Assessments: What do students think?

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Assessments

1. Primarily for testing competence in core/threshold concepts.
2. Primarily closed book.
3. A mixture of semester assessments and final examination.
4. Most of the weight in on closed book assessments, and final examination.
5. All assessments items and styles/modes determined by teacher.

12 Tutorial assessments @ 1% each	12%
Tutorial participation	8%
2 Short Tests @ 5% each	10%
1 Mid-Semester Exam	20%
Final Exam	50%
Total	100%

MATH1012: Mathematical Theory and Methods

Tutorial Attendance	10%
2 Short Tests @ 5% each	10%
Mid semester exam	30%
Final Exam	40%
Total	100%

3 Short Tests @ 15% each	45%
Final Exam	55%
Total	100%

Same as for two other bridging units.

12 Tutorial assessments @ 1% each	12%
Tutorial participation	8%
2 Short Tests @ 5% each	10%
1 Mid-Semester Exam	20%
Final Exam	50%
Total	100%

12 Lab/Tutorial assessments @ 1% each	15%
2 Short Tests @ 10% each	10%
1 Mid-Semester Exam	20%
Final Exam	45%
Total	100%

This study

1. What are student perceptions of current assessments?
2. Focus in on first year mathematics and statistics.
3. Typically large classes.
4. Three bridging units, two high level mathematics units, two statistics units.
5. Survey sent out to these classes, seeking their view on assessments.
6. This talk is on very early results from the two largely similar statistics units.

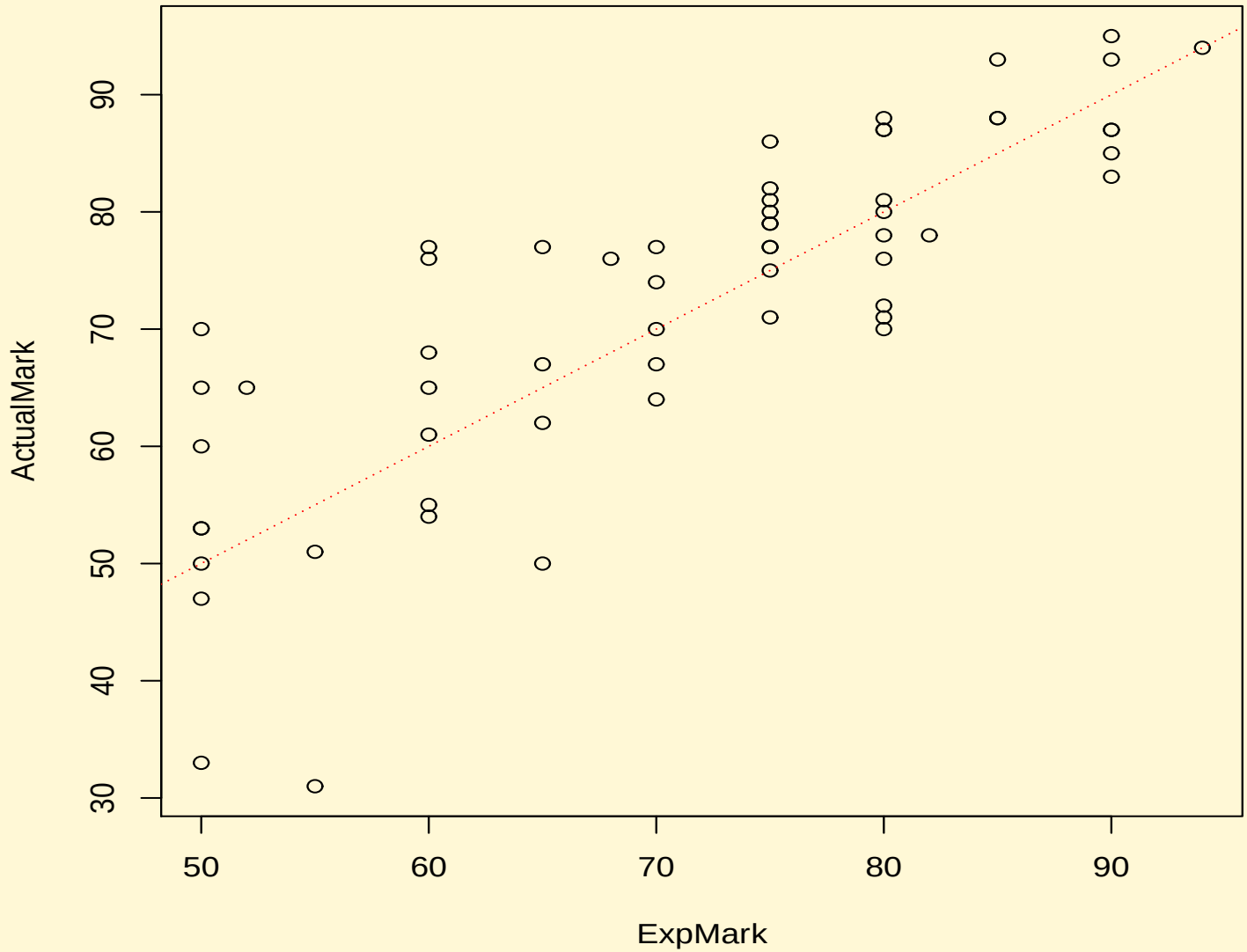
1. Type of assessments.
2. Timing of assessments.
3. Weighting of assessments.
4. Content of assessments.
5. Expected final mark and actual final mark.
6. Some profiling: how many lectures/tutorials attended, Age, HS mathematics, course, level of course, number of hours of paid work per week, distance from campus.

Basic results

1. Appropriateness: average ranking around 4 (out of 5).
2. Timing: average ranking around 4.
3. Weight: around 3 indicating appropriate weighting.
4. Content: average ranking above 4.

So students agree with us.

Students' expected mark against actual mark



Some modelling

Linear model of final mark against the rankings and demographics.

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- Students did worse if they
  - lived further away from campus
  - Worked more hours for payment.
- Biomedical, BSc students did better.
- Masters students did better.
- Students who took Mathematics Specialist did better.
- STAT1520 students did better.
- Students who attended more tutorials did better.

What about the perceptions of assessments?

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- Tutorials were weighted appropriately
- the short tests were weighted appropriately
- the final exam was weighted appropriately

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- Include other units in the survey, especially the bridging units
- Explore similarities and differences between units and assessment types

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