



International Online Conference sponsored by the REAP Project: Assessment design for learner responsibility - 29th to the 31st May 2007

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SOME QUESTIONS ABOUT ASSESSMENT

1. How can assessment be used to improve retention in Higher Education?
2. Are there any types of informal feedback (explicit or implicit, formal or informal, written or oral, outside the summative assessment cycle) more effective than others?
3. How much the type of a learning environment (e.g. ODL or face-2-face etc.) determines assessment methods, assessment practices, emphasis on formative or summative, quality of feedback?
4. What enhances feedback as a motivational tool?
5. How formative must our summative assessment practices be to have an impact on student learning?
6. Is constructive alignment simplistic/inadequate when we assess excellence in higher education
7. Can self or peer assessment practices be summative or only formative?
8. What learning technology tools can support effective feedback?
9. What is effective feedback for individual students and groups of students?
10. Is it possible to build within students a strong evaluative repertoire so that they can take ownership of feedback and assessment processes?
11. What are the best solutions to assessing collaborative group work particularly in relation to emerging technologies such as wikis and pedagogical approaches such as role play and simulation?
12. How important is context on assessment practices and student performance?
13. Are our assessment practices stifling innovation?
14. Can we ever envisage accrediting the learning that takes place in informal spaces such as blogging networks, social aggregators like MySpace and MMORGs such as World of Warcraft?
15. What will happen to Institutions if they are no longer a dominant force in assessment and accreditation?



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