

Assessing with Role Play: An Innovation in Assessment Practice

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ABSTRACT The paper reports on a non-experimental research conducted to explore the feasibility using role play assessment as an alternative assessment technique in Higher Education. The objectives were to report respondents' views of the role play assessment practice; including its strengths and weaknesses, and to establish whether respondents would recommend it for future use. A purposive sample of Bachelor of Education students enrolled for a Special Education module was deemed appropriate respondents for this exploratory study. An observation schedule used to assess performance. A questionnaire comprising of both close-ended and open-ended questions were used to evaluate the role play assessment practice. Quantitative and qualitative data analysis was employed. The paper informs that students view assessing with role play as exciting and thus embrace its use. The paper also informs that a few respondents have expressed a contrary view. The findings are pointers to the notion that students are receptive to innovative assessment practices. The findings suggest that the Higher Education practitioners need to bring their assessment practices to scrutiny.