



29/04/2014

Assessment and feedback in the digital age

How technology can make a difference

Overview

- » Assessment and feedback challenges
- » Influencing change through principles
- » Feedback and feed forward
- » Assessment and employability
- » Electronic assessment management

The full story

Programme Report: <http://repository.jisc.ac.uk/5450/>

Context

- » Jisc Assessment and Feedback Programme (2011 – 2014)
- » 20 projects and 40 institutions involved across the UK
- » 3 strands focused on institutional change, evaluation of technologies and technology transfer
- » Directly involved 2,200 staff and 6,000 students



A challenging landscape.....

What areas are uppermost in your mind as challenges relating to assessment and feedback in your context?

A challenging landscape



- » highly devolved & inconsistent
- » traditional practices dominate
- » lack of developmental focus
- » relevance to world of work
- » learner in passive role

The Vision: a principled approach



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- » need to articulate principles
- » principles should demand action
- » implementation can be teacher-centric or learning-centric

Resources

Why principles? <http://www.reap.ac.uk/TheoryPractice/Principles.aspx>

Overview of principles:

<http://jiscdesignstudio.pbworks.com/w/page/40343419/Assessment-and-feedback-principles>

REAP principles


Good assessment and feedback should:

- » Clarify what good performance is (goals, criteria, standards)
- » Facilitate the development of reflection and self-assessment in learning
- » Deliver high quality feedback to students: that enables them to self-correct
- » Encourage peer and student-teacher dialogue around learning
- » Encourage positive motivational beliefs & self esteem through assessment
- » Provide opportunities to act on feedback
- » Provide information to teachers that can be used to help shape their teaching (making learning visible)

Nicol and Macfarlane-Dick (2006)

Curriculum design

Implementing principles



Good assessment and feedback practice should:

Clarify good performance

Help clarify what good performance is (goals, criteria, standards)

To what extent do learners in your course have opportunities to engage actively with goals, criteria and standards, before, during and after an assessment task?

Adapted from the JISC principles of good practice assessment and feedback

Clarify good performance

Priority:

- Provide clear definitions of academic requirements before each learning task.
- Provide explicit marking criteria and performance-level definitions.
- Provide opportunities for discussion and reflection about criteria and standards before learners engage in a learning task.
- Ask learners to reformulate in their own words the documented criteria before they begin the task. This could be submitted with the assessment.
- Model in class how you would think through and solve exemplar problems.
- Provide learners with model answers for assessment tasks and opportunities to make comparisons against their own work.
- Explain to learners the rationale of assessment and feedback techniques.
- Before an assessment, let learners examine selected examples of completed assessments to identify which are superior and why (individually or in groups).
- Organise a workshop where learners devise, in collaboration with you, some of their own assessment criteria for a piece of work.
- Ask learners to add their own specific criteria to the general criteria provided by you.
- Work with your learners to develop an agreement, contract or charter where roles and responsibilities in assessment and learning are defined.

Adapted from the QAA Enhancement Theme: The First Year Experience - Transforming assessment and feedback: enhancing integration and empowerment in the first year

<http://viewpoints.ulster.ac.uk/resources>

University of Ulster 'Viewpoints' Cards

<http://jiscdesignstudio.pbworks.com/w/file/70476581/Viewpoints%20A%26F%20Cards.pdf>

Aligning technology with principles



University of Exeter 'Tech Trumps'

<http://jiscdesignstudio.pbworks.com/w/page/63225947/Technology%20Top%20Trump>

Promoting employability



- » Emphasis on summative assessment does not reflect working life
- » Skills in giving feedback and using feedback from multiple sources essential
- » Sometimes understanding the brief is the hard part....
- » Students can not always articulate the skills they have

Dimensions of work-integrated assessment

Dimensions of a Work Integrated Assessment

The concept of a work-integrated assessment is an assessment where the tasks and conditions are more closely aligned to what you would experience within employment.

Finally an evaluation stage is proposed, where the team reflect on how well the new assessment worked, and whether or not the objectives set-out in the re-design stage were met.

Multiple Assessment Points

Move to a more distributed pattern of assessment; consider introducing 'surprise' points. Assessments are often delivered in the form of one summative assessment, e.g. an exam, at the end of learning. In employment however, 'assessment' points tend to occur frequently. In addition, timing is often out of individual control, and consequently it can be necessary to juggle competing tasks at short notice. Using multiple assessment points helps to develop [reflective thinking](#), whilst 'surprise' points support task prioritisation.

Peer Feedback / Review

Include peer review and/or assessment as part of the overall process. Typically in higher education assessment feedback is solely produced by the teaching staff. In employment, however, much of the review process comes in the form of informal peer feedback, and from the clients that work has been done for. Including this type of [peer review](#) and/or [peer assessment](#) formally within an assessment helps students to develop their [critical thinking skills](#).

