

Address the Challenge Sheet – Course Assessment

This sheet offers practical ways to address a challenge identified by international students and enhance the teaching and learning experience for all students.

Two challenges identified by international students

1. I am really anxious because I have no experience of oral exams and what the teacher will expect of me.
2. How does this combination of a group project and an individual oral exam work? I don't want my grade to be lowered if the group project is not so good.

Ways to address course assessment challenges

- A. Clear and consistent guidance about the course assessment process and opportunities to practise the assessment reduces student anxiety and helps them prepare. Students appreciate it when teachers take time to explain the exam process and include time for Q&A in class.
It also helps to include oral exam role plays where the teacher practises asking questions and prompts the student when a question has been answered incorrectly or incompletely. These practical experiences of oral exams help students understand what is expected of them and how they can expect the teacher to respond during the oral exam. Here you can access further guidance about [managing oral exams](#)
- B. There can be uncertainty about combined exams and how individual grades are decided, especially when there is a group exam and an individual exam. Whilst teachers often explain the course assessment in a class, if students miss the class it can be difficult to get the right information. Students appreciate short videos with accompanying written guidance where the teacher explains how the assessment works. Having access to this guidance on itslearning throughout the course is really helpful.
- C. Teachers can compile a list of Frequently Asked Questions (FAQs) about the course assessment and post the list on itslearning in the course assessment section. Add to the list each time a student asks a question about the assessment. Provide a Discussion Board forum on itslearning where students can discuss the assessment. It is a good idea if the teacher checks in weekly to provide clarification where necessary.
- D. Use Assessment rubrics or checklists where possible as these can help students understand what 'the teacher is looking for...' SDU CTL offers a course for teachers on [Feedback, peer feedback, tools and rubrics](#), which starts on 23.09.26.