



Assessment and Feedback

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Today's lecture

- Explore effective strategies for assessment.
- Critically reflect on the role of assessment within own teaching practice/area of expertise
- Consider the concept of designing out plagiarism
- Consider purpose and role of feedforward
- Develop an assessment question for designed curricula

What is the function of assessment?

- It is essential for measuring the extent of student learning
- Assessment of learning (product)
 - Approach that looks at what a student has learnt
 - Measures how far a student has come from point a to b
 - Students are told what the assessment process is

- Assessment for learning (process)

- Approach to teaching and learning that creates feedback which is then used to improve students' performance
- Involves students becoming more active participants in their own education.
- Students gain confidence in what they are expected to learn and to what standard
- 'Close the gap' between a learner's current situation and where they want to be in their learning and achievement

3 types of assessment

- Entry level/initial
- Formative
- Summative

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- Initial Assessment
 - Entry behaviour
 - Learning styles
 - Additional support needed
 - What examples do you have of initial assessment?

- Formative Assessment

- As you go
 - Doesn't count to overall grade
 - Feedback
 - Qualitative in its nature
- What examples do you have of formative assessment?

- Summative Assessment

- At the end of a programme
- Counts towards a grade
- Marks against a criteria

- What examples do you have of summative assessment?

Defining key terms

- Formative assessment
- Summative assessment
- Criterion – referencing
- Norm - referencing
- Validity
- Reliability
- Feedback
- Feedforward
- Authentic assessment
- Rubric

Reflection

- Why do we assess learners in education?

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- Race (2005) assessment drives learning for students and they devote energy to those aspects which count towards their final grade, often at the expense of other elements that could enhance the quality of their overall learning.
 - Therefore, it is important that we consider how we can use assessment to our best advantage to acknowledge this with our learner

Your experience of assessment



- What are your experiences of assessment as
 - Student
 - PCET educator



Key issues in relation to assessment

- Recent developments focus on the student as self-assessor, also known as self-regulation
- Research shows that there are strong positive benefits for students to be involved in their own assessment
- The need for authentic assessment
- Inclusivity and assessment
- The impact of generative artificial intelligence

Assessment has most effect when

- It is used to engage students in learning that is productive
- Feedback is used to actively improve student learning
- Students and teachers become responsible partners in learning
- Students are inducted into the assessment practices and culture

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- Assessment for learning is placed at the heart of subject and programme design
 - Assessment for learning is a focus for staff and institutional development
 - Assessment provides inclusive and trustworthy representation of student achievement

Boud & Associates 2010

- What does this look like in practice for you?



Designing out plagiarism



Some points to consider

- What is plagiarism?
- Why do students commit it?

Plagiarism in practice...

- In groups define the following...
- Unintentional plagiarism
- Intentional plagiarism
- Essay mills/banks
- Where does AI fit into this?

Activity

- Read the assessment brief provided and consider what opportunities might exist for students to plagiarise.
- On the next slide is an example of 1 of the 8 opportunities for plagiarism or collusion, can you find the others?

Building Bridges in Hot Countries (adapted from Carroll, 2007)

Learning outcomes for the course

As a result of this course, students will be able to:

1. Describe how to build long and short bridges
2. List factors affecting bridge construction in hot climates
3. Solve problems in building construction in hot countries

Assessment

1. A 2000-word essay on the last day of the course on one of the following topics or one chosen by the student (40% of the final mark)
 - Bridges in Ecuador
 - A history of bridge building in Nigeria
 - How to build a bridge when the river floods a lot
2. A group project (45% of the final mark): the project will require a group of up to 6 students to produce a model of a bridge that would be capable of spanning a 50ft chasm. The model must be able to fit on a phone book and must be made with the materials provided, i.e.



KG

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Plagiarism Opportunity:

The information requested is probably available on the web or in a textbook in fully usable form.

