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FEATURE

**Course Outlines and Assessment in Higher
Education: An Analysis of AIIAS Course
Description Contents 2001-2004**

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Abstract: *Clear documentation of goals, content, outcomes and associated assessment procedures has become a critical part of higher education policy and practice. An analysis of the course outlines provided by the faculty of one institution over the period from 2001 to 2004 provides critical insight into the information offered to orient students within their course. Further, this analysis allows comparisons with practice within and across institutions. Discussion draws on the literature of assessment that invites “constructive alignment” of instruction, learning, and assessment, as well as incorporating alternative forms of assessment in courses. An assessment experience instrument is offered to assist research data collection. As institutions compete for students, institutions have the opportunity to intentionally differentiate themselves in terms of student satisfaction with course experiences, and particularly in the area of assessment.*

Higher education lecturers are committed to the effective collection and transmission of knowledge, attitudes and professional practice confirmed by appropriate assessment (Segers, Dochy, & Cascallar, 2003). This requires the establishment of clear communication with the students of their course. As an initial step in this process they usually share through course descriptions the outline of the course content, as well as included activities and assessment processes. Importantly they can also indicate through this means the philosophical perspective of their approach to the course content and the discipline as a whole and how this approach integrates with the organizational mission and goals of their institution. In this way higher education lecturers create a statement that establishes both an instrument of communication to students and documentation of their response to the responsibility given to them in good faith by the institution. This documentation provides a source for establishing the framework that scaffolds the students’ experience of higher

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education learning within a course but also provides evidence to be judged in establishing the credibility of the educational claims of the individual staff member, department, school and ultimately the institution.

The purpose of this paper is to examine the documentation provided in course outlines for the years 2001 to 2004 within a graduate school as part of an overall school review, for the purpose of informing colleagues within the school of the practices actually in effect, and to enable them to compare these statements to shared policies intended to facilitate desired best practice.

Similarities in course descriptions could be expected reflecting the most important content defined for inclusion by policy statements guiding the creation of these documents. During this period policy related to course descriptions has probably varied and this should be reflected in the documentation. Course description content could also be expected to vary due to the individual choices of the educators with respect to what is important for inclusion in a course outline and also the types of activities and assessment practices embraced.

Data Collection

Data was collected by examination of all the filed course outlines for the school years 2001 to 2004. Course outlines were examined by a research assistant provided with a coded classification of expected content derived from current policy documents (Table 1). Development of this coded classification system continued throughout the data collection process as course outlines were examined and data entered within an Excel spread sheet. Of particular interest to the researcher were the assessment practices of the course planners and the tasks used were also differentiated and coded (Table 2)

Results

A total of 126 course outlines from the 2001 to 2004 period were included in the analysis, being the total on file for the courses taught in this period. Most of the courses were taught in 2002 or 2003 (78.5%, see Table 1). Eleven of these courses were taught at an AIIAS Distance Learning Center.

Table 1
Distribution of Courses Taught for School Years 2000-2004

	Year	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2000	2	1.6	1.7	1.7
	2001	9	7.1	7.4	9.1
	2002	47	37.3	38.8	47.9
	2003	48	38.1	39.7	87.6
	2004	15	11.9	12.4	100.0
	Total	121	96.0	100.0	
Missing	9999	5	4.0		
Total		126	100.0		

Content

The content of the course descriptions was defined using the elements of the current course template and the frequency of the elements tabulated in ranked order (Table 2). The general objectives and requirements of the course were included in all but two descriptions (98.4%), the average number of course goals or objectives being 7.5, though three outlines indicated no objectives and the largest number of objectives was 19. When course descriptions provide minimal support students use other scaffolds like past exams, exercises, the text book, and lecture notes (Adwadi & Bjornstrom, 2004). The actual Academic Bulletin course statement was included in 94.4% of the course descriptions. Most course outlines (81.7%) included a reference list; however, the content of the reference list varied and the contents will be discussed later in this discussion. In 72 courses at least one textbook was assigned (57.1%). Only 32 (25.4%) included a statement about late submission of assignments, 16 (12.7%) indicated the 85% attendance requirement, 14 included a statement about academic dishonesty or referred to plagiarism. Considering the recent introduction of a course description template that includes indications of the contribution of the course to the mission statement and goals of the institution, it may not be surprising to observe that only 8 or 6.8% included these requested linkages.

