

## **ROUNDTABLE: ASSESSING STUDENT LEARNING: USING INTERDISCIPLINARY SYNERGIES TO DEVELOP GOOD TEACHING AND ASSESSMENT PRACTICE**

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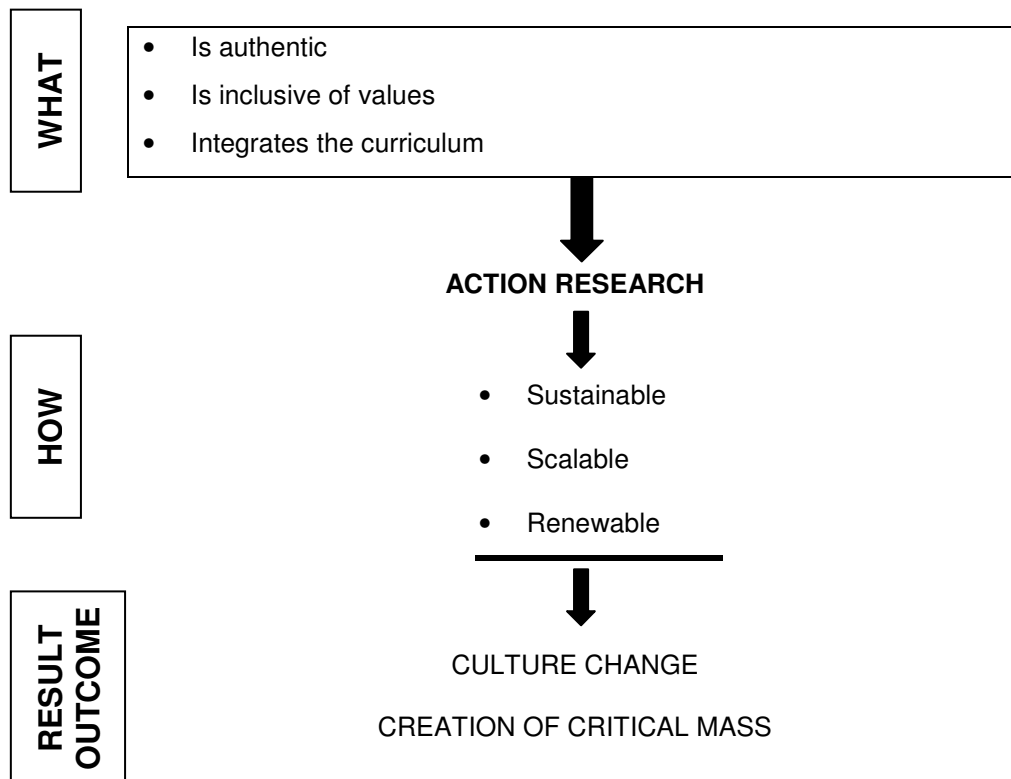
### ***Authentic Tasks: How do we design learning and assessment?***

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## **RECORD OF GROUP'S PRESENTATION<sup>1</sup>**

**The ideal assessment is one which:**




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<sup>1</sup> Record of the notes presented in support of the group's reporting back to the larger group



### **1. How do we make authentic assessment a mainstream practice?**

- Change culture
- What does it mean within disciplines?
- Analogous to actual practice

### **2. How do we access values?**

- Reflection?
- Ethics of student – exposure/vulnerability
- Professional values

### **3. How can assessment be used as an integrative mechanism for a curriculum?**

- Interdisciplinary collaboration/communication
  - Like-minded staff
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## **RECORD OF GROUP NOTES<sup>2</sup>**

- Promotion
- Professional development
- Product and process

How do we make for a mainstream approach

Sensitive to values

Integration across but diverse

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## **CONTRIBUTING ISSUES AND CONCEPTS<sup>3</sup>**

- How can we assess performance efficiently?
- What is learning?
- Professional standards and practice
- How do we ensure our students can be explicit about their learning throughout their degree – not just jumping through hoops.

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<sup>2</sup> As recorded on the Butcher's Paper

<sup>3</sup> These points are drawn from the suggestions of Roundtable participants (the points were recorded on the coloured postit notes).

- Balance between student discovery and pre-digestion/not being overwhelmed
- How can we ensure their practicum learning outcomes and assessment dovetail appropriately with the rest of the coursework
- How to make assessment authentic, realistic, engaging and focused on learning?
- Building integrity assessment of graduate qualities into programmes of study. Issue – knowing how for teachers
- Reflection? Avoiding digging up the plant to see roots
- How to design 'authentic' assessment?
- Designing assessment that 'exposes' students
- Why is different emphasis on assessment an issue
- Courses/assessment to foster cross-disciplinary practice
- How does assessment lead to graduate qualities
- Assessing values
- How to design teaching/learning/assessment of graduate qualities
- Reflection and its use must be undertaken will across subjects and disciplines .... Discuss! (hot pink postit)
- How can assessment activities be designed to reflect the complexity of the "real" world?
- How do we create the linkages/environs that facilitate genuine learning assessment i.e. the practicalities of linking learning with doing – needs external support.
- Assessment of professionalism