Solution 1:

Work with this, asking students to demonstrate learning outcomes that value and require information gathering

Solution 2:

Set tasks that ask students to find, compare and evaluate sites rather than simply plundering them.

27 March 2023, 10:55

Reply

Ways in which we can design out plagiarism

No chances exist to pass the course by submitting something that already exists

No chances to use others' work as evidence for assessment

No processes for choosing and agreeing assessment tasks that might make fraud easy

Designing out plagiarism – some examples

- Links between assessment tasks so each builds on and confirms the rest
- Methods to track, observe and record student effort
- Acknowledgement of online information and encouragement to use online sources
- Ways for students to show individual effort and to create individual assessment artefacts

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- Authentication exercises to ensure the student who gained the credit actually did the work
 - Opportunities for students to practice using academic writing skills receiving feedback and improving their practice
 - Assess process as well as product

A close-up photograph of a person's hands holding a white rectangular sign. The sign has the text "YOUR FEEDBACK MATTERS!" written in a bold, dark red, sans-serif font. The background is a blurred bokeh of red and blue lights. The hands are positioned on the left and right sides of the sign, with fingers gripping the edges.

**YOUR
FEEDBACK
MATTERS!**

Feedback

What do we understand about feedback?

- On your table discuss what the following are and why they are important:
- Ways in which we can provide feedback to learners
- Feedback from learners
- Feedback to learners
- Links to feedforward

Why do we need feedback for learners?

- Raise awareness of students on the strengths of their work
- Can help to boost confidence regarding their strengths and abilities
- Allows for guidance on further skills development
- Enhance the ability of students to audit their own work and their judgement of their own abilities
- 'Writing comments on assignments, however, remains a major component of teachers' workload in higher education.' (Gibbs and Simpson, 2005, p.10)

Role of feedback in learning

- Correct errors
- Develop understanding through explanations
- Generate more learning by suggesting further specific study tasks
- Promote the development of generic skills by focusing on the evidence of the use of skills rather than on the content
- Promote meta-cognition by encouraging students' reflection and awareness of learning processes involved in the assignment
- Encourage students to continue studying

(Gibbs and Simpson, 2011, p.19-20)

The challenge with feedback

- Feedback has the potential to have a major impact on a student's academic achievement (Carless and Boud, 2018).
- Academics and students sometimes have differing perceptions of feedback; academics can believe that their feedback is clear, relevant and useful but students do not always agree (Mulliner and Tucker, 2017).
- Therefore, how do we close the gap?



The link between feedback and learning (Nicol 2019)



- Students are continually producing internal feedback as they regulate own learning. When they receive external feedback, it must be turned into internal feedback for it to have an impact on learning.

The argument for assessment literacy for students

- Educators are responsible for supporting their students through the curriculum to appreciate the purpose of feedback, what it means to them and to develop strategies for using it (Nash and Winstone, 2017)
- Operationally, educators' roles seem to have been misinterpreted as feedback fixer, whose responsibility is to give 'better' feedback and in a quicker turnaround time (Winstone, Pitt and Nash, 2020).

