



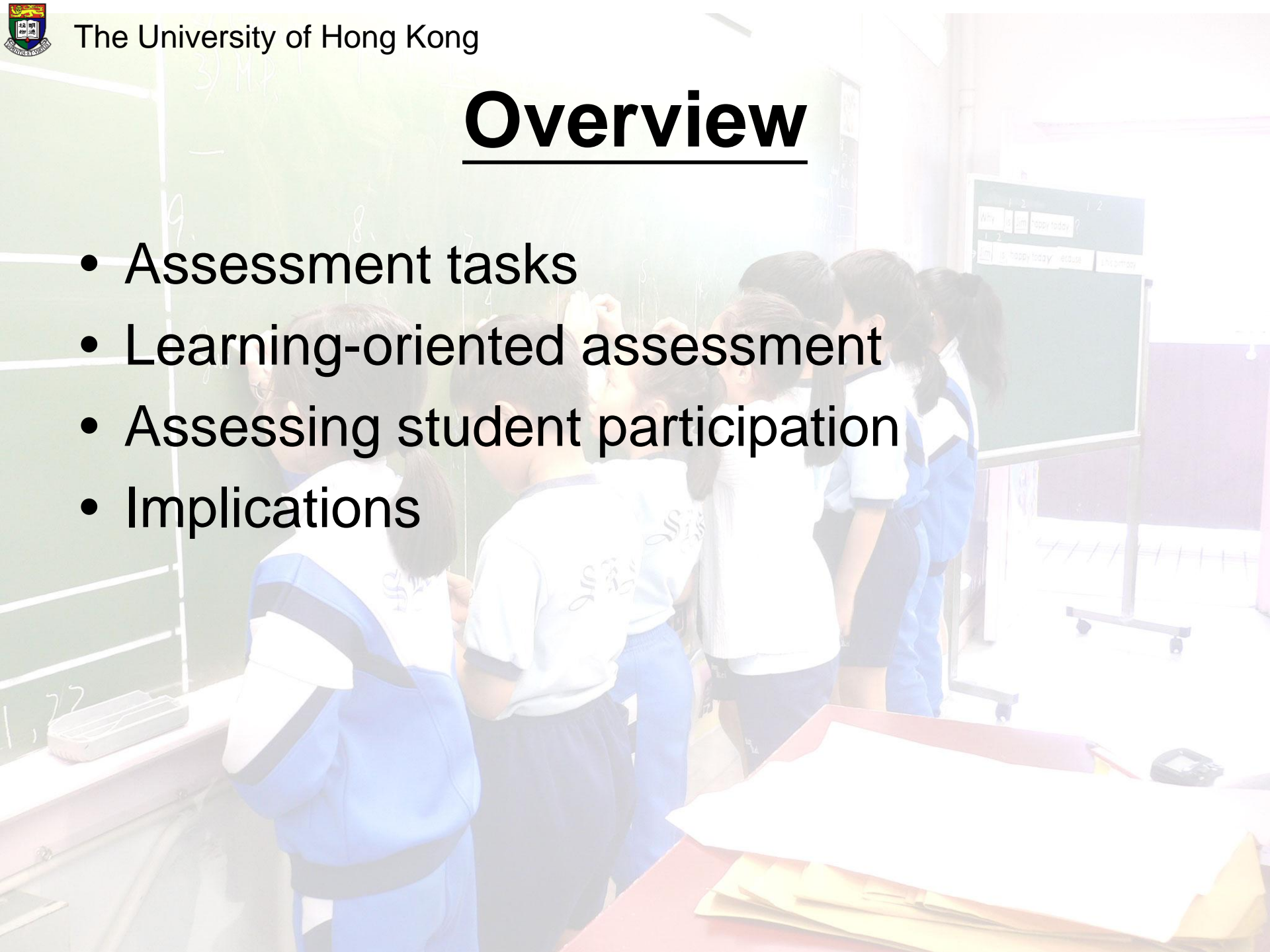
# Learning-oriented assessment task design

