



# Question



- “What do you think are the objectives of assessment and feedback (*apart from trying to survive*)”
- <http://b.socrative.com/login/student/>
- Room number – POMPEY2008
- <https://b.socrative.com/login/teacher>



# Language - issues

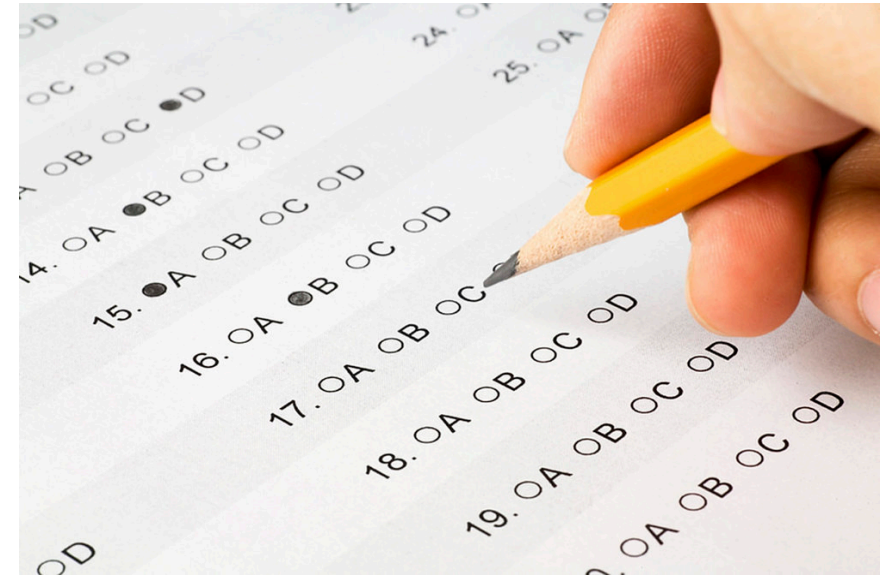


- Summative assessment vs formative assessment
- Assessment of learning vs assessment for learning
- Different elements of the same assessment



# Multiple choice

- Strengths and weaknesses
  - TUCE widely used in economic education research
- Some alternatives
  - Single best answer (SA)
  - Negative marking
  - Elimination Testing – tests partial knowledge
  - Confidence based marking (CBM)



Confidence	Score		
	Correct	Wrong	
Low	1	0	Tentative & correct
Medium	2	-2	Confidently correct
High	3	-6	Cocksure – and wrong!

# MyLab Economics, Aplia, MyLab Math

**Name** Test Demo

**Book** Sloman et al., Economics, 10e [Change...](#)

**Chapter** 1. Economics and Economies ▼

**Section** All Sections ▼








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**Availability** All questions ▼

## Question Source

- Show publisher questions
  - Show Static questions
  - Show Algorithmic questions
  - Show custom questions (+) for this book
  - Show other custom questions [Refine Selection ...](#)
- (+) [Create my own questions](#)







## Available Questions (25)

<input type="checkbox"/> Question ID
<input type="checkbox"/> + (1.1) dummy 1 
<input checked="" type="checkbox"/> Exercise 1.1.1 
<input type="checkbox"/> Exercise 1.1.2 
<input checked="" type="checkbox"/> Exercise 1.1.5 
<input checked="" type="checkbox"/> Exercise 1.1.6 
<input checked="" type="checkbox"/> Exercise 1.1.9 
<input checked="" type="checkbox"/> Exercise 1.1.11 

Add ▶

◀ Remove

## My Selections (10)

<input type="checkbox"/> #	Question ID	Section	Estimated time:	Questions:	Points:
			40s+	5	5
<input checked="" type="checkbox"/> 1	Exercise 1.1.1	Section 1.1: What do econo...	30s		1
<input type="checkbox"/> 1	Exercise 1.1.2	Section 1.1: What do econo...			1
<input checked="" type="checkbox"/> 2	Exercise 1.1.9	Section 1.1: What do econo...	10s		1
<input checked="" type="checkbox"/> 2	Exercise 1.1.11	Section 1.1: What do econo...	10s		1
<input type="checkbox"/> 3	*1.1-1 (tb)	Section 1.1: The Scope of E...			1
<input type="checkbox"/> 3	*1.1-4 (tb)	Section 1.1: The Scope of E...			1

# Written coursework



- Strengths and weaknesses
- Some alternatives to the standard 1500/2000 word essay
- Designs to avoid plagiarism
  - motivates wider reading
  - linking to the real world
  - Communicating to non-specialists



