



## Assessment

1. A range of assessment formats are available within the ELT framework. The two main formats used are the portfolio and the case study:

	Advantages	Disadvantages
(1) Portfolio of evidence with reflective commentary	<ul style="list-style-type: none"> <li>• May be useful for other professional development purposes</li> <li>• Emphasises reflection</li> <li>• Likely to be familiar from ILT and SEDA courses</li> <li>• Relatively easy to monitor progress and assess against outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• May be unfamiliar to lecturers who have not taken an ILT/SEDA course</li> <li>• Risk of box-ticking exercise</li> <li>• May underplay research agenda and scholarship of teaching</li> <li>• May therefore be undervalued as an outcome in research-oriented institutions</li> </ul>
(2) Case study	<ul style="list-style-type: none"> <li>• May form the basis of a publication and therefore offer academic recognition</li> <li>• Emphasises evaluation</li> <li>• Likely to be familiar from academic research activities (especially in social sciences)</li> <li>• Useful for dissemination to others</li> </ul>	<ul style="list-style-type: none"> <li>• May be unfamiliar to non-social-scientists</li> <li>• May underplay the value of reflecting on evidence</li> <li>• Requires mapping to learning outcomes and may therefore be more complex to assess</li> <li>• May be difficult to evidence all the learning outcomes</li> </ul>

2. Hybrid formats have also been used successfully, for example a case study with additional evidence, or a portfolio of which a case study forms a major portion.
3. Ideally, assessment requirements should be flexible in recognition of the fact that different outcomes will be useful to different participants. Innovative formats might also be encouraged: for example participants might choose to produce a web site or CD-ROM.
4. Programme designers may have to take on arguments about what constitutes an assessable outcome, particularly if they are seeking institutional validation. For example, a parallel study to EFFECTS (Beetham 2001) found that lunchtime presentations to colleagues and informal mentoring arrangements were among the most effective means of changing learning and teaching practice. Obviously these are valuable activities for participants to undertake, but they are not easy to evidence or assess.