

CLM5074

ASSESSMENT OF LEARNING

Coordinator: [Assoc Prof Dr Chen Chwen Jen](#)

Credit	4										
Prerequisite/s	CLM5014 Teaching and Learning in Higher Education CLM5024 Curriculum & Instructional Design CLM5034 Principles of Teaching and Learning										
Synopsis	This course provides an understanding about how assessment is dealt with at higher education level. The aim of this course is to facilitate the process of internalising the importance of assessment, and continuous feedback, as well as the types of assessments instruments, that can be deployed to test learners' learning. This course also discusses characteristics of good assessment, which include the concept of validity and reliability. Practical suggestions for writing multiple-choice objective and essay items, and preparation of course portfolios, case studies, and other types of alternative assessments are also discussed in this course.										
Learning Outcomes	By the end of this course, students will be able to: <ul style="list-style-type: none">• Explain the concept of assessment for higher education• Identify, construct and analyse various assessment instruments to assess and evaluate student performance at higher education• Determine the reliability and validity of assessment instruments• Interpret and utilise the assessment results to provide continuous and constructive feedback• Select, design and construct valid and reliable classroom-based assessment instruments to assess learning at higher education										
Student Learning Hours	<table border="1"><tr><td>Lectures</td><td>56 Hours</td></tr><tr><td>Student-Centered Learning</td><td>7 Hours</td></tr><tr><td>Self-Study</td><td>93 Hours</td></tr><tr><td>Quizzes, Tests, & Examinations</td><td>4 Hours</td></tr><tr><td>Total</td><td>160 Hours</td></tr></table>	Lectures	56 Hours	Student-Centered Learning	7 Hours	Self-Study	93 Hours	Quizzes, Tests, & Examinations	4 Hours	Total	160 Hours
Lectures	56 Hours										
Student-Centered Learning	7 Hours										
Self-Study	93 Hours										
Quizzes, Tests, & Examinations	4 Hours										
Total	160 Hours										
Learning Units	<ol style="list-style-type: none">1. Perspective on assessment and evaluation in Higher Education<ul style="list-style-type: none">• Importance of evaluation and assessment• Key concepts• Theoretical and empirical support• Teacher's assessment program• Norm and criterion-referenced assessment• The role of objectives in assessment• Approaches to determining and stating objectives2. Types of assessments<ul style="list-style-type: none">• Selecting and writing multiple-choice objective test items• Preparing essay tests• Preparing and consolidating answer schemes• Alternative assessments: Developing portfolio assessments, case studies etc.• Constructing and validating Performance Assessments										

	<p>3. Characteristics of good assessments</p> <ul style="list-style-type: none"> • Reliability • Concept of reliability • Types of reliability • Factor affecting reliability • Validity • Concept of validity • Type of validity <p>4. Techniques in providing continuous feedback Strategies in developing and delivering constructive Feedback</p> <p>5. Emerging trends in public debates and ethical issues in assessment for higher education</p>										
<p>Assessment</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Assignment 1 (Individual)</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>Assignment 2 (Group)</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>Reflective Report (Individual)</td> <td style="text-align: center;">10 %</td> </tr> <tr> <td>Final Examination</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100 %</td> </tr> </table>	Assignment 1 (Individual)	30 %	Assignment 2 (Group)	30 %	Reflective Report (Individual)	10 %	Final Examination	30 %	Total	100 %
Assignment 1 (Individual)	30 %										
Assignment 2 (Group)	30 %										
Reflective Report (Individual)	10 %										
Final Examination	30 %										
Total	100 %										
<p>References</p>	<ol style="list-style-type: none"> 1. Black, P. (2003), Assessment for Learning: Putting it into Practice. Maidenhead: Open University Press. 2. Brown, S., & Glasner, A. (1999). Assessment Matters in Higher Education: Choosing and using diverse approaches. Philadelphia: Open University Press. 3. Jacobs, L., & Chase, C. (1992). Developing and Using Tests Effectively. San Francisco, CA: Jossey-Bass. 4. Nitko, A.J. (2003). Educational Assessment of Students. Upper Saddle River, NJ: Merrill. 5. Popham, J. W. (2006). Assessment for Educational Leaders. Boston: Allyn & Bacon. 										