



University
of Glasgow



Students' Perceptions about Assessment in Higher Education: Findings from Ongoing Research

Diana Pereira & Maria Assunção
Flores

University of Minho - Portugal

Glasgow, 12th of June 2011

Research Project

- Research project within the context of a Master degree dissertation in Educational Sciences, Evaluation.
- Work in Progress

State of Art

- The current educational paradigm is based upon different roles for both students and Faculty within the context of the Bologna process



The student is seen as a key element in the teaching/learning process and the builder of active learning.

This implies new methods for teaching and learning, which are based upon a flexible curriculum including and **new forms for assessing learning**

State of Art

- The assessment of learning has undergone changes over time



**The
implementation
of the Bologna
Process in
European
Universities**



**The emergence of
diverse methods
of assessment**

State of Art

“If you want to change student learning
then change the methods of
assessment”
(Brown, Bull & Pendlebury, 1997).

- It is imperative that education systems become creative with regard to the assessment practices adopted.
- New modes of assessment, such as **portfolios**, **self** and **peer assessment**, **simulations** and other innovative methods can be found in the current contexts in higher education

State of the Art

- The use of alternative assessment methods other than the traditional ones provides a more effective learning and higher motivation for students (Segers et al, 2008)
- The assessment of learning works as a thread that defines what the student considers to be important and the time he/she spends in the process of evaluation and learning. (Segers et al, 2008)
- Assessment has a significant influence on students' learning and also on how they come to learning, i.e., the way in which a student thinks about learning and studying determines the way in which he/she tackles assignments and evaluation tasks. Conversely, the learner's experience of evaluation and assessment determines the ways in which the student approaches (future) learning (Struyven et al, 2005)

Assessment

ASSESSMENT

In the PAST...

Assessment was seen
as something that
determined a grade

TODAY...

Assessment is seen
“as a tool for learning”

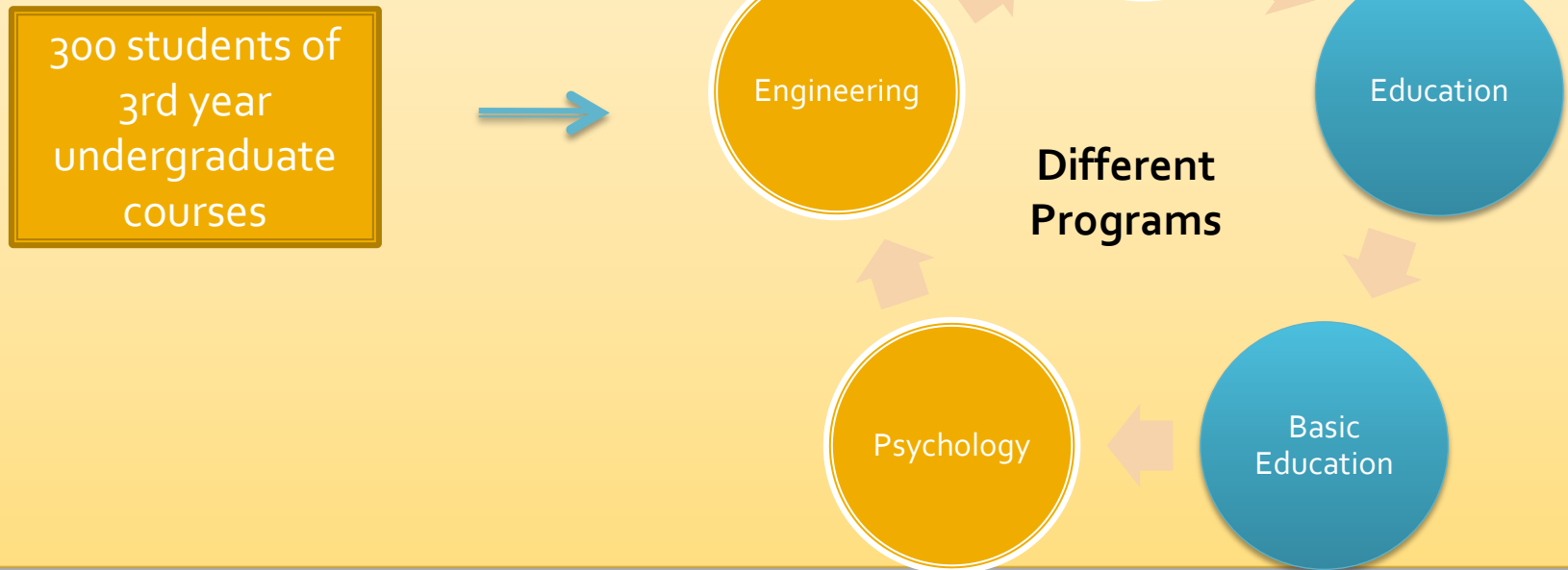
Dochy & MacDowell, 1997

Main Goals

- to get to know the perspectives of students about assessment of learning in higher education (after the implementation of the Bologna process);
- to identify methods of assessing learning in higher education;
- to identify the potential and difficulties associated with different modes of assessment of learning in higher education from the perspective of the students

