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| <b>Module Title:</b> | Education Studies 3 (Assessment methods and visible learning) |
| <b>Module Code:</b>  | BAED02H   |
| <b>Level:</b>        | 6   |
| <b>Credits:</b>      | 15  |

**Module Description:**

The module covers the theories and principles of assessment, requiring trainees to design and demonstrate assessment methods. The trainees will obtain an in depth understanding of the purpose and types of assessment that are available for use with the benefits and pitfalls of all in relation to a typical teaching and learning context. Trainees will also obtain knowledge of the concept of assessment for learning and assessment of learning, all embedded with minimum core skills and how best to provide feedback.

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**Indicative Content:**

- Theories and of formal and informal assessment in 21st century education
  - Principles of assessment: validity, reliability, fairness, sufficiency, inclusivity
  - Purposes of assessment
  - The role of assessment in quality and evaluation processes
  - Assessment and its role in learning
  - Providing feedback on performance
  - Design and strategies for assessment
  - Creating inclusive learning and assessment strategies
  - Recording and reporting on assessment
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**Learning and Teaching Methods:**

The teaching and learning strategies for this module will comprise of tutor input with the aid of ICT resources, video clips to evaluate, case studies, lecture handouts followed by some group discussion or individual reflection with whole class feedback/ peer assessment. Independent student study.

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**Specific Learning Resources:**

None

**Bibliography**

Essential Reading

Gravells, A. and Simpson, S. (2014) *Equality and Diversity in the Lifelong Learning Sector*, 3rd edition, Exeter: Learning Matters

Hattie, J. (2011) *Visible learning for Teachers. Maximizing impact for learning.*

## Module Specifications: School of Education

London: Routledge.

William, D. (2011) *Embedded Formative Assessment*, Bloomington: Solution Tree Press

### Recommended Reading

Cotton, J. (1995) *The Theory of Assessment: An Introduction*. London: Kogan Page

Hattie, J; Masters, D & Birch, K. (2015) *Visible Learning into Action: International Case Studies of Impact* London: Routledge.

Hill, C. (2008) *Teaching with E-Learning in the Lifelong Learning Sector*, 2nd edition, Exeter: Learning Matters

Petty, G. (2009) *Teaching Today: A Practical Guide*, 4th edition, Cheltenham: Nelson Thornes

Race, P. and Pickford, R. (2007) *Making Teaching Work: 'Teaching Smarter' in Post-Compulsory Education*, London: Sage

Tummons, J. (2011) *Assessing Learning in the Lifelong Learning Sector*, 3rd edition, Exeter: Learning Matters

## Module Learning Outcomes

### Subject Specific Learning Outcomes

*On successful completion of this module you will be able to:*

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| <b>LO 1</b> | Critically evaluate the need for a safe and inclusive learning environment in relation to assessment. |
| <b>LO 2</b> | Critically review theories, principles and applications of formal and informal assessment.            |
| <b>LO 3</b> | Critically evaluate the importance of delivering and receiving feedback.                              |

## Assessment Title or element

A 25-minute presentation on types of assessment methods and feedback available with a sample, exemplar portfolio of marked work showing examples of feedback and personalised feed forward (N.B. work does not have to be academic it can be a selection of colleagues reports or paper that you have assessed)

*Information correct at point of publication.*