

Course Based Review And Assessment Methods For

`A wealth of material for educators in schools, universities and other educational settings. They will also be a substantial resource for students undertaking higher degree studies in education.... Sure to make a significant contribution to policy development, educational practice and school reform in future' - Teacher Development This textbook provides a theoretical framework for considering past and current developments in research into views of the mind and of learning. Controversial aspects of learning theories are examined, in particular the differing perspectives on the process of knowledge construction. The implications of the various theories for assessment practice are also made expl

This book provides a comprehensive overview of assessment that is used to support learning, practice-based theory on assessment for learning, and formative assessment to support individual development and motivate learners. Readers will find research-informed insights from a wide variety of international contexts. The new edition includes chapters on e-assessment, the learner's perspective on assessment and learning, and the influence of assessment on how we value learning.

While peer learning is often used informally by students - and for many can form an essential part of their HE experience - this book discusses methods of developing more effective learning through the systematic implementation of peer learning approaches.

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Planning, Implementing, and Improving Assessment in Higher Education

Assessment, Risk and Decision Making in Social Work

Assessment Tools for Mapping Learning Outcomes With Learning Objectives

Course-based Review and Assessment

A Practical Guide

EBOOK: E-Learning Groups and Communities

The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed. How do we know what they know? This accompanying volume to the Standards focuses on a key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and his or her students as interacting participants. As students conduct experiments, for example, the teacher circulates around the room and asks individuals about their findings, using the feedback to adjust lessons plans and take other actions to boost learning. Focusing on the teacher as the primary player in assessment, the book offers assessment guidelines and explores how they can be adapted to the individual classroom. It features examples, definitions, illustrative vignettes, and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process. The volume discusses how classroom assessment differs from conventional testing and grading—and how it fits into the larger, comprehensive assessment system.

As practising social workers, your students will need to be able to make sound judgments in complex contexts and when they are under pressure. This book covers the essential knowledge they will require to understand and develop skills in relation to professional judgement and decision making processes, including: – the use of assessment tools; – engagement in assessment and decision processes; – the context of risk, complexity and uncertainty in practice; – communication and management of risk within social care processes.

In this completely updated edition of 500 Tips on Assessment, the authors look at the questions and the problems that teachers face and provide them with practical guidance. Their advice is down-to-earth, jargon-free and digestible, covering such key issues as: putting assessment into context: best practice, learning outcomes and monitoring quality of assessment different examination formats: traditional, open-book, open-notes, oral exams different assessment formats: essays, reports, practical work, presentations feedback and assessment assessing group learning.

Referencing classroom-based research and classroom vignettes, Focus on Assessment helps you to understand research evidence in language assessment for students aged 6–16. It develops your ability to design, implement, and critically evaluate language assessment.

Teaching for Quality Learning at University

Learning Assessment Techniques

Post-admission Language Assessment of University Students

Applied Educational Assessment

Seven Myths About Education

Assessment and Learning

Assessment is a value-laden activity surrounded by debates about academic standards, preparing students for employment, measuring quality and providing incentives. There is substantial evidence that assessment, rather than teaching, has the major influence on students' learning. It directs attention to what is important and acts as an incentive for study. This book revisits assessment in higher education, examining it from the point of view of what assessment does and can do and argues that assessment should be seen as an act of informing judgement and proposes a way of integrating teaching, learning and assessment to better prepare students for a lifetime of learning. It is essential reading for practitioners and policy makers in higher education institutions in different countries, as well as for educational development and institutional research practitioners.

This White Paper sets out the government's policies for the reform of higher education. The reforms seek to tackle three challenges (i) Putting higher education on a sustainable footing; (ii) Seeking to deliver a better student experience - that is, improvements in teaching, assessment, feedback and preparing the student for the world of work; (iii) Pushing for higher education institutions to take more responsibility for increasing social mobility. The Paper is divided into six chapters, with an annex. Chapter 1: Sustainable and fair funding; Chapter 2: Well-informed students driving teaching excellence; Chapter 3: A better student experience and better-qualified graduates; Chapter 4: A diverse and responsive sector; Chapter 5: Improved social mobility through fairer access; Chapter 6: A new, fit-for-purpose regulatory framework. By shifting public spending away from teaching grants and towards repayable tuition loans, the government believes higher education will receive the funding it needs whilst making savings on public expenditure. The reforms aim to deliver a more responsive higher education sector in which funding follows the decisions of learners and successful institutions are freed to thrive. Also, creating an environment in which there is a new focus on the student experience and the quality of teaching and in which further education colleges and other alternative providers are encouraged to offer a diverse range of higher education provision. The Government, through the Office for Fair Access (OFFA), will be introducing a National Scholarship Programme and will also increase maintenance grants and loans for nearly all students. New Technology Innovation Centres will also be rolled out followed by publication of an innovation and research strategy, exploring the roles of knowledge creation, business investment, skills and training.

