

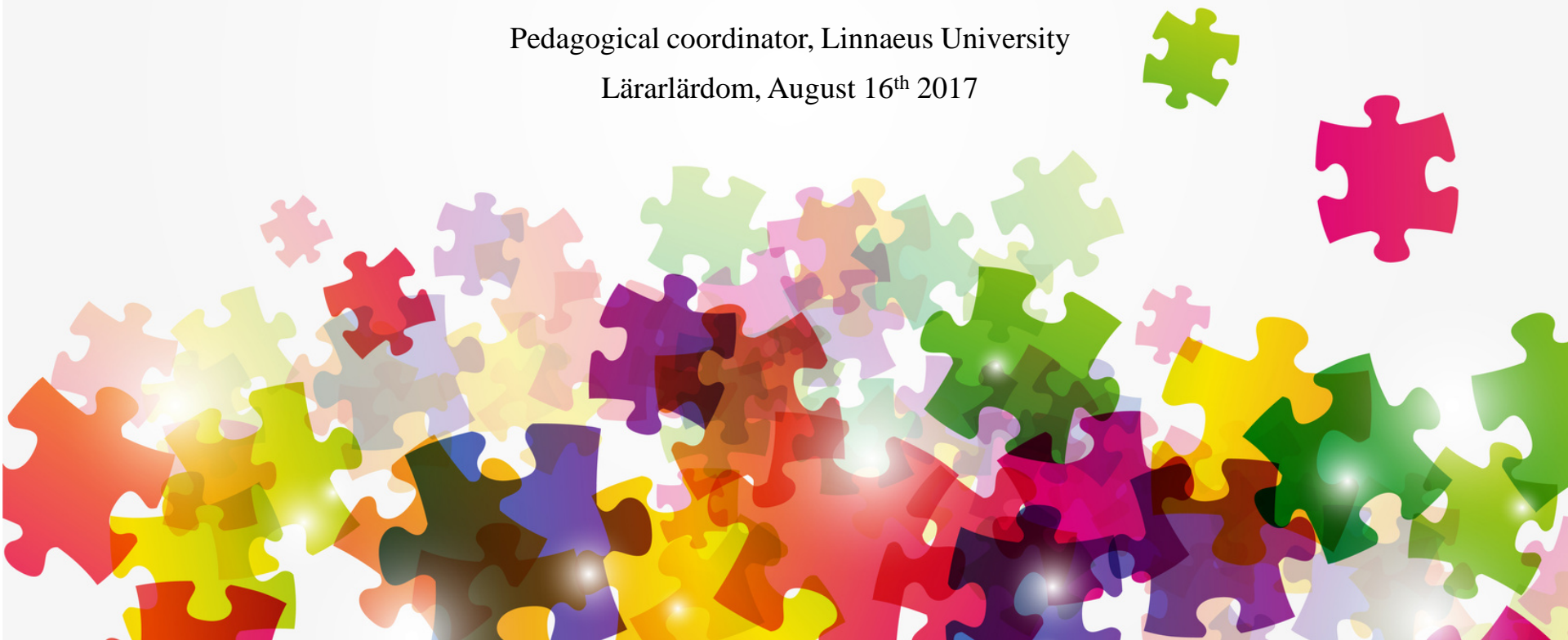
A, B, C – Fail or Pass? We will see!

On assessment and examination in higher education

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”Students are tuned in to an extraordinary extent to the demands of the assessment system and even subtle changes to methods and tasks can produce changes in the quality and nature of the student effort and in the nature of the learning outcomes...”

(Gibbs 1999)



Grading at Linnaeus University

Local regulations for examinations at first and second cycle levels state the following grading scales:

- Pass with distinction
Pass
Fail
- Pass
Fail
- 5 (Passed with great credit)
4 (Passed with credit)
3 (Passed)
Fail
- A-F



Aim and method of the study

Degree project
Master in Pedagogy
(Lindström 2016)