Table 2
Expected Course Outline Content Ranked by Frequency of Occurrence

Course Description Element	Number N = 126	Percent Including
Goals or General Objectives of the course	124	98.4
Average number of goals per course	7.5	
Course Requirements	124	98.4
Course Description	119	94.4
Reference List (Books, Journals, Web sites)	103	81.7
Books	101	80.2
Average number of books	32	
Web sites	35	27.8
Average number of web sites	10.6	
Journals	22	17.5
Average number of journals	9.6	
Assigned Grades	102	81
Textbook(s)	72	57.1
Late Assignment	32	25.4
Class Attendance (>85%)	16	12.7
Academic Dishonesty (Plagiarism, Cheating, etc)	14	11.1
Contribution to the Institutional Mission Statement	8	6.3
Contribution to the Goals of the Institution	8	6.3
Rationale	2	1.6
Assessment and Grade	102	81.0

Bibliography or Reference Lists

The 102 courses providing a reference list varied greatly both in extent and content. While 23 courses did not offer a list of references, one offered only one book while three offered three. At the other extreme five courses, two offered by one professor and three by another had over 100 references the highest number being 191. The mean number of references was 31.97, however the bias in this measure of central tendency by the extremes is indicated by the median of 17. Most commonly 11 books were offered in the reference list.

While a majority of the course outlines provided book references (102), only a minority provided either journal articles (22) or website addresses (35). Most commonly only one journal (6) or web address (6) was provided, though four professors offered more than 18 journals and 6 offered more than 18 web addresses. The highest number of journals and web sites was 47 and 41 respectively.

Assessment: Popular Forms and Marks Awarded to Each Measure

Educators used a variety of assessment strategies and indicated these within the course outlines. The frequency with which each task occurred within the documents examined and the average mark assigned to this type of assessment is indicated in the frequency ranked table (Table 3).

Most courses included a final examination (106, 81.1%) and a mid-term examination (78, 61.9%). On average a similar number of marks were assigned to both, the final examination being weighted slightly higher (final examination = 25.5%, midterm examination = 22.5%). In about 35.5% of courses (37) the marks assigned to examinations overall was between 30% and 40% of a total course score. Lower marks were allocated by 63.5% (66) of the lecturers (Table 4).

Granting marks for participation were awarded by the majority (92, 73%), though the number of marks awarded is low (7.1). The popularity of awarding marks for attendance (61, 48.4%) may be disturbing to some, for it is a clear expectation that students should be in attendance for 85% of their classes' contact hours by academic policy (AIIAS, 2004), p. 27). The awarding of marks for this action, even if it is low (5.1), reduces the discrimination of the course score and rewards the low level behavior of just being present in the class. An almost equally frequent assessment procedure but one supporting a more discriminatory judgment by the weighting of marks (20.2%) is giving assignments (59, 46.8%). Presentations, usually made orally, were included in many of the course descriptions (57, 45.2%) but assigned a lower marks weight (15.5%) than prior mentioned forms of assessment. Reading reports, projects, term papers, and quizzes are assessment tools used in about a third of the courses considered. The increasing variety of newer forms of assessment together with the specialized nature of some tasks associated with particular learning explains the lower frequency of the remaining table entries (Table 3).