"This book is an exceptional introduction to some difficult ideas. It is full of downright good advice for every academic who wants to do something practical to improve his or hers students' learning." Paul Ramsden, Brisbane, Australia "Biggs and Tang present a unified view of university teaching that is both grounded in research and theory and replete with guidance for novice and expert instructors. The book will inspire, challenge, unsettle, and in places annoy and even infuriate its readers, but it will succeed in helping them think about how high quality teaching can contribute to high quality learning." John Kirby, Queens University, Ontario, Canada This best-selling book explains the concept of constructive alignment used in implementing outcomes-based education. Constructive alignment identifies the desired learning outcomes and helps teachers design the teaching and learning activities that will help students to achieve those outcomes, and to assess how well those outcomes have been achieved. Each chapter includes tasks that offer a 'how-to' manual to implement constructive alignment in your own teaching practices. This new edition draws on the authors' experience of consulting on the implementation of constructive alignment in Australia, Hong Kong, Ireland and Malaysia including a wider range of disciplines and teaching contexts. There is also a new section on the evaluation of constructive alignment, which is now used worldwide as a framework for good teaching and assessment, as it has been shown to: Assist university teachers who wish to improve the quality of their own teaching, their students' learning and their assessment of learning outcomes Aid staff developers in providing support for departments in line with institutional policies Provide a framework for administrators interested in quality assurance and enhancement of teaching across the whole university. The authors have also included useful web links to further material. Teaching for Quality Learning at University will be of particular interest to teachers, staff developers and administrators.

The second edition of Effective Grading—the book that has become a classic in the field—provides a proven hands-on guide for evaluating student work and offers an in-depth examination of the link between teaching and grading. Authors Barbara E. Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but of a process that, when integrated with course objectives, provides rich information about student learning, as well as being a tool for learning itself. The authors show how the grading process can be used for broader assessment objectives, such as curriculum and institutional assessment. This thoroughly revised and updated edition includes a wealth of new material including: Expanded integration of the use of technology and online teaching A sample syllabus with goals, outcomes, and criteria for student work New developments in assessment for grant-funded projects Additional information on grading group work, portfolios, and service-learning experiences New strategies for aligning tests and assignments with learning goals Current thought on assessment in departments and general education, using classroom work for program assessments, and using assessment data systematically to 'close the loop' Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities, including community colleges "When the first edition of Effective Grading came out, it quickly became the go-to book on evaluating student learning. This second edition, especially with its extension into evaluating the learning goals of departments and general education programs, will make it even more valuable for everyone working to improve teaching and learning in higher education." —L. Dee Fink, author, Creating Significant Learning Experiences "Informed by encounters with hundreds of faculty in their workshops, these two accomplished teachers, assessors, and faculty developers have created another essential text.

Current faculty, as well as graduate students who aspire to teach in college, will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students' classroom work in demonstrating departmental and institutional effectiveness." —Trudy W. Banta, author, Designing Effective Assessment

Handbook of Research on E-Assessment in Higher Education

Teachers Supporting Student Learning

Preparing for Academic Careers in Science and Engineering

Tomorrow's Professor

Learners, Learning & Assessment

Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments—assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. Knowing What Students Know essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment—what students know and how well they know it—as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, Knowing What Students Know will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

This book makes a unique contribution to classroom assessment literature, linking teacher-friendly examples to scholarly work and current research in the field, and providing comprehensive, hands-on information on core concepts in accessible terms. Examples of real activities and questions for reflection and discussion aim to enrich understanding

English-medium universities around the world face real challenges in ensuring that incoming students have the language and literacy skills they need to cope with the demands of their degree programmes. One response has been a variety of institutional initiatives to assess students after admission, in order to identify those with significant needs and advise them on how to enhance their academic language ability. This volume brings together papers from Australia, Canada, Hong Kong, New Zealand, Oman, South Africa and the United States, written by language assessment specialists who discuss issues in the design and implementation of these post-admission assessments in their own institutions. A major theme running through the book is the need to evaluate the validity of such assessments not just on their technical quality but on their impact, in terms of giving students access to effective means of developing their language skills and ultimately enhancing their academic achievement.

