SYDNEY TEACHING COLLOQUIUM 2014

Practice Example
Assessing critical thinking and deeper learning in professional programs

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Abstract
Designing an assessment that is relevant, engaging, develops professional competencies and graduate attributes can be extremely difficult. Often such an assessment is too laborious to mark in large student cohorts. This presentation seeks to demonstrate assessment tasks, practices and processes designed to integrate student learning across units, and across disciplinary, community and professional contexts. Three examples will be demonstrated including a video assessment, a patient information brochure, and how to develop a non-googlable assessment. These assessments encourage deeper learning, require students to develop their oral communication and scientific writing skills, work collaboratively, and develop both graduate attributes as well as professional competencies. In addition to this, the assessments are simple and enjoyable to mark. Examples and processes designed to address problems with each assessment will be presented. Participants will also have the opportunity to take one of their current assessment pieces and work in groups to try and adapt it to one of the models demonstrated.

Theme
Assessment tasks, practices and processes designed to integrate student learning across units, and across disciplinary, community and professional contexts (theme 2)