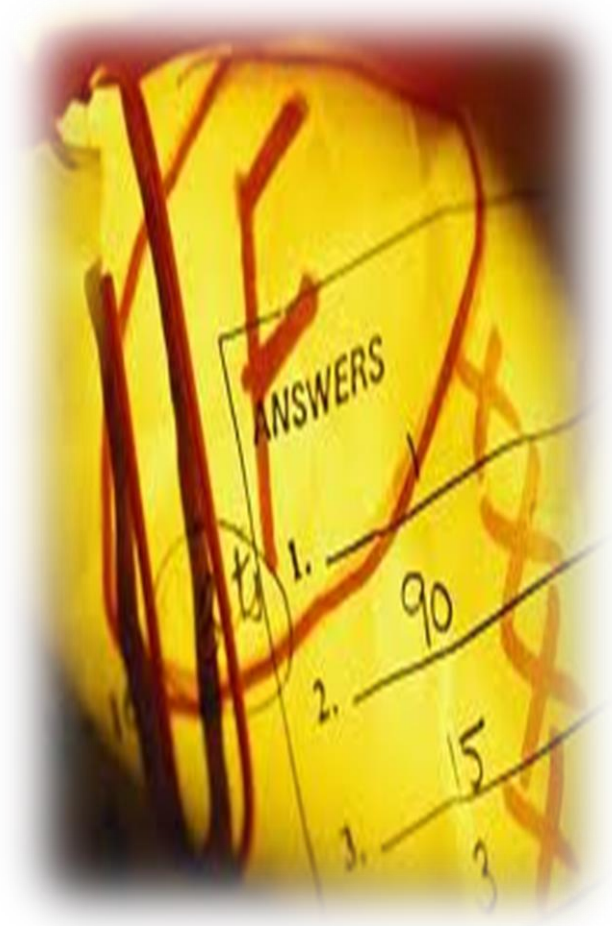


## Supporting assessment and feedback practice with technology: a view of the UK landscape

**Marianne Sheppard and Dr Gill Ferrell, Jisc infoNet  
EUNIS 2013**



- Area of highest student dissatisfaction - National Student Survey scores
- Drivers to enhance the student experience vs. increasing resource constraints
- Workload burden – academic and administrative



- Jisc Assessment and Feedback programme (2011-2014)
- 20 projects and 25 institutions involved across the UK
- 3 strands focused on institutional change, evaluation of technologies and software development
- Supporting large-scale changes to assessment and feedback practice through technology



[www.jisc.ac.uk/assessmentandfeedback](http://www.jisc.ac.uk/assessmentandfeedback)

- Strategy and policy
- Infrastructure
- Assessment and feedback practice
- Engagement







