

TESTA 1

After
standards
The Future of History

**Transforming the Experience of Students through
Assessment
(TESTA)**

www.testa.ac.uk


Gibbs, G. (2007), The effects of programme assessment environments on student learning: see Higher Education Academy, website.

TESTA 2

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The Future of History

'Assessment Audit' of Two History degrees, compared with audits from eight other programmes

	University A History	University B History	Mean on 8 programmes (other disciplines)	Range across 8 programmes (other disciplines)
Total Assessments	50	40	47	32 – 80
Summative	45	39	37	26 – 52
Formative	5	1	11	0-41
Variety	17	7	13	7-17
Exam %	20%	5%	15.2%	0% - 34%
Timeliness	21 days	22 days	20.4 days	17-28 days
Oral feedback	4hrs 55 mins	4hrs 50 mins	6 hrs 40 mins	37 mins to 30 hours
Written feedback	4,995 words	5,920 words	7,153 words	2,976 – 15,412 words




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TESTA 3

ASSESSMENT SEQUENCE TOOL: Make as many small ticks as reqd. to mark the occurrence of an assessment type during two notional 15 week semesters

Variety	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Essay																														
Presentation																														
Critical Commentary																														
Blog																														
Poster																														
Group Project																														
Observation																														
Exam																														
Diagnostic Essay																														
Wiki																														
Oral exam																														
Portfolio																														
Debate																														
Reflection																														
Other																														



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Assessment Experience Questionnaire (AEQ)

Students respond with respect to their experiences on their degree programme.

strongly disagree


disagree

neutral

agree

strongly agree

1	I used the feedback I received to go back over what I had done in my work	1	2	3	4	5
2	The feedback I received prompted me to go back over material covered in the course	1	2	3	4	5
3	I received hardly any feedback on my work	1	2	3	4	5
4	You had to study the entire syllabus to do well in the assessment	1	2	3	4	5
5	The assessment system made it possible to be quite selective about what parts of courses you studied	1	2	3	4	5
6	The way the assessment worked you had to put the hours in regularly every week	1	2	3	4	5
7	It was always easy to know the standard of work expected	1	2	3	4	5
8	I paid careful attention to feedback on my work and tried to understand what it was saying	1	2	3	4	5
9	The teachers made it clear from the start what they expected from students	1	2	3	4	5
10	The staff seemed more interested in testing what I had memorised than what I understood	1	2	3	4	5
11	It was possible to be quite strategic about which topics you could afford not to study	1	2	3	4	5
12	It was often hard to discover what was expected of me in this course	1	2	3	4	5
13	On this course it was necessary to work consistently hard to meet the assessment requirements	1	2	3	4	5
14	Too often the staff asked me questions just about facts	1	2	3	4	5
15	I didn't understand some of the feedback on my work	1	2	3	4	5
16	Whatever feedback I received on my work came too late to be useful	1	2	3	4	5
17	The way the assessment worked on this course you had to study every topic	1	2	3	4	5
18	To do well on this course all you really needed was a good memory	1	2	3	4	5
These questions are about the way you go about your learning on the course						
19	When I'm reading I try to memorise important facts which may come in useful later	1	2	3	4	5
20	I usually set out to understand thoroughly the meaning of what I am asked to read	1	2	3	4	5
21	I generally put a lot of effort into trying to understand things which initially seem difficult	1	2	3	4	5
22	I often found myself questioning things that I heard in classes or read in books	1	2	3	4	5
23	I find I have to concentrate on memorising a good deal of what we have to learn	1	2	3	4	5
24	Often I found I had to study things without having a chance to really understand them	1	2	3	4	5
Learning from the exam (only to be completed if there were exams on the course)						
25	Doing exams brought things together for me	1	2	3	4	5
26	I learnt new things while preparing for the exams	1	2	3	4	5
27	I understood things better as a result of the exams	1	2	3	4	5
Overall satisfaction						
28	Overall I was satisfied with the quality of this course	1	2	3	4	5



Scales for analysing AEQ responses

Quantity of effort (alpha=0.69)
 6 The way the assessment worked you had to put the hours in regularly every week
 13 On this course it was necessary to work consistently hard to meet the assessment requirements

Coverage of syllabus (alpha=0.85)
 4 You had to study the entire syllabus to do well in the assessment
 5 The assessment system made it possible to be quite selective about what parts of courses you studied (Negative scoring)
 11 It was possible to be quite strategic about which topics you could afford not to study (Negative scoring)
 17 The way the assessment worked on this course you had to study every topic

Quantity and quality of feedback (alpha=0.61)
 3 I received hardly any feedback on my work (Negative scoring)
 15 I didn't understand some of the feedback on my work (Negative scoring)
 16 Whatever feedback I received on my work came too late to be useful (Negative scoring)

Use of feedback (alpha=0.70)
 1 I used the feedback I received to go back over what I had done in my work
 2 The feedback I received prompted me to go back over material covered in the course
 8 I paid careful attention to feedback on my work and tried to understand what it was saying

Appropriate assessment
 10 The staff seemed more interested in testing what I had memorised than what I understood (Negative scoring)
 14 Too often the staff asked me questions just about facts (Negative scoring)
 18 To do well on this course all you really needed was a good memory (Negative scoring)


Clear goals and standards
 7 It was always easy to know the standard of work expected
 9 The teachers made it clear from the start what they expected from students
 12 It was often hard to discover what was expected of me in this course (Negative scoring)

Surface Approach
 19 When I'm reading I try to memorise important facts which may come in useful later
 23 I find I have to concentrate on memorising a good deal of what we have to learn
 24 Often I found I had to study things without having a chance to really understand them

Deep Approach
 20 I usually set out to understand thoroughly the meaning of what I am asked to read.
 21 I generally put a lot of effort into trying to understand things which initially seem difficult
 22 I often found myself questioning things that I heard in classes or read in books

Learning from the examination (alpha=0.78)
 25 Doing the exams brings things together for me
 26 I learn new things while preparing for the exams
 27 I understand things better as a result of the exams

Satisfaction



History Assessment Audits: Three UK History Degrees

Scales	Uni A	Uni B	Uni C	Mean of A,B & C.
Quantity of Effort	3.58	3.53	3.09	3.40
Coverage of Syllabus	2.95	2.30	2.18	2.48
Quantity & Quality of Feedback	3.79	3.39	3.68	3.62
Use of Feedback	3.76	3.72	3.49	3.66
Appropriate Assessment	3.75	3.91	3.88	3.85
Clear goals and Standards	3.69	3.74	3.08	3.50
Surface Approach	3.40	3.28	3.21	3.30
Deep Approach	3.83	4.04	3.76	3.88
Learning from exams	3.10	2.72	3.55	3.12
Overall Satisfaction	4.35	4.39	3.96	4.23