

# Welcome back!

## Transforming Assessment in Higher Education

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Day 2 – University of Rome Tor Vergata

February 2024



## Programme Overview and Today's ILOs

- Identify the key principles of effective and inclusive assessment design
- Discuss current trends and findings in assessment and feedback research and consider how learnings may be embedded in assessment practice
- Consider how we can promote assessment *for* and *as* learning into curricula
- Focus on strategies for developing assessment literacy in staff and students
- Identify effective approaches for promoting student engagement with assessment and feedback
- Identify possible developments and the implementation of innovative approaches in assessment and feedback

# Plan for the day

Time	Focus
10:00 – 11:15	Developing assessment literacy in students
11:15 – 11:30	<i>Break</i>
11:30 - 12:45	Developing assessment literacy in staff
12:45 – 1:30	<i>Lunch</i>
1:30 – 2:45	How do we promote student engagement with feedback?
2:45 – 3:00	<i>Break</i>
3:00 – 3:55	Strategic approaches to assessment: Assessment and Feedback Superchargers
3:55 – 4:00	Wrap up and close

How are  
you  
feeling?

## On the Beckham scale...



1



2



3



4



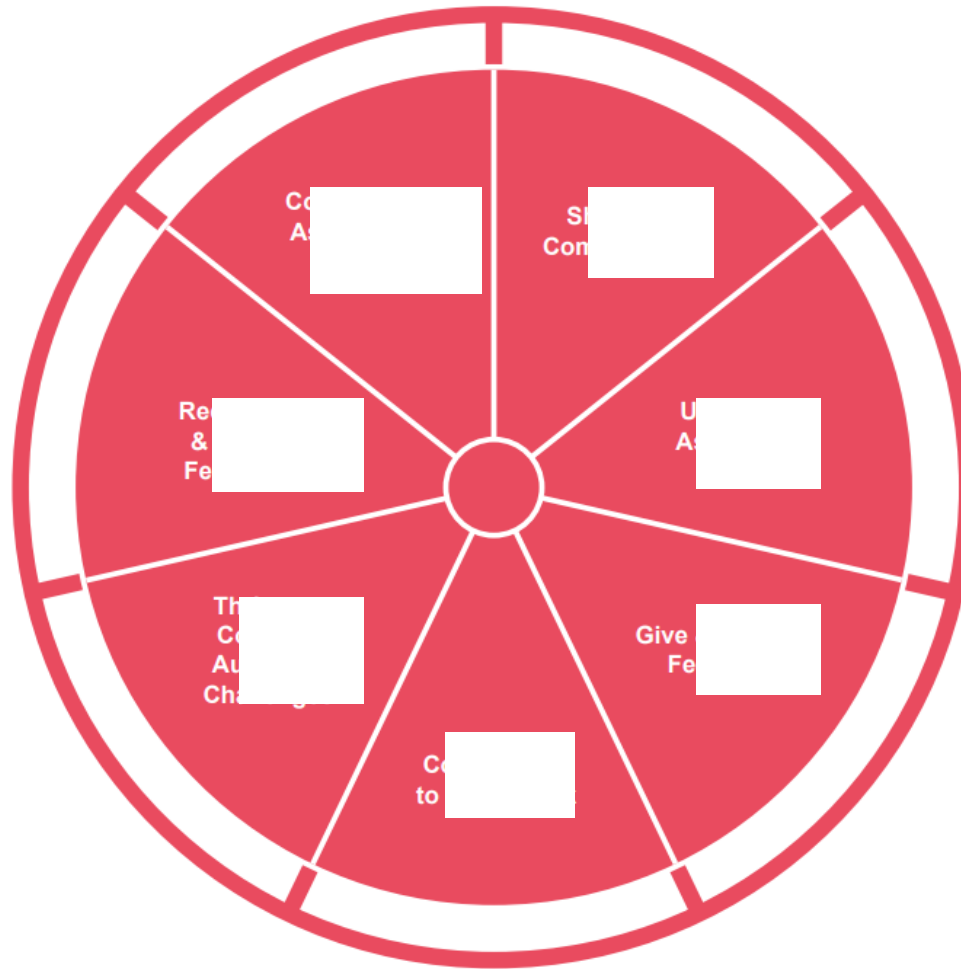
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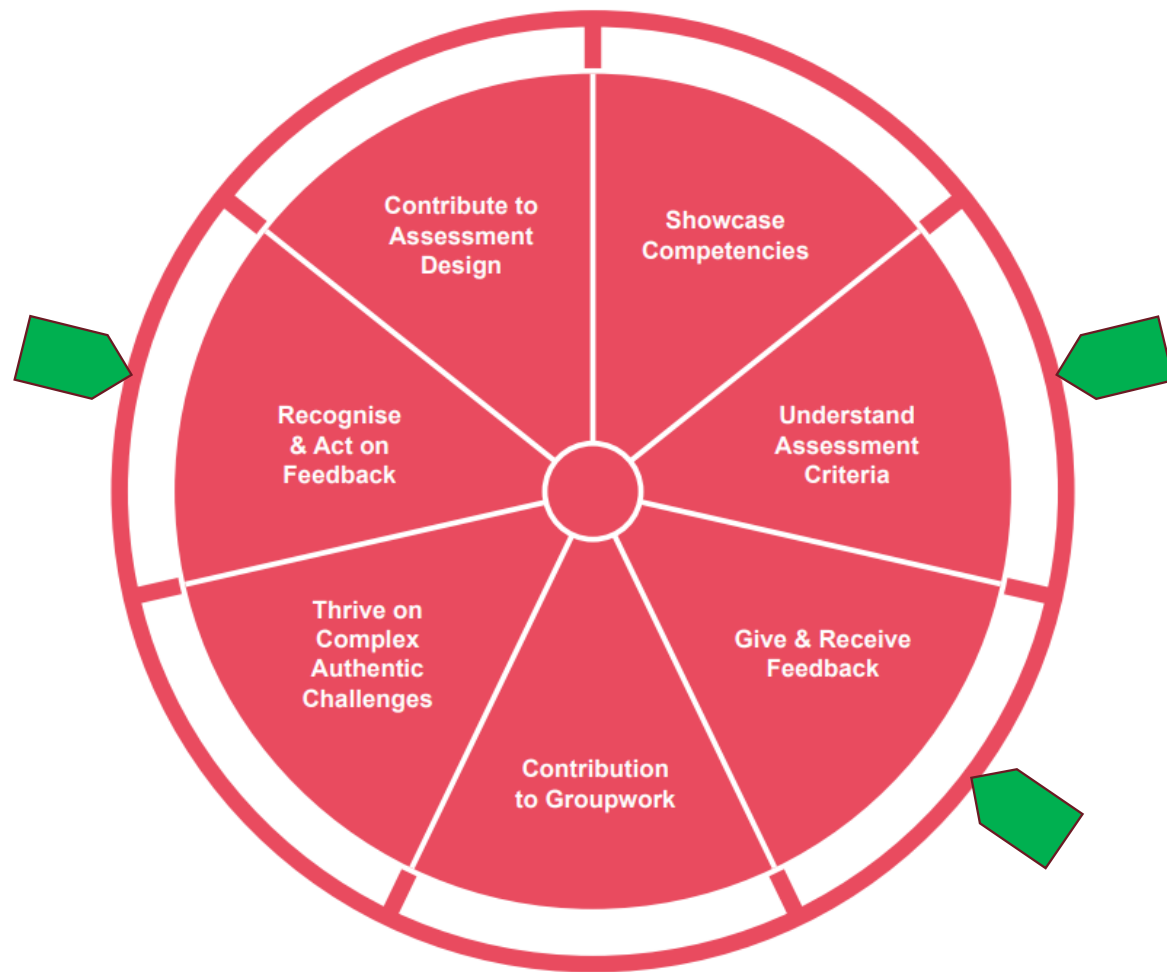
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# | Developing Assessment Literacy: Understanding Expectations

