

A Dissertation Portfolio as An Innovative Instrument for Summative Assessment

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Abstract

Student learning can be assessed in a number of ways. It is important that this process is rigorous and systematic and considers both assessment for learning and assessment of learning. This presentation focuses on the latter and proposes an innovative form of summative assessment to be introduced on the MA TESOL and MA Education programmes at the University of York, UK, in the 2023/2024 academic year. This new assessment – an MA portfolio – will be offered as an alternative to the 12,000-word empirical dissertation, submitted as part of the postgraduate degree. The portfolio route will be available to those who want to focus on practical aspects of the teaching-learning process, for example, designing pedagogical materials. The individual components of the portfolio as well as their assessment will be discussed. It is hoped that the presentation will provoke a lively discussion and provide suggestions for making the proposed assessment instrument more attractive.

Keywords: Assessment, portfolio, postgraduate students, innovation, dissertation