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# Overview

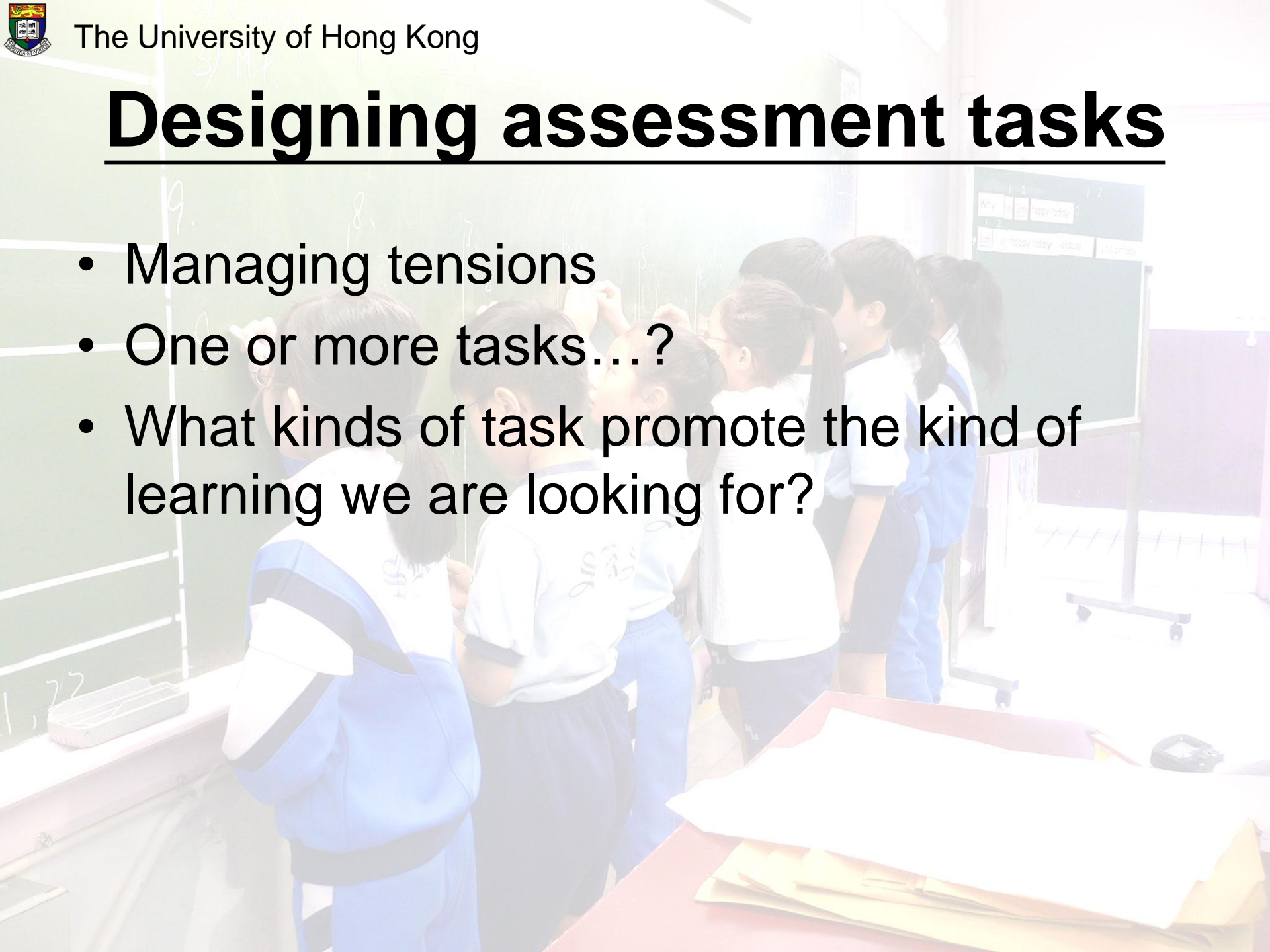
- Assessment tasks
- Learning-oriented assessment
- Assessing student participation
- Implications





# Designing assessment tasks

- Managing tensions
- One or more tasks...?
- What kinds of task promote the kind of learning we are looking for?