# Shared understanding!!!

	Essay 'A'	Essay 'B'	Essay 'C'	Essay 'D'	Essay 'E'
1	1st	1 <sup>st</sup>	Low 2:1	2:2	1 <sup>ST</sup>
2	2:1	2:2	3 <sup>rd</sup>	2:1	1 <sup>ST</sup>
3	Low 2:1	Mid 2:2	Low 2:2	Low 2:2	Mid 2:1
4	Mid 2:2	Mid 2:1	3 <sup>rd</sup>	3 <sup>rd</sup>	1st
5	2:2	2.1	2:1	2:1	2:1
6	2:1	2.1	2.2	3rd	1 <sup>st</sup>
<b>Range</b>	<b>1<sup>st</sup> – 2:2</b>	<b>1<sup>st</sup> – 2:2</b>	<b>2.1 – 3<sup>rd</sup></b>	<b>2.1 – 3rd</b>	<b>1<sup>st</sup> – 2.1</b>

Bloxham et al (2016) Let's stop the pretence of consistent marking: exploring the multiple limitations of assessment criteria, *Assessment & Evaluation in Higher Education*, Vol 41.

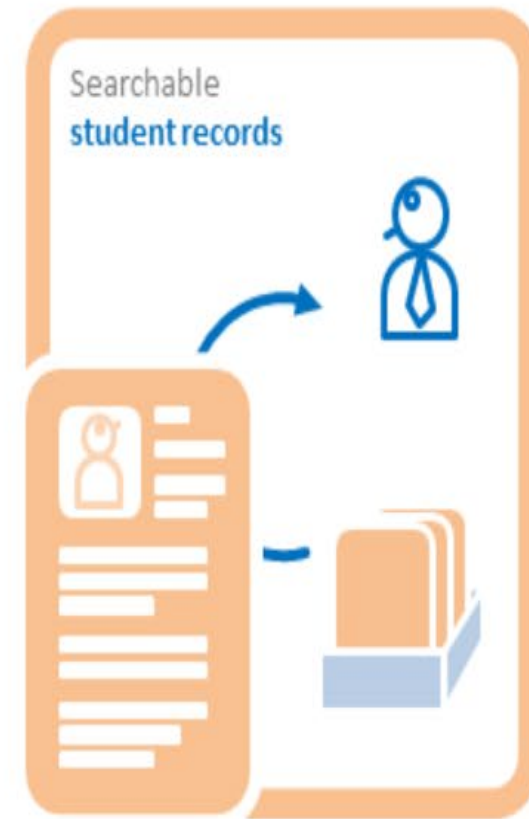
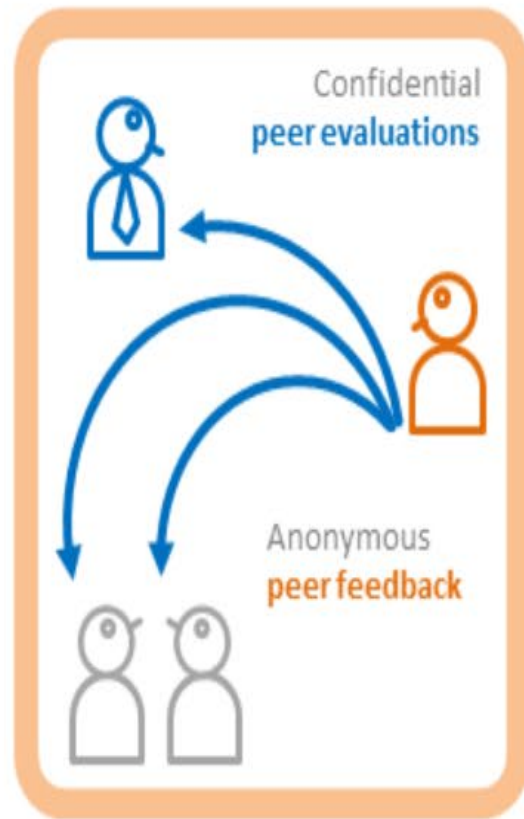
# Group work



- Important employability skills but always tension with grading/free-riders



## Student peer evaluations/feedback, shareable instructor comments, and more...



# Stats/econometrics



- Interesting EN project
- Exam?
- Replication



# Exams

- Strengths and weaknesses
- Closed book vs open book?
- How much guidance on
  - Topics
  - Questions



