

SoTL Conference Keynote Panel 25 October 2022 @ 9h00, SA time

Scholarship of Teaching and Learning
HYBRID CONFERENCE

Stellenbosch
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ASSESSMENT MATTERS:
Re-imagining assessment culture
and practices for a transformative
student experience

24 - 26 October
Oktober
Okthobha **2022**

<http://www.sun.ac.za/sotl>

Important dates:

31 July	Abstracts due
30 September	Registrations close No cost to SU staff
24 October	Face-to-face pre- conference workshops Devon Valley Hotel
25 & 26 October	Online via MS Teams

HOSTED BY THE Division for Learning and Teaching Enhancement | iCandelo lokuPhuhliswa kokuFunda nokuFundisa | Afdeling vir Leer- en Onderrigverryking

Conference Theme: Assessment matters: Re-imagining assessment culture and practices for a transformative student experience

Topic: How assessment practices can be changed to support a transformative student experience

Panellists

- Professor YANG Lan (University of Hong Kong)
- Professor Francois Cilliers (University of Cape Town)
- Professor Richard Stevens (Stellenbosch University)

Concept Note

Background

Stellenbosch University (SU) recognizes that assessment is an integral part of learning and teaching, and that teaching, learning and assessment practices are contextual and relational. In the SU Assessment Policy (2021:5) assessment is defined as “the systematic evaluation of students’ abilities to demonstrate their having achieved the learning goals set for a curriculum. This can include a variety of tasks, products, outputs or competencies used to gather evidence and compare the students’ performance against the set assessment criteria and outcomes.” The SU Assessment Policy (2021) makes provision for different assessment purposes, namely diagnostic, summative, formative, sustainable and evaluative, to emphasise a balanced approach to assessment practices aimed at developing students' enquiring minds as lifelong learners who can judge their own performance and that of others. One way of serving this end-goal is to enable and nurture students who can self- and peer-assess their own work and that of others, in line with the principles of sound and fair assessment (SU Assessment Policy, 2021). Such an approach will also ensure that student learning is promoted by supporting

students to self-monitor and check their own learning, and to reflect on learning experiences, rather than emphasising a one-sided focus on marks. In line with movements in higher education towards learning-centred teaching (Barr & Tagg, 1995) through formative assessment and its potential to transform assessment practices (Torrance, 2012), there has been an increase in critiques of the continued emphasis on summative assessment practices (Boud 2000; Knight, 2002; Schuwirth & van der Vleuten, 2011; Harrison et al., 2017). Summative assessments are part of the culture of assessment of most higher education institutions, and reflect deeply engrained beliefs about what is valued in assessment. Once stuck in this summative assessment paradigm (Harrison et al., 2017), it is difficult to change the culture, even when evidence of the contrary is presented.

The move to Emergency Remote Teaching, Learning and Assessment (ERTLA) in 2020 and Augmented Remote Teaching, Learning and Assessment (ARTLA) in 2021 was a catalyst for change for some lecturers, allowing assessment practices that focussed more on 'assessment for learning'. Unfortunately, this is not true for everyone and there has been a major call at SU for the return of invigilated sit-down assessments, with concerns around academic integrity as the underlying driver. This potentially highlights the dominant summative assessment culture at SU.

We therefore need to continuously interrogate our assessment practices to support a transformative student experience. The annual SU Scholarship of Teaching and Learning (SoTL) Conference offers a platform where we can critically engage about how we could change assessment practices for a transformative student experience.

Aim of the session

During this session we will focus on re-imagining assessment culture and practices for a transformative student experience.

Session Format: Tuesday 25 October 2022 at 9h00

Duration: 100 min

1. Welcome and introduction (Anthea) [10 min]
2. Inputs from 3 Panellists [15 minutes each = 45 min]:
 - a. Professor YANG Lan (University of Hong Kong)
 - b. Professor Francois Cilliers (University of Cape Town)
 - c. Professor Richard Stevens (Stellenbosch University)
3. Panellists engage with one another [15 minutes]
4. Q&A (facilitated by Hanelie and Charmaine) [20 min]
4. Conclusion & pointing forward (Elzette and Jean) [10 min]

References

- Barr, R.B. & Tagg, J. (1995). From teaching to learning - A new paradigm for undergraduate education. *Change*, 27(6): 12-25.
- Boud, D. (2000). Sustainable assessment: Rethinking assessment for the learning society. *Studies in Continuing Education*, 22(2): 151-167.
- Harrison, C.J., Könings, K.D., Schuwirth, L.W.T., Wass, V. & van der Vleuten, C.P.M. (2017). Changing the culture of assessment: the dominance of the summative assessment paradigm. *BMC Medical Education*, 17(73): 1-14.
- Knight, P.T. (2002). Summative assessment in higher education: practices in disarray. *Studies in Higher Education*, 27(3): 275-286.
- Schuwirth, L.W.T. & van der Vleuten, C.P.M. (2011). Programmatic assessment: from assessment of learning to assessment for learning. *Medical Teacher*, 33(6): 478-485.
- Stellenbosch University (SU). (2021). *Assessment Policy*.
- Torrance, H. (2012). Formative assessment at the crossroads: conformance, deformative and transformative assessment. *Oxford Review of Education*, 38(3): 323-342.