Assessment and learning gain: are we measuring what's important to students?
What we did

HEFCE funded project

- ‘Live brief’ assessment with L5 and L6 students to develop insight into perceptions of learning gain

- Research used observational data, post-delivery focus groups with staff and students (separately) and review of course documentation
What we found

Students welcome authentic assessment and the range of learning opportunities these afford BUT

- Perceived learning related almost exclusively to soft skills and ‘realness’ of experience

Learning is measured via assessments aligned to the achievement of content-related learning outcomes

- Learning outcomes almost exclusively related to content
- Grades achieved broadly similar to previous two years

So what?

- Reliance on outcomes-based assessment potentially reductive
- Risk that academics drawn to ‘safer’ less pedagogically intensive strategies achieve similar results
12th Annual University of Glasgow Learning & Teaching Conference
Rebecca.Rochon@bucks.ac.uk

gla.ac.uk/ltconference  |  #LTConf19  |  @UofGLEADS