

Course description

Course title in English: Summative Assessment

Course title in Swedish: Summativ bedömning

Number of formal weeks: 2 weeks (80 hours)

Format: On Campus **Level:** Continuation course

Responsible department: Unit for Teaching and Learning, UoL

Requirements: Basic pedagogy from GHPD or HPK or equivalent.

Course aim: The aim of this course is to increase the awareness of KI teachers about different ways of creating summative assessments.

Intended learning outcomes: After completing the course, the participants will be able to:

1. Analyze the purposes and functions of summative assessment in higher education.
2. Critically examine how assessment practices influence student learning behavior and learning strategies.
3. Design assessment tasks that align with intended learning outcomes and teaching activities within a constructively aligned course design.
4. Design assessment strategies for theoretical knowledge and practical skills using appropriate assessment methods in face-to-face, digital, and workplace-based contexts.
5. Analyze different assessment formats (e.g. MCQs, essays, oral examinations, and workplace-based assessments) in relation to the type and level of learning they support.
6. Critically evaluate assessment tasks and examination formats in relation to validity, reliability, fairness, transparency, feasibility, inclusivity, and legal and regulatory requirements, including challenges related to assessor variation, authenticity, standard setting, accessibility, and academic integrity.
7. Develop and apply assessment criteria and rubrics to support consistent, transparent, and defensible judgements of student performance.
8. Make justified, transparent, and defensible judgements about student achievement based on assessment evidence and clearly articulated criteria.
9. Critically reflect on assessment practices and their impact on student learning and course quality using relevant educational research and disciplinary perspectives.

Course delivery and ways of working:

For each module, an introductory video, a book chapter, and some related texts/articles will be delivered on Canvas. Course work in between seminars (campus days or zoom meetings) includes reading educational literature, practical work on assessments and collaborative learning with peers. The course activities are based on hands-on application of up-to-date evidence in the field of assessment. Participants will have the opportunity to work individually and/or in groups to improve the design of an assessment for which they are responsible. As the intention is to create an inspiring and supportive community of teachers working in assessments, opportunities for peer learning are actively promoted. Active participation in small group learning activities is therefore essential.

Modules

1. Why do we assess? and how to assure quality in the assessment?
2. How to assess knowledge?
3. How to assess clinical and practical skills?
4. How to assess professionalism in different contexts?

Final assessment: In the final assignment you integrate each module assignment in which you describe, review and design one of your summative assessments. The assignment is compiled in writing and should be 4–6 pages (Times New Roman, 12 points, single spaced).

Notice! Examination of the course needs to be finished within one year of the last session of the course.

To pass the course:

1. Do individual assignments
2. Give peer feedback on each other's work and engage in discussions
3. Submit the first draft and final (revised) examination assignment
4. Performing possible revisions and submitting the examination assignment
5. Fulfil the criteria to pass

Main course literature: Swanwick, Tim, Kirsty Forrest, and Bridget C. O'Brien, eds. *Understanding Medical Education: Evidence, Theory, and Practice*. John Wiley & Sons, 2014.

Further reading:

- Six questions to ask about assessment (chapter 30 of essential skills for a medical teacher)
- Lambert W. T. Schuwirth & Cees P. M. van der Vleuten (2011) General overview of the theories used in assessment: AMEE Guide No. 57, *Medical Teacher*, 33:10, 783–797
- Constructing Written Test Questions for the Basic and Clinical Sciences, 2016 National Board of Medical Examiners®.
- Egarter, Saskia, Anna Mutschler, Ara Tekian, John Norcini, and Konstantin Brass. "Medical assessment in the age of digitalization." *BMC Medical Education* 20, no. 1 (2020): 1–8.