E-assessments of students profoundly influence their motivation and play a key role in the educational process. Adapting assessment techniques to current technological advancements allows for effective pedagogical practices, learning processes, and student engagement. The Handbook of Research on E-Assessment in Higher Education provides emerging perspectives on the theoretical and practical aspects of digital assessment techniques and applications within educational settings. Featuring coverage on a broad range of topics such as competency assessment, adaptive courseware, and learning performance, this publication is ideally designed for educational administrators, educational professionals, teachers and professors, researchers, and graduate-level students seeking current research on comparative studies and the pedagogical issues of online assessment in academic institutions.

Foundations of Competency Assessment and Program Review

Exemplars of Assessment in Higher Education

Classroom Assessment Techniques

A Handbook for College Teachers

Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics

Assessment in the Language Classroom

In educational institutions, outcome-based education (OBE) remains crucial in measuring how certain teaching techniques are impacting the students' ability to learn. Currently, these changes in students are mapped by analyzing the objectives and outcomes of certain learning processes. International accreditation agencies and quality assessment networks are all focusing on mapping between outcomes and objectives. The need of assessment tools arises that can provide a genuine mapping in the global context so that students or learners can achieve expected objectives. Assessment Tools for Mapping Learning Outcomes With Learning Objectives is a pivotal reference source that provides vital research on the implementation of quality assessment methods for measuring the outcomes of select learning processes on students. While highlighting topics such as quality assessment, effective employability, and student learning objectives, this book is ideally designed for students, administrators, policymakers, researchers, academicians, practitioners, managers, executives, strategists, and educators seeking current research on the application of modern mapping tools for assessing student learning outcomes in higher education.

Clearly set out in three specific sections, this book argues that that existing grading practices cannot cope with the expectations laid upon them, while the potential of formative assessment for the support of learning is not fully realised, discusses how institutions need to respond in policy terms to the challenges that have been posed.

Tomorrow's Professor is designed to help you prepare for, find, and succeed at academic careers in science and engineering. It looks at the full range of North American four-year academic institutions while featuring 30 vignettes and more than 50 individual stories that bring to life the principles and strategies outlined in the book. Tailored for today's graduate students, postdocs, and beginning professors, Tomorrow's Professor: Presents a no-holds-barred look at the academic enterprise Describes a powerful preparation strategy to make you competitive for academic positions while maintaining your options for worthwhile careers in government and industry Explains how to get the offer you want and start-up package you need to help ensure success in your first critical years on the job Provides essential insights from experienced faculty on how to develop a rewarding academic career and a quality of life that is both balanced and fulfilling Bonus material is available for free download at <http://booksupport.wiley.com> At a time when anxiety about academic career opportunities for Ph.D.s in these field is at an all-time high, Tomorrow's Professor provides a much-needed practical approach to career development.

Course-based Review and AssessmentMethods for Understanding Student Learning

A Handbook for College Faculty

Methods for Understanding Student Learning

The Science and Design of Educational Assessment

Higher education

Handbook of Research on Determining the Reliability of Online Assessment and Distance Learning

Assessment, Learning And Employability

How can we design networked e-learning courses to ensure students participate in them and engage in quality learning outcomes? What happens in an e-learning course that is designed to foster group work and a sense of 'community'? How can we research e-learning practice in ways that will enhance the processes of learning and teaching? This book outlines approaches to networked e-learning course design that are

underpinned by a belief that students learn best in these contexts when they are organised in groups and communities. As such, the book is one of the first to provide a detailed analysis of what goes on in e-learning groups and communities. But how do students react to working in e-learning groups and communities? What determines their willingness to adopt new forms of learning in order to participate in these new courses? What actually happens in an e-learning community, and what impact does this have on students and tutors? This book examines these key questions through a variety of research approaches aimed at exploring the experience of e-learners as they participate in successful e-groups and communities. It also offers ways in which learning outcomes may be achieved in these communities and outlines the specific skills that students would develop through e-learning. E-learning Groups and Communities is essential reading for teachers, trainers, managers, researchers and students involved in e-learning courses as well as people interested in improving the quality of the learning experience.