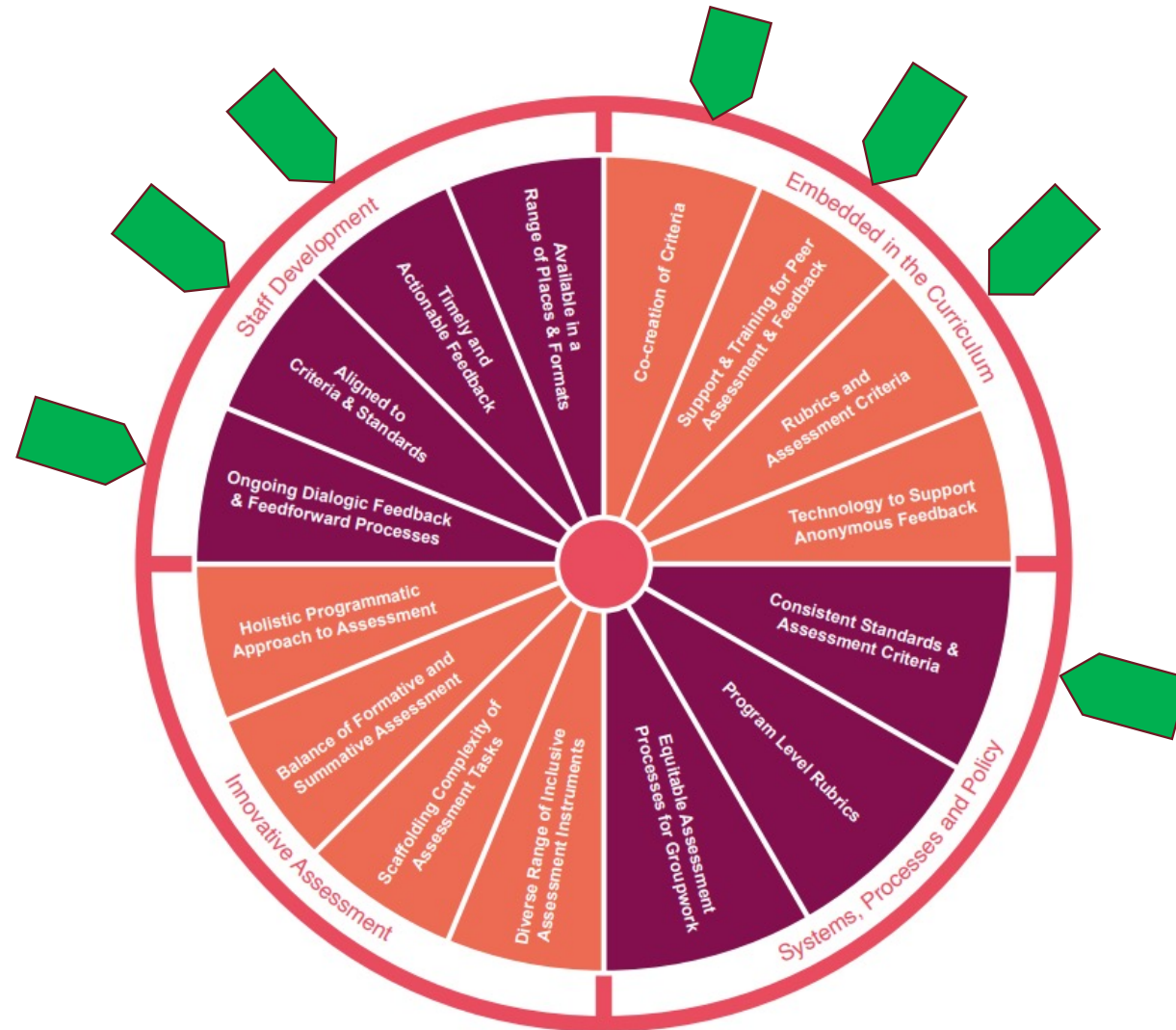
Student  
Success  
Framework:  
Students –  
what do  
you recall  
from  
yesterday?



# Student Success Framework: Students



# Student Success Framework: Institution





## Discuss

*10 mins*

How do students taking your module find out...

- what the assessments are?
- when the assessments are due?
- how the assessments are marked?
- how they receive their marks and feedback?
- what to do if they have a problem with the assessment during completion?
- what to do if they need an alternative assessment format or reasonable adjustment?
- what happens if they submit late or fail the assessment?

## Assessment briefs

Review the assessment brief and imagine you are a student. How confident would you be that you knew **what** to do, **why** you were doing it, **when** you needed to do it and **how** to do it?

# How can we make assessment briefs clear and inclusive?

## Use clear language and structure

[Text inspector](#) is a useful tool in checking the level of your language.

Breakdown complex instructions into simple steps.

## Provide explicit expectations

Outline the relevant learning outcome and assessment criteria.

Specify requirements (word count, min number of sources, format).

## Offer assessment choice

Provide guidance on flexibility for submission format or mode of assessment.

## Outline support resources

Signpost where students can find exemplars or relevant content from your unit.

## Employ Universal Design principles

Offer the assessment brief in a range of formats (as a text document, and a screencast).

**Include frequently asked questions** (ie. What if I submit late? Can I use AI? Who do I contact if I need an alternative format for this assessment?)

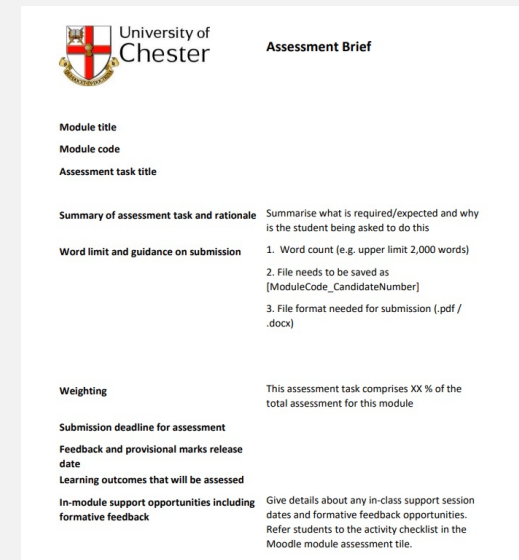
## Include student consultation (or ask AI!)

Ask students to review the brief and highlight anything which is unclear in terms of language or task.

Reflect  
and  
discuss:  
Sector  
example -  
University  
of Chester

*5 mins*

- Take a few minutes to review the university of Chester example assessment brief.
- How does this example compare with your assessment briefs?
- Is there anything which could be clearer or more explicit?
- How does this template compare with briefs used for your module assessments?



The image shows a template for an 'Assessment Brief' from the University of Chester. It includes fields for Module title, Module code, and Assessment task title. It also contains sections for Summary of assessment task and rationale, Word limit and guidance on submission, Weighting, Submission deadline for assessment, Feedback and provisional marks release date, Learning outcomes that will be assessed, and In-module support opportunities including formative feedback.

University of Chester		Assessment Brief
Module title		
Module code		
Assessment task title		
Summary of assessment task and rationale	Summarise what is required/expected and why is the student being asked to do this	
Word limit and guidance on submission	1. Word count (e.g. upper limit 2,000 words) 2. File needs to be saved as [ModuleCode_CandidateNumber] 3. File format needed for submission (.pdf / .docx)	
Weighting	This assessment task comprises XX % of the total assessment for this module	
Submission deadline for assessment		
Feedback and provisional marks release date		
Learning outcomes that will be assessed		
In-module support opportunities including formative feedback	Give details about any in-class support session dates and formative feedback opportunities. Refer students to the activity checklist in the Moodle module assessment tile.	