Table 3
Assessment Components Ranked by Popular Use with Average Marks Awarded

Ranking	Assessment Practice	N = 126	%	Avg Marks
1	Final Exam	106	81.1	25.5
2	Participation	92	73.0	7.1
3	Mid-Term Exam	78	61.9	22.5
4	Attendance	61	48.4	5.1
5	Assignments	59	46.8	20.2
6	Presentation (Oral/Computer)	57	45.2	15.5
7	Reading Report	40	31.7	13.4
8	Project	33	26.2	30.0
8	Term Paper	33	26.2	23.6
10	Quizzes	31	24.6	11.7
11	Case Studies	19	13.9	13.9
12	Research Paper	13	10.3	26.9
13	Review (Book/Article)	12	9.5	17.3
13	Reading Log	12	9.5	11.7
15	Tests	11	8.7	13.9
16	Lesson Plan	8	6.3	9.4
17	Mini-Curriculum Guide	5	4.0	24.0
18	Thought paper	3	2.4	26.7
18	Data-based Paper	3	2.4	15.0
18	Micro Teaching	3	2.4	13.3
18	Essay	3	2.4	13.3
18	Outlines	3	2.4	10.0
18	Worship	3	2.4	6.7
24	Unit Plan	2	1.6	20.0
24	Anthology.	2	1.6	12.5
24	Video Report	2	1.6	7.5
24	Self Evaluation	2	1.6	7.5
24	Field trip Report	2	1.6	5.0
29	Research Proposal	1	0.8	50.0
29	Problems	1	0.8	30.0
29	Portfolio	1	0.8	30.0
29	Questions	1	0.8	15.0

Table 4
Marks from the Final Examination

	Marks (Weight)	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	2	1.6	1.9	1.9
	15	16	12.7	15.4	17.3
	20	29	23.0	27.9	45.2
	25	18	14.3	17.3	62.5
	28	1	.8	1.0	63.5
	30	22	17.5	21.2	84.6
	35	12	9.5	11.5	96.2
	40	3	2.4	2.9	99.0
	60	1	.8	1.0	100.0
	Total	104	82.5	100.0	
Missing	99	22	17.5		
Total		126	100.0		

What are the assessment tasks that attract the higher weighting in marks? From Table 5—a rearrangement of the information in Table 3 so as to rank assessment tasks by marks weight—it is clear that some types of task are weighted on average more highly than exams. Table 5 also provides comparisons with data for an Asian institution (Frankland, Young, & Lai, 2004). Research proposals (50%) are extensive tasks and attract a higher weighting than solving problems, completing projects, and collecting a portfolio, all of which are assigned 30% of course marks on average. Writing a research or thought paper (27%) was considered to be of similar importance in marks allocation to a final exam (25.5%), forming a mini-curriculum guide (24%), completing a term paper (23.6) or a mid-term examination (22.5%). Within the next tier of marks allocation was general assignment completion and completion of a unit plan or book review (20.2%, 20.0%, and 17.3%, respectively). The largest number of tasks fell within the marks allocation of 10 to 15.5. The more popular tasks in this range were making an oral presentation (57, 15.5% of marks), writing a reading report (40, 13.4% of marks), and completion of quizzes (31, 11.7% of marks).

Table 5
Assessment Components Ranked by the Average Marks Awarded

Ranking	Assessment Practice	Number	% of N	Avg Marks (Weight)	% (Frankland, 2004)
1	Research Proposal	1	0.8	50.0	
2	Problems	1	0.8	30.0	
3	Project	33	26.2	30.0	47
3	Portfolio	1	0.8	30.0	4
5	Research Paper	13	10.3	26.9	
6	Thought paper	3	2.4	26.7	
7	Final Exam	106	81.1	25.5	54
8	Mini-Curriculum Guide	5	4.0	24.0	
9	Term Paper	33	26.2	23.6	
10	Mid-Term Exam	78	61.9	22.5	50
11	Assignments	60	47.6	20.2	53
12	Unit Plan	2	1.6	20.0	
13	Review (Book/Article)	12	9.5	17.3	
14	Oral/ Comp Presentation	57	45.2	15.5	42
15	Questions	1	0.8	15.0	
15	Data-based Paper	3	2.4	15.0	
17	Tests	11	8.7	13.9	
17	Case Studies	19	13.9	13.9	
19	Reading Report	40	31.7	13.4	
20	Micro Teaching	3	2.4	13.3	
20	Essay	3	2.4	13.3	
22	Anthology.	2	1.6	12.5	
23	Reading Log	12	9.5	11.7	
23	Quizzes	31	24.6	11.7	
25	Outlines	3	2.4	10.0	
26	Lesson Plan	8	6.3	9.4	
27	Video Report	2	1.6	7.5	
27	Self Evaluation	2	1.6	7.5	3
29	Participation	93	73.8	7.1	5
30	Worship	3	2.4	6.7	
31	Attendance	62	49.2	5.1	8
32	Field trip Report	2	1.6	5.0	

The quizzes if combined with tests (11, 13.9% of marks) would indicate a popularity comparable to reading reports and be ranked next after presentations (92, 7.1% of marks) in popularity though valued in marks more highly. In a similar way combinations of other assessments could be proposed; for instance,

assignments and term papers could be similarly combined and would suggest a higher occurrence or popularity than presentations. Further potential combinations though perhaps plausible have not been considered in this research.

