

The aim in Session 4 is to ensure that, so far as possible, you will judge today as professionally useful and informative. We'd like you to go away saying, 'That was a really good experience – well worth my investment of time'.

The structure will be fairly informal, and the agenda (and the responsibility) is largely yours. Our broad hope is that Session 4 will provide an opportunity for you and others who work with you to review your current practices on assessment of student learning, specifically on how you do formative and summative assessment, academic achievement 'measurement', and academic standards.

If you found some issues raised so far today (in any of the three previous sessions) which you would like to pursue further, this could be a good time to start the ball rolling.

Suggestion: Read through the questions below, and identify a few that you might want to pursue further. If none of these appeal to you, nominate your own in the last space.

Then check one or two boxes that are *high priority* for you. On the back of this sheet, write about a paragraph about the question at each box you checked. As in Session 1, we will all read several responses from other participants before beginning a discussion, which could be plenary, or in groups, as we decide.

Alternative suggestion: Over to you.

- On which issues, if any, would you like further elaboration or clarification?
 - How would you describe your actual experience as an assessor of student learning?
 - Which positive aspects of assessment have given you the greatest sense of satisfaction (and should be retained and reinforced if possible)?
 - Which negative aspects have caused you most pressure or frustration (and you'd like to see changed if at all possible)?
 - From the two presentations today (Sessions 2 & 3), which ideas or concepts stand out as particularly salient either for you as an individual academic, for the Faculty, or for the University as an institution?
 - What changes would you personally like to make in assessment, either for grading or for learning?
 - Some reforms can be implemented at the individual teacher or course level, regardless of what happens in other courses. Some reforms would require a whole-of-Faculty (or even Institutional) approach. What are your thoughts about the whole-of-Faculty group? Who could or should provide the lead?
 - What assessment problem or problems constantly gnaw at you, and have not had an airing at all today?
 - Other question or issue. _____
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