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**Title**

Revitalising assessment design : what is holding new lecturers back? / Lin Norton ; Bill Norton ; Lee Shannon

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**Abstract**

This paper reports on a survey study exploring new lecturers' views on assessment design (using a questionnaire called the Assessment Design Inventory) with 586 newly qualified or still qualifying lecturers from UK universities. A factor analysis established two factors labelled 'desirable practice' and 'constraints'. Participants felt that their university teaching programmes had changed their views on assessment design and that assessment practices could be improved. Over 50 % agreed that there were practical restrictions on assessment design. Findings revealed a perception that there is little incentive to innovate in assessment and that students may not welcome such innovation in any case. Further statistical analysis specified the 'external' variables of institution and discipline to be important in shaping desirable practice and perception of constraints. 'Individual' variables of gender, length of teaching experience and qualification status showed a statistically significant effect. These analyses demonstrate some key influences on new lecturers' views of assessment design and

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suggest reasons why they do not always feel able to put what they learn about assessment into practice. (HRK / Abstract übernommen) Norton, Lin, E-Mail: [nortonl@hope.ac.uk](mailto:nortonl@hope.ac.uk)