

The pre-assessment learning effects of consequential assessment: modelling how the examination game is played

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The Pre-assessment Learning Effects of Consequential Assessment

Modelling how the Examination Game is Played

François J Cilliers
5 September 2012

1. There is nothing more deceptive than an obvious fact (*Arthur Conan Doyle*).
2. “Knowing what” is necessary, but not sufficient, for understanding (*This dissertation*).
3. Pre-assessment learning is driven by more than just task type (*This dissertation*).
4. The pre-assessment learning effects of assessment include, but go beyond, an influence on students’ approaches to learning (*This dissertation*).
5. Students do not respond homogenously to assessment, nor does assessment act as a homogenous trigger for action, but a model can provide a framework to explore this heterogeneity (*This dissertation*).
6. The relationship between assessment and pre-assessment learning is complicated but probably not complex, so it is potentially predictable (*This dissertation*).
7. Do not commend what is new till it has made some progress in the world and acquired a name, for till then it is a mere matter of taste (*Felix Mendelssohn-Bartholdy*).
8. Validating a model is a process, not an event, and validity a journey, not a destination (*This dissertation*).
9. Theory-generating qualitative research always opens productive new avenues of enquiry to explore (*This dissertation*).
10. When the music changes, so does the dance (*Hausa proverb*).
11. *Ex Africa semper aliquid novi* [Always something new out of Africa] (*Pliny*).