The lowest mean mark weightings are allocated to attendance (5.1) and field trip reports (5.0). Other experiential tasks have low marks allocation, making a video report (7.5%), self-evaluation (7.5%), or presenting a devotional introduction to class (6.7%). It is of interest to note that the video report and field report were both allocated about half or less of the marks of a reading report (13.4%) yet could be expected to require the same cognitive forms of analysis and potentially similar extents. Clearly in setting assignments lecturers have the potential and responsibility to define the extent in page length, depth of research and analysis indicated by hours spent, or in such other ways that students have comprehension of the amount of time and effort to be devoted to a task. The realism associated by students with the lecturer's mark allocation for a course could be expected to have a direct relationship to their satisfaction and judgment of a professor's effectiveness.

The variation in the awarding of marks to particular assessment tasks is illustrated by the distribution of from 10 to 60 marks for final exams (see Table 4 and Figure 1) and 3% to 55% for assignments (Table 6). Eighty one percent of course outlines indicated the way grades would be assigned, relating marks criteria to each letter grade.

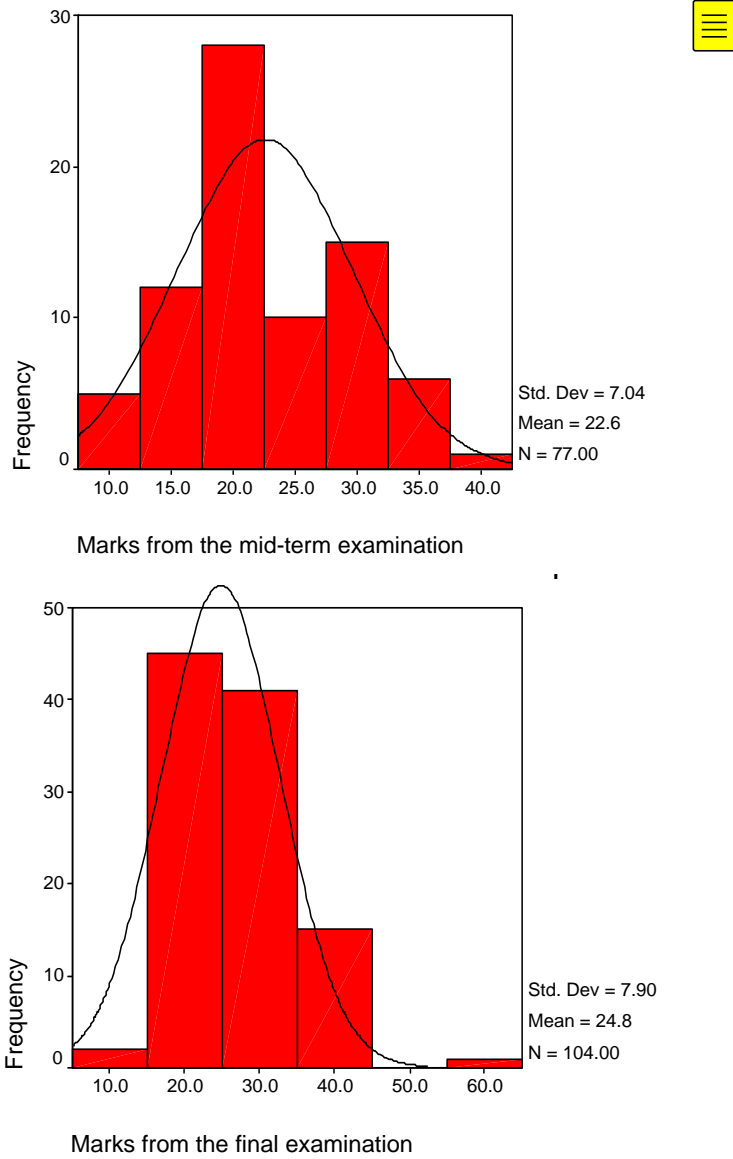


Figure 1. Frequency distribution of marks for midterm and final examinations.

