11 per cent was failure by grade, while 29 per cent either withdrew or were failed due to absence.

While cases of this type are unusual in Australia, there have been several instances of students litigating against their university in Britain and Canada.

Amanda McKay, a midwifery student at Oxford Brookes Uni-

Cut-price courses threaten ESL sector

JOHN ROSS

ENGLISH colleges say a rash of discounting could damage course quality, jeopardising the reputation of a sector that has been largely scorned free.

English as a second language courses, normally priced at \$300 or more a week, are on offer for as little as \$150 as colleges struggle with dwindling enrolments and over-reliance on a few key markets. Critics say the practice is forcing colleges to depend on novice teachers, who earn less. They say watered-down regulatory arrangements have made it easier to cut corners.

The vocational training regulator ASQA and higher education regulator TEQSA, which have assumed oversight of English colleges over the past two years, only require colleges to meet minimum standards. The quality assurance organisation NEAS, the de facto college regulator for the previous two decades, set higher benchmarks.

Numerous colleges have since surrendered their NEAS accreditation, including members of a private chain called The Education Group.

One of them, North Sydney English College, is offering several English courses for \$150 a week and English for academic purposes for \$165 — just over half the regular prices of \$290 and \$320 respectively — in a special offer for South American students. North Sydney is a feeder college to fellow Education Group member Williams Business College, which is currently fighting deregulation by ASQA and a regulatory decision by TEQSA. The Australian asked

how North Sydney could afford

Watchdog's powers will need court test

BERNARD LANE

IF universities want to know how heavy-handed the new regulator can be, they will probably have to take legal action, says higher education expert Vin Masaro.

Professor Masaro said some in the sector had been reassured by the principles of risk, necessity and proportionality built into the statute of the Tertiary Education Quality and Standards Agency.

But he could see no way to test what they meant, short of challenging TEQSA in the federal tribunal.

"The only way you can test it is to say to TEQSA, we think you're being overly intrusive and they say, no we're not — I can't quite understand where that would go, other than to test it in a court," he said.

might register providers, including universities, for less than the full seven years, impose conditions, and a provider in breach of standards might even face "civil and criminal penalties, should the case demand it".

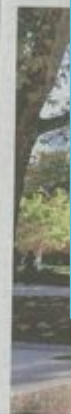
As the red-tape review of Tertiary Education Minister Craig Emerson goes to work, commentators have turned their minds to how long-standing, trouble-free providers, especially universities, could be largely left alone to monitor their own standards.

And faults, tensions and missteps in TEQSA's legislative set-up, conduct and rhetoric have come in for closer scrutiny.

Richard James, pro vice-chancellor at Melbourne University and member of the higher education standards panel, said the third party survey "touched a raw nerve".

"TEQSA is trying to adminis-

Br



"He says there was a 'lack of alignment between the stated objectives of the unit, the curriculum, the marking criteria, the assessments and legible comments from (the tutor)'"

