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

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- Area of highest student dissatisfaction - National Student Survey scores

- Drivers to enhance the student experience vs. increasing resource constraints

- Workload burden – academic and administrative
Addressing the challenges

- 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
Assessment and feedback challenges

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

Assessment Management

Managing change
Engaging learners with feedback

A Conversation......

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

SUMMARY OVERVIEW DIAGRAM OF MAKING ASSESSMENT COUNT

1. Marked coursework returned with written feedback

2. Student completes diagnostic questionnaire and completes entry in learning journal

3. Student meets with their personal tutor
Employability
University of Exeter: Technology “Top Trumps”
Assessment management
Manchester Metropolitan University: Assessment Lifecycle

Manchester Metropolitan University Assessment Lifecycle (TRAFFIC project)
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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 (Uniqurate 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)
Jisc Resources