Light Structure

Lightly structure the overall assessment, reward student approaches. Current thinking on assessment advises that assessments should be well structured, with explicit guidance to students concerning how and where marks are attained. However in employment part of the challenge for the individual and/or team is to identify the relevant priorities of tasks that are necessary to achieve an overall goal, and to derive the processes necessary to complete them. Using a light structure approach encourages students to derive these [shorter term tasks and goals](#) in order to solve a bigger problem.

Collaborative Working

Create teams of students from the outset. Many forms of assessment require working alone, yet employment tasks invariably require some form of [collaboration](#), and often with unknown individuals. Encouraging students to work with in teams with peers helps build their [collaborative skills](#), and develops their understanding of [team roles](#) and [role flexibility](#).

Collaborate Project (Education Enhancement)
Bringing together staff, students and employers to create employability focused assessments enhanced by technology

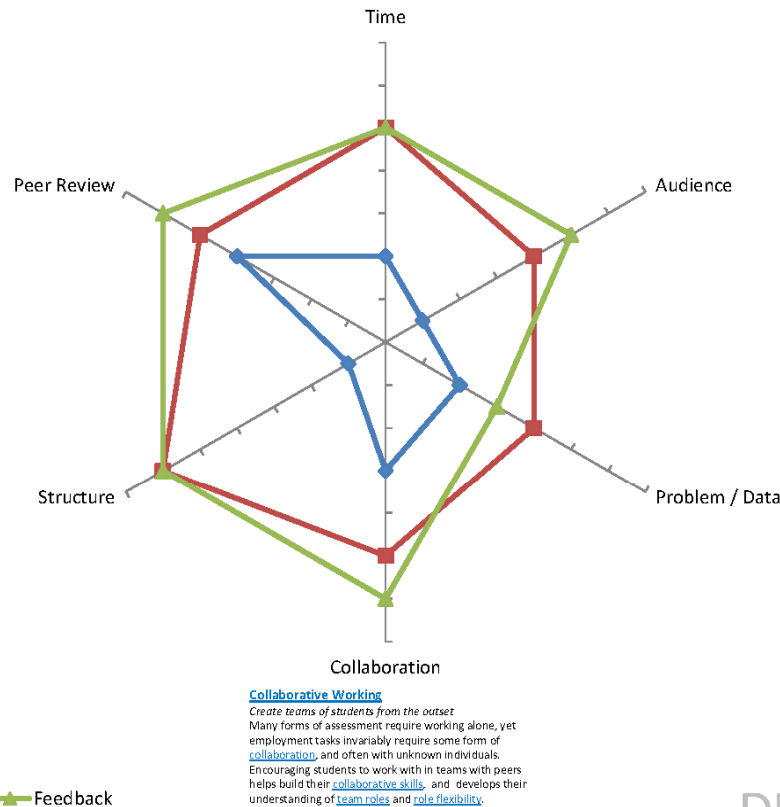


Varied Audiences

