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 developed & inconsistent
» traditional practices dominate
» lack of developmental focus
» relevance to world of work
» learner in passive role
The Vision: 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
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 work integrated assessment is an assessment where the tasks and conditions are more closely aligned to what you would experience within employment.

Initially an evaluative stage is proposed, where the team reflection how well the new assessment worked, and whether or not the objectives set out in the re-design stage were met.

Peer Feedback / Review
It is often assumed that feedback is valuable produced by the teaching staff. In employment, however, much of the review process is in the form of informal peer feedback, and informal conversation, work has been done on:
Including the type of feedback and which students within an assessment help students to develop their self-regulation skills.

Multiple Assessment Points
Many different assessment points of assessment can be introduced into learning.
Assessments are often delivered in the form of one assessment, e.g. an exam, at the end of learning. In employment, however, assessments can be assessed frequently, in addition, marking is often a part of individual feedback, and consequently can be developed to provide some insights of short-term.
Using multiple assessment points helps to develop reflective practice, while “improving” points suggest that prioritisation.

Peer Review

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

Virtual Audience
A virtual audience provides the opportunity for each assessment point in higher education to be assessed for an audience that matters, this allows for feedback, unless the audience can be peers, but is more often the staff.
Making it possible to assess the project, integration of technology over content, and feedback in addition of feedback.

Real World Problem / Data
Real-world skills can be important, problems, supported by real
world data
Problems solving learning might require a theoretical problem in order to be seen as meaningful. In employment, the problems tend to be real.
Address the data that you need to work with or employment scenario, some is obvious, standard forms. It is easier to avoid "faking" data that need to be realistic and be of use.

University of Exeter Work Integrated Assessment Model

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