**Seminar on Assessment and Evaluation**

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| Program | **PhD Education**  |
| Course Code |  |
| Credit Hours | **3** |
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**Objectives:**

The objectives of the program are to prepare the Scholars to attain:

1. Adequate understanding of theories and principles in educational measurement and evaluation thereby becoming more confident and innovative in integrating theory and practice to promote scientific uses of measurement within the field of education and related disciplines.
2. Explicate theoretical and methodological issues in measurement, assessment and evaluation
3. Professional competencies and skills to teach assessment, measurement and evaluation courses at appropriate levels
4. Professional skills to undertake research in the area of assessment, measurement and evaluation.
5. Skills to lead in educational assessment, measurement and evaluation in the regional and district education offices, colleges of  education and other educational institutions
6. Research skills in the area of assessment, measurement and evaluation through preparing research papers in same area and present them in the conferences or seminars

Reading list

There is list of few relevant research papers, that might help you in developing concept of educational assessment, however, the relevant material will be provided time to time in the class.

1. Alagumalai, S., Curtis, D., & Hungi, N. (2005). Applied Rasch Measurement: A Book of Exemplars (Eds.). The Netherlands: Springer.
2. Masters, G.N. and Keeves, J.P. (eds) (1999) Advances in Measurement in Educational Research and Assessment. Oxford: Pergamon.
3. Bond, T. and Fox, C. (2000) Applying the Rasch Model: Fundamental Measurement in the Human Sciences. Hillside, NJ.: Erlbaum.
4. Boone, W.J., Staver, J.R., & Yale, M.S. (2014). Rasch Analysis in the Human Sciences. Dordrecht: Springer.
5. Smith, E.V. and Smith, R.M.(2004). Introduction to Rasch Measurement: Theory, Models and Application. Maple Grove, Minnesota: JAM Press
6. Thorndike, R. M. (2005), Measurement and Evaluation in Psychology and Education, Columbus, Ohio: Pearson.
7. OECD (2013). Reviews of Evaluation and Assessment in Education: Synergies for Better Learning – An International Perspective on Evaluation and Assessment. Paris, France: OECD.
8. OECD (2011). Reviews of Evaluation and Assessment in Education: AUSTRALIA. Paris, France: OECD.
9. Postlethwaite, T.N., &Kellaghan, T. (2008). National assessments of educational achievement.The International Institute for Educational Planning (IIEP) Report. Paris, France: UNESCO.
10. Eraun, H., Kanjee, A., Bettinger, E., & Kremer, M. (2006). Improving Educationthrough Assessment, Innovation, and Evaluation.Cambridge, MA: American Academy of Arts and Sciences.
11. The Gordon Commission Final Report: To Assess, To Teach, To Learn: A Vision for the Future of Assessment. (2013).Princeton, NJ: The Gordon Commission.
12. Koretz, D. (2008). Measuring up: What educational testing really tells us. Cambridge, MA: Harvard University Press.
13. Farley, T. (2009). Making the Grades: My misadventures in the standardised testing industry. San Francisco: Berrett-Koehler Publishers.
14. Meyer, J.H.F., & Land, R. (2006). Overcoming barriers to student understanding: Threshold concepts and troublesome knowledge. (Eds.). NY: Routledge / Tayloy& Francis Group.
15. Tuijnman, A.C., &Postlethwaite, T.N. (1994). Monitoring the standards of education. NY: Pergamon.
16. Darling-Hammond, L. (2010). The flat world and education: How America’s commitment to equity will determine our future. NY: Teachers College, Columbia University.
17. Deanna Geddes & Frank Linnehan (1996) Exploring the dimensionality of positive and negative performance feedback, Communication Quarterly, 44:3, 326-344, DOI: [10.1080/01463379609370021](https://doi.org/10.1080/01463379609370021)

**Assessment**

**The assessment of students will be carried out as per policy of the University of Management and Technology. The Passing marks for postgraduate students are 70%. The students are supposed to achieve 50% average in each assignment, in order to qualify for final grades. As the current course is in the form of seminar, so no final exam will not be carried out, instead term paper and research papers will be taken as projects. The details of the marks is as follows:**

**Quiz 10**

**Presentation 25**

**Essays on educational measurement and evaluation 25**

**Research project 40**

**The description of each assessment activity is given below:**

1. **Quiz**

 The quiz of 10 marks will be carried out in order to explore their background knowledge on measurement, assessment and evaluation. For this purpose second and third chapters from the book of Measurement and Assessment in Teaching, authored by David Miller, et al will be provided. The first lecture will be based on discussion on these chapters, resulting in quiz.

**Presentation**

The students-centered, self-learning approach will be carried out during all learning activities. The presentation on given topics is part of them. Each student will present a full book and/or given reading material provided to them on assigned topics. The presentation carry 20% of total assessment activity, and will be bifurcated in written report and presentation itself. The marks will be divided as follows; 15 Marks for presentation and 10 Marks of written report on topic of presentation.

During presentation student will be assessed on the basis of

* Relevance of the content
* Authenticity of the content ( can be established by providing reference material)
* Clarity of the concept
* Ability to transfer the concept
* Interaction during presentation
* Engagement activities for participants carried out during presentation

**Essays on educational measurement and evaluation**

The students will be required to write essays on measurement and evaluation. This can be paired activity (however, in this case each student has to define and explain his/her part. Strict plagiarism policy will be applied as per HEC rules. The suggested list is given below;
(a) Develop a literature review on contemporary approaches to assessment in the classroom and an implementation plan to embed that approach in your classroom.
(b) Design an innovative orientation to assessment for a subject or course in your field or for an integrated course that involves more than one field. Provide a well substantiated rationale for such an approach and trial the approach where possible.
(c) Design a policy on assessment for your educational institution and provide a rationale for the various principles of procedure.
(d) Critique an existing assessment practice in terms of three principles of assessment and redesign the assessment practice according to those principles.
(e) Develop an evaluation approach for a course you teach – how do you know it’s effective in terms of the outcomes? What evidence will you use?
**Research project**

The students are required to produce a publishable research project in the field of educational assessment. It carries 40% of assessment activity, it will be solely individual activity, and the plagiarism policy will be implied as per HEC criteria.