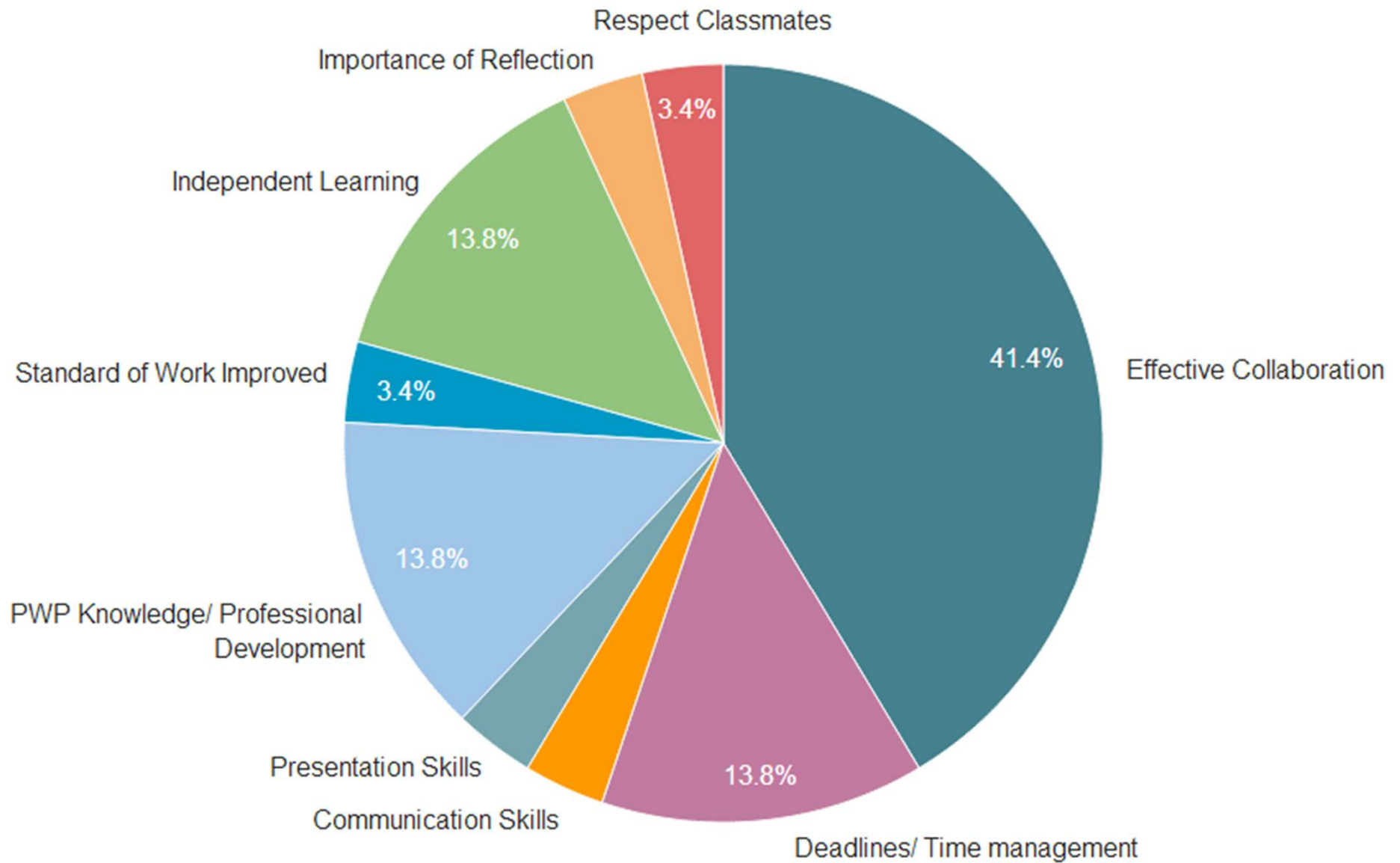
Aim to set audiences explicitly for each assessment point. In higher education the audience for an assessment is implicitly the academic that sets it. This contrasts with employment, where the audience can be peers, but is more often the client. Having to focus on [different audiences](#) for an assessment provokes greater [reflective thinking](#) over content, and requires new types of [synthesis](#).

'Real World' Problem / Data

Set an overall real world problem, supported by real world data. Purely academic learning might require a theoretical problem in order to test a [theoretical understanding](#). In employment though problems tend to be very real. Additionally the data that you need to work with in employment rarely come in coherent, standard forms. It is usually in [messier formats](#) that need to be interpreted to be of use.



DRAFT, 17/07/12



University of Exeter student evaluation of learning from applying model

Peer review



- » Most significant shift towards assessment *for* learning
- » Students need to be convinced of benefits
- » Open source tools e.g. Peerwise

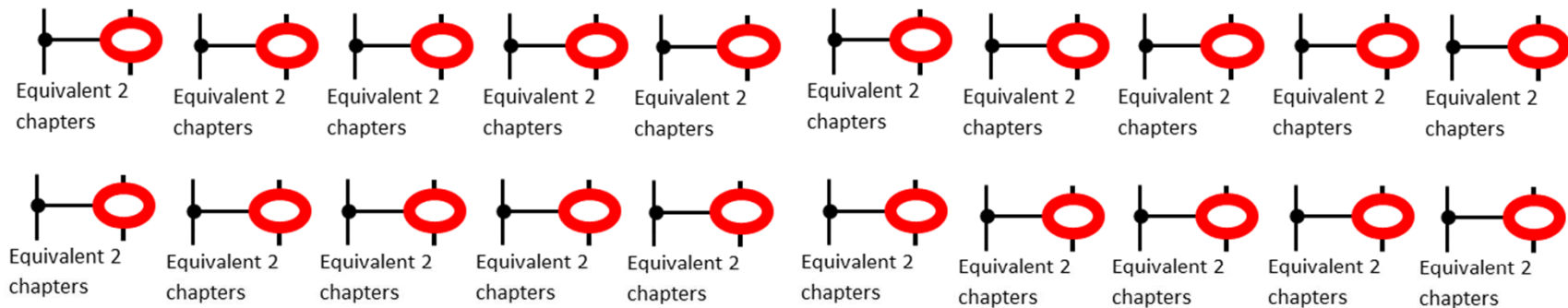
Longitudinal development: feeding forward