## How do you ensure students understand the assessment brief?

- **Incorporate student input:** Involve students in developing or refining assessment criteria, making them active participants in the learning process.
- **Interactive sessions:** Introduce the assessment brief and criteria during a session at the start of the module and allow time for students to ask questions and get clarifications. Add a Q&A discussion board to the module VLE to raise further questions. Create a quiz about the requirements of the assignment and use this as an opportunity to clarify areas that are still unclear.
- **Different formats:** In addition to the written brief, create a screencast recording which takes the students through the brief and criteria. This will allow the students to revisit this.
- **Real examples:** Use examples of previous students' work (anonymised) to demonstrate what meets the criteria and what doesn't.
- **Peer review:** Encourage peer review sessions where students assess each other's work based on the criteria. This not only deepens their understanding of the criteria but also enhances critical evaluation skills.
- **Continuous feedback:** Where appropriate embed formative activities and provide ongoing feedback, guiding students on how to improve their work in alignment with the marking criteria.

| Students may know what to do, but do they know how to do it *well*?

If students  
can't judge  
their own  
performance

...



## Boud's questions around academic literacy

### Developing evaluative judgement

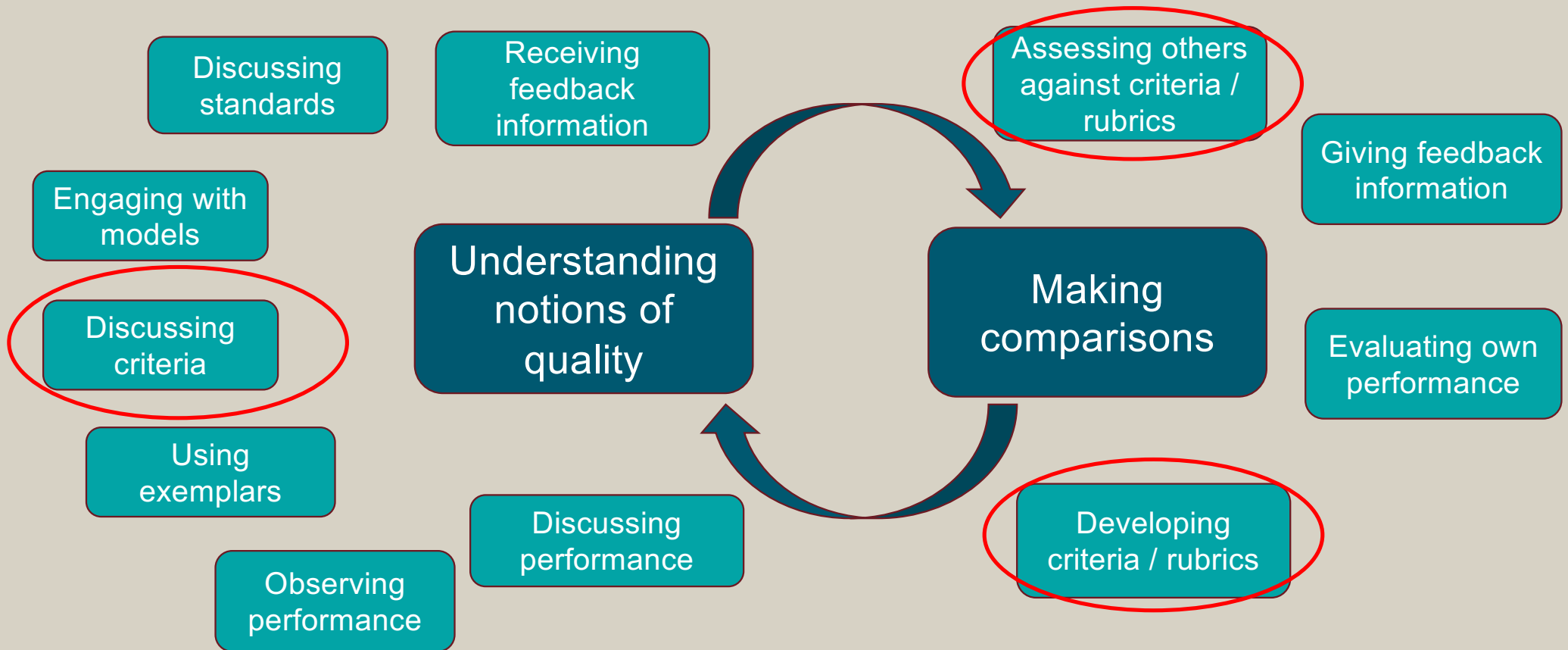
If **students** can't judge the quality of their own work, how can they **learn** effectively?

If **graduates** can't judge the quality of their own work, how can they **practice** effectively?

If students or graduates can't help each other judge the quality of their work, how can they **work effectively** with each other?



# Integral components of evaluative judgement



# Task: Design a marking criteria

You are teaching a Leading and Managing Construction module with the following LOs:

- Demonstrate the application of the principles of construction by constructing a robust free-standing tower model.
- Identify which designs can and cannot withstand the self-weight of the newspaper tower model as well as a lateral wind load.

# Task: Design a marking criteria

*15 mins*

- You have set students the following task to design and build a tower in order to assess one or more LO.
- Construct a free-standing tower using one newspaper, office tape and the scissors. The tower may NOT be attached to the floor. You can use any sort of design method as long as you only use newspaper. No other assistance or equipment should be used – so, no glue, no staples.
- In your group, **design a marking criteria for the task.**

| How would you mark the towers?



3





Comfort break: 15 mins

# Reflect

- How clear was your criteria?
- Did everyone using your criteria award the same mark?
- Would it be clear to a student why they had been awarded a mark?

Review and reflect: Are there any areas for amendment in these criteria?



**Level 4**

<b>Classification</b>	<b>% Range</b>	<b>Knowledge and Understanding</b>	<b>Problem Solving</b>	<b>Calculations</b>	<b>Analysis and Interpretation</b>	<b>Presentation of Work</b>
I <i>[Outstanding Work]</i>	80 – 100	Substantial knowledge and clear understanding of major theories, principles and concepts	Able to identify more complex problems and competent in the modelling of standard problems	Clear demonstration of the steps taken, few errors in calculations, using recognised methods to formulate solution	Evidence of analysis and interpretation of new and seen data in conclusions derived	Very well directed presentation, logically structured
I <i>[Excellent Work]</i>	70 – 79	Evidence of knowledge and clear understanding of a range of theories, principles and concepts	Competent in the use of appropriate techniques to identify and model standard problems	Able to demonstrate the steps taken, errors in calculations, using recognised methods to formulate solutions	Reasonable evidence of analytical and interpretation in evaluating outcomes and deriving conclusions	Well directed presentation, logically structured
II(i) <i>[Good Quality Work]</i>	60 – 69	Knowledge and understanding of key theories, principles and concepts evident	Able to use appropriate techniques to identify and model standard problems	Errors in the steps taken in calculations, recognised methods used incorrectly	Some evidence of use of analytical and interpretative skills in evaluating outcomes and making judgements	Clearly presented, logically structured
II(ii) <i>[Acceptable Work]</i>	50 - 59	Knowledge and understanding of key theories, principles and concepts limited or inconsistent	Limited ability to use appropriate techniques to identify and model standard problems	Steps taken in calculations lack clarity recognised methods not used or used incorrectly	Limited evidence of the use of analytical and interpretative skills	Competent presentation and structure
III <i>[Adequate Work]</i>	40 – 49	Knowledge and understanding of key theories, principles and concepts very limited	Very limited ability to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete, calculations largely incorrect, recognised methods not used or used incorrectly	Little evidence of analysis and/or incorrect interpretation	Poor presentation, and structure
Fail (marginal) <i>[Limited Work]</i>	35 – 39	Lack of knowledge and understanding of key theories, principles and concepts	Not able to use appropriate techniques to identify and model standard problems	Steps taken in calculations are incomplete or/and incorrect, recognised methods not used or used incorrectly	No analysis and/or interpretation	Very poor presentation and inadequate structure
Fail <i>[Unacceptable Work]</i>	0 – 34	No evidence of knowledge or understanding of key theories, principles and concepts	Does not use appropriate techniques to identify and model standard problems	Steps taken in calculations are incorrect, recognised methods not used or used incorrectly	No analysis and/or interpretation	Unacceptable presentation and structure