Methodology

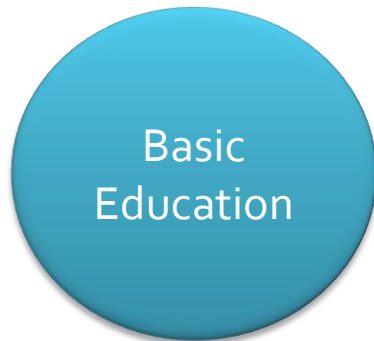
- Quantitative Approach
- Data were collected through an individual surveys



Data Analysis



Out of the 39 students, 33 are female and 6 are male. Their age ranged between 20 and 40 years old. The vast majority of them are 20 years of age (51,4%) .

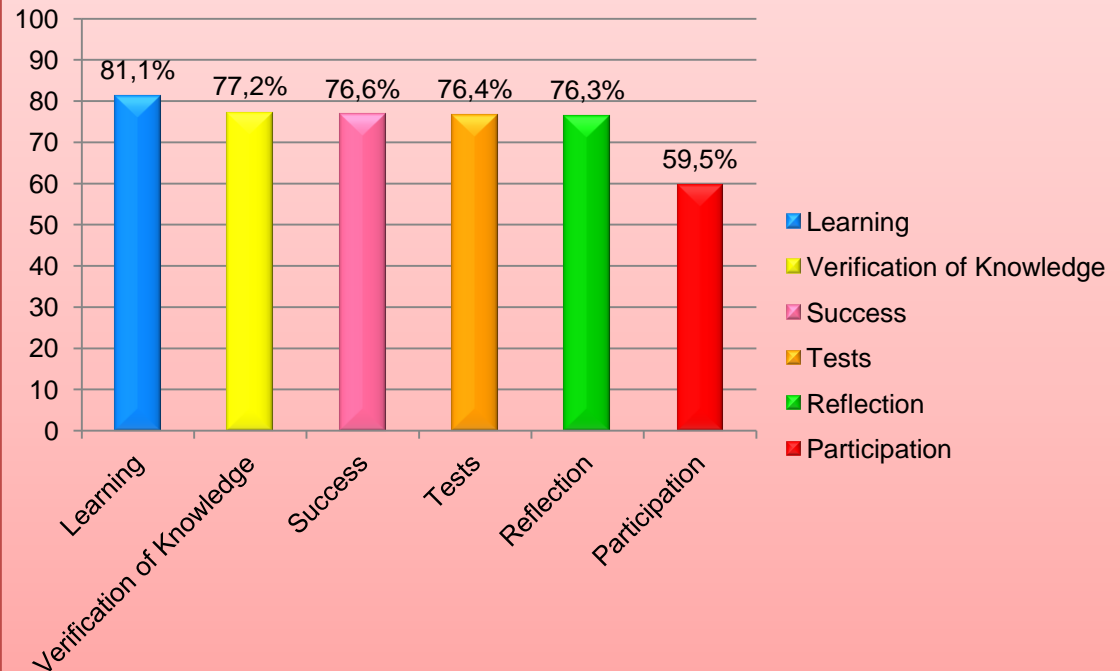


All of the 50 respondents are female. Their age ranged between 20 and 36 years old. Most of them are 20 years old (36%) and 21 years old (26%).