Conditions under which assessment supports learning

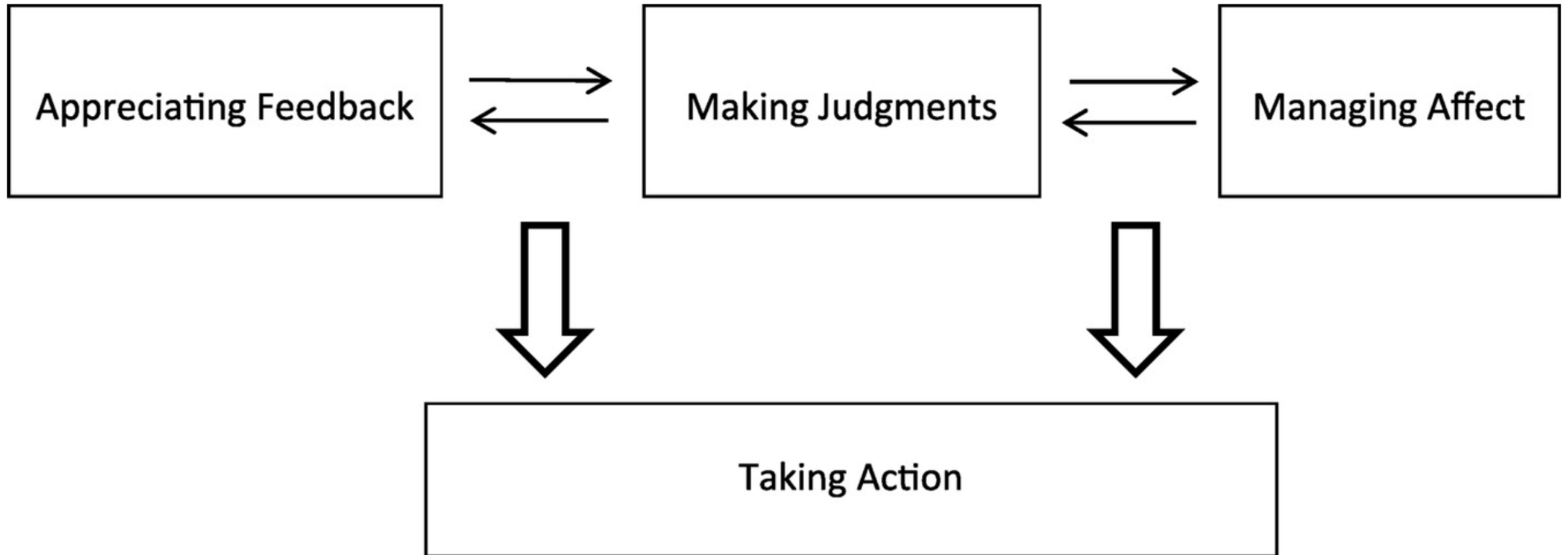


A dual perspective of assessment literacy

- **Staff:**
 - links with academic practice
- **Feedback literate students:**
 - engagement with the process of making academic judgements but study skills alone are not enough.
 - Students need to understand the nature and purpose of assessment and feedback practice
 - Links to educational resilience we have discussed before

Features of student feedback literacy

(Carless & Boud 2018)



Appreciating feedback

- Feedback literate students:
- understand and appreciate the role of feedback in improving work and the active learner role in these processes
- recognise that feedback information comes in different forms and from different sources;
- use technology to store and revisit feedback.
- Links to our robust learners

Making judgments

- Feedback literate students:
- develop capacities to make sound academic judgments about their own work and the work of others;
- participate productively in peer feedback processes;
- refine self-evaluative capacities over time in order to make more robust judgments

Managing affect

- Feedback literate students:
- maintain emotional equilibrium and avoid defensiveness when receiving critical feedback;
- are proactive in eliciting suggestions from peers or teachers and continuing dialogue with them as needed;
- develop habits of striving for continuous improvement on the basis of internal and external feedback.

Taking action

- Feedback literate students:
- are aware of the imperative to take action in response to feedback information;
- draw inferences from a range of feedback experiences for the purpose of continuous improvement;
- develop a repertoire of strategies for acting on feedback.

What should feedback be?

- Timely
- Help students to improve their learning
- Clear detailed, specific
- Forward facing
- Builds motivation and self esteem
- Targeted to the purpose of the assignment on the criteria for success
- Encourage dialogue
- Help students develop ability to make judgements on own work

High value feedback (Race 2007)

- Self-assessment
- Cross-marking
- Peer-marking with feedback
- Emails to group
- Peer-assessment
- Peer feedback
- Constructive questioning in groups
- Self-evaluation
- Verbal feedback to whole class
- Emailing with attachments

