

Re-thinking Assessment Conference Report

Report of an ADC-LTSN conference held on 8 December 2000, at Surrey Institute of Art & Design

Assessment is never far away from any discussion about teaching, in any discipline. What we assess says much about what we value in our subject. But just what is it that we value? How do we measure our students' progress and abilities? What are the complexities of assessment within and across the disciplines that make up our sector? These are some of the questions addressed, particularly in the light of our own experiences of being assessed through QAA review, and of a changing student profile that has encouraged a questioning of traditional assessment techniques.

Opening session: Assessment: what are the issues today?

This enabled participants to review their own teaching and assessment practices in relation to the underlying aims of their courses, and to identify their main concerns, which included:

- * assessment of practical skills
- * assessment of overseas students
- * coping with large numbers of students
- * assessment of group work

Participants also discussed their own experiences of being assessed (eg through external review, peer observation, exhibition or book reviews, student feedback), how they had felt about the process and outcomes, and whether it had improved their work. They identified a number of common elements that can help to make assessment a positive experience:

- * Constructive comment with opportunities to develop
- * Active involvement not a passive process
- * Clear guidelines or criteria

The Crit is Dead - Long Live the Crit! : Assessing large numbers of graphic design students

Simon Bell (Coventry University) [Read more](#)

Virtually Marking: Cyberspace assessment

Liz Grant (Coventry University)

A report of the problems of assessing large numbers of contributions to an electronic discussion forum.

GWAMP: Group Working Assessment in Media Production

Jaldeep Katwala (Bournemouth University)

Introducing a FDTL3 project about assessment of group work in Media Production.
[Read more](#)

Self- and Peer-assessment of individual and group projects: ways to make it work
Pauline Ridley (University of Brighton)

An exploration of the advantages and disadvantages of self- and peer-assessment in general, followed by comparison of two apparently similar peer-assessed projects. One tended to encourage concentration on the product rather than the process or the underlying educational aims, simply because these were harder to quantify. The other was more successful because the process of assessment was directly linked to the aims of the course, a module in Professional Practice.