



REDUCING MARKING MADNESS – Jody Merritt

Workshop Description:

Do you ever feel like the end of the term is overwhelming? Are your energy and patience running low? Do you feel overrun with student questions, concerns, and excuses? Well, this workshop is for you! Join us for some fun and learn a lot of helpful tips and tools for avoiding stress and crisis during the final weeks of term, lots of good ideas for evaluation, and some self and student management strategies.

Learning Outcomes:

- Identify the major problems, stressors and annoyances related to marking.
- Recognize the importance of developing courses in an ongoing, recursive and creative process utilizing a principled approach with four key integrity steps.

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Resources:

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Beckett, D., Volante, L., Drake, S. (n.d.). Formative Assessment: Bridging the Research – Practice Divide. *The Canadian Education Association*. Retrieved December 12, 2012 from <http://www.cea-ace.ca/education-canada/article/formative-assessment-bridging-research-practice-divide>

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Chalkley, Brian (1997). Using optical mark readers for student assessment and course evaluation. *Journal of Geography in Higher Education*, 21 (1), 99-106. Retrieved April 15, 2009 from <http://www.informaworld.com/10.1080/03098269708725414>

Earl, L., & William, D. (2003). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. California: Corwin Press.

Fink, D.L. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass.

Incorporating and Documenting Effective Assessment. *Park University*. Retrieved January 11, 2012 from <http://www.park.edu/cetl/quicktips/effectiveassess.html>

McDowell, L. (1995, January 1). The Impact of Innovative Assessment on Student Learning. *Innovations in Education and Training International*, 32(4), 302-13.

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Chapter 7 – Assessing, Testing, and Evaluating: Grading is Not the Most Important Function

Chapter 11- The ABC's of Assigning Grades

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Pausch, L.M. and Popp, M.P. (1997). *Assessment of Information Literacy: Lessons from the Higher Education Assessment Movement*. Retrieved January 11, 2012 from <http://www.ala.org/acrl/publications/whitepapers/nashville/pauschpopp>

Proctor, M. (2008). Responding to student papers effectively and efficiently. *Writing at The University of Toronto*. Retrieved April 20, 2009 from <http://www.utoronto.ca/writing/comm.html>

Stiehl, R. and Lewchuk, L. (2008). *The Assessment Primer: Creating a Flow of Learning Evidence*. Corvallis, Oregon: The Learning Organization