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# Physics example

Question			Expected response	Max mark	Additional guidance
2.	(a)	(i)	$v^2 = u^2 + 2as$ (1) $0^2 = 0.78^2 + 2 \times a \times 2.160$ (1) $a = -0.14 \text{ m s}^{-2}$ (1)	3	Accept: -0.1, -0.141, -0.1408  Accept '0.14 m s <sup>-2</sup> to the left'  a must be opposite sign from u and s  Alternative methods: Both relationships (1) Both substitutions (1) Final answer (1)  Do not accept 'a = -0.14 m s <sup>-2</sup> to the left'
		(ii)	$F = ma$ (1) $F = 0.350 \times (-)0.14$ (1) $F = (-)0.049 \text{ N}$ (1)		3

## Assessment Criteria

- Define standards by which the learning is judged and allow a common understanding of academic standards. Assessment criteria need to be:
  - clearly linked to learning outcomes
  - shared with staff and students
  - appropriate to the demands of particular tasks
  - inclusive of different student needs
  - a reference point for academic staff to make confident judgement
  - in language which is accessible to students (or have a student-facing version)
  - useful in providing students with feedback on their performance
  - useful in peer-assessment
- Assessment criteria need to have:
  - clearly defined levels, benchmarked to external frameworks
  - be written in language which is comprehensible to all students

# Sample: Simplified version of the criteria for peer- assessment

## Academic English Skills Presentation Mark Sheet – STUDENT VERSION

Criteria:	Does the student...	Below standard, he/ she:	At B2 level, he/she:	Above standard, he/she:
<b>Presentation Content</b> a) <i>Subject knowledge and ability to evaluate information</i> b) <i>Explanation of visual information</i>	a) Show that they understand the topic, and have considered different aspects related to the essay question? Tell you something you don't already know? Has the student evaluated the information they have read, or do they just report 'X said...'	a) Gives a very basic overview of the topic, and doesn't have a clear position on the topic. He or she may simply read bits of text and not show they have understood the information. Some of the content may not be relevant to the question.	a) Gives a clear overview of the topic, and has a clear position in answer to the question.	a) Explores the topic in detail, clearly evaluating the research/ideas presented.
	b) Use charts or images in their presentation to explain and support arguments?	b) Doesn't include a chart or image, explains the data inaccurately or includes data which is not relevant.	b) Clearly explains what the data included in the presentation means and how it is relevant to the essay question.	b) Uses the data presented to support their arguments, and considers if there are alternative ways of looking at the data.
<b>Presentation Delivery</b> a) <i>Presentation structure and coherence</i> b) <i>Ability to respond to questions</i>	a) Give a clear overview of the topic? Is the presentation well-structured so you can see the link between the points and arguments?	a) Gives a presentation which is rehearsed and he/she reads from notes a lot of the time, the points are not clear or there is no support for any arguments. It is not easy to see what the speaker's position is as they just describe information.	a) Is able to explain key points and arguments so you have no difficulty following them. There is support given for most points.	a) Presentation is extremely clear. There are no jumps between the points, and the arguments and points are supported with examples and evidence. It is clear why the student has come to their conclusions in answer to the question.
	b) Give clear answers to the questions asked? Does he/she give examples or evidence in their answers?	b) Doesn't understand the question, is not able to answer the question clearly, or only gives personal opinion when answering.	b) Answers questions clearly, giving examples and explanations in most cases.	b) Answers questions clearly and is able to provide evidence and explanations to support his/ her point.
<b>Language Content</b> a) <i>Range</i> b) <i>Accuracy</i>	a) Use a range of language to clearly express his/her points?	a) Uses a limited range of language to express points; it may be repetitive.	a) Uses a range of language to express points, including topic-specific language.	a) Uses a broad range of language to explain points very clearly and precisely; does not ever struggle to find the right word.
	b) Make mistakes in their language? Do the mistakes mean you can't understand the point?	b) Is OK when using short sentences and simple language to get the point across, but makes mistakes when trying to use more complex language.	b) Makes some mistakes, but the overall point is always clear.	b) Does not make many, if any mistakes when speaking.

Sample:  
rubric for  
formative/  
draft  
submission  
with  
feedforward  
comments

		Needs work	Needs work	On track
<p><b>Selection</b></p> <p>Source selection</p> <p>*Assessed in Part 1: Reference List</p>	complete.	<p>You need to find additional sources and some of the sources are not appropriate for academic use.</p> <p>* Make sure all your sources pass the CRAAP test (currency, reliability, authority, accuracy, purpose) and are relevant to your essay question.</p>	<p>Some of the sources are not appropriate for academic use.</p> <p>* Make sure all your sources are current, reliable, and relevant to your essay question.</p>	<p>The sources selected are all appropriate for academic use.</p>
<p><b>Res. skills</b></p> <p>Evidence of ability to research</p> <p>*Assessed in Part 1: I found this source by...</p>	complete.	<p>It is unclear how you found some of your sources.</p> <p>* Make sure you outline WHERE and HOW you found the source, and HOW you decided it was relevant. Include search terms so your reader can locate the source the same way you did, and indicate whether you decided the source</p>	<p>You have used the same method to find all of your sources.</p> <p>* To demonstrate good academic practice, you should use the Google Scholar or the online university library, use library services, and follow up on references discussed in the articles you have read.</p>	<p>You have demonstrated a range of effective search methods in finding your sources.</p>
<p><b>Relevance</b></p> <p>Relevance of sources</p> <p>*Assessed in Part 1: This source is relevant because...</p>	complete.	<p>It is unclear how the sources are related to your essay question.</p> <p>* Make sure it is clear how the source will help you answer your question - will it provide evidence to support your position? Review relevant research? Provide a counter-argument you need to consider? Don't just refer to the</p>	<p>How the source is relevant to your essay question is clearer for some sources than others.</p> <p>* Make the relevance of the sources more explicit.</p>	<p>You have made it clear how the sources are relevant to your essay question.</p>
<p><b>Source Eval.</b></p> <p>Evaluation of sources</p> <p>*Assessed in Part 2: Currency, Authority, Accuracy, Purpose</p>	complete.	<p>Some of your evaluation is unclear, is missing information, or is inaccurate.</p> <p>* Read through your class notes on source evaluation and revise this section of your coursework.</p>	<p>You have made it clear how some of your sources are appropriate for academic use, but not all.</p> <p>* Make further comments on your sources' credibility. Use the questions in the box on the left hand side to help</p>	<p>You have provided a clear evaluation of all of the sources.</p>

Discuss and  
share:  
Developing  
student  
understanding  
of criteria

*10 mins*

**Do you have other approaches or tools you use to encourage students to develop their understanding of the criteria?**

- Involve students in co-creating the criteria
- Screencasts of you marking a sample
- Encourage focus on the criteria – give mark and no indication of the levels for each criterion / give comments and students work out the mark
- Incentivise students to pay attention to the criteria – students mark their own work. Accept the higher mark if within 5% (Phil Race idea)

| Developing assessment literacy in staff: ensuring quality standards



# Assessment literacy: terminology

- Verification

- Standardisation

- Double-marking

- Moderation

# Assessment literacy: terminology

## Verification

The process used to ensure that the form and content of assessment tasks and briefs are appropriate, fair and valid in terms of reflecting the learning outcomes and presenting an appropriate level of challenge to students.

## Standardisation

Completed in advance of marking and involves a group of assessors all independently marking a sample of student work and assigning grades using agreed criteria. Following individual grading, the team meets, discusses and agrees a grade, which serves as a benchmark for the module run.

## Double-marking

Two separate assessors each independently assess a piece of student work, assigning a grade and providing comments to justify the grades in relation to the learning outcomes and assessment criteria. Both examiners record their grades and comments separately, and then compare grades and resolve differences to produce an agreed grade and feedback.

