



# Assessment and feedback tips

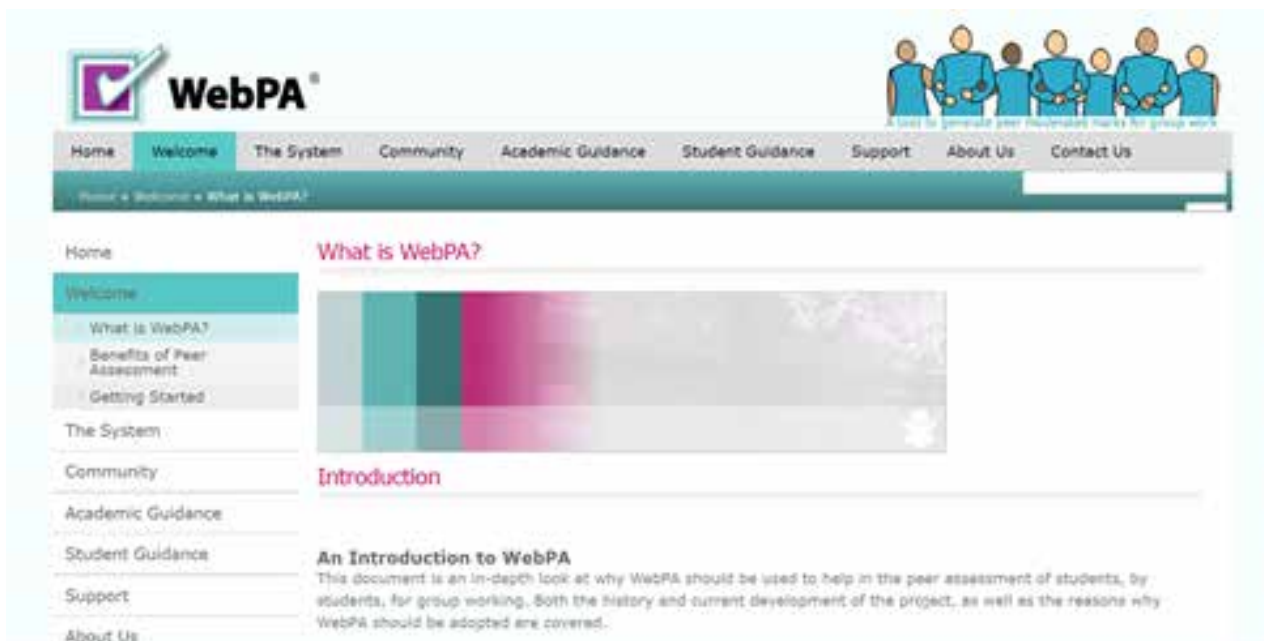
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## Intended learning outcomes (ILOs)

- Make sure you know the intended learning outcomes for the modules you are teaching. Is the current assessment an appropriate way to test those learning outcomes? Is there alignment? If not consider changing the method of assessment or the intended learning outcomes. At many universities, changes have to be made and approved between three to six months before the module begins. You need to plan ahead!

## Group work

- If you are using group work you need to make sure each member of the team receives recognition for their individual contributions. One very widely used piece of software to deal with this issue is WebPA (<http://webpaproject.lboro.ac.uk/welcome/what-is-webpa/>).



## Timely feedback

- Students are more likely to engage with feedback if they receive it while the process of researching and writing the assessment is still fresh in their minds. Try to think of some different ways of providing feedback quickly even when you have over 300 students on the modules. For example, read a sample of the assignments in the first few days after submission. Identify any common weaknesses and either discuss these in the next class or a post a handout on the VLE.

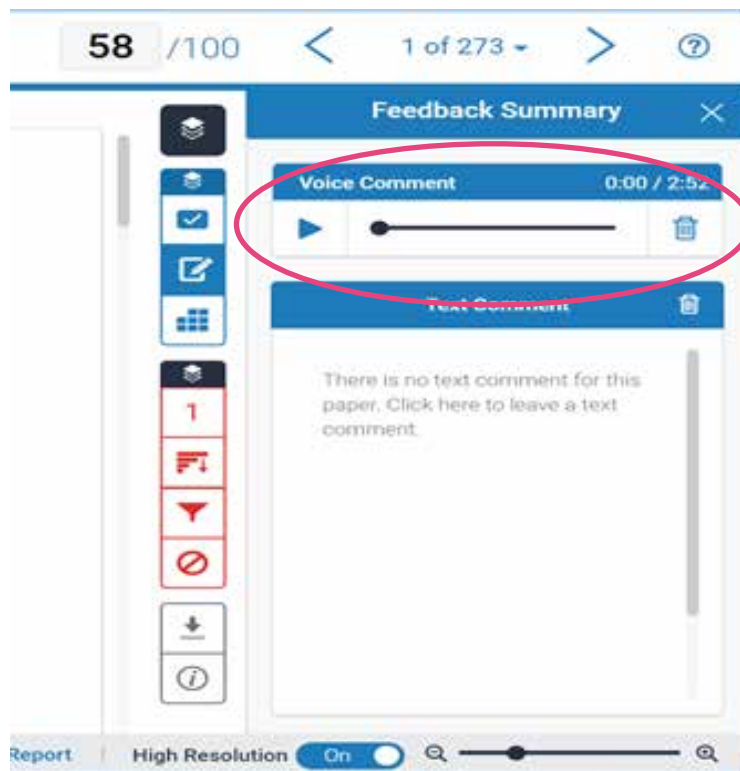
## Useful feedback

- Evidence suggests that many of us write feedback comments as if the students have submitted a draft copy of the work for later resubmission. This is especially true when the comments relate to academic content as opposed to generic skills. Try not to fall into this trap. Perhaps start a comment with “To improve your grades in future work....”

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- Some students will complain about the marks they receive and show little interest in constructive feedback. To deal with these situations, photocopy and anonymise examples of very good pieces of work. Spending a few minutes getting the students to compare their own work with these examples is an effective and efficient way of dealing with these situations. You can also refer to these exemplars in your written comments i.e. “For an example of a piece of work that demonstrates excellent critical analysis see the highlighted section on exemplar A”.

### Alternative ways to provide feedback

- Given how difficult it is to get students to engage with written feedback try providing audio feedback instead. On-line marking software such as Grade Mark in Turnitin typically have this facility. See below:



- Some estimates suggest that one minute of talking provides approximately the same quantity of feedback as 6 minutes of writing.