This revised and greatly expanded edition of the 1988 handbook offers teachers at all levels how-to advise on classroom assessment, including: What classroom assessment entails and how it works. How to plan, implement, and analyze assessment projects. Twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects. Fifty classroom assessment techniques Step-by-step procedures for administering the techniques Practical advice on how to analyze your data Order your copy today.

Theory and Research for Academic Nurse Educators: Application to Practice is an essential guide to nursing education theory, research and it's application in the classroom. Designed for the nurse educator, this comprehensive guide is focused around the National League for Nursing's eight core competencies for academic nurse educators. This textbook contains an overview of the academic nurse educator role, core competencies, strategies for applying theory and research-based knowledge to further professional development. This text is an ideal resource for nurses preparing for the Certified Nurse Educator Exam (CNE) and nursing education students.

Economic, academic, and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness. Administrators face the complex task of developing equitable, predictable ways to evaluate, encourage, and reward good teaching in science, math, engineering, and technology. Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs, with recommendations to the various stakeholders in higher education about how to achieve change. What is good undergraduate teaching? This book discusses how to evaluate undergraduate teaching of science, mathematics, engineering, and technology and what characterizes effective teaching in these fields. Why has it been difficult for colleges and universities to address the question of teaching effectiveness? The committee explores the implications of differences between the research and teaching cultures-and how practices in rewarding researchers could be transferred to the teaching enterprise. How should administrators approach the evaluation of individual faculty members? And how should evaluation results be used? The committee discusses methodologies, offers practical guidelines, and points out pitfalls. Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields.

Evaluation in Education

Peer Learning in Higher Education

Learning for the Longer Term

ICT-Based Assessment, Methods, and Programs in Tertiary Education

A Connected Curriculum for Higher Education

Assessment For Learning

Co-published with "While assessment may feel to constituents like an activity of accountability simply for accreditors, it is most appropriate to approach assessment as an activity of accountability for students. Assessment results that improve institutional resources serve to make institutions stronger for the benefit of their students, and those results also serve the institution or program well during the holistic evaluation required through accreditation." – from the foreword by Heather Perfetti, President of the Middle States Commission on Higher Education Colleges and universities struggle to understand precisely what that question by sharing examples of success reported by schools specifically recommended by accreditors. This compendium gathers examples of assessment practice in twenty-four higher education institutions: twenty-three in the U.S. and one in Australia. All institutions represented in this book were suggested by their accreditor as having an effective assessment program in one or more of the following areas: assessment in the disciplines, co-curricular, course/program/institutional assessment, equity and inclusion, general education, online learning, program review, scholarship of teaching and learning, student learning, or technology. These examples recommended by accrediting agencies makes this a unique contribution to the assessment literature. The book is organized into three parts: learning and assessment and includes ten chapters. The primary focus for Part Two is student learning assessment from a disciplinary perspective and includes four chapters. Part Three has a faculty engagement and assessment focus, and Part Four includes four chapters on institutional effectiveness and assessment, with a focus on strategic planning. This book is a

Learning in Higher Education (AALHE), an organization of practitioners interested in using effective assessment practice to document and improve student learning. In this controversial new book, Daisy Christodoulou offers a thought-provoking critique of educational orthodoxy. Drawing on her recent experience of teaching in challenging schools, she shows through a wide range of examples and case studies just how much classroom practice contradicts basic scientific principles. She examines seven widely-held beliefs which are undermining – Teacher-led instruction is passive - The 21st century fundamentally changes everything - You can always just look it up -We should teach transferable skills - Projects and activities are the best way to learn - Teaching knowledge is indoctrination. In each accessible and engaging chapter, Christodoulou sets out the theory of each myth, considers its practical implications, and offers a way forward. In this book, she explains exactly why it is a myth, with reference to the principles of modern cognitive science. She builds a powerful case explaining how governments and educational organisations around the world have let down teachers and pupils by promoting and even mandating evidence-less theory and bad practice. This blisteringly incisive and urgent text challenges the way we think about education, and offers a way forward for students, policy makers, head teachers, researchers and academics around the world.

