Toward an International and Inclusive Learning Experience: Approaches to Assessment Design

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Experiential Learning Cycle (Kolb, 1984)

Concrete Experience → Reflective Observation

Abstract Conceptualisation → Active Experimentation
Anti-apprenticeship of Observation (Moodie, 2016):

- Negative experience as learner
- Intention to do something different as teacher
- Belief about teaching

Apprenticeship of Observation (Lortie, 1975):
Teachers teaching as they were taught
Approaches to Assessment Design

1. Assessment methods
2. Assessment topics
1. Assessment Methods

Ways to organise assessment tasks

- Individual work
  - Individual assessment
- Group work
  - Group assessment
Group Work

• Teachers assigned all the groups.

• Teachers set some criteria for group membership:
  a) Full-time students + Part-time students
  b) Students from Hong Kong + Students from overseas
  c) Students with work experience + Students without work experience
  d) Male + Female

• 6-8 members in each group ➔ All sharing the same grade
Group Work

- Autonomy and flexibility
- Diversity
- Manageability (e.g., fairly equal contribution and distribution of work)
- Fairness
Group Work

• Students conduct a small-scale research project. (Research topic → Data → Findings)

• Group size: 1 to 4

• Follow the following criteria when working in groups:
  • Male + Female
  • At least 1 member from another specialism

• In groups: Decide on a research topic, design interview questions and collect data

• **Individually**: A research report + A presentation
2. Assessment Topics

• Year 1 academic English course

• Past speaking test and written exam topics:
  a) Organ donation and trading human organs
  b) Death penalty
  c) Legalisation of recreational drugs
  d) Expansion of higher education in Hong Kong
Assessment Topics

- Relevance (➔ personal + international)
- Familiarity with the topic (e.g., life experience)
- Background knowledge of the topic
Assessment Topics

- Chain stores
- Surveillance-oriented security technologies
- Mobile payment
References