Preliminary Findings

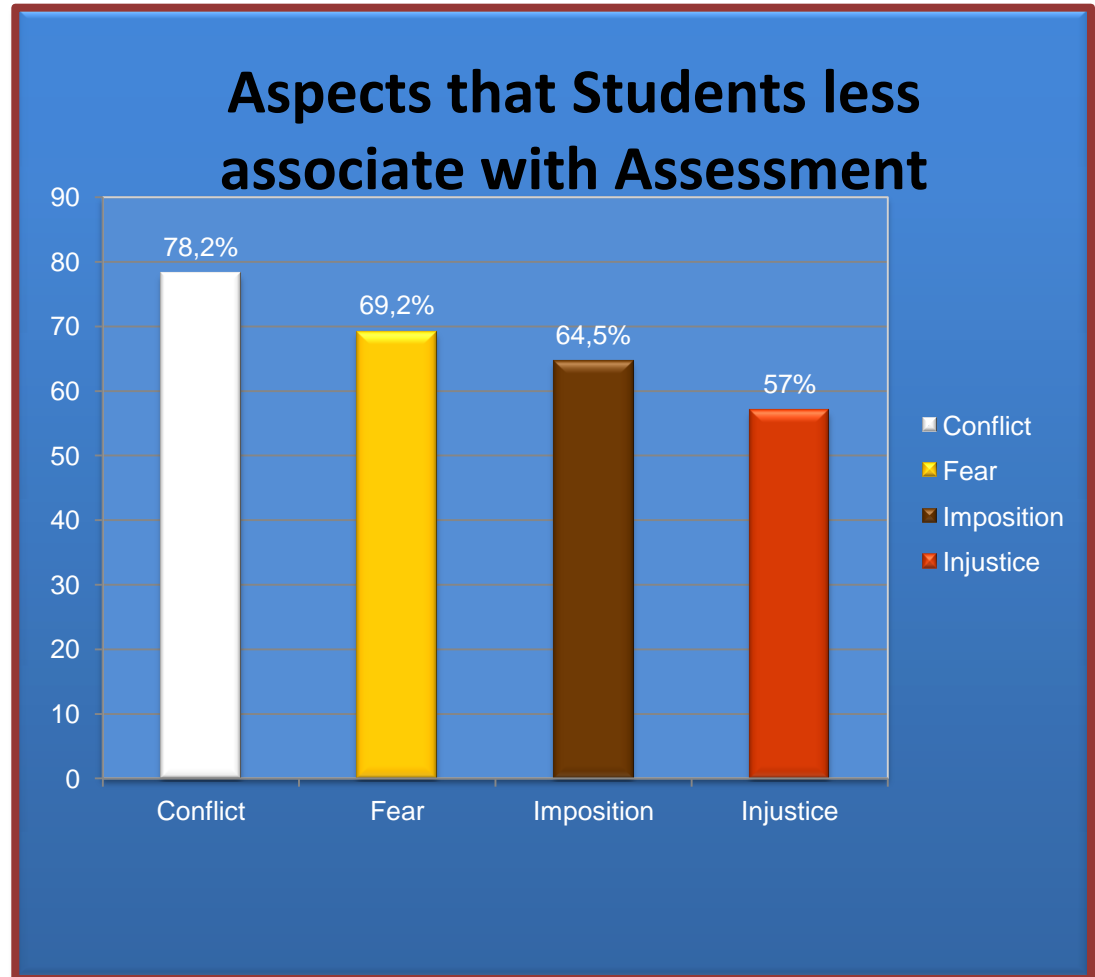
In regard to students' representations about assessment, the results were similar in the two undergraduate courses. Basic Education and Education students associate assessment with learning (81,1%) as well as with verification of knowledge (77,2%), success (76,6%), testing (76,4%), reflection (76,3%) and participation (59,5%).

Aspects that students most associate with Assessment



Preliminary Findings

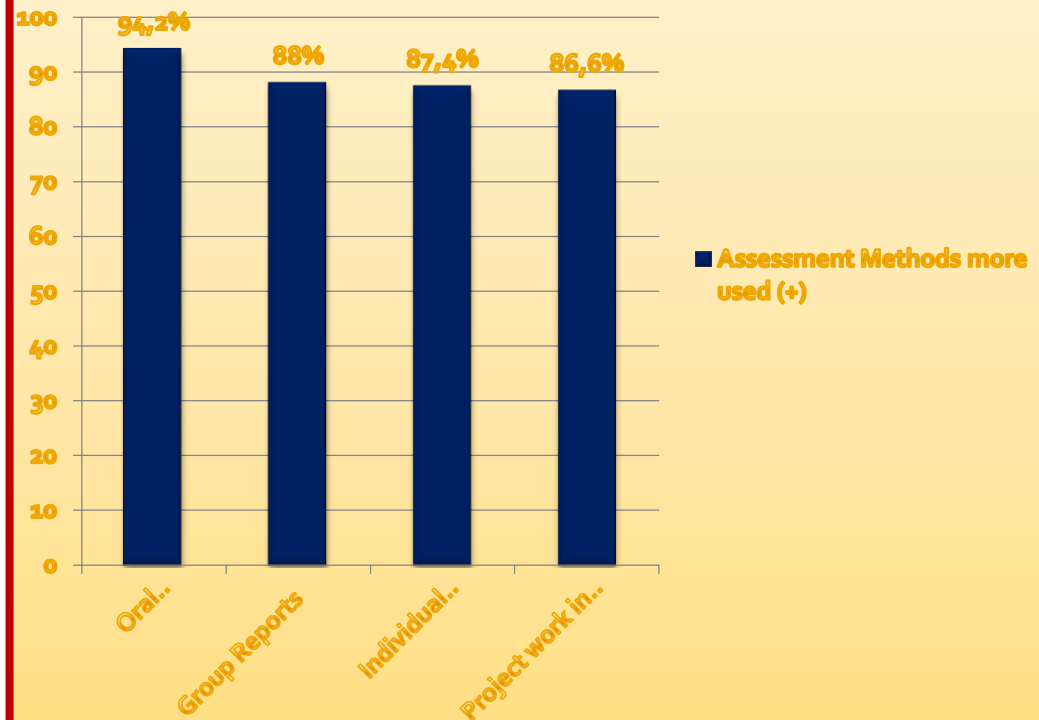
Students of Basic Education and Education state that the issues which are less associated with assessment are conflict (78,2%); fear (69,2%); imposition (64,5%) and injustice (57%).