## Moderation

A sample of marked assignments are reviewed (normally through blind or non-blind double marking) from across the grade profile. The moderator's role is to confirm (or not) the grades awarded by the first marker, and the quality of the feedback, in the light of course/University protocols and expectations. The moderator recommends further action, but does not amend the scores.

# Reflect and discuss

*5 mins*

You have developed a clear, benchmarked marking criteria. In a standardisation exercise, you find significant variance in the marks awarded.

What do you think is are the possible reasons?

## Possible reasons for marking variance

Variation in academic standards is common, and has implications for fairness and comparability of standards.

The main causes of variation can be categorised as:

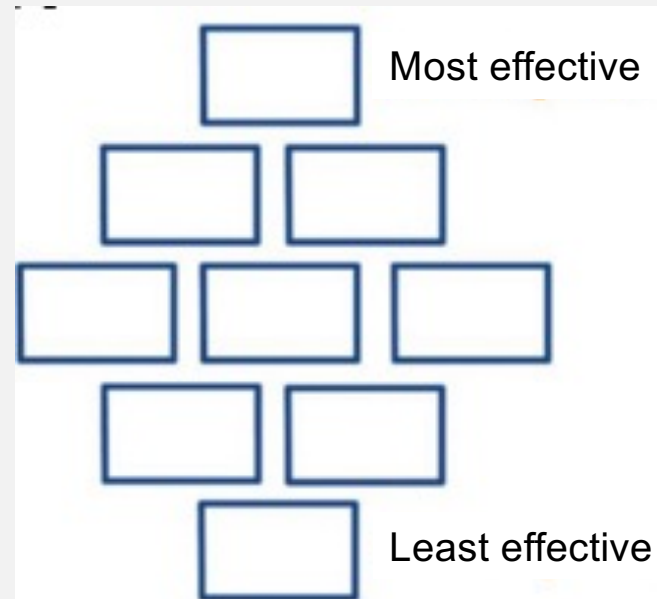
**People** – the differences in individuals' experience, beliefs, expertise and habits.

**Tools** – the information and processes used to guide and quality assure assessment.

**Tasks** – the nature of the assessment methods in higher education.

## Discuss and categorise

Review the tools commonly used in assuring standards and rank them according to how effective they may be in producing fair and consistent marking, and how feasible they are.



Method	Comment on effectiveness
Peer scrutiny of module assessment, instructions, criteria before start of the module	This is dependent on the type of scrutiny. It can be positive if it engenders conversation about the expected quality of work but a simple 'tick box' pro forma may encourage superficial scrutiny. Scrutineer may not recognise their own assumptions about the meaning of assessment brief and/or expected quality of work.
Pre-teaching briefing to module team on expectations for the assessment	To be beneficial, the module team need to discuss exemplars of student work (e.g. from a previous cohort) in relation to the criteria, rather than just receive briefing notes on assessment before start of module. This increases the chance that they will develop a similar grasp of the assessment requirements and provide students in different groups with consistent advice about the assessment.
Pre-teaching module team exercise to mark and discuss exemplar assignments (e.g. from the previous year)	Examples should open up discussion about academic standards and allow module team to share a common view of key aspects of quality expected before the start of the module. This increases the likelihood of students receiving consistent advice.
Team marking session with markers able to discuss decisions particularly about 'unusual' work	Discussion and comparison of judgements as they make them should relatively quickly build a shared understanding of academic standards among markers in that context. Often used in conjunction with joint sample marking at the start of the session. Finding time to mark simultaneously can be difficult. Many markers are used to, and prefer to mark on their own and at home and may be reluctant to participate.

Method	Comment on effectiveness
Provision of model answer	Complex tasks are unlikely to have only one answer. A model answer might restrict high marks to work that conforms to the model answer rather than work that exhibits high academic standards in a different way. Provision of a range of good answers may allow markers to make better judgements.
Use of a detailed marking scheme	For complex tasks devising an 'easy to apply' marking scheme which provides for marker consistency is almost impossible. First markers necessarily develop their own understanding of the scheme as many words (e.g. good, excellent) need interpretation. On the positive side, a scheme will give an idea to first markers about key aspects of quality.
All markers mark and discuss a common sample of work before full marking process	Provides an opportunity to compare, discuss and agree the basis for the judgements of the remaining work. This is likely to lead to greater consistency and the need for only light touch post-marking moderation. It cannot eliminate the need for post-marking moderation entirely.
Moderation discussion after first marking, involving all markers on a module	Discussion of marked student work will help to share and compare academic standards. However, completion of all first marking means markers likely to be reluctant to re-mark work.
Moderation by comparing averages and distribution of marks given by each marker in the team	While this may be a useful initial snapshot of markers' judgements and student achievement, it is insufficient on its own to be a reliable moderation process. Batches of marking will not necessarily include the same range and quality of work rendering averages and distributions non-comparable. Moderation processes for criterion referenced assessment should be concerned with the extent of achievement of learning outcomes rather than statistical patterns.

Method	Comment on effectiveness
Blind double marking (BDM) of all work, resolving differences by discussion or by averaging.	BDM means at least two markers apply their independent academic standards. BDM can encourage 'defensive' marking, avoiding high or low marks for fear of making wildly different judgements. Discussion outcomes can be influenced by a range of factors such as hierarchical relationship between markers. Averaging is incompatible with criterion-referenced assessment and could advantage or disadvantage the student unfairly. Research suggests resulting grade often less accurate than first mark.
Sample second marking by module leader	Although not all students work is considered, sampling can help to identify inconsistencies between markers. However, sample marking has the same dangers as second marking: that is, suggestibility of the first marker judgment. Samples may also not be representative of the whole where open-ended tasks (e.g. essays) are involved.
Second marking of all work, resolving differences by discussion or by averaging	Can provide a second viewpoint on work and insight into colleague's judgements by another marker. However, little evidence of effectiveness because second markers are suggestible if they see first marker's grades. Blind second marking can encourage 'defensive' marking to avoid being too far out of line with colleagues. This is resource intensive.



Method	Comment on effectiveness
External examiners review samples of marked work and comment on the parity with standards at their own institution	Depends on institutional expectations and external examiner's perception of, and effectiveness in, the role. Requires examiners to hold knowledge of agreed disciplinary standards.
Markers having experience as external examiners or as assessors at other institutions	Can provide a valuable contribution to internal discussions if the experience has helped align their academic standards with a range of disciplinary colleagues across the sector.
Exam board consideration of means and standard deviations of module marks	Provides a spurious comparison between modules, given that many factors can affect distributions including abilities and effort of students, nature of the subject matter and teaching methods. May be useful if designed to open up discussion about reasons for variation, including potential differences in academic standards (e.g. where students appear to score consistently higher in some electives compared with others).
Institutions require module mark profiles to conform to a reasonable 'curve', requiring justification for variation	Distribution curves are based on 'random' activities, so inappropriate for 'purposive' activity, such as education. Expectations that mark profiles will conform to a 'curve' does not fit well with criterion-referenced assessment. It may lead staff to 'fit' marks to 'requirements'.

