



“[The] pupils got it all by heart; and, when Examination-time came, they wrote it down; and the Examiner said ‘Beautiful! What depth!’

They became teachers in their turn, and they said all these things over again; and their pupils wrote it down, and the examiner accepted it; and nobody had the ghost of an idea what it meant”

Lewis Carroll, 1893



Assessment and Feedback

Jon Guest and Christian
Spielmann

Question

- What do you think are the objectives of assessment and feedback (*apart from trying to survive!!!*)
- <http://b.socrative.com/login/student/>
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Objectives of assessment and feedback



- Measures the extent to which students understand the material/achieve the intended learning outcomes
 - ‘Assessment of learning’/summative assessment
- Supports students’ learning
 - ‘Assessment for learning’/formative assessment
- Provides evidence on the effectiveness of teaching/learning activities
- Identifies students who are struggling and need support



Quick question

- In any given module what do you think has the biggest impact on
 - What topics students study
 - How much time they spend studying
 - How they go about studying

How are academic staff judged?



- NSS questions
 5. “The criteria used in marking have been made clear in advance”
 6. “Assessment arrangements and marking have been fair”
 7. “Feedback on my work has been prompt”
 8. “I have received detailed comments on my work”
 9. “Feedback on my work has helped me clarify things I did not understand”
- Influence/cut and paste into module questionnaires

Effective Assessment and Feedback



- Much of the literature (including QAA guidelines) tends to focus on issues more relevant to the summative element of assessment.
- Get ready for the jargon!!!!
 - Validity
 - Reliability
 - Authenticity