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- One-way feedback means that information is often received too late in a cycle for students to take action (Carless, 2006)
- Difficulties in decoding educators' statements and need dialogue with feedback providers to make sense of it (Sadler, 2010, Winstone et al, 2017)
- However the power of dialogue is often lost when it is only used through summative marking



General feedback practice

(Irons 2007, p.38)

Areas in which we can provide feedback include:

- Criteria
- Subject understanding
- Alignment to learning outcomes
- Communication skills
- Academic skills
- Style and approach
- Transferable skills
- Student effort

Setting targets

(Nicol and Macfarlane-Dick 2006)

- Manageable targets for improvement, research suggests focusing on 3 key areas as the optimum amount to avoid overwhelm.





RANGE AND USE OF
READING



CRITICALITY



PRACTICAL ADVICE
ON IMPROVEMENT



FOCUS ON THE
QUESTION



PRESENTATION,
STYLE, STRUCTURE

Helping students to understand feedback

- Ensure communication is clear and legible
- Use module learning outcomes and appropriate grading criteria
- Ensure any jargon or academic language is explained clearly
- Be sensitive when delivering feedback
- Use the opportunity to feedforward as well as feedback
- Feedback is not a one size fits all scenario

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- Consider what you comment on to students, if you focus on the obvious spelling /grammatical errors then it's easy to convey to students that this is what matters.
 - Whereas if we focus on the principles and underlying theory then that's harder to quantify therefore more useful.

Good feedback includes

- A clear and logical structure so that students can 'follow' the message being given
- A summary of the main feedback points
- Reference to assessment criteria and/or Module Learning Outcomes
- Comments on different elements of assignment structure
- Information as to what has been done well, and why

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- Information as to areas which need to be improved, and why
 - Reasonably attainable targets for improvement – even for good work
 - Guidance as to how the improvements could be made
 - An invitation for comments / questions back from student

Effective feedback must answer three major questions asked by a teacher and/or by a student...

- Where am I going? (What are the goals?),
- How am I going? (What progress is being made toward the goal?),
- Where to next? (What activities need to be undertaken to make better progress?)

Hattie, J., & Timperley, H. (2007)

- What might this look like in your field of study?



Marking Workshop

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Aim

- Develop marking criteria for specified assessment question
- Utilise marking criteria to mark the three assignments individually
- Practice moderation

Task 1 -

- In your curricula groups from the previous session –
 - Write an assessment that your students will be able to demonstrate their learning (These will need to be assignments so that they can be produced for next weeks session.)
 - Consider:
 - What learning you want students to demonstrate and how
 - Discussions we have had on plagiarism
 - What level?
 - Wordcount
- If you want to use the blank assessment form on Moodle for this you can or develop your own.

Marking

- You will be asked to mark assignments that have been written to answer your assessment questions.

Things to consider

- What do you want students to be able to demonstrate within their assignment?
- How will you measure how students have demonstrated what you want within the assessment?
- How will you generate the grade –
 - Criteria that is important
 - What does a successful assessment look like
 - Specific topics discussed
 - Referencing
 - Knowledge and understanding...

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- What will you mark the assessment out of and how will those marks be divided?
 - How will you manage this?
 - Scoring matrix
 - Something else

What to consider if using a matrix

- What would be the title of each section?
- What do you want students to specifically do within each section?
- What will your marking criteria be?
- Are there general criteria you want to mark against as well as assignment specific?
- How will you allocate marks?

Example

[illegible]

Task part 2 – marking criteria

- You are going to develop your own marking criteria in your group that you will be able to mark 3 assignments written to the question you have just designed
 - Design your own marking criteria
 - Develop how students will achieve each grade they are given
 - You need as much information as possible so that you will know how to mark

Task part 3 – marking assignments

- Individually mark the 3 assignments to the marking criteria you have developed.
- You will then get into your curriculum groups and moderate the assignments.

Reflection

- What was marking the 3 assignments like?
- Did you all grade to the same marks
- How similar/different were the grades
- How did you agree on the grade?

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References / further reading

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