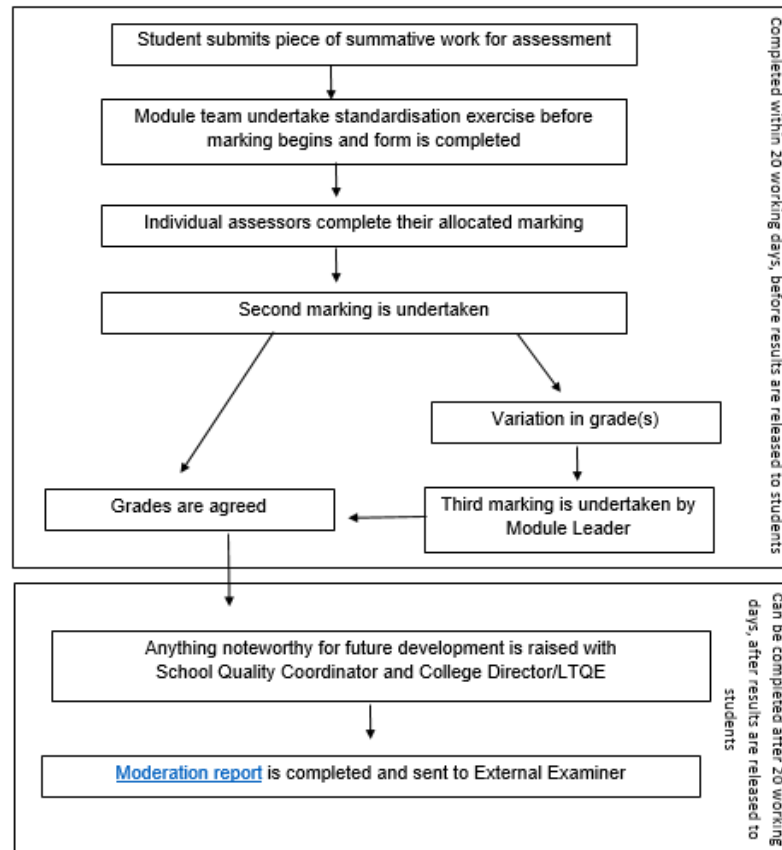
# Example process



University of Worcester

Process of standardisation and moderation

If the same assessment task, learning outcomes, and criteria, previous work could be used and standardisation exercise can be completed in advance of submission date

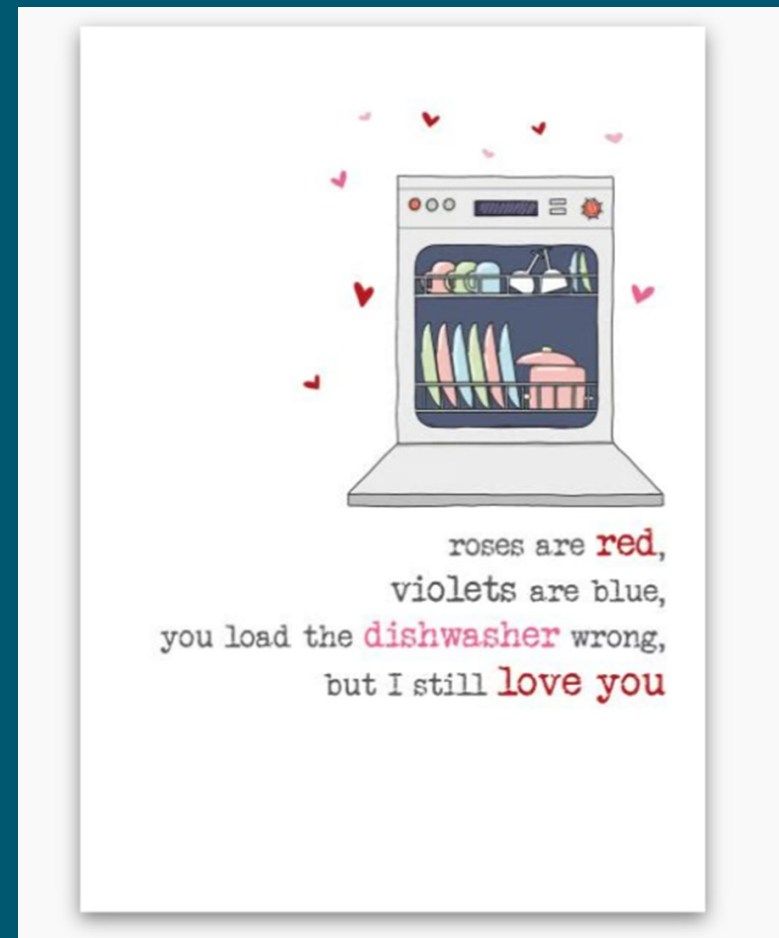


Can be completed after 20 working days, after results are released to students

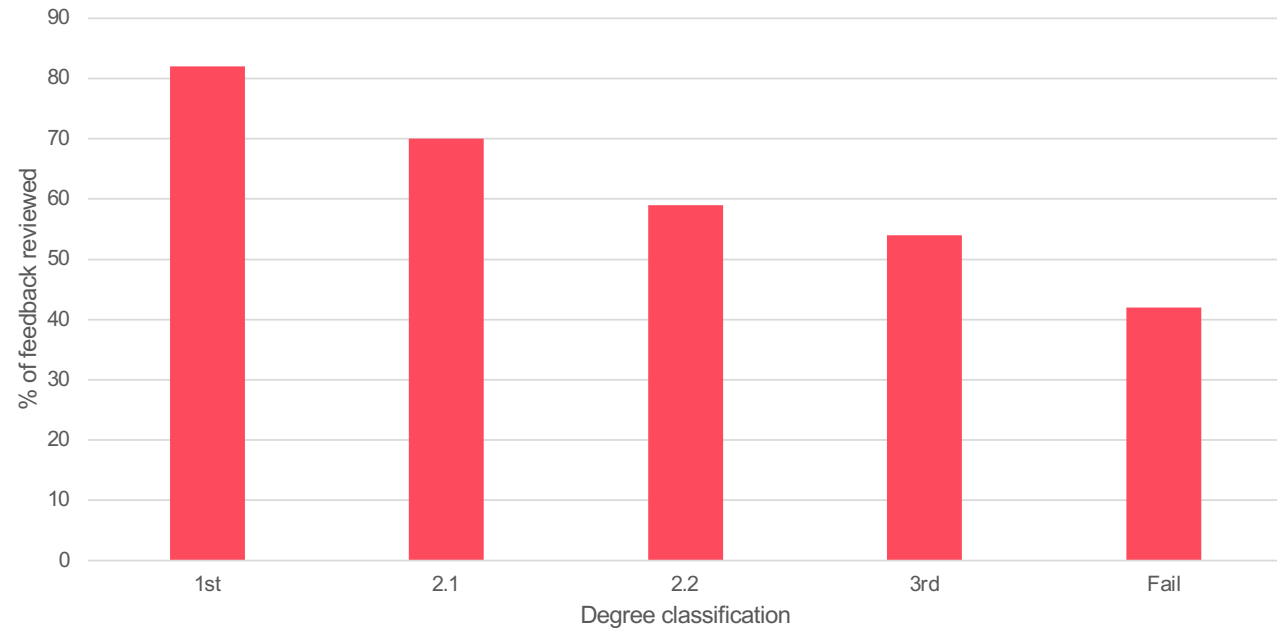


Lunch: 45 mins

# Developing Assessment Literacy: Meaningful Feedback



# The impact of feedback



Based on 2491 pieces of feedback provided to 760 undergraduate Psychology students

## Reflect and discuss

- What do (different) **students** expect from their feedback?
- When and how do students **use** feedback?
- How might feedback affect **relationships and belonging**?

## Improving or supporting feedback literacy

Students' active role in feedback processes requires them to be feedback literate (Carless & Boud, 2018)

Feedback literacy – the ability to understand, utilise and benefit from feedback processes.....enabling students to make better use of existing feedback opportunities within the university curriculum (Molloy, Boud, & Henderson, 2019)

Staff feedback literacy also often needs development: with an understanding of what feedback is for and how it is interpreted by students.