Table 6
Frequency Distribution of Marks Awarded for Assignment Completion

	Marks	Frequency	Percent	Valid %	Cumulative Percent
Valid	3	2	1.6	3.4	3.4
	4	2	1.6	3.4	6.8
	5	2	1.6	3.4	10.2
	10	11	8.7	18.6	28.8
	15	10	7.9	16.9	45.8
	20	13	10.3	22.0	67.8
	25	4	3.2	6.8	74.6
	30	8	6.3	13.6	88.1
	40	4	3.2	6.8	94.9
	50	2	1.6	3.4	98.3
	55	1	.8	1.7	100.0
	Total	59	46.8	100.0	
Missing	System	67	53.2		
Total		126	100.0		

Variation by Year

No significant difference exists for number of books, journals or web sites included for the different years of this study. Marks allocation indicated no statistically significant difference by year except for one marks category. One-way ANOVA for the allocation of marks to attendance by year of the course indicated a statistically significant difference (see Figure 2) ($n = 56$, $df = 4$, $F = 4.35$, $p = 0.004$) and the more conservative Scheffe's post hoc test confirms a difference between the 2001 mean marks allocation of 7.50 and the 2002 (4.74, $p < 0.05$) and 2004 (4.27, $p < 0.05$) marks. Tukey's post hoc test indicates a significant difference between 2001 and all other years, 2000 (3.50, $p < 0.05$), 2002 (4.74, $p < 0.01$), 2003 (5.05, $p < 0.05$), and 2004 (4.27, $p < 0.05$). The small sample of 6 courses from 2001 is distorted by two high allocations of 10 and 15 to participation by different lecturers, other courses allocating only 5 marks to attendance. The mode for all courses awarding attendance marks was 5, which accounted for 49 of the 61 courses.



Figure 2. Mean marks for attendance by year

Discussion

The provision of course descriptions or outlines has become an even more important part of higher education practice as institutions compete for students and adopt new teaching, learning and assessment paradigms (Broadfoot, 2004; Segers, Dochy, & Cascallar, 2003). At the same time institutions are also placed under pressure by student rights awareness and litigation. Clear documentation of goals, content, expectations as course outcomes and the associated assessment procedures, has become a critical part of higher education policy and practice.

Most course descriptions gave students a clear perception of the course goals and objectives, content, learning activities and processes, and assessment sometimes both formative and summative in nature, while also directing students to resources such as textbooks and journals. Comparison with the Hong Kong Polytechnic (Frankland, et al., 2004) suggests a lower focus on attendance and participation in assessment, a higher mark allocation to projects or problem based learning rather than exams, utilization of open book exams, incorporation of more portfolio assessment, as well as peer and self-assessment.

How satisfied are the faculty with this universities' guidelines for assessment practice? While this was not a research question in this work, an awareness may be drawn from the report of another Asian institution (Frankland, et al., 2004). In the Hong Kong Polytechnic University 28% of faculty disagree with the grading system, 29% are neutral in their response and

43% agree with the grading system. Ambivalence and disagreement characterize the majority response and a possible level of ignorance that is acknowledged by McDowell (McDowell, et al., 2004) when citing Gibbs and Simpson in a discussion of improving learning through formative assessment:

There is more leverage to improving teaching through changing aspects of assessment than there is in changing anything else and, at the same time, the teacher knows less about how the students respond to assessment than about anything else. (p 1)

Several researchers (see for example Biggs, as cited in McDowell, et al., 2004; Birenbaum, 2003; Gulikers Bastiaens & Kirschner, 2004) have advocated 'constructive alignment' of instruction, learning, and assessment (ILA) elements to increase the effectiveness of learning. Confucius (551-479 BC) says,

Tell me and I will forget;
Show me and I will remember;
Involve me and I will understand.

Collection of information by researchers (McDowell et al., 2004) about student reactions to assessment used the Assessment Experience Questionnaire (AEQ) (The Fast Project, n.d.). The instrument has a five factor structure investigating: study effort, assignments and learning, quantity and timing of feedback, quality of feedback, use of feedback and exams and learning. To assist educators in the evaluation of student's responses to assessment the instrument is included as an Appendix.

