

Innovative Assessment Practices

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This poster presents innovative approaches to assessment for you to consider for use with your students to promote inclusive practice.

We invite you to explore these proposals and to leave your thoughts in feedback corner

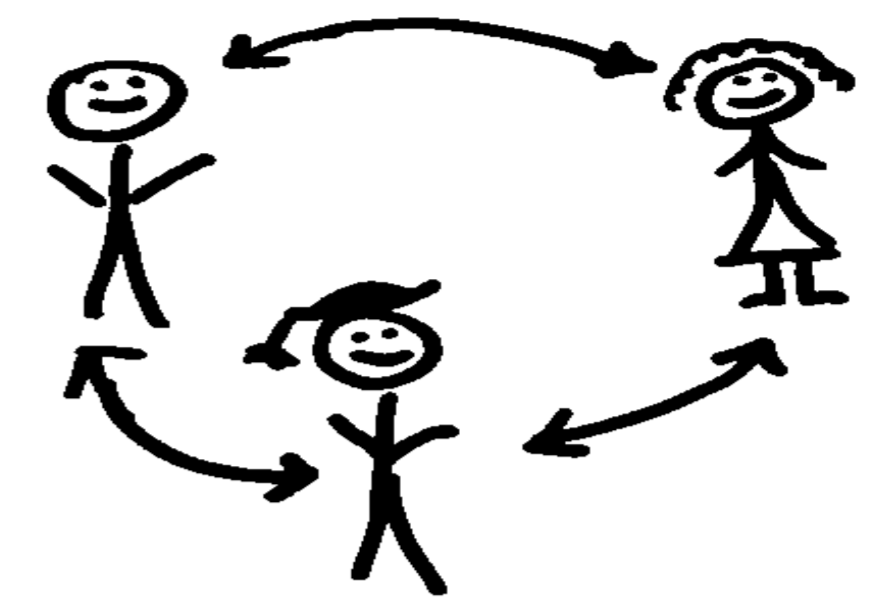
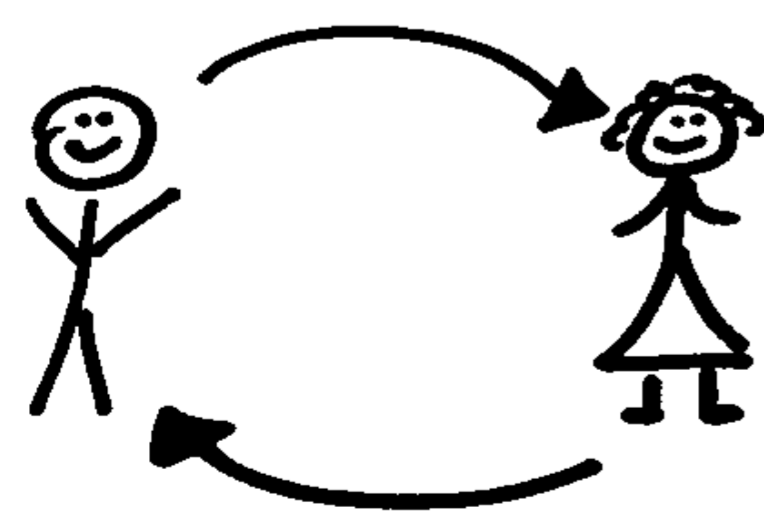


SELF-ASSESSMENT

- Is now regarded as a mainstream activity (e.g. HMRC)
- Encourages reflective thinking and learning
- Facilitates the development of self-assessment in learning
- The first principle of good feedback practice according to Juwah et al. (2004)
- A self assessment form is currently used by staff within the Community and Criminal Justice Division at DMU

PEER-ASSESSMENT

- Encourages deep learning
- Students own the agenda (Race, 2007) and develop their autonomy (Falchikov, 1988)
- Students actively involved in the assessment process, with a clearer understanding of marking criteria and learning outcomes (Juwah et al. 2004)
- Promotes transformative learning as part of a collaborative process through which students share responsibility with peers, staff and the institution (Nicol, 2007)



DEMOCRATIC PEDAGOGY

- Self and peer assessment are innovative methods of engaging the student with their learning outcomes enhancing formative feedback (Blair et al 2012)
- Pedagogy is by definition inclusive, engaging the student in the creation of a space for personal exploration and development, rather than instruction
- Inclusion of service users in the assessment process helps re-evaluate perceptions of “the expert” in higher education
- Self and peer assessment foster skills in critical reflection. This is at the heart of lifelong personal development enhancing employability (Chan Koh 2007)



FEEDBACK CORNER

Use this space !

Share your reflections on how you might transform your feedback assessment practice.
Write your thoughts and ideas on the post-it notes provided below and attach them to this feedback corner.

Thank you for your participation!

References

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