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## **A Bibliometric Analysis of Assessment as Learning in Higher Education**

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### **Abstract**

Assessment in higher education has been dominated by traditional practices that were mainly focusing on grades for student progression. However, there has been some transformation on assessment, due to advancement in education. Generally, assessment is viewed as central to student learning and experience. Assessment as learning is not just an addition to learning and teaching, but it presents an opportunity through which students' involvement in assessment could manifest as part of learning (meaning that, assessment is learning-oriented). Unlike assessment for learning, which is regarded as formative assessment, assessment as learning has an advantage of allowing for timely interventions which is highly beneficial to students during teaching and learning. Assessment as learning in higher education is about student empowerment, hence they take ownership of their own learning process. Furthermore, assessment as learning promotes constructivism, through student engagement and knowledge construction. It is important that higher education institutions rethink assessment as learning because this might assist in achieving the 21<sup>st</sup> century educational goal of independent learning. This bibliometric analysis aims to analyse the trends evident from research on assessment as learning and implementation in Higher Education. Data will be retrieved from Scopus database and analysed using the bibliometric analysis. The thematic analysis approach will be employed. The findings will provide an overview of key themes and research gaps and potential areas for future research. The insight gained from this bibliometric analysis will be valuable for lecturers, course designers, universities, assessors and researchers seeking to improve assessment in higher education.

**Keywords:** constructivism; learning-oriented assessment; students; teaching and learning; university