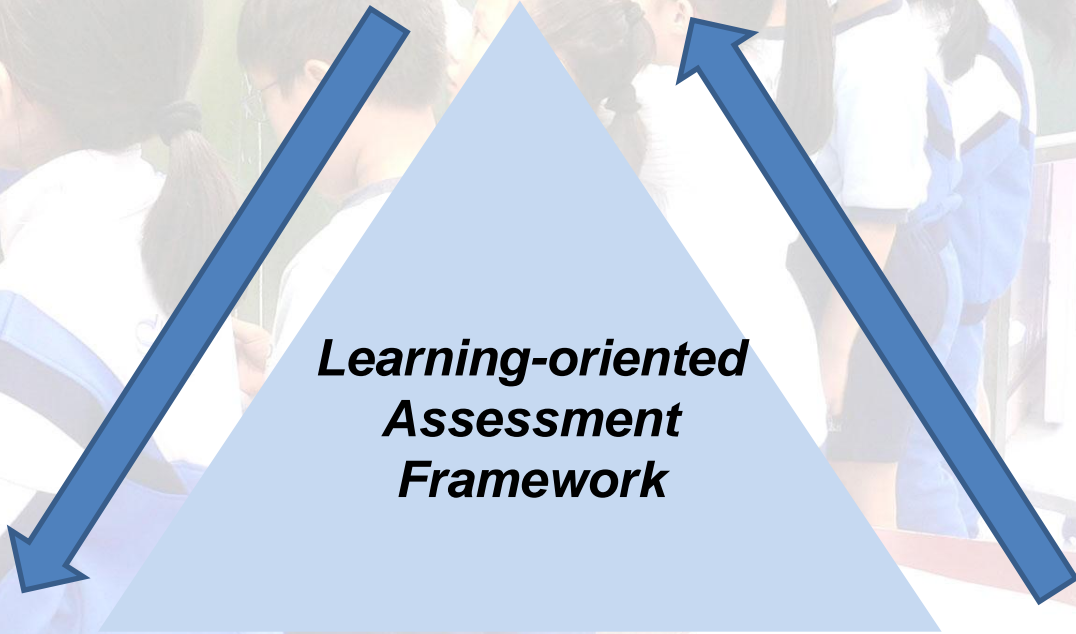
# Making a difference

- Assessment is usually about grading and certifying, but what if your course was different and assessment was primarily in the service of learning?
- ... Learning-oriented assessment (Carless, 2007)



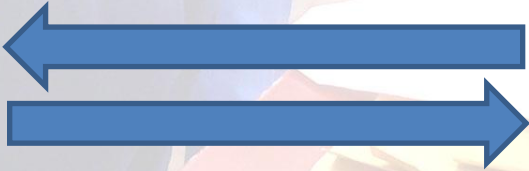
# Learning oriented assessment framework (LOAF)

*Assessment task design for productive learning*



**Learning-oriented  
Assessment  
Framework**

*Student engagement with criteria on which they are assessed*



*Dialogic feedback*



# Assessing student participation

## Cons:

- Subjectivity / reliability
- Record keeping
- Teachers often don't teach students about quality participation



# Assessing student participation

## Pros:

- Sends a message about the kind of learning we value
- Promotes student engagement
- Involves communicating within the discipline



# History class

Individual project 40%

Fieldwork report 30%

Participation 30%

- tutorial participation 15%
- 'one sentence response' 15%





# 'One sentence response'

In each lecture of the course, students complete a short handwritten response to an issue. Examples:

- Describe your fondest memory. Explain your choice.
- Is history a science or an art? Explain your answer.



# Learning orientation

- Encourages sustained engagement
- Promotes student thinking/involvement
- Anticipates the next class
- and stimulates dialogue “puts students’ voices into the class”