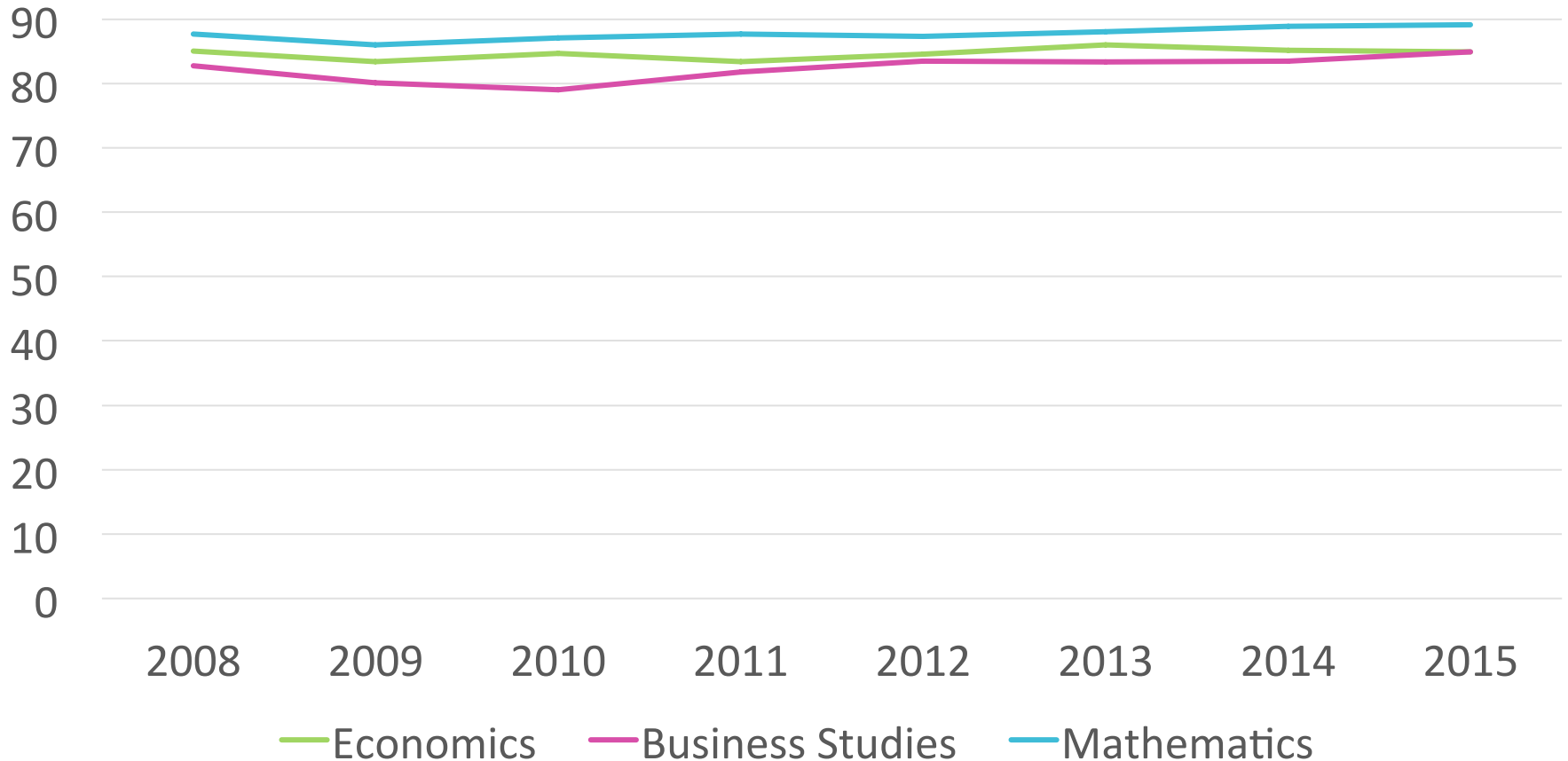
Effective Assessment and Feedback



- Sadler (1989) focuses on the formative element of assessment - argues that three conditions must be met
- The student must:
 - Develop a shared understanding with the tutor of what a 'good' piece of work looks like
 - Be able to identify weaknesses in their own work – recognise the 'gaps' between their own work and the standard.
 - Know how to take appropriate actions to close any gaps

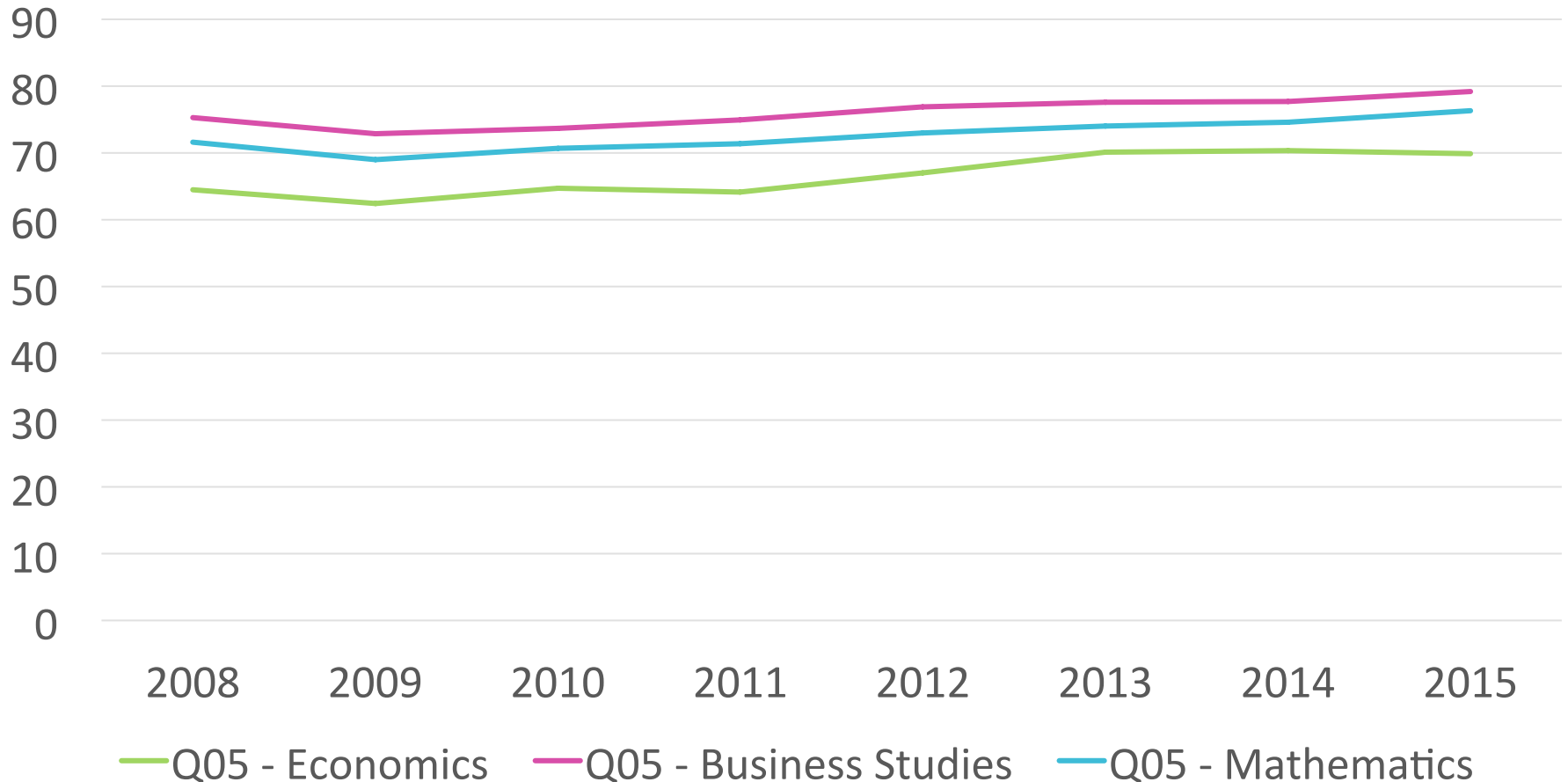
Question 22: “Overall I’m satisfied with the quality of the course”