Preliminary Findings

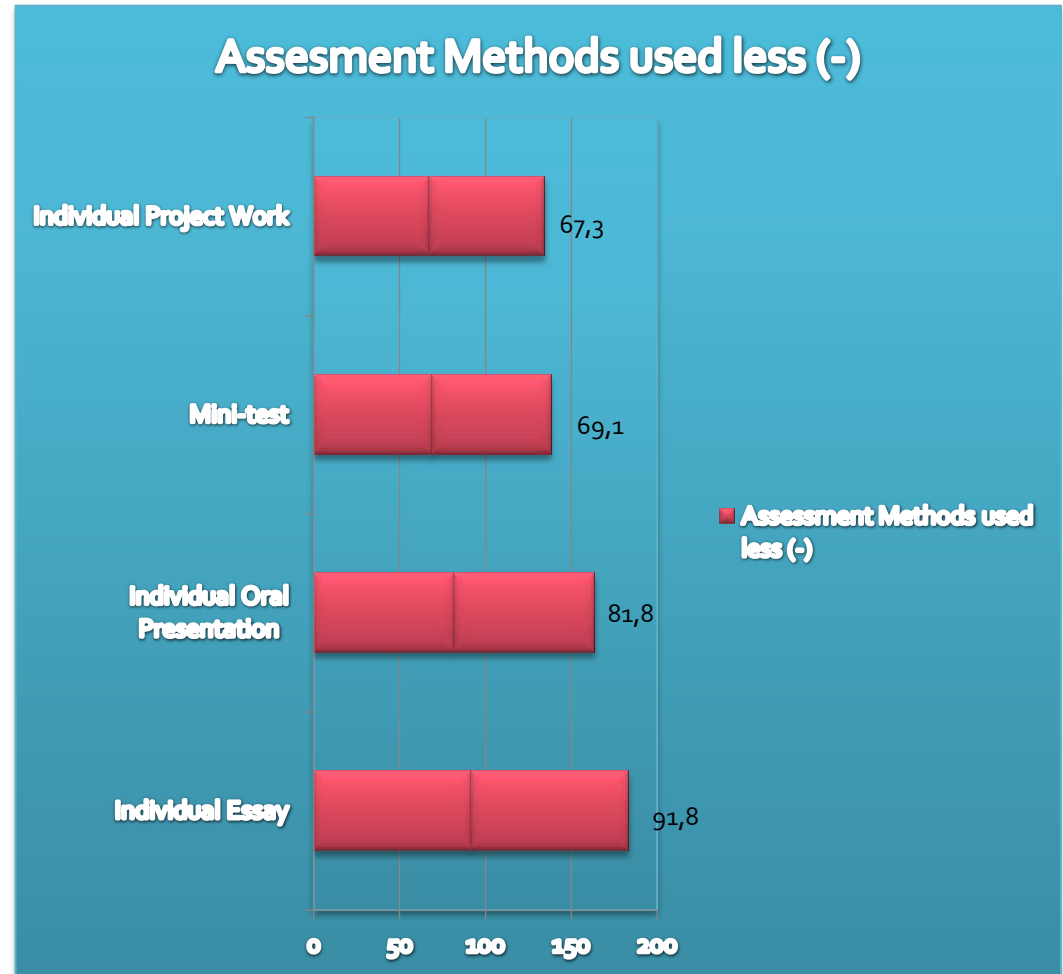
In this study, we also asked students about the methods of assessment which were more used and they report the oral presentation in groups (94,2%); group reports (88%); individual written reflections (87,4%) and finally project work in teams (86,6%)

Assesment Methods



Preliminary Findings

We also intended to know which methods of assessment are less used. Students indicate individual essay (91,8%); individual oral presentation (81,1%); tests (69,1%) and individual project work (67,3%).



Further Developments

- To contrast perspectives of students from other programs;
- To compare findings across age and gender;
- To discuss the data in more depth using qualitative approach (focus group);
- To contrast students perspectives with faculty perspectives;

Thank You for your Attention

didiribeiro42@gmail.com