50 Techniques for Engaging Students and Assessing Learning in College Courses Do you want to: Know what and how well your students are learning? Promote active learning in ways that readily integrate assessment? Gather information that can help make grading more systematic and streamlined? Efficiently collect solid learning outcomes data for institutional assessment and use it for promotion and tenure review? Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities. Each technique features: practical implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key references—all in an easy-to-follow format. The book includes an all-new Learning Goals Inventory, as well as more than 35 customizable assessment rubrics, to help teachers determine significant learning goals and appropriate techniques. Ready to use, including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle. College teachers today are under increased pressure to teach effectively and provide evidence of what, and how well, students are learning. An invaluable asset for college teachers of any subject, Learning Assessment Techniques provides a practical approach to teaching, learning, and assessment.

Assessment for Learning is based on a two-year project involving thirty-six teachers in schools in Medway and Oxfordshire. After a brief review of the research background and of the project itself, successive chapters describe the specific practices which teachers found fruitful and the underlying ideas about learning that these developments illustrate. Later chapters describe how to implement the new practices in their classroom and give guidance for school management and LEAs about promoting and supporting the changes. --from publisher description

Application to Practice

STEM in the Technopolis: The Power of STEM Education in Regional Technology Policy

Knowing What Students Know

Military Review

Assessment for Learning

Classroom Assessment and the National Science Education Standards

Designed to guide the practitioner through the steps of student learning assessment, offering strategies for assessing student learning at the course level.

This book addresses how forward-thinking local communities are integrating pre-college STEM education, STEM pedagogy, industry clusters, college programs, and local, state and national policies to improve educational experiences, drive local development, gain competitive advantage for the communities, and lead students to rewarding careers. This book consists of three sections: foundational principles, city/regional case studies from across the globe, and state and national context. The authors explore the hypothesis that when pre-college STEM education is integrated with city and regional development, regions can drive a virtuous cycle of education, economic development, and quality of life. Why should pre-college STEM education be included in regional technology policy? When local leaders talk about regional policy, they usually talk about how government, universities and industry should work together. This relationship is important, but what about the hundreds of millions of pre-college students, taught by tens of millions of teachers, supported by hundreds of thousands of volunteers, who deliver STEM education around the world? Leaders in the communities featured in STEM in the Technopolis have recognized the need to prepare students at an early age, and the power of real-world connections in the process. The authors advocate for this approach to be expanded. They describe how STEM pedagogy, priority industry clusters, cross-sector collaboration, and the local incarnations of global development challenges can be made to work together for the good of all citizens in local communities. This book will be of interest to government policymakers, school administrators, industry executives, and non-profit executives. The book will be useful as a reference to teachers, professors, industry professional volunteers, non-profit staff, and program leaders who are developing, running, or teaching in STEM programs or working to improve quality of life in their communities.

This text focuses on the use of assessment data in the ongoing school program, with special focus on the classroom. Use of assessment data ranges from the obvious classroom applications aimed at improving teaching and learning to accountability and program evaluation. Although the text focuses primarily on the development of classroom assessments, appropriate space is given to the consideration of high-stakes and standardized testing that has become such a part of today's educational reform. The book begins with an overview of the concept of assessment. This is followed by chapters on planning assessments, constructing both traditional and modern assessments (including performance, observational, and portfolio assessments), and concludes with chapters on summarizing data and working with the standardized measures of grading and reporting.

Designing and Assessing Courses and Curricula reflects the most current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing learning outcomes at both course and curricular levels. This thoroughly revised and expanded third edition of the best-selling book positions course design as a tool for educational change and contains a wealth of new material including new chapters, case examples, and resources.