# Business class

Case, class and blog discussion 40%

- Including informal OPs; dialogue

Individual written case assignment 30%

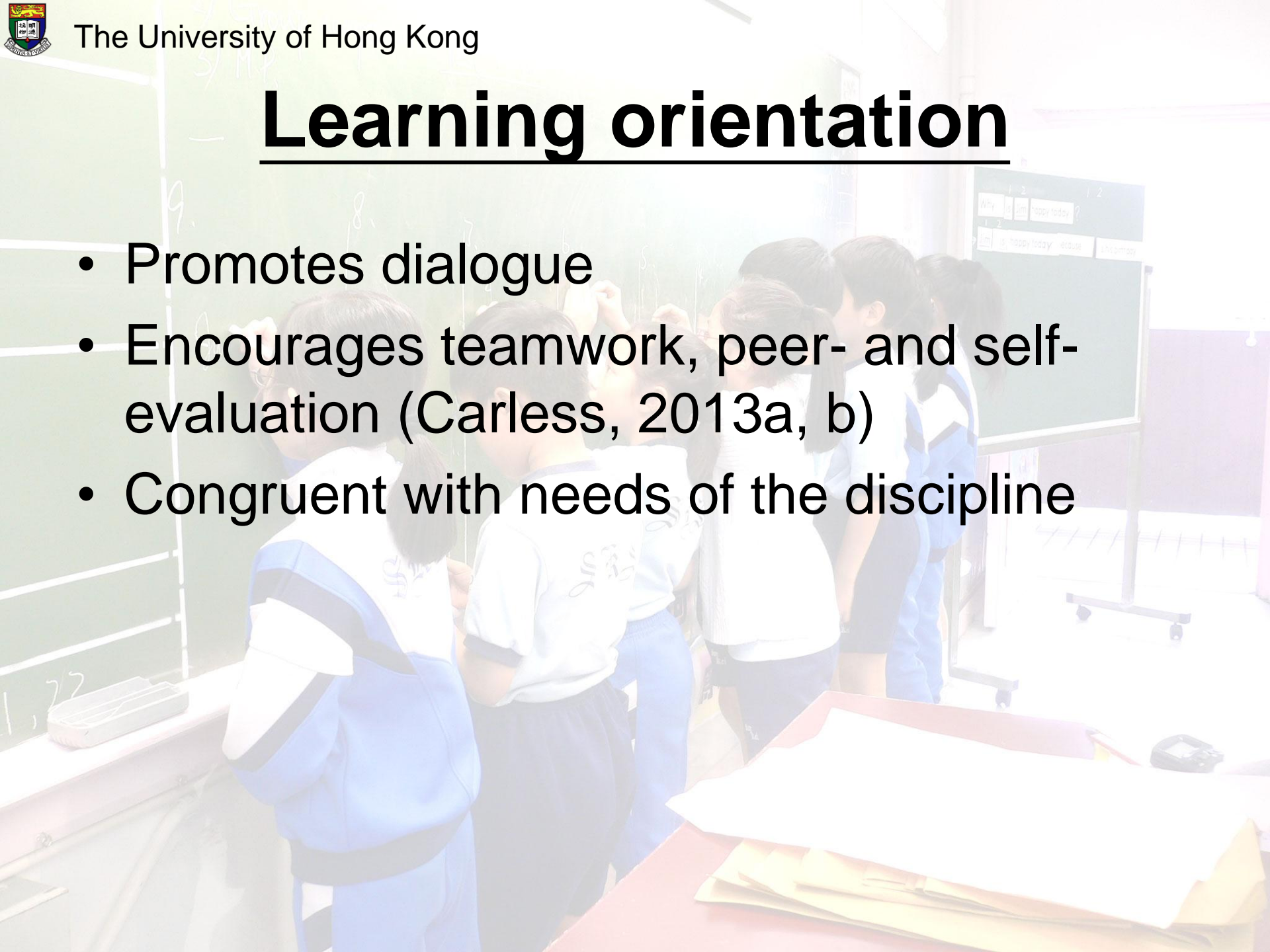
Term project (in groups) 30%

- Formal OPs + written report



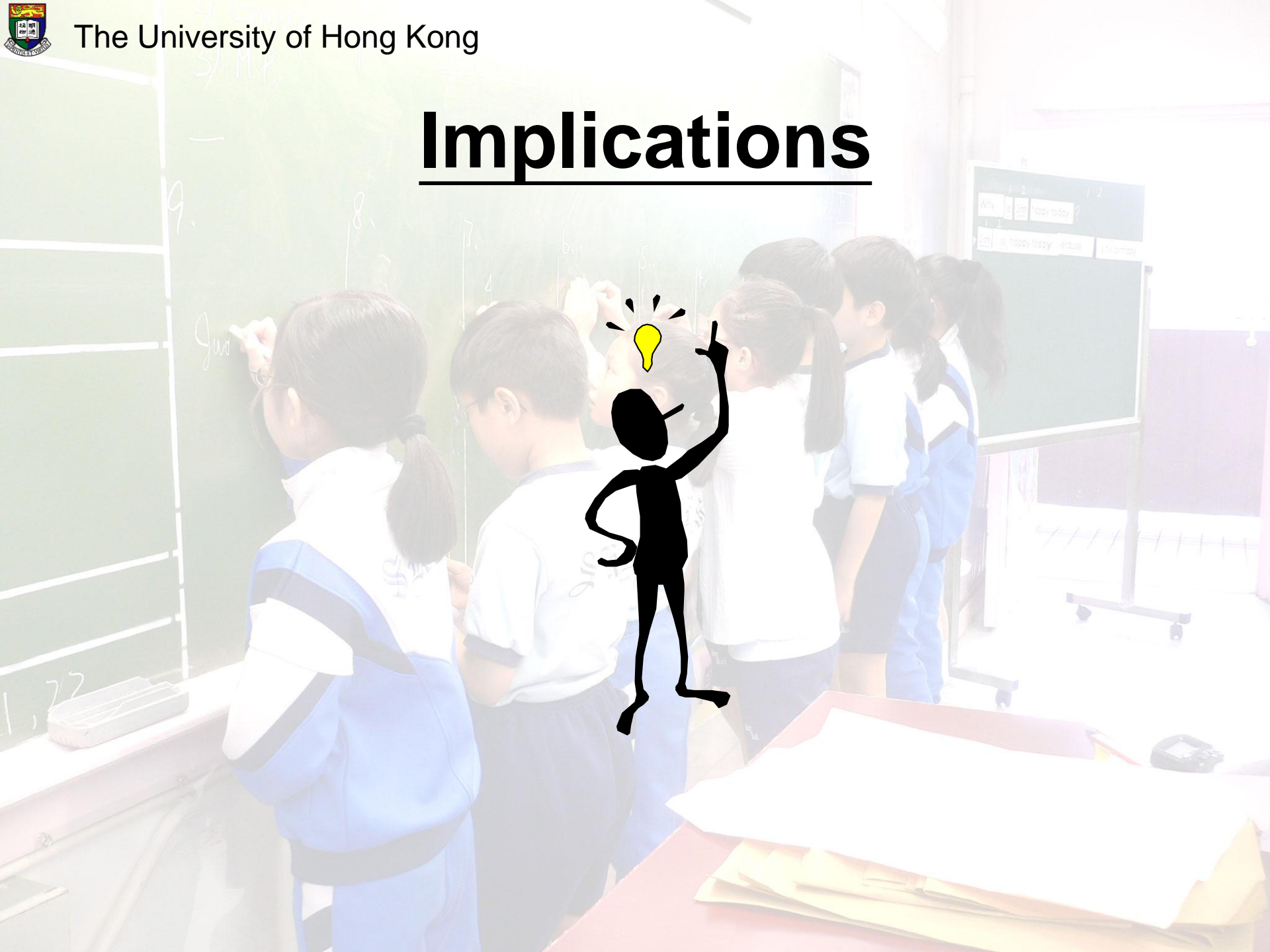
# Learning orientation

- Promotes dialogue
- Encourages teamwork, peer- and self-evaluation (Carless, 2013a, b)
- Congruent with needs of the discipline





# Implications





# Assessing participation effectively

- Should assess LOs (not attendance)
- Clarify expectations / criteria
- Dialogic feedback around effective participation
- Varied modes (e.g. verbal formal/informal; blog; immediate written response)



# Factors

- Disciplinary cultures
- Quality assurance (fuzziness of grading)
- Trust between teachers and students
- Teachers' mindsets
- Conservatism of assessment



# Assessment task design

Might promote effective learning when it:

- Develops participation in the disciplinary community
- Promotes dialogue with peers, self and tutor
- Spreads effort evenly across a module





**THANK YOU**