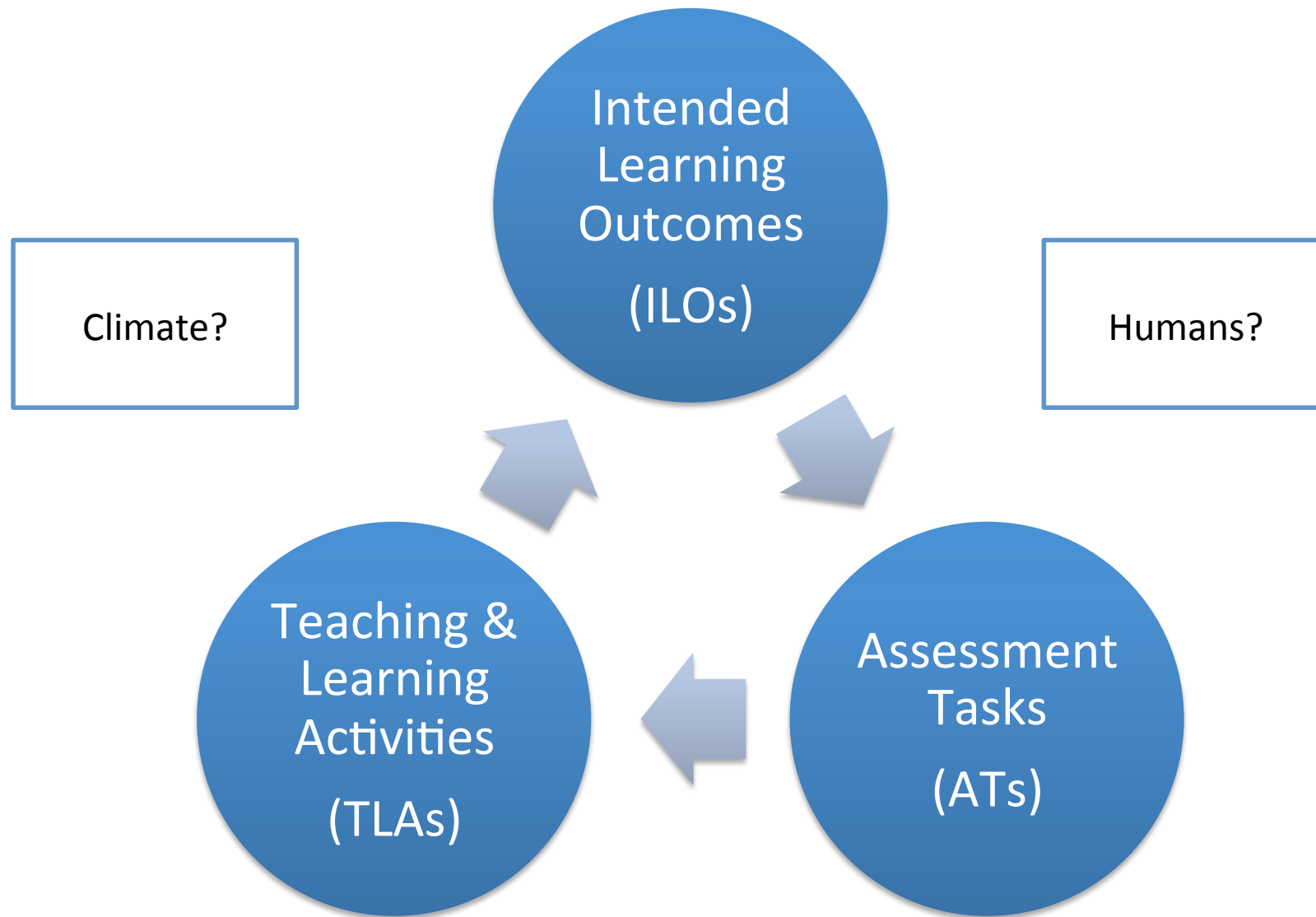
What do academic employers want?

(Pitt & Mewburn, 2016)

- “A multi-talented, always ready and available worker...the academic super-hero”
 - (Pitt & Mewburn, 2016:12)



Constructive alignment (adapted from Biggs 2003:28)



Key ideas from this workshop...

- The assessment back-wash effect can neutralise the effort we put into teaching
- Assessment criteria need to be linked to meaningful categories of development for students
- Assessment criteria will always be contestible and teaching teams and students need to be provided with opportunities to discuss and critique them
- Criteria-based self-assessment needs to be taught and developed so students learn to calibrate their judgements and build confidence in their capacity to perform well
- The culture of the single mark needs to change (for staff and students) to allow meaningful interpretations of individual performance
- Assessment is personal for staff and students, labels stick

If you would like to discuss any of these
ideas or find out about our Conversation
Catalysts please get in touch

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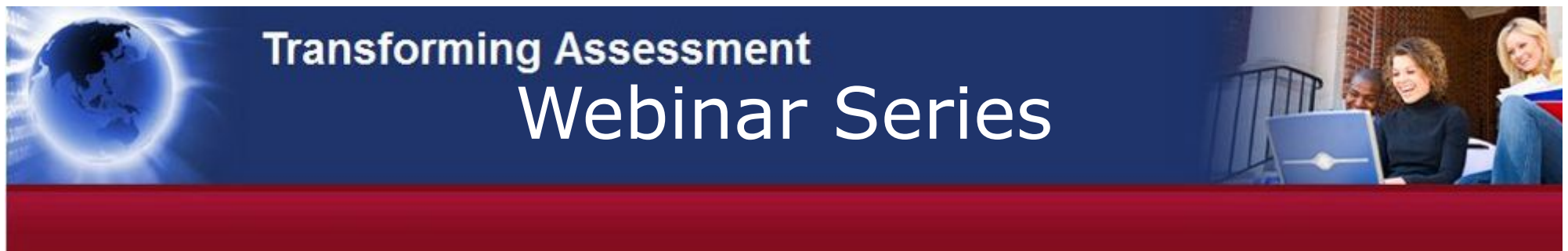
[darrall.thompson\[at\]uts.edu.au](mailto:darrall.thompson@uts.edu.au)

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Session feedback:

With thanks from your hosts

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Recording available

<http://transformingassessment.com>