# Some different ideas



- Group/individual video
- *“The video will be assessed based on its content and not the quality of recording or editing. Any video recording equipment is permitted, including phone/tablet cameras.”*
- [RES undergraduate-video-competition-2018/](#)



# Some different ideas

- Oral tests/exams
- *GES*



# Some different ideas

- Debates
- *“European Commission vs Google”*



# The impact of feedback

“For many students feedback seems to have little or no impact despite the considerable time and effort put into its production” Sadler (2010, p535)

# Quick feedback



- Is it possible in a module with over 300 students



# Relevance of comments for future work



“Of the analysed feedback containing guidance, most comments were specific to that particular piece of work – as if the student had presented a draft that could be re-submitted” Weaver (2006, p.388)

# How big is the gap?

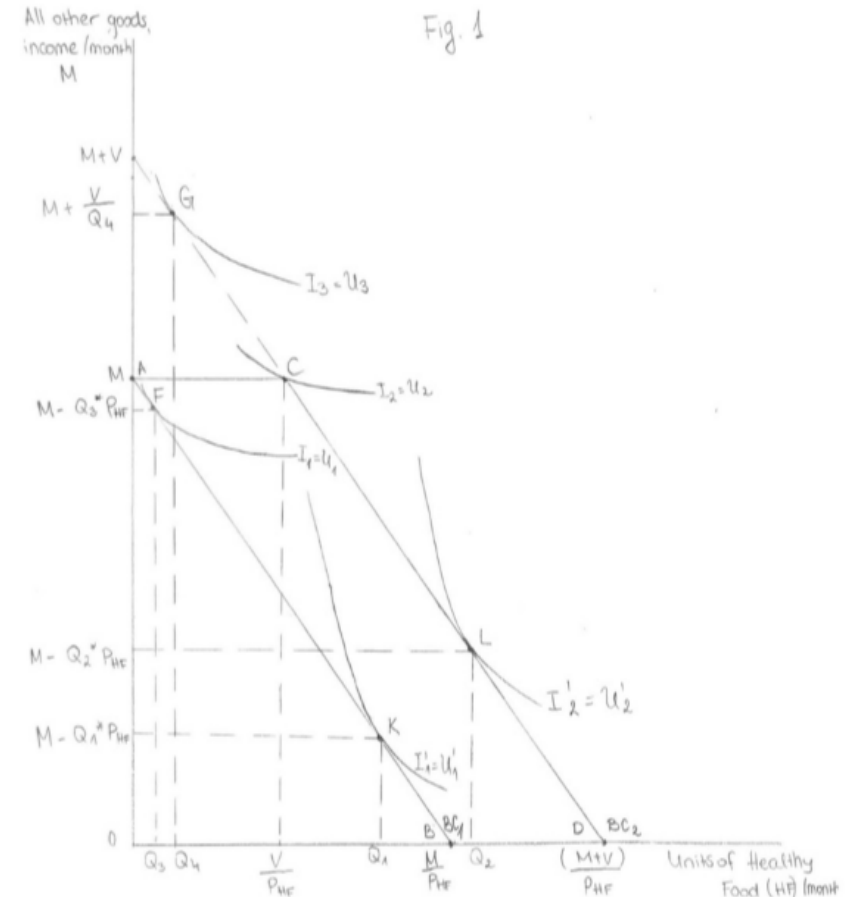
‘Not enough critical analysis’

‘The assignment lack clarity and logical coherence’

‘The answer did not focus on the question in enough detail’

‘This was not explained in enough detail’

be increased if resources generated through tax payments target minimum level of consumption by low-income households. Another point of debate is the possibility of negative externalities of consumption by recipients, who spend on unhealthy alternatives, leading to long-term health issues (O'Donoghue, & Rabin, 2006). That also contradict the assumption that economic agents always act in their best interest. Therefore, to fully evaluate the two methods cost-benefit analysis should be run after a precise goal of the programme is set.



# Audio Feedback



58 /100 < 1 of 273 > ?

### Feedback Summary

**Voice Comment** 0:00 / 2:52

▶ [Progress bar] 🗑️

**Text Comment** 🗑️

There is no text comment for this paper. Click here to leave a text comment.

Report | High Resolution  On 🔍 [Volume slider] 🔍

*(Note: A vertical toolbar on the left side of the interface contains icons for document layers, a checkmark, a pencil, a grid, a red '1', a red list icon, a red funnel, a red prohibition sign, a download arrow, and an information 'i' icon.)*

# Employability skills



Economic Network Employers' survey

EN Project: Teaching and Assessing Employability Skills in Economics