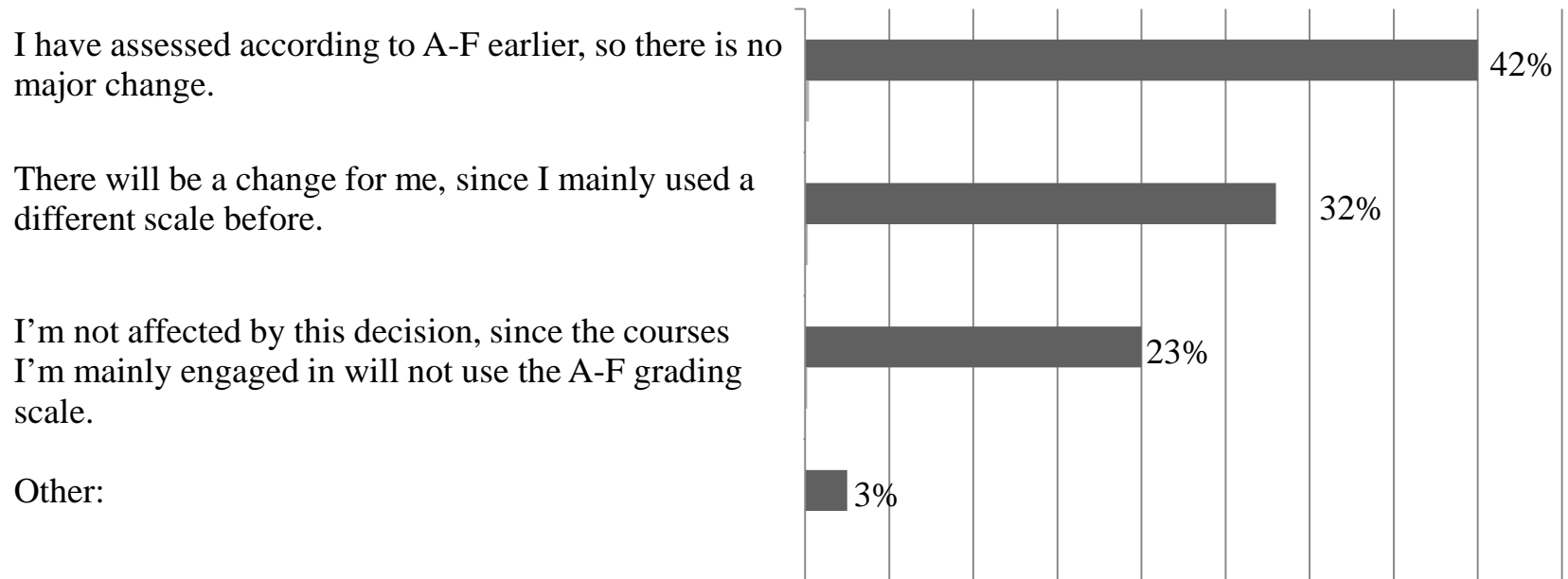
The aim was to identify teachers' attitudes to assessment and examination. The results aim to create conditions for the educational development of teachers at Linnaeus University and inspire new ways of looking at assessment and examination.

- Survey to all teaching staff at Linnaeus University
- 202 replies
- Good dissemination between faculties and years as a teacher in higher education
- Additional interviews

