Selective Bibliography of Online Articles (2001-2004)
From Assessment in Higher Education
(http://ahe.cqu.edu.au/index.htm)

1. General

Center for Support of Teaching and Learning at Syracuse University (n.d.). Assessment of Student Learning Good assessment helps institutions focus on teaching and learning and helps faculty members ask meaningful questions about what students know and what they can do with that knowledge.

Dunbar,T. (2003). Assessing the Un-assessable. Learning and Teaching in ACTION. Vol. 2 Iss. 1 Winter 2003. Reflections on how we make qualitative judgments within the summative assessment of the products of contemporary creative practice.

Ehrmann, S. C. (2001). Transformative Assessment: Research Ideas is the shorter version of the above article published in the TLT Group as an editorial.

Field-tested Learning Assessment Guide (FLAG) (n.d.). Assessment Primer By using appropriate assessment techniques, you can encourage your students to raise the height of the bar. Definitely worth perusing as the site has many useful hints.

Hammond, M. (2002). Feedback on assessment: developing a practitioner handbook. The paper describes the creation of a handbook on "Feedback on Assessment", by academic practitioners. This handbook is intended to be used by FE practitioners as a reference and guide to feedback on assessment.

La Marca, P. M. (2001). Alignment of standards and assessments as an accountability criterion. Practical Assessment, Research & Evaluation, 7(21). This paper provides an overview of the concept of alignment and the role it plays in assessment and accountability systems. Some discussion of methodological issues affecting the study of alignment is offered. The relationship between alignment and test score interpretation is also explored.

Lazerson, M., Wagener, U. & Shumanis, N. (1999). What Makes a Revolution: Teaching and Learning in Higher Education, 1980-2000. An historical perspective on the evolution of the assessment movement.

Lea-Greenwood, G. (2003). Developing a new assessment strategy. Learning and Teaching in ACTION. Vol. 2 Iss. 1 Winter 2003.

Linn, R. L. (2001). Assessments and accountability (condensed version). Practical Assessment, Research & Evaluation, 7(11). Assessment is appealing to policymakers for several reasons: it is relatively inexpensive compared to making program changes, it can be externally mandated, it can be implemented rapidly, and it offers visible results. This Digest discusses significant features of present-day assessment programs and offers recommendations to increase positive effects and minimize negative ones.

Mertler, C. A. (2001). Designing scoring rubrics for your classroom. Practical Assessment, Research & Evaluation, 7(25). Rubrics are rating scales-as opposed to checklists-that are used with performance assessments. They are formally defined as scoring guides, consisting of specific pre-established performance criteria, used in evaluating student work on performance assessments.

National Centre for Postsecondary Improvement – University of Michigan (2001). Student Assessment in Higher Education: A Comparative Study of Seven Institutions The Regents of the University of Michigan. This 115 page pdf document presents the results of a research program examining organizational and administrative support for student assessment in post-secondary institutions.

Simon, M. & Forgette-Giroux, R. (2001). A rubric for scoring postsecondary academic skills. Practical Assessment, Research & Evaluation, 7(18). This paper has three objectives: to present the nature of a generic

rubric used to assess postsecondary academic skills, to describe a preliminary application in a university setting, and to discuss observed related issues from a research point of view.

Teaching today – Postsecondary (2002). Assessment in Higher Education. Published by Glencoe online/ McGraw-Hill. Fundamental to education is the need to evaluate student learning and the effectiveness of teaching methods and the programs offered. Assessment allows faculty to determine what, and how well, students are learning.

U.S. Department of Education, National Centre for Education Statistics. (2002). Defining and Assessing Learning: Exploring Competency-Based Initiatives. Prepared by E. A. Jones & R. A. Voorhees, with K. Paulson, for the Council of the National Postsecondary Education Cooperative Working Group on Competency-Based Initiatives. Washington, D.C. This extremely large pdf document highlights an annotated bibliography and it is written with the beginner in mind.

Valenti, S., Cucchiarelli, A. & Panti, M. (2001). A framework for the evaluation of test management systems. *Current Issues in Education* [On-line], *4* (6). It is now a well-established and widely accepted concept that assessment plays a central role in the educational process. Although a large number of commercial and free applications exist dealing with computer assisted assessment, there seems to be a lack of metrics for educational teams wishing to select the most appropriate assessment tool for their environment. This paper tries to remedy this situation by suggesting some guidelines that may be used to evaluate a Test Management System, one of the building blocks of an automated assessment system.

Williams, S. C., Davis, M. L., Metcalf, D., & Covington, V. M. (2003). The evolution of a process portfolio as an assessment system in a teacher education program. *Current Issues in Education* [On-line], *6*(1). Recent initiatives in teacher education reform are emphasizing performance-based assessment of candidate outcomes. Portfolio assessment has often been proposed as one method to address this challenge.

2. Conference Papers

Caygill, R. & Eley, L. (2001). Evidence about the effects of assessment task format on student achievement. Paper presented at the Annual Conference of the British Educational Research Association, University of Leeds, England, 13-15 September 2001. It has been suggested that some students may benefit from particular formats of assessment, notably those with limited proficiency in English, those with poor reading skills, those from low-income families, and girls. This study examined the different effects on measured student achievement in mathematics and science, of four task formats.

