

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

## *Culture: How do we design learning and assessment?*

**APA citation for this resource:** Huber, A. & Littrich, J. (2007). *University of Wollongong, Distributive Leadership Project: 2007 assessment roundtable summary for culture, how do we design learning and assessment.* Wollongong: University of Wollongong.

Key Contacts: Adrienne Huber and John Littrich

---

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

### INVESTIGATION

- Lunches – informal invitation to share ideas – Celebrate staff achievement
- Collaboration – working parties
- Asking students (complex) questions. Student role/input – graduate role
- Other – schools, faculties, institutions. Literature/studies

### STRATEGIES

- Student input
- Examine staff/faculty/institution culture as well as student culture.
- Start EARLY – first year
- Significant early feedback in first year
- Less weight to “end of course” assessment
- Get Dean on board
  - Get VC on board
  - Get profession engaged
- More emphasis on learning than “grade grabbing” → less grade-based work
- Student group work – training in group skill – early feedback/problem report opportunity

---

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

- Know WHY they are doing the work (especially group work)
- Experiential/authentic Not measuring
- Explode myth that students all at the same skill level
- Separate grade from student

### **OUTCOMES**

- Preparing staff and students for cultural change – a guide
  - Collaboration
- 

### **CONTRIBUTING ISSUES AND CONCEPTS<sup>2</sup>**

- Creating markers/celebrating achievement
- Balance appreciative support with realistic feedback
- Celebrate. Portray. Map.
- Ask students for input on assessment
- Involving students in designing curriculum and assessment
- Student voicemail this - where is it?
- Embed professional curriculum into courses
- How to ensure grading doesn't undermine our best intentions
- TIMING of assessment
- The place of the student with the design of curricula and assessment protocols
- Changing culture of assessment as measurement
- Including students in assessments

---

<sup>2</sup> These points are drawn from the suggestions of Roundtable participants (the points were recorded on the coloured postit notes).