Researchers (Adwadi & Bjornstrom, 2004) expressed disappointment when institutional practices were found that indicated

In a majority of course descriptions there was a brief statement of general goals or aims for the course, a long list of course content and a vague reference to the type of assessment that would be used. The general aim was rarely broken down into *specific* goals or objectives. . . . the consistent lack of detailed learning objectives at Chalmers is shocking. (p. 3, 4)

These researchers went on to say that they

Also gave an outline of a proposed model in which each of the learning objectives ha[d] a reference to relevant lectures, examples, exercises and past exams. This model was considered to be far more useful and was applauded by all the students. (p. 7)

Frankland and co-researchers (2004) suggest that good assessment practices include: open book exams, portfolios, on-line assessment (simulations and discussions), peer assessment, reflective papers, poster presentations, interviewing and oral presentations. Self and peer assessment have been compared for their reliability, validity, and utility in both higher and lower

education addressing a common source of objections (Topping, 2004). Self-assessment is advantageous since it involves the learner as an active participant in the process, encourages reflective thinking on the learning process, and provides practice for the development of this desirable and valuable workplace skill. Authentic assessment (Gulikers et al., 2004) further stimulates the development of professional skills and also provides a strong motivation of participation as it requires students to

Demonstrate the same (kind of) skills and competencies, or combinations of knowledge, skills and attitudes, that they need to apply in the criterion situation in professional life . . . an assessment that can resemble a criterion situation along a number of dimensions. (p. 4)

Gulikers offers five dimensions for consideration of the creation of authentic assessments: the task, the physical context, the social context, assessment result--an outcome as product or performance--and, the criteria or standards.

Before modifying educational practice in developing new course descriptions or outlines it would be beneficial to consider a review of student's perceptions about new modes of assessment in higher education (Stryven, Dochy, & Janssens, 2003). The research indicates assessment practices have a strong effect on the approaches students make to learning, leading students into surface or superficial learning, deep learning or strategic/achievement learning. Further, past research indicates that good learners and low test anxiety learners have a preference for extended answer essay questions which are aligned with deep learning. Most other students reportedly preferred short answer questions and multiple choice items which they perceived as having lower complexity and difficulty; being easier; consequently causing lower anxiety since feelings of likely success are higher. Stryven and colleagues indicate that, "Overall, learners think positive[ly] about new assessment strategies, such as portfolio assessment, peer assessment, simulations and continuous assessment methods (p.209)." Work load and alignment of assessment tasks with the content influence this general approval however.

As faculty reflectively create course documents, they are invited to consider and document how the instruction, learning, and assessment are linked within the framework for learning planned and established in course experience. In this way effective higher education will continually respond to the challenges of a globalized, rapidly changing, professional workplace.

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APPENDIX

Assessment Experience Questionnaire (AEQ). The Fast Project, (n.d.)

Please answer every item quickly by giving your immediate response. Circle the appropriate code number to show your response to assessment.		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. Amount and distribution of study effort						
1.1	I do the same amount of study each week, regardless of whether an assignment is due or not.	1	2	3	4	5
1.2	I can be quite selective about what I study and learn and still do well.	1	2	3	4	5
1.3	I only study things that are going to be covered in the assignments.	1	2	3	4	5
1.4	I have to study regularly if I want to do well on the course.	1	2	3	4	5
1.5	On this course, it is possible to do quite well without studying much.	1	2	3	4	5
1.6	In weeks when the assignments are due I put in many more hours.	1	2	3	4	5
2. Assignments and learning						
2.1	Tackling the assignments really makes me think.	1	2	3	4	5
2.2	I learn more from doing the assignments than from studying the course material.	1	2	3	4	5
2.3	In completing the assignments you can get away with not understanding and still get high marks.	1	2	3	4	5
2.4	The assignments give very clear instructions about what you are expected to do.	1	2	3	4	5
2.5	When I tackle an assignment it is not at all clear what would count as a successful answer.	1	2	3	4	5
2.6	The assignments are not very challenging.	1	2	3	4	5
3. Quantity and timing of feedback						
3.1	On this course I get plenty of feedback on how I am doing.	1	2	3	4	5
3.2	The feedback comes back very quickly.	1	2	3	4	5