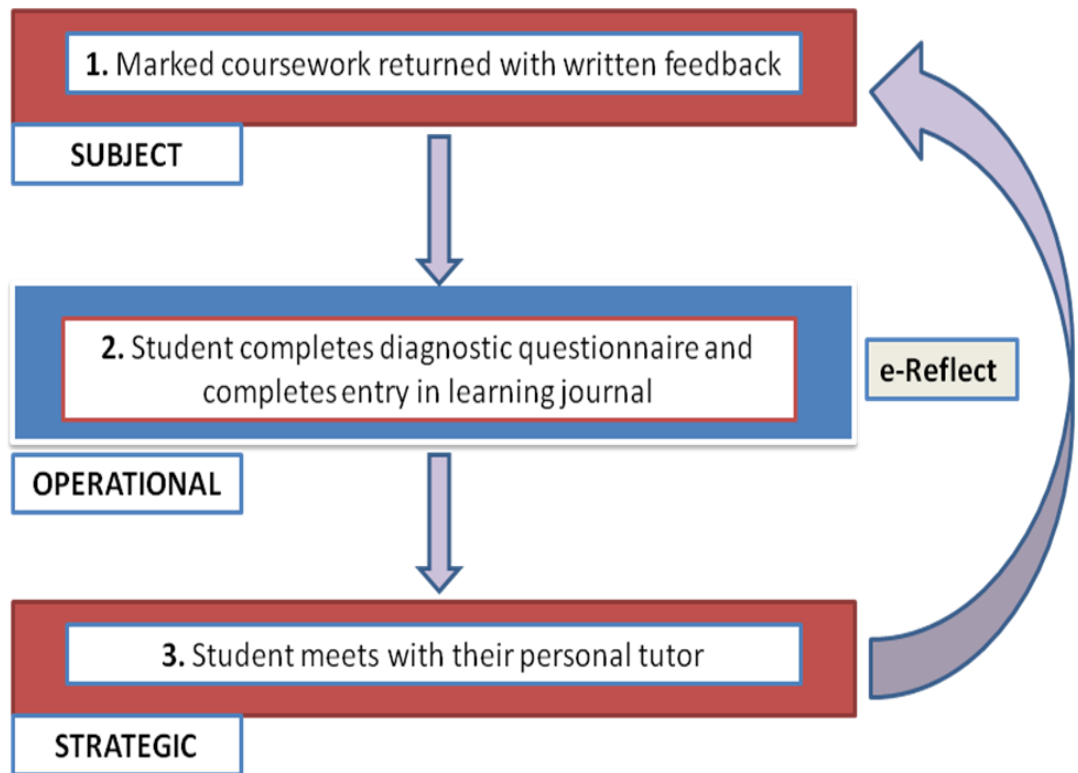


## Engaging learners with feedback

A Conversation .....