Pitt and  
Quinlan  
(2022)

## Recommendations for Practitioners

1

- Shift the culture of feedback to emphasise and support students' use of feedback

2

- Treat feedback as part of an ongoing, positive relationship, not a one-off event

3

- Increase opportunities for peer assessment and peer feedback



## Principles of good feedback



# GOOD FEEDBACK...

Nicol and Macfarlane-Dick (2004)



1

helps clarify what good performance is



2

facilitates the development of reflection



3

provides high-quality information to students about their learning



4

encourages positive motivation and self-esteem



5

closes the gap between current and desired performance



6

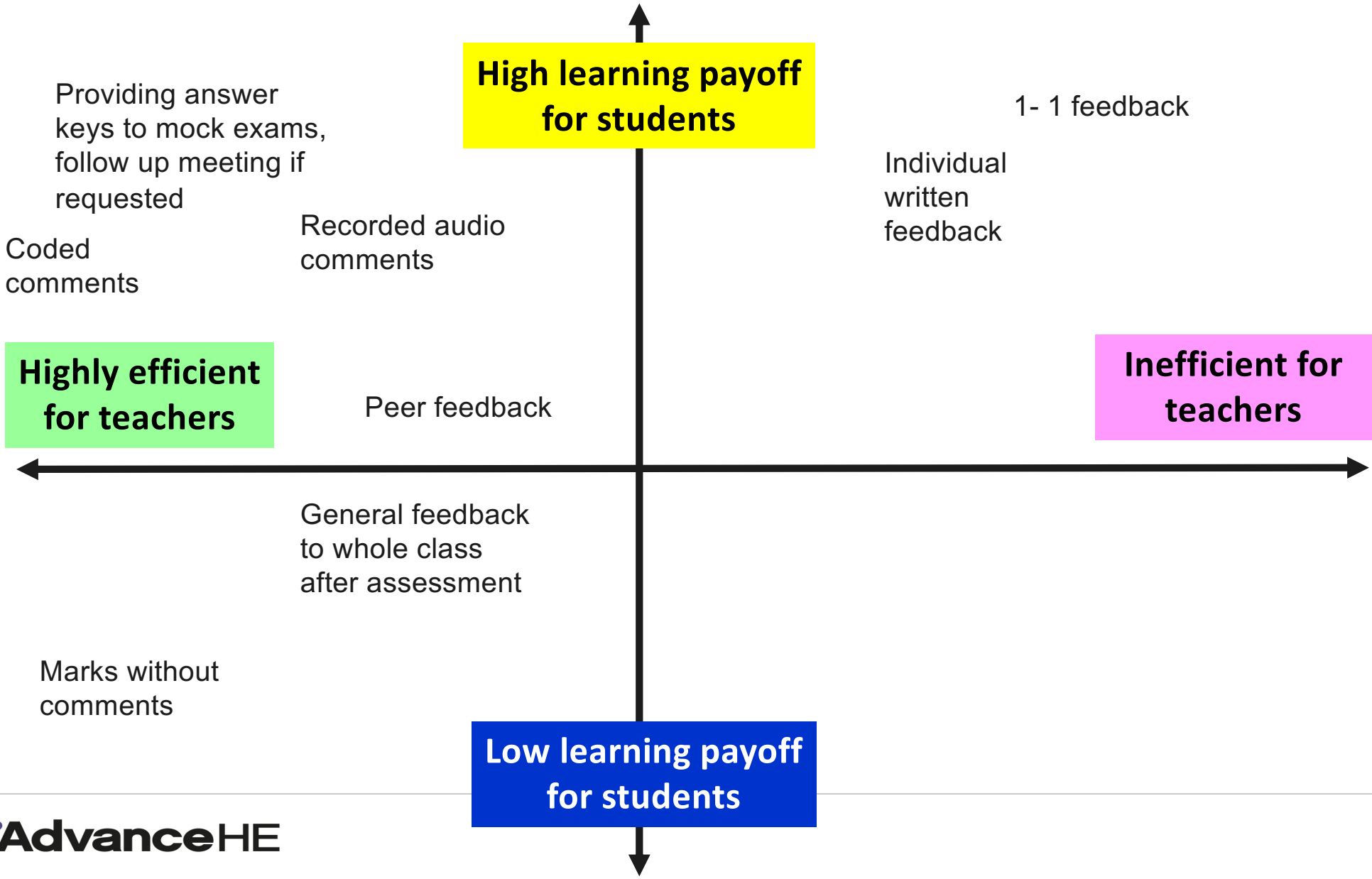
provides information to tutors to shape their teaching



# Evaluate your feedback practice

*15 mins*

■ In your group, add the feedback methods you use in the appropriate quadrant



**High learning payoff for students**

**Highly efficient for teachers**

**Inefficient for teachers**

**Low learning payoff for students**

# Reflect

- Where do your current feedback methods sit?
- Are you able to find methods which would work in your context and which are highly efficient for staff and highly beneficial for students?
- Is there an argument for including a feedback method that is perhaps not ideal in terms of the contribution to students' learning but where potential speed of feedback turnaround brings advantages?
- Are there methods which, though time-consuming, you prefer to retain because of the significant contribution to student learning?

<https://acesse.dev/T1kLN>

## Feedback tips



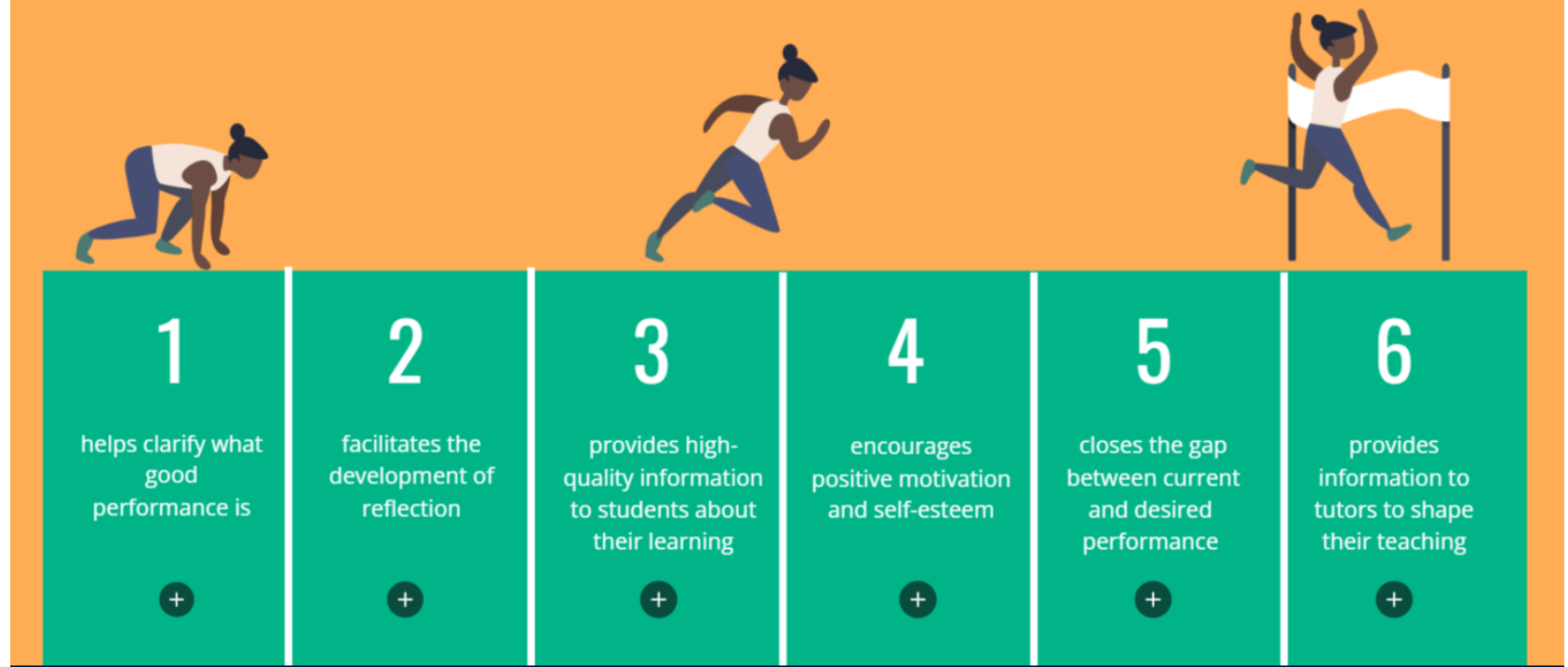
**Feedback Tips**  
Click on the + on each tip to learn more.