3.3	There is hardly any feedback on my assignments when I get them back.	1	2	3	4	5
3.4	When I get things wrong or misunderstand them I don't receive much guidance in what to do about it.	1	2	3	4	5
3.5	I would learn more if I received more feedback.	1	2	3	4	5
3.6	Whatever feedback I get comes too late to be useful.	1	2	3	4	5
4. Quality of feedback						
4.1	The feedback mainly tells me how well I am doing in relation to others.	1	2	3	4	5
4.2	The feedback helps me to understand things better.	1	2	3	4	5
4.3	The feedback shows me how to do better next time.	1	2	3	4	5
4.4	Once I have read the feedback I understand why I got the mark I did.	1	2	3	4	5
4.5	I don't understand some of the feedback.	1	2	3	4	5
4.6	I can seldom see from the feedback what I need to do to improve.	1	2	3	4	5
5. What you do with the feedback						
5.1	I read the feedback carefully and try to understand what the feedback is saying.	1	2	3	4	5
5.2	I use the feedback to go back over what I have done in the assignment.	1	2	3	4	5
5.3	The feedback does not help me with any subsequent assignments.	1	2	3	4	5
5.4	The feedback prompts me to go back over material covered earlier in the course.	1	2	3	4	5
5.5	I do not use the feedback for revising.	1	2	3	4	5
5.6	I tend to only read the marks.	1	2	3	4	5
6. The examination and learning (only to be completed if there is an exam)						
6.1	Preparing for the exam was mainly a matter of memorizing.	1	2	3	4	5
6.2	Doing the exam brought things together for me.	1	2	3	4	5
6.3	I learnt new things while preparing for the exam.	1	2	3	4	5
6.4	I understand things better as a result of the exam.	1	2	3	4	5

6.5	I'll probably forget most of it after the exam.	1	2	3	4	5
6.6	In the exam you can get away with not understanding and still get good marks.	1	2	3	4	5

Comments you would like to make about the way the assessment affected your learning on the course. (Write on the back of this sheet if you need more space.)

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.....

Source: <http://www.open.ac.uk/fast/>

 Assessment Review Checklist

The 11 'conditions under which assessment supports student learning' listed below are derived from a literature review of theory about assessment and learning and studies of changes to assessment systems and their impact on students and their learning (Gibbs & Simpson, 2004). The 'Assessment Experience Questionnaire' measures students' response to assessment in relation to these conditions. [The author of this article provides the suggested Item assignment.]

Extent to which condition is met	Well	Partly	Poorly	Notes
I Quantity and distribution of student effort				
1. Assessed tasks capture sufficient student time and effort [1.1,-1.3, -1.5]				
2. These tasks distribute student effort evenly across topics & weeks [-1.2, 1.4, -1.6]				
II Quality and level of student effort				
3. These tasks engage students in productive learning activity [2.1, -2.3, -2.6]				
4. Assessment communicates clear and high expectations to students [2.2, 2.4, -2.5]				
III Quantity and timing of feedback				
5. Sufficient feedback is provided, often enough & in enough detail [3.1, -3.3, -3.5]				
6. The feedback is provided quickly enough to be useful to students [3.2, -3.4, -3.6]				
IV Quality of feedback				
7. Feedback focuses on learning rather than on marks or students [-4.1, 4.3]				
8. Feedback is linked to the purpose of the assignment and to criteria [4.2, 4.4]				

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9. Feedback is understandable to students, given their sophistication [-4.5, -4.6]

V Student response to feedback

10. Feedback is received by students and attended to [5.1, -5.3, -5.6]
11. Feedback is acted upon by students to improve their work or their learning [5.2, 5.4, -5.5]

Source: <http://www.open.ac.uk/science/fdtl/documents/checklist.pdf>

Analysis of the AEQ suggests this summary as an extension of the checklist to include examinations.

VI Student response to examinations

12. Completing the examination required quality preparation [-6.1, 6.3, 6.5]
 13. Doing the examination contributed to learning [6.2, 6.4, -6.6]
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