Signature Assessments: disciplinary dimensions

Teaching, Learning and Assessment survey 2020/2021 – includes Clinical Practice

During the 2020 Teaching, Learning and Assessment survey 2020/2021 - includes Clinical Practice

Focus Group Interviews Summer 2021

Academics from all three faculties used online Multiple-Choice Questions (MCQ) to test students’ content knowledge.

AHSS referred to essays as an authentic means to examine students.

Gathering data

Spotlight Series Spring 2022

Academic staff presented the challenges and opportunities for digital assessments (Essays, Field Trips, Clinical Practice) in their discipline.

Assessment & Feedback Autumn 2022

(module for academic teaching staff)

• Five disciplines covered

Using the taxonomy - an example

Dimensions

Conceptual

Epistemological

Social

Material

Moral

Assessment practices in Trinity Faculties & Schools

Teaching, Learning and Assessment survey 2020/2021

Gathering data

Spotlight Series Spring 2022

Academic staff presented the challenges and opportunities for digital assessments (Essays, Field Trips, Clinical Practice) in their discipline.

Focus Group Interviews Summer 2021

• Assessments that worked during the pandemic

Balance of dimensions and areas lacking assessment as identified by academic staff in the discipline

• Conceptual (?)

• Environmental aspects (moral?)

• Link to strategic goal of the profession

Background & References

Trinity College Dublin has 24 disciplinary schools organised into three faculties: Arts, Humanities & Social Sciences (AHSS); Science, Technology Engineering & Mathematics (STEM); and Health Sciences (HS). In the academic year of 2020/2021 there were 18871 students registered and 948 academic staff involved in teaching.

Caitríona Ní Shé, Pauline Rooney, Nicola Byrne, Jonny Johnston, Jade Concannon, & Cicely Roche. Trinity College Dublin

‘at least some assessment tasks ... should reflect the deep and implicit structures of a discipline and its knowledge generation practices’

Impact

Reviewing assessment through the lens of the signature assessment taxonomy can highlight assessment balance (or lack thereof) across the five dimensions of disciplinarity.

This will facilitate in the design of assessment authentic to the discipline, signature assessments that allow students to generate

‘a product about which one can make inferences about their expertise in that discipline’

Ongoing

Author(s): Caitríona Ní Shé, Pauline Rooney, Nicola Byrne, Jonny Johnston, Jade Concannon, & Cicely Roche