- TIP 1**  
Help learners want feedback  
+
- TIP 2**  
Get the timing right  
+
- TIP 3**  
Provide learners with a list of feedback comments  
+
- TIP 4**  
Make feedback interesting!  
+
- TIP 5**  
Give at least some feedback straight away.  
+
- TIP 6**  
Let learners have feedback comments first  
+
- TIP 7**  
Get learners to look back positively  
+
- TIP 8**  
Ask learners to respond selectively  
+
- TIP 9**  
Ask learners to send you an email  
+
- TIP 10**  
Don't miss out on noticing the difference  
+
- TIP 11**  
Make use of technology  
+
- TIP 12**  
Link feedback directly to LOs  
+
- TIP 13**  
Provide most feedback at the beginning.  
+
- TIP 14**  
Take care with the important words  
+
- TIP 15**  
Use feedback to let learners know what is expected  
+
- TIP 16**  
Use feedback to help students use sources  
+
- TIP 17**  
Use feedback in rehearsal contexts  
+
- TIP 18**  
Get learners giving feedback, not just receiving it.  
+

We know what good feedback looks like...but is it working?

## GOOD FEEDBACK...

Nicol and Macfarlane-Dick (2004)



Nicol, D. and Macfarlane-Dick, D. (2006) Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education* 31(2), 199-218.

# What is happening between feedback and outcome?

## Desire

- To what extent does the learner **want** the feedback?

## Attend

- To what extent does the learner actually **receive or absorb** the feedback?

## Appraise

- To what extent does the learner treat the feedback as **useful**?

## Elaborate

- To what extent does the learner **consider** the feedback deeply and thoughtfully?

## Revisit

- To what extent does the learner **return** physically or mentally to the feedback after initial engagement?

## Adjust

- To what extent does the learner **transform** the feedback into performance-relevant actions?

| How do we identify and rectify the blockage?



## Desire

- How can we encourage learners to **want** the feedback?

## Attend

- How can we make sure learners **receive and absorb** the feedback?

## Appraise

- How can we encourage learners to treat the feedback as **useful**?

## Elaborate

- How can we encourage learners to **consider** the feedback deeply?

## Revisit

- How can we encourage learners to **return** to their feedback?

## Adjust

- How can we encourage learners to **transform** the feedback into performance-relevant actions?

## Suggestions

- Talk about feedback
- Teach the science of feedback
- Reflect on feedback
- Use learning analytics
- Separate feedback from grades
- Encourage task-orientated encoding of feedback
- Encourage task-orientated retrieval of feedback
- Provide structured goal-setting
- Engage students with feedback in class time 'DIRT'
- Ensure feedback is timely

# Debrief

- Feedback is one of the few ways courses can be **tailored to the individual needs of students**
- Feedback processes need to be **carefully designed**
  - providing comments is only part of any feedback process – feedback should be dialogic
  - feedback can only influence learning if it involves without active engagement from students (eliciting / processing / acting)
  - Feed ‘forward’ not ‘feed-back’ : focus on **future use** in learning (not simply ‘justification’ for grade)
- Feedback must always be judged by its **effect on learning**
- **Students get feedback from many sources** (staff, peers, family, VLE, Gen AI)

# Providing choice in feedback

Innovating with methods

- Video and audio feedback
- Peer feedback processes
- Emojis and 'incidental' feedback

Feedback content

- Level of detail and timing
- Generic, rubric referencing individual
- Supporting dialogue

## Getting students to engage with feedback

- Look for **dialogic opportunities** (conversations) about feedback e.g. peer dialogue, tutorials or through technology facilitated dialogue.
- Provide feedback in **different formats**:
  - recorded / screencast feedback
  - quick marks
  - rubrics
  - written feedback focusing on strengths and areas for improvement
- Provide students with opportunities to **apply the marking criteria** to promote assessment literacy
- Consider awarding marks for evidence of students' **actioning feedback**
- Require students to create a **checklist of issues** highlighted in previous work to apply before submitting next piece of work
- Encourage students to see the application of feedback in assessments to other module assessments

## Sector example

# The Feedback Menu

## Your feedback, your choice

- 1 • **E-Mail** - A summarised account on your recent assessment performance.
- 2 • **Audio Podcast** - An audio recording that provides feedback on your recent assessment performance.
- 3 • **Face to Face Appointment** - During office hours an opportunity to review and discuss your recent assessment performance.
- 4 • **Zoom Call** - An online scheduled meeting to discuss your recent assessment performance.
- 5 • **Feedback Feedforward** - A personalised written report that targets your areas of improvement.
- 6 • **Beyond the grade** - A report that summarises the skills that you have demonstrated from your recent assessment performance so that you can translate your learning experience into a meaningful language to employers.



Comfort break: 15 mins

## Pitt and Quinlan (2022)

### Key recommendations from the literature review:

- Aim to incorporate at least one **high-impact practice** into each student's experience
- Use, evaluate and refine **authentic** assessments
- Explore social, ethical and behavioural interventions in relation to **academic integrity**, not just technical or legal solutions
- Attend to the specific evidence-based requirements of each type of authentic assessment
- Incorporate carefully designed **groupwork** across each student's programme
- Shift the **culture of feedback** to emphasise and support students' use of it
- Treat feedback as part of an **ongoing, positive relationship**, not a one-off event
- Help students **understand** assessment criteria and standards
- Be aware that students come with **different experiences** of, expectations of, and preparedness to learn from feedback
- Increase opportunities for **peer assessment and peer feedback**
- **Scaffold support** prior to and during episodes of peer feedback and peer assessment
- Evaluate **educational technologies** in relation to the educational goals they support and principles they afford



# PRINCIPLES OF HIGH IMPACT PRACTICES



Pitt & Quinlan (2023)



\*High Expectations



\*Real World Application



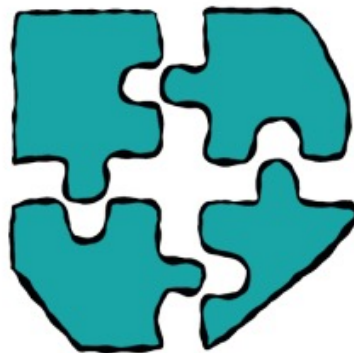
\*Feedback



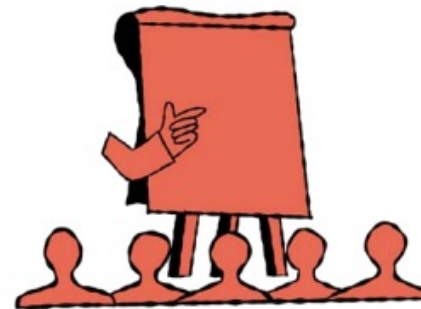
Meaningful Interactions



Sustained Student Effort



Working with Others



Public Display of Competence



\*Reflection

# Reflecting and developing an action plan



**Scenario:** You are in a department which has, in the last few years, seen student satisfaction with their assessment and feedback experience slowly decline. There is much pressure at your university to do well on student satisfaction surveys, as it is one of the metrics that feeds into various league tables. Your particular challenge is that you and your colleagues are required to deliver, mark and provide feedback for large numbers of students. Your department has decided to review their approach to assessment and feedback, aiming to improve students' ability to see the value of the assessment, demonstrate their skills and knowledge to their best ability, and engage with feedback in a meaningful way, but the feasibility of measures must be considered.

Before you review the cards, discuss for 5 minutes what you already do to support assessment literacy in your students.

Focus on the following decks in your discussion, and read card 0 first:

High Expectations

Real World Applications

Sustained Student Effort

Feedback

Share out the cards in your group. Take turns to read out and discuss your allocated cards, considering how it may or may not be practical in your context and how it may improve student engagement with assessment.

| Any questions?

Thank you!

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