

SUBJECT OVERVIEW

EDU517 ASSESSMENT FOR DEEPER LEARNING

SUBJECT BRIEF

Currently offered by Alphacrucis University College / National Institute

Course Code	EDU517
Course Name	Assessment for Deeper Learning
Credit Points	10
Subject Coordinator	Dr Chris Prior
Lecturers	Dr Chris Rayner Dr Fiona Partridge Jacqui Stok, MEd
Format Offered	Distance/ Global Online

Or by arrangement

- Face-to-Face
- Intensive (5 days of classes/7 hours per day followed by 85 hours reading, writing and assignments)
- Extensive (5 days spread over the semester)

Subject availability Subject available each semester with the exception of the summer semester. If you wish to enquire about this subject please contact admin@nice.edu.au

PREREQUISITES

Subject EDU400400a Biblical Foundation of Education

OR

40 credit points

AWARDS OFFERING ASSESSMENT FOR DEEPER LEARNING

This subject is offered as a part of the following awards:

- Master of Education

SUBJECT CONTENT

Outcomes

1. Demonstrate advanced knowledge of the philosophies and practices of meaningful and effective assessment.
2. Critically investigate and evaluate contemporary trends of assessment from a biblically-informed worldview.
3. Communicate principles of biblically-faithful assessment
4. Design or modify assessment practices based on research and biblically-informed principles of assessment.
5. Critically reflect on deeper learning through the assessment of character and formation.

Subject Content

1. Deeper Learning: What is “deeper learning”? And what does it look like in the Christian School?
2. Historical & Contemporary voices: What are the key historical movements in assessment as an educational practice? What are the contemporary discussions regarding assessment?

3. Assessment and God's image bearers: What is our metaphor for assessment? How are we assessing with respect?
4. Clarity of learning intentions and success criteria: exploring concepts and approaches.
5. Intentionality and validity: What does it look like to assess with intent? Do our assessment tasks assess what they are meant to assess?
6. Reliability: Do our assessment tasks give similar results under different conditions? How do we minimise subjectivity in assessment?
7. Meaningful feedback for deeper learning: What is effective feedback? How are we supporting students to reflect on, and learn from, feedback?
8. Student-led assessment: How can we faithfully craft student participation in assessment?

ASSESSMENT METHODS

1. Critical reflective pieces (20%)
2. Critical evaluation of assessment policy (40%)
3. Redesign of assessment practice/task (40%)

PRESCRIBED TEXT

Frontier, T. (2021). *Teaching with clarity: How to prioritise and do less so students understand more*. ASCD.