



Course Outline

EDDDE2104 ASSESSMENT AND THE PROMOTION OF LEARNING

Title:	ASSESSMENT AND THE PROMOTION OF LEARNING
Code:	EDDDE2104
Formerly:	TT514
School / Division:	School of Education
Level:	Introductory
Pre-requisites:	Nil
Co-requisites:	Nil
Exclusions:	(TT514)
Progress Units:	15
ASCED Code:	070105

Objectives:

After successfully completing this course, students should be able to:

Knowledge:

- Gain familiarity with terminology, concepts and practices related to assessment in secondary schools;
- Understand different forms of assessment required by the Victorian Essential Learning Skills Framework and the VCE Study Designs, VCAL and VET;

Skills:

- Develop appropriate assessment tools and tasks for units in their particular method areas;
- Explain the interconnections between, curriculum, pedagogy, assessment and reporting;
- Understand different forms of reporting student learning.

Values:

- Understand and critically analyse and evaluate the current VCAA resources on assessment;
- Understand contemporary forms, issues and debates around assessment;

Content:

Topics may include:

- Educative and authentic assessment;
- Assessment of learning, for learning, and, as learning;



Course Outline

EDDDE2104 ASSESSMENT AND THE PROMOTION OF LEARNING

- VELS, VCE; VCAL and VET assessment
- Reporting;
- Assessment tasks and tools;
- Assessing portfolios, performance and understanding
- Assessment of groups.
- Peer teaching

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Peer Teaching	Peer teaching, Involving a group presentation and facilitation of engagement on a set topic on assessment practices. This will include handouts and student engagement sheets	30%-60%
Review and discussion of a range of different forms, approaches and practices of assessment in use in secondary Education.	Illustrated Essay (approx. 2500 words) that overviews and provides examples of different forms, approaches and practices of assessment in secondary education	40%-60%

Adopted Reference Style:

APA