Assessment and Feedback in Higher Education: A Guide for Teachers

A Tool for Learning and Assessment in College

Putting it into Practice

Effective Grading

Understanding by Design

Focus on Assessment

Though in the past online learning was considered of poorer professional quality than classroom learning, it has become a useful and, in some cases, vital tool for promoting the inclusivity of education. Some of its benefits include allowing greater accessibility to educational resources previously unattainable by those in rural areas, and in current times, it has proven to be a critical asset as universities shut down due to natural disasters and pandemics. Examining the current state of distance learning and determining online assessment tools and processes that can enhance the online learning experience are clearly crucial for the advancement of modern education. The Handbook of Research on Determining the Reliability of Online Assessment and Distance Learning is a collection of pioneering investigations on the methods and applications of digital technologies in the realm of education. It provides a clear and extensive analysis of issues regarding online learning while also offering frameworks to solve these addressed problems. Moreover, the book reviews and evaluates the present and intended future of distance learning, focusing on the societal and employer perspective versus the academic proposals. While highlighting topics including hybrid teaching, blended learning, and telelearning, this book is ideally designed for teachers, academicians, researchers, educational administrators, and students.

Is it possible to bring university research and student education into a more connected, more symbiotic relationship? If so, can we develop programmes of study that enable faculty, students and ‘real world’ communities to connect in new ways? In this accessible book, Dilly Fung argues that it is not only possible but also potentially transformational to develop new forms of research-based education. Presenting the Connected Curriculum framework already adopted by UCL, she opens windows onto new initiatives related to, for example, research-based education, internationalisation, the global classroom, interdisciplinarity and public engagement. A Connected Curriculum for Higher Education is, however, not just about developing engaging programmes of study. Drawing on the field of philosophical hermeneutics, Fung argues how the Connected Curriculum framework can help to create spaces for critical dialogue about educational values, both within and across existing research groups, teaching departments and learning communities. Drawing on vignettes of practice from around the world, she argues that developing the synergies between research and education can empower faculty members and students from all backgrounds to contribute to the global common good.

Teachers spend much of their time on assessment, yet many higher education teachers have received minimal guidance on assessment design and marking. This means assessment can often be a source of stress and frustration. Assessment and Feedback in Higher Education aims to solve these problems. Offering a concise overview of assessment theory and practice, this guide provides teachers with the help they need.

The core practice of professional scientists is inquiry, often referred to as research. If educators are to prepare students for a role in the professional scientific and technological community, exposing them to inquiry-based learning is essential. Despite this, inquiry-based teaching and learning (IBTL) remains relatively rare, possibly due to barriers that teachers face in deploying it or to a lack of belief in the teaching community that inquiry-based learning is effective. Comparative Perspectives on Inquiry-Based Science Education examines stories and experiences from members of an international science education project that delivered learning resources based around guided inquiry for students to a wide range of schools in 12 different countries in order to identify key themes that can provide useful insights for student learning, teacher support, and policy formulation at the continental level. The book provides case studies across these 12 different settings that enable readers to compare and contrast both practice and policy issues with their own contexts while accessing a cutting-edge model of professional development. It is designed for educators, instructional designers, administrators, principals, researchers, policymakers, practitioners, and students seeking current and relevant research on international education and education strategies for science courses.

Learning from and with Each Other

An Introduction

Diverse Approaches to Addressing Accreditation Standards

Designing and Assessing Courses and Curricula

Rethinking Assessment in Higher Education

students at the heart of the system

The use of information and communication technologies (ICTs) in education has revolutionized learning. Shifting beyond traditional mode of education, the integration of ICTs has become an advantage for students at tertiary education when used for the right purpose to enhance learning. The use of technology brings forth a flexible and accessible mode of education and bridges the gap of learning across borders. This enables students at tertiary level to have access to other universities and academic resource materials globally, thereby expanding their knowledge. Thus, it is crucial to consider the development of technology in education as part of a comprehensive pedagogical framework and take into account new developments in ICTs. ICT-Based Assessment, Methods, and Programs in Tertiary Education is an essential research publication that provides relevant theoretical frameworks and recent empirical research findings on integrating ICTs in tertiary education to enhance learning and allow students to take more control of their learning. Highlighting topics such as assessment, language learning, and e-learning, this book is ideal for teachers, professionals, academicians, researchers, administrators, curriculum designers, instructional designers, and students.

500 Tips on Assessment

Assessment Essentials

Theory and Research for Academic Nurse Educators

Comparative Perspectives on Inquiry-Based Science Education