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Blurring the boundaries between teaching, learning and assessment in a social constructivist framework: The use of rubrics as an educative tool

Abstract

The current context for teaching and learning in Australian undergraduate university courses often involves working with large classes and many sessional tutors. A commitment to educative assessment, when working within this context, creates the need to examine the processes more closely, if assessment is to be authentic, valid and reliable. Assessment issues such as marking loads, providing quality feedback in a reasonable turn around time, moderation and quality control across the large, diverse group of students is more difficult than that experienced in smaller classes with few tutors

This paper describes how an IT researcher working alongside a teaching team developed technology to support our work, addressing some of the assessment issues we encountered. The subsequent design, development and implementation of assessment processes, including rubrics, modelled constructivist learning, and in the process facilitated collaborative, practical and educative outcomes for students, tutors and unit coordinator