Rethinking Assessment Project

Co-designing implementation of the Assessment and Feedback Strategy 2022-2024

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Supporting the implementation of the Assessment and Feedback Strategy (AFS) the Rethinking Assessment Project brings together cross-functional multidisciplinary teams of academic and professional staff and students to develop the detailed implementation plan and embedded activities for key actions in the AFS Implementation plan.

The Rethinking Assessment Project establishes six closely related working groups that will focus on the some of the goals and related actions that require whole of institution collaborative action for success. This work will commence with a design thinking workshop for each of the working groups and the groups will determine how they will need to proceed to establish the implementation plan and subsequent actions. The working groups will be able to identify policy and or procedural changes that are needed to implement the action(s) and identify where resourcing will be essential to the delivery of the desired change. It is anticipated that the working groups will develop implementation plans that distribute responsibility for the implementation of the Strategy widely and align it with existing and planned learning, teaching and curriculum innovation and enhancement activities in Schools and Faculties with local leadership and relevance to local discipline/program contexts.

Co-design workshops in December 2021

Barr Smith South 2051

Thur 9 December, 10am – 12pm: Authentic Assessment

Mon 13 December, 10am – 12pm: Formative Feedback

Tue 14 December, 10am – 12pm: Digitally-Enabled Assessment and Feedback

Tue 14 December, 2pm – 4pm: Assessment and Feedback Literacy

Wed 15 December, 2pm – 4pm: Programmatic Assessment Design

Thur 16 December, 2pm – 4pm: Assessment Standards

Who should attend the co-design workshops?

- academic staff at all levels including:
  - those responsible for leading learning and teaching in Schools and Faculties (e.g. members of Programs Board or Learning and Teaching Committee)
  - those responsible for delivering teaching to students (Program Coordinators, Course Coordinators, tutors, lab demonstrators and others)
- professional staff supporting learning and teaching from all areas of the University
- students interested in helping to shape the future of assessment and feedback at the University

Bring a partner

Staff are invited to identify a student partner/s to invite to join them in the co-design workshop.

Staff with strong industry partnership relationships are invited to consider inviting their industry partners to join the co-design workshop if the focus is appropriate (some topics may not be relevant for industry partners).

Register for co-design workshop(s)

Working Group 1: Programmatic Assessment Design Working Group

AFS Goal 1: Design assessment programmatically, in order to ensure students can demonstrate progressive attainment of program learning outcomes

AFS Goal 6: To ensure strong assessment security measures are in place for summative assessments that are critical to demonstrating program learning outcomes

This working group will develop a pilot of program-level approaches to program assessment design with a particular focus on the application of program assessment design to assessment security

Working Group 2: Authentic Assessment Working Group

AFS Goal 2: Ensure all students experience assessment tasks that are authentic to practice in the discipline and align with academic, professional and employer expectations

This working group will address the implementation of the following actions from the strategy:

- Reduce use of exam-based assessment (where appropriate) and adopt authentic approaches to exam-based assessment design (where exams maintained)
- Develop authentic assessments, defined by the disciplines, that enable students to apply their knowledge and skills to problems and challenges with recognised application to the practice of the discipline or relevant professional area
- Ensure the fairness, effectiveness and student experience of group assessment

This working group will be split into three sub-groups focused on

a. exams
b. discipline specific authentic assessment design
c. group work and assessment

Working Group 3: Formative Feedback Working Group

AFS Goal 3: Maintain an effective balance between formative feedback and summative assessment

This working group will address the implementation of the following actions from the strategy:

- Embed low-stakes assessments into courses to permit formative feedback prior to summative assessment
- Reduce the overall volume of assessment in courses and rebalance by reducing high-stakes summative assessment to make space for increased formative feedback.

Working Group 4: Assessment and Feedback Literacy Working Group

AFS Goal 4: Integrate assessment and feedback literacy development into student learning in all of our academic programs

This working group will address the implementation of the following actions from the strategy:

- Create tasks, resources and guidance for students that enable them to develop their skills in self-assessment, peer-assessment and feedback.
- Create learning activities, supported by resources and guidance, that promote students' development of assessment and feedback literacy, and embed these into the discipline-based curriculum

Working Group 5: Digitally-Enabled Assessment and Feedback Working Group

AFS Goal 5: To promote the development of students' digital capabilities through assessment and feedback, and benefit from the affordances of digital tools and technologies

This working group will address the implementation of the following actions from the strategy:

- Expand the use of digitally-enabled assessment and feedback that is accessible, inclusive and efficient.
- Implement adaptive tasks and personalised formative feedback at scale.

Working Group 6: Assessment Standards Working Group

Working across all AFS goals

This working group will address the implementation of the following actions from the strategy:

- Promote shared understanding among students and staff of assessment standards and marking criteria, and of the characteristics of good academic practice.
- Strengthen mechanisms for the development and sharing of standards within and between disciplines across the University, including standards for the University's Graduate Attributes