

## Innovations in Student Centered Assessment

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### **ABSTRACT**

Assessment practices and accreditation in UK Higher Education uses the Standard Assessment, according to which, students conduct their self-assessment right away after finishing, which does not guarantee the emotional detachment with the work concerned, and the tutor returns the students' works accompanied with grades and notes within 4 weeks. Usually, such process raises some difficult time when students receive what they think as under grades. This report addresses such problem through an innovative integrated assessment procedure the researcher calls "Integrated SSA Model" based on principles of student centered learning and in align with pedagogical practices and learning theories. The basic concept of such procedure is that students, through a number of steps, get to understand the quality level required in the concerned work before receiving their grades, something that emphasize the importance for students to understand how their work stands among assessment criteria, in addition to how it stands compared to peers' works before receiving the grades.

### **THE PROCESS**

In order to relief the difficult time and frustration accompanying receipt of grades, and to make the assessment process relies more on logical understanding from the students' side, such process adopts some innovative steps that go as follow:

- After assessing and grading work of students, tutors keep their notes and grades and return only the students' original works.
- Students then review their work and make changes they feel required, then the work is passed to other peers to review and make changes in a different colored

pen. Students and their peers are allowed to discuss and ask for clarification from each other.

- Students then are given the tutor’s comments without the grades. Then they are asked to grade their work once more in the light of their own changes, peers changes, and the tutor’s comments.
- Finally, students are given the tutor grades.

**Application in ASU**

Such innovative assessment tool could be used in ASU for formative or summative assessment, conditioned the technicalities are illustrated in advance, clarifying that grades are not just the final judgement.

**SWOT ANALYSIS**

| <b>Strengths</b>  | <b>Weaknesses</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>- Flexible students</li> <li>- Western oriented academics</li> <li>- Easily administered process</li> <li>- Promoting deep learning</li> </ul> | <ul style="list-style-type: none"> <li>- Time Required</li> <li>- New approach to students</li> <li>- To some extent, process is not simple for students</li> </ul> |
| <ul style="list-style-type: none"> <li>- HEC requirements</li> <li>- Complementary students</li> <li>- Complaining students</li> <li>- Fear of innovation</li> </ul>                  | <ul style="list-style-type: none"> <li>- Advisory Boards</li> <li>- Quality reputation</li> </ul>   |
| <b>Threats</b>  | <b>Opportunities</b>  |

**ACTION PLAN**

- 1- Use of such process could not be initiated in the current semester, as we are about the end of it, neither could it be implemented during the coming semester because

of the semester's short time (Summer Course). The best thing is to consider initiation with the 1<sup>st</sup> semester of the following academic year.

- 2- Approval from the administration is required before the implementation.
- 3- At the beginning of the course, students should be told about the new process to take place, explaining to them how useful and value added it could be for their learning experience.
- 4- At the beginning, there should be a trial implementation on a small scale assignment or project to check if it yields what is meant or not.
- 5- In case it works out, a wide scale full implementation shall be conducted for all course.