

# Making the most of written assessment



Jim McKinley, visiting academic from Sophia University, Japan

**When: Monday, 9 March from 6-7:30pm (talk to begin at 6.15pm)**

**Where: Dublin Institute of Technology, 41 Mountjoy Square, room G6**

**Abstract:** A common form of assessment in the humanities and social sciences in higher education sees students given a task statement to which to respond in the form of an essay. Instructors may find themselves giving the same or similar marks and comments to a number of students, obvious signals to make improvements to the task statement(s), and possibly even changes to course content regarding the assignment. However, based on evidence from systematic feedback and evaluation in Japan's longest running writing centre, the analysis involved in motivating such changes has been found to be generally flawed, and instructors and students continue to be frustrated. Instructors in particular are frustrated further by seeing the same problems repeated by students who have been given written feedback, but seem to ignore it. This talk will provide background information on these common problems and an explanation of the analytical processes involved in the attempts to solve them. Attendees will have opportunities to discuss their concerns, and to consider solutions offered by the speaker.