

Innovative Practices for Higher Education Assessment and Measurement - Book review

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Abstract: *Innovative Practices for Higher Education Assessment and Measurement* it's a reunion between theoretical fundamentals, practices in higher education and political approach. This publication gives a new dimension to the assessment in higher education and offers a new and an innovative perspective to this topic.

Keywords: assessment, higher education, practices

This book is dedicated to all teachers and students from university level, educators, educational sciences specialists, policy makers, administrators and to specialists interested in higher education. The book came out in July 2016 and in the 20 articles and 472 pages contains the following topics (<http://www.igi-global.com/book/innovative-practices-higher-education-assessment>):

- Assessment Design
- Brain-Compatible Classrooms
- Comparative Judgement
- Competency-Based Assessment
- e-Assessment
- Peer Assessment
- Project-Based Learning
- Self-Regulated Learning
- Serious Games
- Student Involvement
- Teacher Self-Assessment

Also, in this book it is specified the role of the teachers and students in assessment activities. Both subjects are involved in the process of assessment, but the students participations is the most important aspect in the process, especially in their own assessment, to make a reflective assessment, and to introduce new technologies etc. Also

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these books add new tendencies for feedback, e-assessment, competency-based assessment and learning centred assessment.

All the articles of the book include theoretical, practical and research from higher education level, articles writhed by specialists from allots of countries from Europe, Middle East, US and Australia.

From the *Preface* this book is presented like „a contribution to the field of educational knowledge and more specifically to the sub area of learning process and assessment based on students' competences. The fact of assessment is a key element in the learning process, while guiding these processes and determines the type of cognitive skills that students develop, is something well known. Therefore, the book is not intended to justify the importance of assessment but to enhance a different conception on the topic, in the direction indicated by the current pedagogical knowledge centred on constructive approaches and connectives models; reviewing the agents involved; looking for a truly formative purpose through implementation of dialogic feedback experiences and incorporating possibilities of technology. The book indeed offer a framework on the current situation and to open new perspective on assessment practices.”

(<http://www.igi-global.com/pdf.aspx?tid=159961&ptid=147029&ctid=15&t=preface>)

The *first section* includes seven chapters based on assessment the ories in the national and international contexts.

The first chapter, written by Mark Claver presents the limits between feedback, feed forward and defining self-regulated learning for assessment context. Also in this chapter we can find best practice and models for the topic above mentioned. Also feeding back and feeding before it's the topic of the next chapter, authored by Zineb Djoub. The author presents practical strategies and models for teachers and for students in this regard.

The next chapter, authored by Guardia,Crispand Alsina presents the best opportunities of e-assessment for higher education.

The 4th chapter written by Mohammed Khalidildrissi, Meriem Hnida and Samir Bennani includes „competency” as a key word for the assessment. Also in this chapter we see the transition from a conceptual model to an operational concept of competency-based assessment.

The 5th chapter includes EFL Brain model of learning centred by the activities that not all students learn in the same way. Also the role of feedback in this case it's a motivational one.

The 6th chapter is based on formative assessment and evaluation of teaching and the student's participation in this case.Gina Mariano presents a research about how students can evaluate and percept the courses.

This section is finished by the contribution of Marije Lesterhuis, San Verhavert, Liesje Coertjens, Vincent Donche, and Sven De Maeyer on the research of sumative assessment in the field of competency.

The second section has, like the first section, seven chapters, that include students' perspectives to academics assessment written by various researches in this field.

The first chapter on the second section, authored by Rebecca Hamer, and Erik Jan van Rossum presents an historical conception of assessment at higher education level. On the other way, in the next chapter, Eddy White presents reflective and innovative case studies of the self-assessment of teachers.

Maite Fernández-Ferrer and Laura Pons-Seguí authors of the next chapter present the concept of „feed-forward” as the base of learning process of students.

The concept of „self-assessment” is presented in the chapter no. 11, by Gloria Nogueiras, David Herrero, and Alejandro Iborra. Authors details case studies and practices form Spain universities.

Victoria Quesada, Eduardo Garcia-Jimenez, and Miguel Angel Gomez-Ruiz, presents in the next chapter the process of assessment and the specific level of students participation on the process.

The online assessment and the peer assessment is presented in the next chapter by Alda Pereira, Luis Tinoca, and Isolina Oliveira, in a longitudinal research from Portugal.

The last chapter of section no. 2, is based on e-assessment in literacy in higher education level. Gregorio Rodriguez-Gomez and María Soledad Ibarra-Sáiz present an international project research in this field.

The *third section* of the book includes six chapters. First chapter, by Stefanie Panke presents aspects of pedagogical implementation of assessment and development practical applications in this area.

The next chapter from this section (Patrick Baughan, City University London, UK) is dedicated to an innovative experience of life competence-based assessment.

The chapter no. 17 (authored by Patrick Baughan, UK) and chapter no. 18 (James G M Crossley, UK) shows assessment in professional programmes and also in health sciences field.

From Romania: Simona Iftimescu, Romita Iucu, Elena Marin, and Mihaela Monica Stingu in the chapter no. 19 present an inquiry into assessment of master students programmes. This chapter clarified assessment aspects of master students in two years studding, based by Bologna process.

The last chapter, no. 20, authored by Catalina Ulrich and Lucian Ciolan presents a good perspective on the Project Based Learning leads to the type of authentic learning needed for master degree students.

The entire book, all the 20 chapters, give a new and innovative perspective to the assessment in higher education, gives allots of examples for teachers and students and presents best practices proved by research.

The relevance of the book is for both scholars, students and academic leaders in higher education context, all of them will find in this book valuable examples and guidelines in order to experiment new ways of assessment and to improve their practices.