Technology supported assessment & feedback:
tackling the issues of pedagogy, process & people

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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

The full story
Programme Report: http://repository.jisc.ac.uk/5450/
Overview

Pedagogy
» Assessment and feedback challenges
» Influencing change through principles

Process
» Feedback and feed forward
» Electronic management of assessment (EMA)

People
» Shared responsibility
» Transparency
Pedagogy: a challenging landscape

» highly devolved & inconsistent
» traditional practices dominate
» lack of developmental focus
» relevance to world of work
» learner in passive role
Pedagogy: a principled approach

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

Resources
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

University of Ulster ‘Viewpoints’ Cards
Aligning technology with principles

University of Exeter ‘Tech Trumps’
http://jiscdesignstudio.pbworks.com/w/page/63225947/Technology%20Top%20Trumps
Process: the assessment lifecycle

1. Specifying
   - What are the submission dates? Feedback dates?
   - What information is given to students?
   - What do colleagues need to know (teaching team, admin, technical staff)?
   - What are the arrangements for reassessment if needed?

2. Setting
   - How is the work to be presented/submitted?
   - How will feedback be returned to students, and in what format?

3. Supporting
   - How much focus is there/should there be on feedback during the teaching sessions?
   - Is there a plan B in case of technical failure?
   - How are special factors taken into account (disabilities, exceptional factors)?
   - How do markers get access to the work?

4. Submitting
   - What do students need any technical support?

5. Marking and Production of Feedback
   - How do markers communicate decisions/queries?
   - How is the sample for the external examiner/internal moderators chosen and distributed?
   - Is there a standard format for the feedback?

6. Recording grades
   - Who records the grades (first marker, second marker, moderator, administrative team)?
   - Who checks them?
   - What records need to be kept (eg mark sheets, moderation summaries)?
   - What’s the deadline?

7. Returning marks and feedback
   - Are marks and feedback returned together or separately?
   - Is there a standard feedback form or technique? How is audio or video feedback distributed to students?
   - Is marked work annotated and returned?
   - How is face to face return of work recorded?

8. Reflecting
   - What do students do with feedback?
   - What do we do with it?
   - How do we use feedback to move students forward (e.g. peer feed-forward techniques, sharing generic feedback with tutors at next level of study)?
   - Can we share feedback automatically with personal tutors?

Source: Manchester Metropolitan University TRAFFIC Project
Process improvement: feeding forward

» Focus on longitudinal development
» Feed forward
» Ipsative approaches
» Technology needed to support information sharing
Process improvement: 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 Hertfordshire assessment timelines tool
Process improvement: electronic management of assessment (EMA)

» 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!!!
People: shared responsibility

Peer review

» Most significant shift towards assessment for learning

» Students need to be convinced of benefits

» Open source tools e.g. Peerwise
People: transparent 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)
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
Any questions?

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