



EDUC365

Educational Assessment

S1 External 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

(39cp at 100 level or above) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description

Measurement and assessment are central to education as they inform students, parents, teachers and the community of the processes and outcomes of teaching and learning.

Australia, as elsewhere, has witnessed the increase in the use of outcomes and standards over the last decade, which is manifest in curriculum, pedagogy, assessment and reporting.

This unit provides students with an understanding of how to use assessment information to make informed decisions about curriculum design, the process of teaching and learning, and student progress.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- apply a deep and critical understanding of the unit content;
- apply independent thought, insight and creativity when suggesting solutions to assessment related issues;
- synthesise the principles of effective assessment from peer reviewed literature;
- plan and undertake research in an ethical manner and report these findings in an appropriate format;
- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs;
- present a coherent argument supported by research-based evidence;
- communicate effectively and apply appropriate academic conventions;

General Assessment Information

1. On Line Quizzes. Each quiz must be completed between 6am Tuesday and 9am Wednesday of the relevant week. There is a set time limit for each quiz and you can only access the quiz ONCE on the specified date. If you miss a quiz you will be awarded zero for that task.

It is important to complete the **Practice Quiz** early in the session to check your internet browser and to familiarise yourself with the quiz format.

2. Research Report. You must complete the 1-hour **academic integrity training** module before commencing your assignment. It is available through the iLearn site. Your assignment is submitted through Turnitin as a Word document. Your consent form should be uploaded as a PDF to a separate assignment dropbox.

3. Final examination. There is significant preparation given for the final examination in the last few tutorials.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University

definition of same, and currently available at:

<http://mq.edu.au/policy/>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date

Please refer to the Disruption to Studies policy for further details: <http://mq.edu.au/policy/>

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Task 1a</u>	10%	No	Tuesday week 7
<u>Task 1b</u>	10%	No	Tuesday week 12
<u>Task 2 - Major assignment</u>	40%	No	15/5 Before 9am
<u>Task 3 - Final Exam</u>	40%	No	S2 Exam period

Task 1a

Due: **Tuesday week 7**

Weighting: **10%**

10 questions in 20 minutes on all lectures /readings up to and including week 6. This is an individual task that must not be completed in groups.

On successful completion you will be able to:

- apply a deep and critical understanding of the unit content;

Task 1b

Due: **Tuesday week 12**

Weighting: **10%**

15 questions in 25 minutes on all lectures/readings up to and including week 11. This is an individual task that must not be completed in groups.

On successful completion you will be able to:

- apply a deep and critical understanding of the unit content;

Task 2 - Major assignment

Due: **15/5 Before 9am**

Weighting: **40%**

Interview of a classroom teacher and write up as research report. Further details are on iLearn

On successful completion you will be able to:

- apply a deep and critical understanding of the unit content;
- apply independent thought, insight and creativity when suggesting solutions to assessment related issues;
- synthesise the principles of effective assessment from peer reviewed literature;
- plan and undertake research in an ethical manner and report these findings in an appropriate format;
- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs;
- present a coherent argument supported by research-based evidence;
- communicate effectively and apply appropriate academic conventions;

Task 3 - Final Exam

Due: **S2 Exam period**

Weighting: **40%**

The exam is a combination of short answers and extended responses.

There is 10 minutes reading time in addition to the 1.5 hours.

On successful completion you will be able to:

- apply a deep and critical understanding of the unit content;
- apply independent thought, insight and creativity when suggesting solutions to assessment related issues;
- synthesise the principles of effective assessment from peer reviewed literature;
- apply knowledge and understanding of key assessment principles to evaluate

assessment practice in real school contexts

- apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs;
- present a coherent argument supported by research-based evidence;
- communicate effectively and apply appropriate academic conventions;

Delivery and Resources

There are two hours of lectures and a weekly tutorial. Attendance is expected and tutorial rolls will be taken.

There is an iLearn site that you are expected to check regularly. All announcements will be made through iLearn. Lectures will be recorded through echo360 and available on the iLearn site shortly after the live lecture.

There are two short on line quizzes (see above) as part of the assessment regime so it is important that you check your browser to ensure you have no difficulty in access - there is a practice quiz to help you with this.

Unit Schedule

See iLearn

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- apply independent thought, insight and creativity when suggesting solutions to assessment related issues;
- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts

Assessment tasks

- Task 1a
- Task 1b
- Task 2 - Major assignment
- Task 3 - Final Exam

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs;

Assessment tasks

- Task 2 - Major assignment
- Task 3 - Final Exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- apply a deep and critical understanding of the unit content;
- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs;

Assessment tasks

- Task 1a
- Task 1b
- Task 2 - Major assignment
- Task 3 - Final Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- apply a deep and critical understanding of the unit content;
- apply independent thought, insight and creativity when suggesting solutions to assessment related issues;
- synthesise the principles of effective assessment from peer reviewed literature;
- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts

Assessment tasks

- Task 1a
- Task 1b
- Task 2 - Major assignment
- Task 3 - Final Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- synthesise the principles of effective assessment from peer reviewed literature;
- plan and undertake research in an ethical manner and report these findings in an appropriate format;
- apply knowledge and understanding of key assessment principles to evaluate assessment practice in real school contexts
- apply knowledge and understanding of key assessment principles to the development of assessment plans and teaching/learning programs;
- present a coherent argument supported by research-based evidence;

Assessment tasks

- Task 2 - Major assignment
- Task 3 - Final Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- present a coherent argument supported by research-based evidence;
- communicate effectively and apply appropriate academic conventions;

Assessment tasks

- Task 2 - Major assignment
- Task 3 - Final Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- apply independent thought, insight and creativity when suggesting solutions to assessment related issues;
- plan and undertake research in an ethical manner and report these findings in an appropriate format;

Assessment tasks

- Task 1a
- Task 1b
- Task 2 - Major assignment
- Task 3 - Final Exam

Changes from Previous Offering

On the basis of feedback the following changes have been made to the unit this year:

- The quiz questions have been reviewed
- Lectures have been redesigned into modules
- Peerwise has been integrated into tutorial activities rather than as a specific assessment task
- The major assignment word length has been reduced and the rubric redesigned
- The workbook activities have been revised

Changes since First Published

Date	Description
23/02/2017	Error in disruption to studies link
15/02/2017	Assignment submission dates were incorrect