(The Joys of) FEEDBACK AND ASSESSMENT

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Goal 3: To ensure every student has the opportunity to realise their potential by providing excellent research-led teaching, assessment and feedback.

Objectives:

a. Communicate clearly to students study skill expectations at the beginning of the year
b. Agree with students an improved system of academic feedback, and using this monitor engagement with key activities
c. Improve levels of retention by personalising our support to meet the needs of individual students
d. Complete the roll out and evaluation of new marking scheme and ensure transparency of teaching quality assessment by students through reporting to Senate
e. Ensure staff have the skills and time to allow them to make the most of developments in teaching practice
32 WAYS TO ASSESS YOUR STUDENTS
• People learn in different ways and diversity in assessment allows students to demonstrate their strengths.

• Students are clearly motivated by engaging and innovative forms of assessment.

• Modern education is not simply about imparting knowledge but about delivering a wide range of skills and capacities that will equip our graduates for the modern world; these skills and capacities are often best assessed via innovative methods.
A breadth of knowledge, understanding and skills beyond their chosen discipline(s)
An ability to work independently and as part of a team

A capacity for self reflection, self discovery and personal development

A capacity for independent, conceptual and creative thinking

An understanding of social and civic responsibilities, and of the rights of individuals and groups

An ability to communicate effectively for different purposes and in different contexts
Learning Outcomes

By the end of this course students will be able to:

Demonstrate in-depth and extensive knowledge, understanding and skills at internationally-recognised levels in their chosen discipline

Communicate effectively both in writing and orally

Demonstrate the ability to work independently and as part of a team

Show a capacity for self reflection, self discovery and personal development

Assessment = 100% sit down exam
The Importance of Assessment

Assessment can define a “hidden curriculum” (Snyder, 1971).

Whilst students may be able to escape the effects of poor teaching, they cannot escape the effects of poor assessment. (Boud, 1995).

Students study “what they perceive the assessment system to require” (Gibbs, 2006).

“When we consider the introduction of e-assessment we should be aware that we are dealing with a very sharp sword” (Ridgway, 2004).
The Big Picture

• How do types and dates of assessment fit into a student’s overall curriculum?
• How do students know what transferable skills they’ve learned?
• How much of a course’s content is measured by assessment? How many skills?
The Joys of Feedback

• Who is feedback for?
• When, where and how is feedback delivered?
• How can students respond?
• Do your students know what feedback is?
• Feedback vs Feedforward
The Assessment and Feedback Lifecycle

1. Specifying
2. Setting
3. Supporting
4. Submitting
5. Marking and production of feedback
6. Recording grades
7. Returning marks and feedback
8. Reflecting

Based on an original idea developed by Manchester Metropolitan University
A&F principles at Queen’s University Belfast

Encourage positive motivational beliefs and self-esteem

- Help clarify good performance
- Encourage ‘time and effort’ on challenging tasks
- Deliver high quality feedback
- Provide opportunities to act on feedback
- Encourage interaction and dialogue around learning

- Give choice of topic, method, criteria, weighting or timing of assessments
- Development of self-assessment and reflection
- Create learning communities

Summative assessment has a positive impact on learning
The National Student Survey (and why it matters)

1. The criteria used in marking have been clear in advance. (73%)

2. Assessment arrangements and marking have been fair. (78%)

3. Feedback on my work has been prompt. (56%)

4. I have received detailed comments on my work. (64%)

5. Feedback on my work has helped me clarify things I did not understand. (61%)

University Score: 66% Satisfaction
Scottish Average: 69%; UK Average: 74%
Student Friendly Feedback

Communicate

Clear

Accessible

Fair

Timely

Useful
Communication

• Is key to clear, accessible, fair, timely and useful feedback
• Reflects that feedback is ultimately should be a dialogue between us
• Helps us trust each other during our learning
Clear

• We need to know
  – what will happen
  – when it will happen
  – what is expected of us
  – what we did well
  – what we didn’t do so well
  – where we need to improve
  – how we need to improve
  – what to do next
Useful

• Feedback should
  – help us improve
  – help us become better learners
  – link very clearly to the rest of our course
  – inspire us
  – motivate us
  – value us
Timely

• Time is important because
  – feedback should be in time to use for the next assignment
  – we need to know when our feedback will arrive
  – we need to be updated if that changes
  – it allows us to work with our feedback as part of our learning
Accessible

• Feedback should be:
  – available to everyone
  – easy to find
  – provided in different formats if needed
    • written
    • spoken
  – clear and easily understood
Fair

• Feedback should be:
  – free from potential, even if unintended, prejudice
    • Anonymous marking
    • Double marking
  – be guided by clear criteria
  – be consistent
So what can we do?

• Clear relationship between learning outcomes, assessment, and feedback.
• Prompt: Three Weeks (as advertised)! But more importantly, clearly communicated and relevant to future assessments.
• Discussing with students what feedback is (including oral and written, formative and summative), and what each of you wants.
• Innovation!
Resources

• All resources are freely available on the web at:

http://www.enhancementthemes.ac.uk/focus-on

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