*‘It has helped I think because since then my marks have shot up.’*



SUMMARY OVERVIEW DIAGRAM OF MAKING ASSESSMENT COUNT





# Employability

# University of Exeter: Technology “Top Trumps”





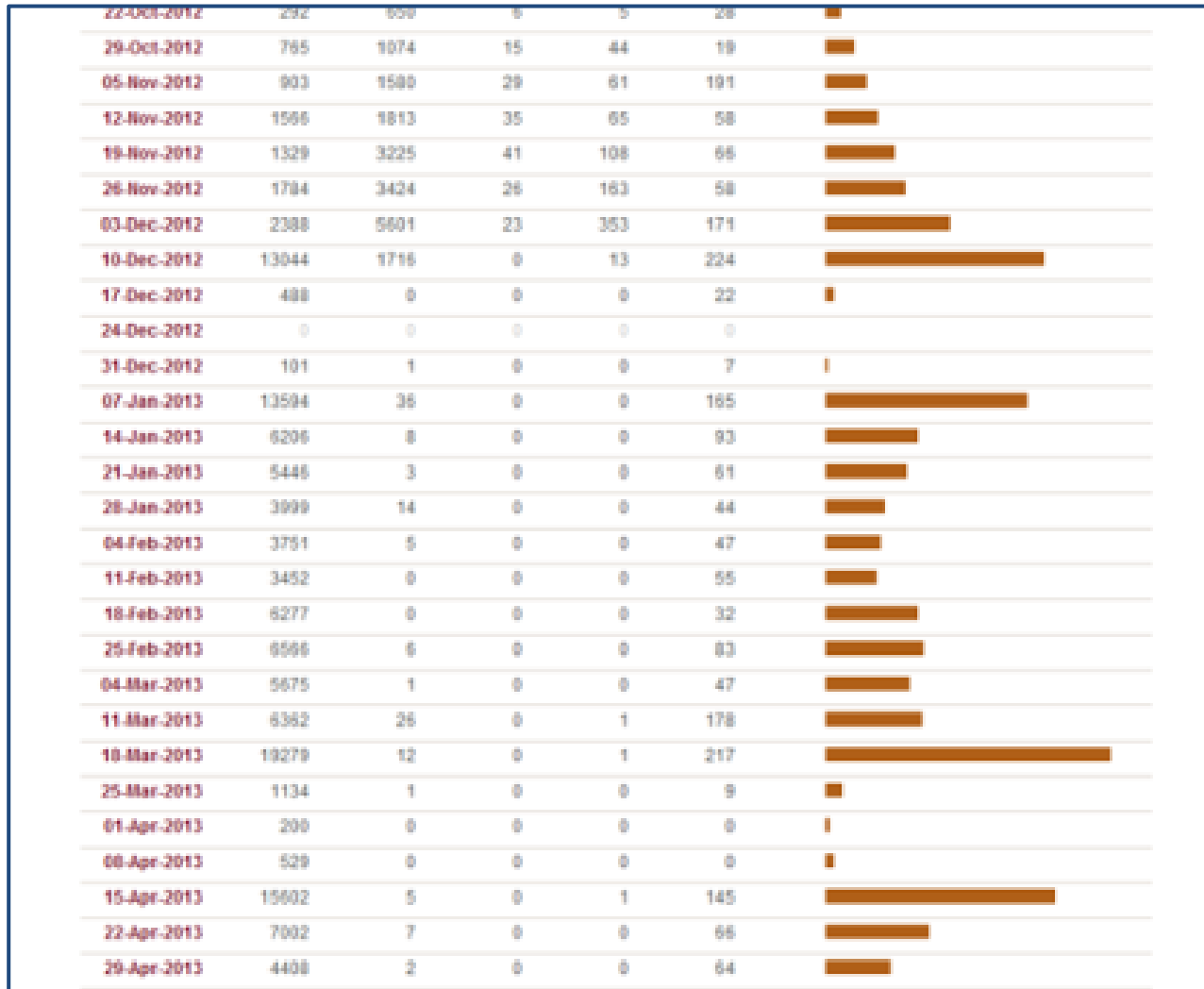
**Assessment  
Management**

# Assessment management

# Manchester Metropolitan University: Assessment Lifecycle



Manchester Metropolitan University Assessment Lifecycle (TRAFFIC project)



4 Submitting

Manchester Metropolitan University Assessment Lifecycle (TRAFFIC project)

## Benefits

- Increased control and agency
- Reduced anxiety
- Improved privacy and security
- Increased efficiency and convenience
- Feedback which is clearer and easier to engage with, understand and access for later use



# Open approaches and standards



University of Nottingham (Rogō OSS project)



Kingston University (Uniquarate project)



# From principles to practice



# Principles as discourse for change

## Some principles relating to effective assessment and feedback

### Conditions under which assessment supports students learning

#### Assessment tasks

1. Capture enough study time (in and out of class)
2. Are spread out evenly across timeline of study
3. Lead to productive activity (deep vs surface)
4. Communicate clear and high expectations

#### Feedback

5. Is sufficient (in frequency; detail)
6. Is provided quickly enough to be useful
7. Focuses on learning rather than on marks
8. Is linked to assessment criteria/expected outcomes
9. Makes sense to students
10. Is received by students and attended to
11. Is acted upon, to improve work and/or learning (Gibbs & Simpson, 2004)

### Principles of good assessment design

1. Help to clarify what good performance is (goals, criteria, standards)
2. Encourage 'time and effort' on challenging learning tasks
3. Deliver high-quality feedback information that helps learners to self-correct
4. Provide opportunities to act on feedback (to close any gap between current and desired performance)
5. Ensure that summative assessment has a positive impact on learning
6. Encourage interaction and dialogue around learning (peer-peer and teacher-learner)
7. Facilitate the development of self-assessment and reflection in learning
8. Give choice in the topic, method, criteria, weighting or timing of assessments

8. Should be central to staff development and teaching strategies, and frequently reviewed
9. Should be of a manageable amount for both students and tutors
10. Should encourage dialogue between students and their tutors, and students and their peers (National-Union-of-Students, 2008)



(McDowell et al., 2006)



The screenshot shows the JISC The Design Studio website. The main heading is "Transforming Assessment and Feedback". Below the heading, there is a brief introduction and a list of links for further information. A sidebar on the right contains navigation options such as "Create a page", "Upload files", and "Who are people". At the bottom of the page, there are three main sections: "Programme", "Topics", and "Tools and Resources".

**Programme**  
Jisc Assessment and Feedback programme and projects

**Topics**  
Topics and emerging themes around assessment and feedback

**Tools and Resources**  
Assessment technologies and tools, case studies, guidance, staff development resources etc.

The cover image features the JISC logo at the top left. The title "Effective Assessment in a Digital Age" is centered, with the subtitle "From challenge to change" below it. The background is a vibrant, abstract graphic with yellow and green circles and lines, suggesting a digital or networked environment. At the bottom, a dark blue banner contains the text "Supplementary workshop materials".



<http://bit.ly/jiscdsaf>