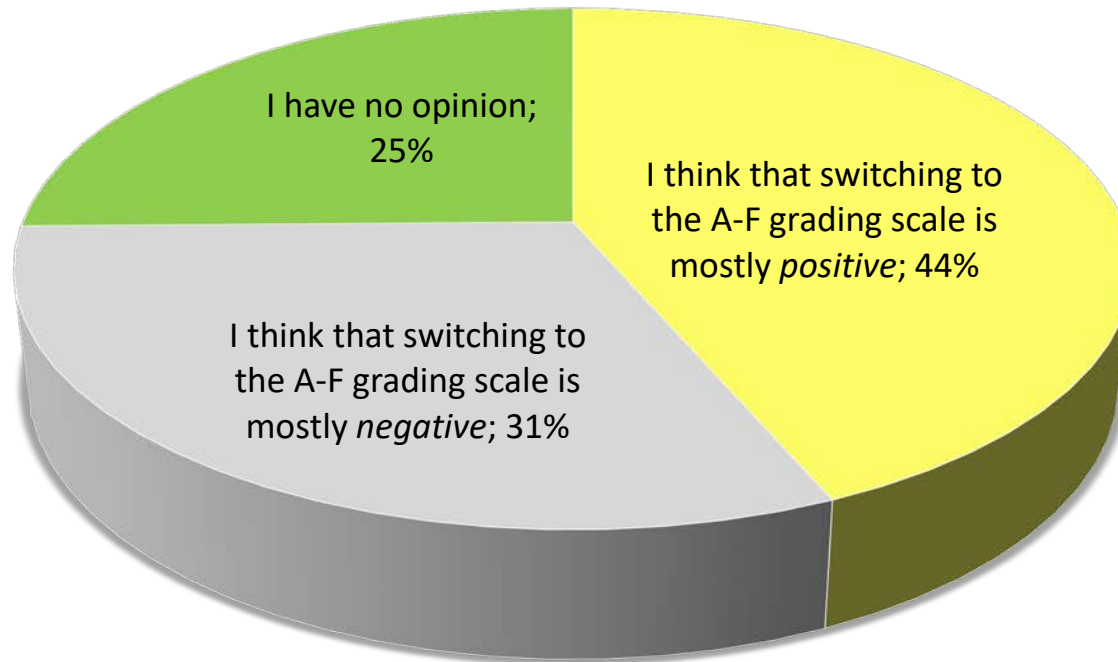


The Rector has decided that a seven-point grading scale, A-F, is introduced at Linnaeus University from the autumn term 2015. The A-F scale will be used in all courses where international students can attend.

What best describes you?

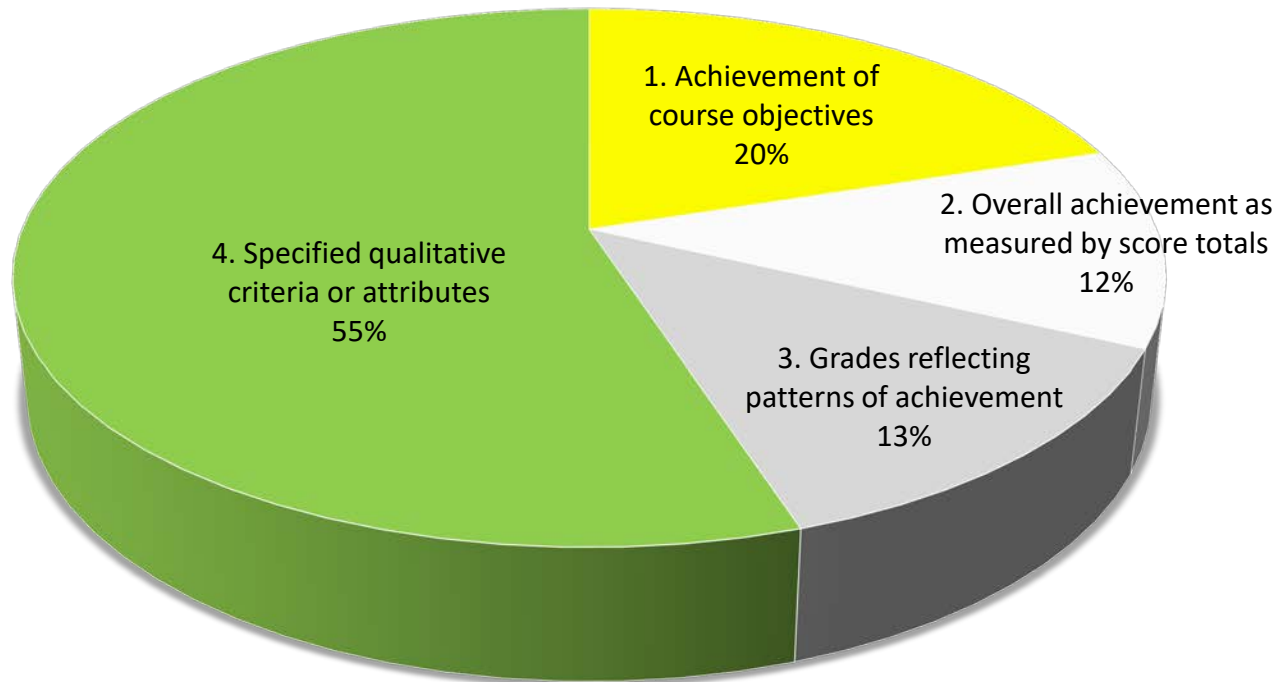


Whether switching to the A-F scale affects you or not – what is your opinion?