Crooks, T. (2001). The validity of formative assessments. Paper presented at the Annual Conference of the British Educational Research Association, University of Leeds, England, 13-15 September 2001. In the international literature on the validity of educational assessments, remarkably little attention has been devoted to the validity of formative assessments. Some of the published guidelines for valid summative assessments are seriously inappropriate for formative assessments.

Edwards, S. L. & Bruce, C. S. (2002). The assignment that triggered change: assessment and the relational learning model for generic capabilities. Paper presented at the Learning Communities and Assessment Cultures Conference organised by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria, 28-30 August 2002. In this paper we show how understanding variation in students' experience of learning a specific generic capability represents the first step in designing assessment instruments for bringing about desirable learning outcomes.

Havnes, A. (2002). Examination and learning: an activity-theoretical analysis of the relationship between assessment and learning. Paper presented at the Learning Communities and Assessment Cultures Conference organised by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria, 28-

30 August 2002. This paper discusses the relationship between assessment and student learning by focusing on two educational settings. The analysis is based on two empirical studies. One is a study of Exam Philosophicum (ExPhil) at the University of Oslo in the fall term of 1992. The other is of a part-time programme of nursing at Oslo University College in the year 2000.

Maunder, P. (2002). In support of multiple choice questions: evidence from Curriculum 2000. Paper presented at the Annual Conference of the British Educational Research Association, University of Exeter, England, 12-14 September 2002. One of the key advantages of multiple-choice questions being marked by computer is the speed and savings of time effected by this means of assessment. Measures of the efficacy of such questions are available to establish their credibility in establishing what students know and understand about basic concepts in any discipline.

McKellar, E.J.K. (2002). Change our assessment practices? Why should we? The theory behind assessment practices. Paper presented at the Learning Communities and Assessment Cultures Conference organised by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria, 28-30 August 2002. Validity in assessment will differ according to the theoretical perspective from which practice is being viewed: what is considered valid from a modernist view, may not be considered valid from a critical pedagogy or post structural viewpoint. Validity thus becomes synonymous with views on reality.

Myers, Noel M. & Nulty, Duncan D. (2002). Assessment and student engagement: some principles. Paper presented at the Learning Communities and Assessment Cultures Conference organised by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria, 28-30 August 2002. The teaching and learning strategy developed in NRB572 integrates the use of lectures, web based resources, practicals, a field trip and, most importantly, an integrated set of assessment tasks to develop a critical understanding of the processes through which ecosystems form and function.

Struyven, K., Janssens, S. & Dochy, F. (2002). Students' perceptions about assessment in higher education: a review. Paper presented at the Learning Communities and Assessment Cultures Conference organised by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria, 28-30 August 2002. Within conventional assessment, multiple choice format exams are seen as favourable assessment methods in comparison to essay type questions. But when conventional assessment and alternative assessment methods are compared, students perceive alternative assessment as being more "fair" than the traditional 'normal' assessment methods.

Taber, K. S. (2003). Examining structure and context - questioning the nature and purpose of summative assessment. Seminar paper presented at Cambridge International Examinations, University of Cambridge Local Examinations Syndicate, July 2003. It is now common practice in many examinations to use questions which are structured, and set in a context. This paper explores the consequences of these trends. Structure helps the candidates to know what the examiner requires, and so helps them identify which specific knowledge they need to use to answer a question.

3. Peer Assessment

Berg, I. van den, Pilot, A. & Admiraal, W. (2003). Peer assessment in university teaching. An exploration of useful designs. Paper presented at the European Conference on Educational Research, University of Hamburg, 17-20 September 2003. Author contact: Utrecht University, The Netherlands. This research focuses on the contribution of peer assessment to the acquisition of writing skills by university students. Moreover we wanted to establish an optimal model of peer assessment. The study can be seen as a multiple-case study with seven

peer-assessment designs.

Foundation Coalition (2002). Peer Assessment and Peer Evaluation. A four page pdf. document. Instructors who use teams commonly assign projects or other tasks to teams outside of class. In Foundation Coalition (FC) workshops on teams, one of the more frequently asked questions about teams is how team assignments can be graded.

Foundation Coalition (2001). What are the general issues to consider in using peer assessment? List the general issues involved and gives further reading and links.

Institute for Interactive Media and Learning (2004). Peer Assessment. University of Technology Sydney. One of the desirable outcomes of education should be an increased ability in the learner to make independent judgments of their own and others' work.

Langan, A. M. & Wheater, C. P. (2003). Can students assess students effectively? Some insights into peer-assessment. Learning and Teaching in ACTION. Vol. 2 Iss. 1 Winter 2003. This article provides an opinion of the current thinking about peer-assessment by describing potential benefits, considering some of the limitations, and coloring discussions.

Meldrum, R. (2002). The student experience of peer- and self assessment as a social relation. Paper presented at the Learning Communities and Assessment Cultures Conference organized by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria, 28-30 August 2002. This paper focuses instead on peer- and self-assessment, and it considers assessment as a social encounter rather than as a set of tools. The research is organized as a case study that involved classroom observations and interviews with twelve students taking a first year paper in a bachelor degree.

