COURSE DESCRIPTION CARD - SYLLABUS

Course name
DIVERSE FORMS OF ASSESSING LEARNING OUTCOMES (3) [S5SD1>RDFSEU3]

Course

Proposed by Discipline
–

Year/Semester
2/3

Level of study
Doctoral School

Course offered in
English

Form of study
full-time

Requirements
elective

Number of hours

Lecture
8

Laboratory classes
0

Other
0

Tutorials
0

Projects/seminars
0

Number of credit points

1,00

Coordinators

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Lecturers

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Prerequisites

Basic knowledge of higher education and an interest in assessment and the accessibility of the teaching and learning process.

Course objective

The aim of the course is to develop knowledge and skills in designing diverse, accessible and inclusive methods for assessing learning outcomes in higher education. Participants are introduced to contemporary approaches to assessment, the principles of Universal Design for Learning, and ways of aligning assessment methods and criteria with intended learning outcomes. The course also prepares participants to identify barriers in assessment, design flexible forms of assessment and transparent assessment criteria, and use selected digital tools to support assessment and student engagement.

Course-related learning outcomes

KNOWLEDGE
1. explains the role of assessment in the learning process and in motivating students [P8S_WG / SzD_W01]
2. explains the principles of Universal Design for Learning (UDL) in relation to assessment and the verification of learning outcomes [P8S_WG / SzD_W01]

3. recognises barriers that may hinder students in demonstrating achieved learning outcomes [P8S_WG / SzD_W01]
4. characterises a range of methods for assessing knowledge, skills and social competences [P8S_WG / SzD_W01]
5. identifies digital tools supporting engaging and accessible assessment [P8S_WG / SzD_W02]

SKILLS
1. designs accessible and inclusive methods for assessing learning outcomes [P8S_UU / SzD_U11]
2. selects assessment methods appropriate to the intended learning outcomes [P8S_UU / SzD_U11]
3. develops assessment criteria that enhance transparency and a sense of fairness [P8S_UU / SzD_U11]
4. designs alternative ways for students to demonstrate their achievements [P8S_UU / SzD_U11]
5. uses selected applications and digital tools to monitor students' progress and assess their achievements [P8S_UU / SzD_U11]

SOCIAL COMPETENCES
1. is prepared to take into account the diverse needs of students when planning assessment [P8S_KO / SzD_K04]
2. promotes a culture of fair and transparent assessment [P8S_KO / SzD_K04]
3. demonstrates openness to implementing new methods and tools supporting inclusive education [P8S_KK / SzD_K03]
4. takes action to improve the accessibility of the teaching and assessment process [P8S_KO / SzD_K05]

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Final assessment test. Successful completion of the course requires obtaining at least 50% of the available points.

Grading scale:
90–100% – 5.0
80–89% – 4.5
70–79% – 4.0
60–69% – 3.5
50–59% – 3.0
below 50% – 2.0

Programme content

Contemporary approaches to assessment in higher education, with particular emphasis on the role of assessment in the learning process, formative and summative assessment, and the importance of feedback. Principles of designing accessible and inclusive methods for assessing learning outcomes in accordance with the Universal Design for Learning approach. Alignment of assessment methods with intended learning outcomes, design of alternative and flexible forms of assessment, and development of transparent assessment criteria and rubrics. Identification of barriers that may hinder students in demonstrating achieved learning outcomes. Use of diverse assessment methods, including tests and quizzes, presentations, portfolios, group projects, case studies, debates, mind maps, audio and video materials, and reflective learning journals. Use of selected digital tools and AI-based solutions to support assessment, progress monitoring and student engagement.

Course topics

1. Assessment supporting learning – a contemporary approach
Functions of assessment in higher education, formative and summative assessment, assessment as an element of the learning process, the importance of feedback, barriers associated with traditional examination methods, and the impact of student diversity on methods of verifying achievement.

2. Designing accessible and inclusive methods for assessing learning outcomes
Principles of Universal Design for Learning in assessment, alignment of assessment methods with learning outcomes, alternative ways of demonstrating achievement, flexible forms of assessment, transparent assessment criteria, and the design of accessible instructions, tasks and assessment rubrics. Examples of

assessment methods include tests and quizzes, individual and group presentations, portfolios, group projects, podcasts and audio recordings, educational videos, mind maps, case studies, debates and reflective learning journals.

3. Workshop: designing flexible forms of assessment
Analysis of selected assessment methods in terms of accessibility, identification of potential barriers for different groups of students, design of alternative ways of assessing the same learning outcomes, development of transparent assessment criteria, and creation of sample assessment rubrics.

4. Digital tools supporting assessment and student engagement
Overview and use of selected digital tools supporting student activity, progress monitoring and assessment, including Mentimeter, Kahoot!, Miro, NotebookLM, Padlet, Canva, Suno AI, ActivePresenter, Google Forms, Microsoft Forms, ChatGPT and Microsoft Copilot.

5. Workshop: designing activities and assessment methods using digital tools
Design of learning activities and assessment methods using selected digital tools, presentation of developed solutions, summary and evaluation.

Teaching methods

Presentation of theoretical concepts, analysis of examples and case studies, practical exercises and workshop activities. Designing accessible and flexible assessment methods, assessment criteria and rubrics, as well as learning activities. Individual and group work, presentation of developed solutions, and the use of selected digital tools supporting assessment and student engagement.

Bibliography

1. CAST, Universal Design for Learning Guidelines, Version 3.0, 2024.
2. Nicol, D. J., Macfarlane-Dick, D., “Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice”, Studies in Higher Education, 31(2), 2006, pp. 199–218.
3. Nieminen, J. H., Moriña, A., Biagiotti, G., “Assessment as a Matter of Inclusion: A Meta-Ethnographic Review of the Assessment Experiences of Students with Disabilities in Higher Education”, Educational Research Review, 42, 2024, 100582.

Breakdown of average student's workload

	Hours	ECTS
Total workload	25	1,00
Classes requiring direct contact with the teacher	8	0,50
Doctoral student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests/exam, project preparation)	17	0,50