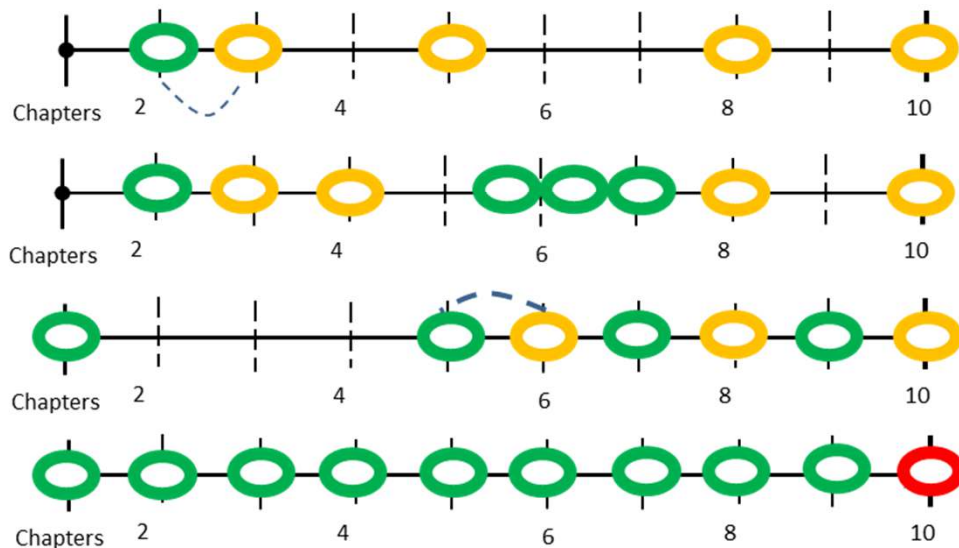
- » Feed forward
- » Ipsative approaches
- » Technology needed to support information sharing




Curriculum Design: scheduling

PG Certificate in Medical Education



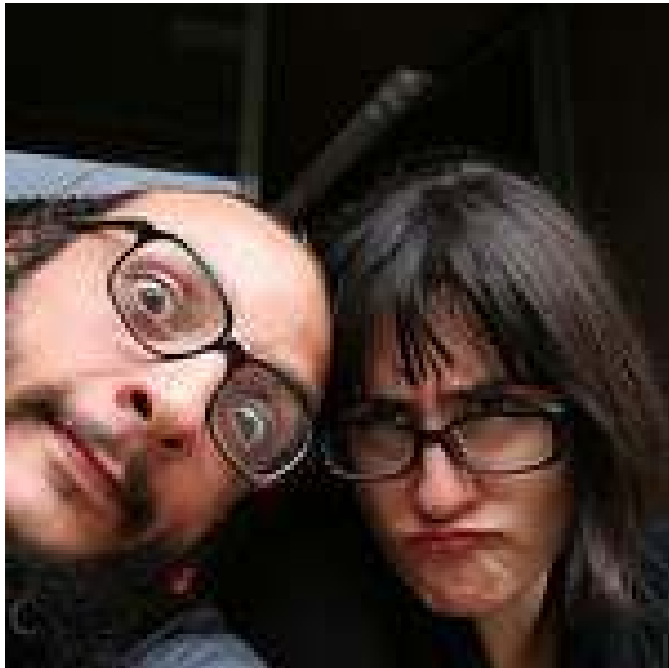
Revised PG Certificate in Medical Education



-  Formative assessment
-  Medium stakes assessment
-  High stakes assessment

University of Dundee
course redesign using
University of Herfordshire
assessment timelines tool

Analysing feedback



- » Feedback is a 'black box'
- » Programme teams don't discuss feedback
- » Useful analytical tools available

What kind of feedback do you give?

P1 - Praise. Motivating but if used indiscriminately can appear insincere.

P2 - Recognising Progress (ipsative feedback). Can be motivating and informs students about their learning. Lack of progress serves as an early warning.

C - Critique. How work falls short of expectations or criteria; can be discouraging if not accompanied by information on how to improve.

A - Advice. Help students take future action to improve.

Q - Clarification requests. Asking learners to think more deeply about their work and generate actions themselves.

O - Unclassified statements. Neutral comments, for example that describe the piece of work but do not make any judgement.

(adapted from IOE feedback profile)

Electronic Management of Assessment



- » Academics less keen than students or administrators
- » Technology is coming of age
- » Clear evidence of workload savings
- » Pre-requisite for analytics
- » Electronic marking isn't that bad!!!

Any questions ?

Briefings

- » Changing assessment and feedback practice with the help of technology
- » Electronic Assessment Management
- » Enhancing student employability through technology supported assessment and feedback
- » Feedback and feed forward: using technology to support learner longitudinal development

Find these and other resources at:

<http://www.jisc.ac.uk/guides/improving-student-assessment>