

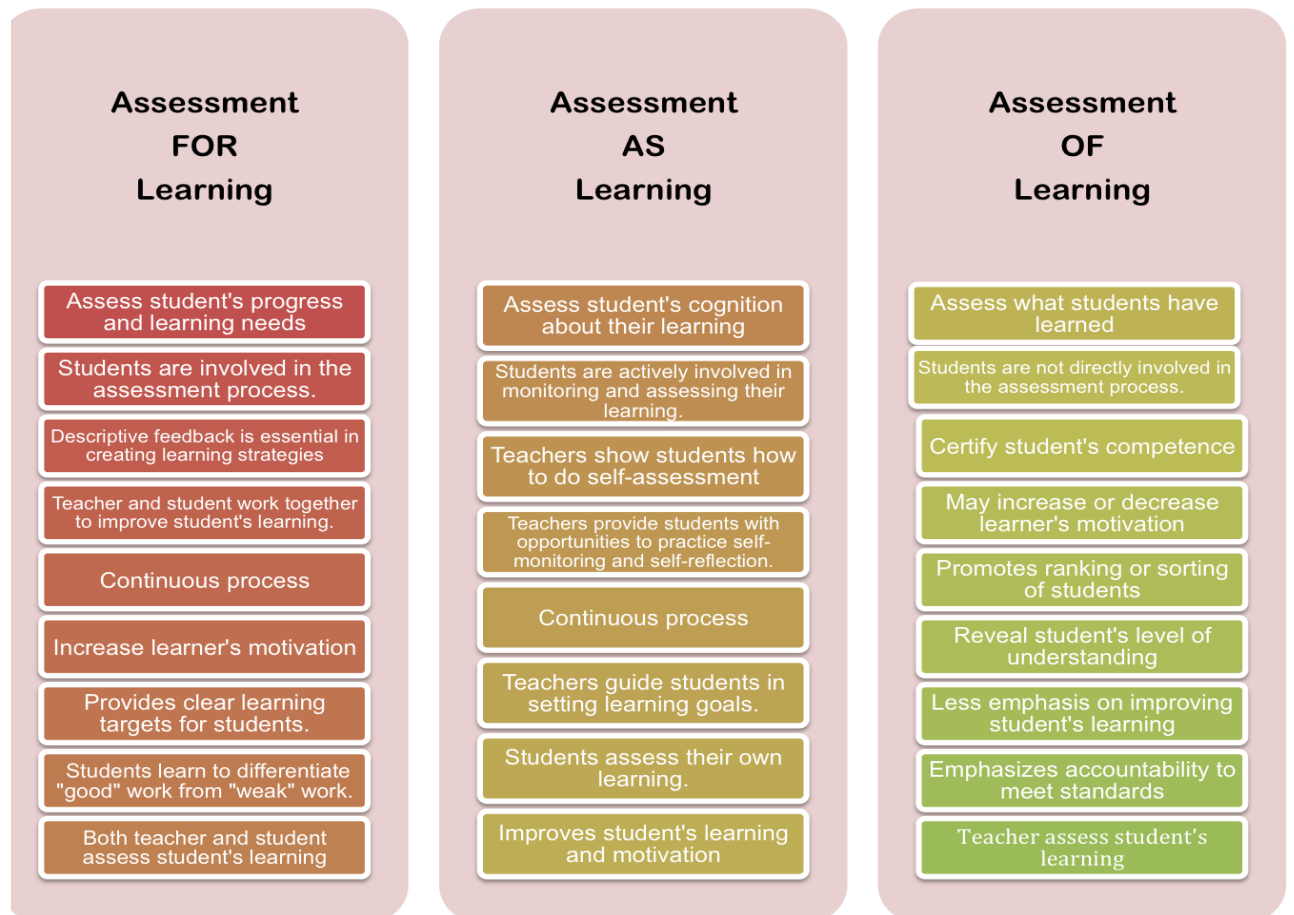
Assessments in Teaching and Learning

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I do not know how many of the readers will be knowing about assessments as a concept already but here is a brief what you are getting into for reading in this issue. Assess your understanding about Assessments!

Various definitions of assessment and the role it plays in teaching and learning:

1. Assessment involves the use of empirical on student learning to refine programs improve student learning. (Assessing Acad Programs in Higher Education by Allen 20)
2. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)
3. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)
4. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)



(Image Courtesy: Wordpress.com)

Use of Assessment to Drive Learning

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Growing from an embryonic cell through to achieving developmental milestones, we humans learn to 'learn'. And at each phase it has been an evaluation and an assessment that has helped us understand what we have learnt and continued to make progress thereon. Keeping this simple principle in mind it is important for all academicians to understand how effective assessment drives quality learning as part of a student's academic journey.

Quality assessments are not meant to be terminal examinations to determine success or failure only, but to be means of prompting deeper thinking skills - the ability to build on knowledge and understanding, to applying it to practical life outside of university, and to employing critical thinking, problem solving and creativity to lead a successful career. Quality assessments include a developmental focus on relevant learning outcomes and use purposeful feedback to inform improvement. This is where any learning thrives on. Hence over the decades, academicians look to master the use of 'assessment of learning' and 'assessment for learning'. However, these too have become outmoded as the digital innovation and fast paced developments require agility in real time.

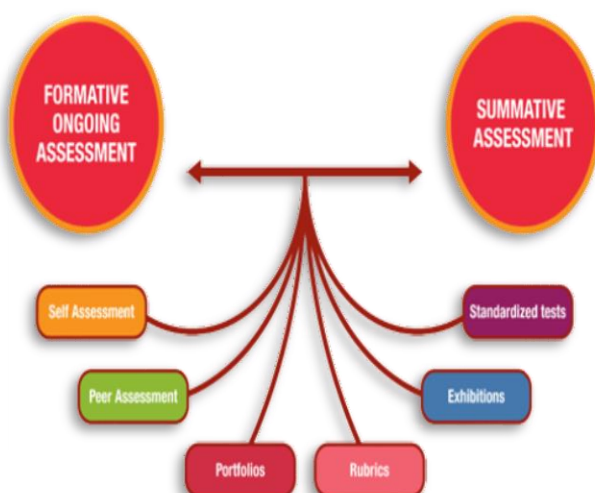
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Robinson, K. and Aronica, L., 2016. *Creative schools: The grassroots revolution that's transforming education*. Penguin books.

'When it comes to assessment, the traditional model of assessment is assessment for learning. What people like to talk about now is that the twenty-first-century model is assessment for learning. But if assessment is merely the way we are able to determine how much learning has occurred, then the ultimate goal is assessment *as* learning, where assessment occurs in real time and is the process by which people reflect on their own thinking and diagnose how they've changed.' (Robinson, K, 2016).

This means 'assessment *as* learning' puts the learner at the centre, empowering students to take ownership of their own learning through reflection and self-evaluation. Reflection and self-evaluation skills if employed correctly become powerful tools that support life-long learning.

Now more than ever (post-pandemic), it is time to re-evaluate and rethink how both summative (of learning) and formative (for and as learning) assessments can be used to prepare successful learners for an increasingly uncertain future. For this very reason we need to ensure a balanced use of the three forms of assessment to evaluate how well our students perform, how they use feedback to prompt improvement, and be able to use reflection to understand how to continually learn better.



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