



### 8. CHECK WITH STUDENTS WHAT COMMON FORMS OF ASSESSMENT EXIST IN THEIR COUNTRIES WHICH ARE LESS USUAL IN IRELAND

For example, oral assessment at undergraduate level is widely used in the Netherlands and Scandinavia, but less so in Mediterranean nations. Similarly, the extent to which computer-based multiple-choice questions are used varies greatly from country to country, while formal presentations of the kind regularly used in Ireland and the UK are largely unknown in some Asian nations.

### 9. ALLOW REHEARSAL OPPORTUNITIES AT WHICH STUDENTS CAN ASK QUESTIONS,

and indeed discuss with you exactly what you are expecting them to do when introducing any form of assessment which might be novel to your international students or indeed your Irish and UK ones. It's also often helpful to use annotated model answers, worked examples or other forms of exemplars (see the TACIT Guide 9 - Using Exemplars To Enhance Learning And Support Achievement) in order to help students to see in detail what is required of them.

### 10. DEMYSTIFY THE PURPOSES AND VALUE OF SELF AND PEER ASSESSMENT,

which is uncommon or completely unknown in many nations, where students may find the idea of others judging their performance and capabilities for example entirely alien, or even unacceptable (see the TACIT Guide 7 - Getting students to self-assess to deepen their learning and develop feedback dialogues).

### 11. STUDENTS WRITING ESSAYS MAY BE CONFUSED BY OUR INSISTENCE ON BREVITY AND CLOSELY CONSTRAINED WORD COUNTS

if they come from nations where this isn't considered important (Carroll & Ryan, 2005). For example, a long, personalised introduction is conventionally polite in some countries but may be dismissed by Irish assessors as extraneous waffle.

### 12. RECOGNISE THAT WRITING LONG ASSIGNMENTS IN A SECOND LANGUAGE CAN CAUSE PROBLEMS FOR STUDENTS

who might have been top students in their state or region in English language, but may never have written assignments which exceed 1,000 words.

### 13. EXPLAIN HOW AND WHY WE USE FORMATIVE FEEDBACK

There can be considerable differences in expectations internationally about the type of feedback (oral, written, in-person, face-to-face, online), and its timing and purpose. It's necessary also to manage student expectations about how detailed the support we offer will be (for example, whether we are prepared to review multiple pre-submission drafts, which is common in some countries and unknown in others) and what students are expected to do when they receive feedback (requiring students to take action to improve future performances is common in some nations and less common in others).

### 12. BE SENSITIVE ABOUT CULTURAL ISSUES

by avoiding, for example, setting exams late in the day during Ramadan when Muslim students are likely to have been fasting since dawn, and questioning the importance as a criterion of making eye-contact with the audience in formal presentations, since to do so with strangers is impolite or even totally unacceptable in some Caribbean and Asian nations as well as in Maori society.

## KEY TAKEAWAYS

There is substantial variation in methods, approaches, formats and expectations around assessment and feedback globally, and it is prudent for Irish assessors to be aware that what we may regard as common practice is not ubiquitous and accordingly to brief students carefully on our requirements, particularly early in their academic careers. Actually, this is good practice for all students, as inevitably there will be many home students who will benefit from clear advice and guidance on assessment expectations.

## REFERENCES

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