Wilson, Steve (2002). Comparing peer, self and tutor assessment in a course for university teaching staff. Paper presented at the Learning Communities and Assessment Cultures Conference organized by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria, 28-30 August 2002. Initially, the study compares the assessments made by the various constituent groups (self, peer and tutor) in terms of both the formative feedback and the grade recommended. It was found that self-assessment grades are sometimes noticeably higher than the peer and tutors' grades, which themselves demonstrate a greater degree of convergence.

4. Technology and Assessment

Bodomo, A., Luke, K. K. & Anttila, A. (2003). Evaluating Interactivity in Web-Based Learning Global E-Journal of Open, Flexible and Distance Learning vol. 3, No. 1. This paper raises the issue of how to measure interactivity and outlines a number of criteria and student activities to consider in evaluating success in interactive web-based teaching. These theoretical issues are illustrated in the context of two web-based courses on Language and Literacy, and Syntactic Theory designed and delivered as part of a Teaching Development Project. To access this article go through the contents link and the volume iii 2003 link.

Denton, P. (2003). Returning Feedback to Students via Email Using Electronic Feedback 9. Learning and Teaching in ACTION. Vol. 2 Iss. 1 Winter 2003. The latest software, Electronic Feedback 9, is considered to be more user-friendly and incorporates a novel collusion detection facility. The operation of this program is described in this article.

Ehrmann, S. C. (2001). Improving the Outcomes of Higher Education: Learning From Past Mistakes. The Flashlight Program, The TLT Group. Also published in EDUCAUSE Review January/February 2002. At least three basic problems have dogged most attempts to translate technological investments into improvements in

educational outcomes and this paper discusses them and much more.

Fielding, A. & Bingham, E. (2003). Tools for Computer-Aided Assessment. Learning and Teaching in ACTION. Vol. 2 Iss. 1 Winter 2003. This review is restricted to assessments completed by the student at a computer without the intervention of an academic and is not concerned with the design or relevance of CAA as assessment tools.

Macdonald, J. (2002). Developing competent e-learners: the role of assessment. Paper presented at the Learning Communities and Assessment Cultures Conference organized by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria at Newcastle, 28-30 August 2002. We know assessment plays a major formative role in driving student learning appropriately, but what implications does this have for online courses? Is it more important than in a face to face context, or less so?

McKenna, C. (2001). Introducing computers into the assessment process: what is the impact upon academic practice? Paper presented at the Higher Education Close Up Conference 2, Lancaster University, 16-18 July 2001. The increased use of computerized assessment in higher education is an international phenomenon. The United States and Australia, for example, have seen a recent rise in the use of computer-assisted assessment (CAA), with further growth predicted in the near future.

Ngeow, Karen Yeok-Hwa (2003). Assessing the Quality of Students' Contributions in Online Discussion Forums Global E-Journal of Open, Flexible and Distance Learning vol. 3, No. 1. The study aims to identify online instructors' criteria for assessing students' contributions in online discussion forums. The study used an assessment exercise where six online instructors rated students' electronic transcripts taken from an online course. To access this article go through the contents link and the volume iii 2003 link.

Rudner, L. & Gagne, P. (2001). An overview of three approaches to scoring written essays by computer. Practical Assessment, Research & Evaluation, 7(26). This article describes the three most prominent approaches to essay scoring.

Shannon, D. M., Johnson, T. E., Searcy, S. & Lott, A. (2002). Using electronic surveys: advice from survey professionals. Practical Assessment, Research & Evaluation, 8(1). The study reports the perceptions and recommendations of sixty-two experienced survey researchers from the American Educational Research Association regarding the use of electronic surveys.

University of Newcastle (Australia). (2002). Assessing Students Online. The student centered online course will have not only management systems that allow student independence; effective communication systems between students and between students and instructors; and highly interactive and stimulating learning materials; but also assessment mechanisms that are an integral part of the learning experience.

Selective List of Articles on Problem Based Learning From the University of Delaware

Allen, D. E. et al. (2003). Scaling Up Research-Based Education for Undergraduates: Problem-Based Learning.
http://www.cur.org/publications/AIRE_RAIRE/delaware.asp

Bauer, Gretchen (2003). Qualitative Assessment Activities for Pew Grant on Problem-Based Learning (PBL).
http://www.udel.edu/pbl/Final-Report-Pew-PBL.pdf

De Vry, Janet R. and George Watson (2003). University of Delaware's Faculty-IT Partnership: Educational Transformation through Teamwork.
http://ts.mivu.org/default.asp?show=article&id=1018

Mierson, Sheela (1998). A problem-based learning course in physiology for undergraduate and graduate basic science students.
http://advan.physiology.org/cgi/content/abstract/275/6/S16

National Teaching and Learning Forum (1998). Problem-Based Learning: An Introduction.
http://www.ntlf.com/html/pi/9812/pbl_1.htm

Watson, George (2002). Using technology to promote success in PBL courses.
http://ts.mivu.org/default.asp?show=article&id=969