Only significant difference in the group that had used A-F previously:
68% mostly positive, 13 % mostly negative

How do you usually decide which grade a student gets on a specific examination (regardless of scale)?



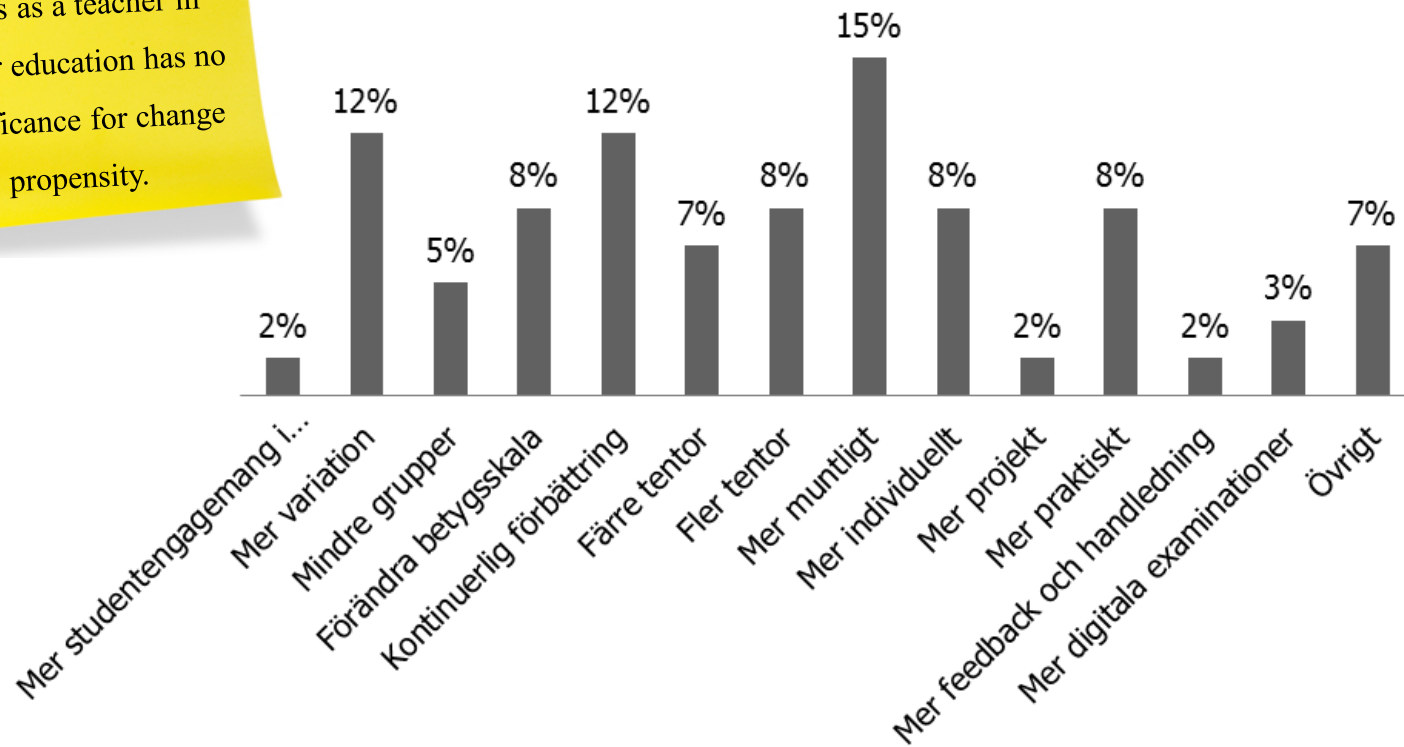
Grading models (Sadler 2005)



Would you like to change the forms of examination you mostly use today if it was practically and in terms of resources possible?

69% No och 31% Yes

The number of active years as a teacher in higher education has no significance for change propensity.



Some conclusions

The process of creating, implementing and evaluating is valuable in itself.

Discussion between colleagues, and with students, is necessary.

Criteria per se are not driving quality, we need

- knowledge transfer
- creation of meaning

Assessing and examining can be resembled a research process.

References

Gibbs, G. (1999). *Using assessment strategically to change the way students learn.*

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THANK YOU!