% Positive Responses - Q22



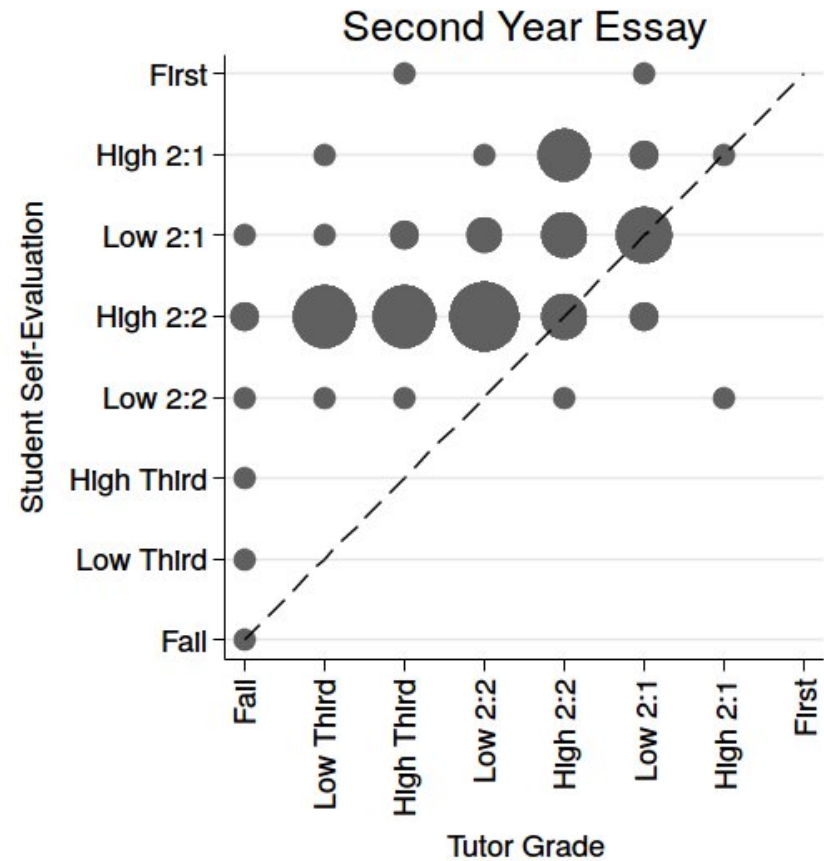
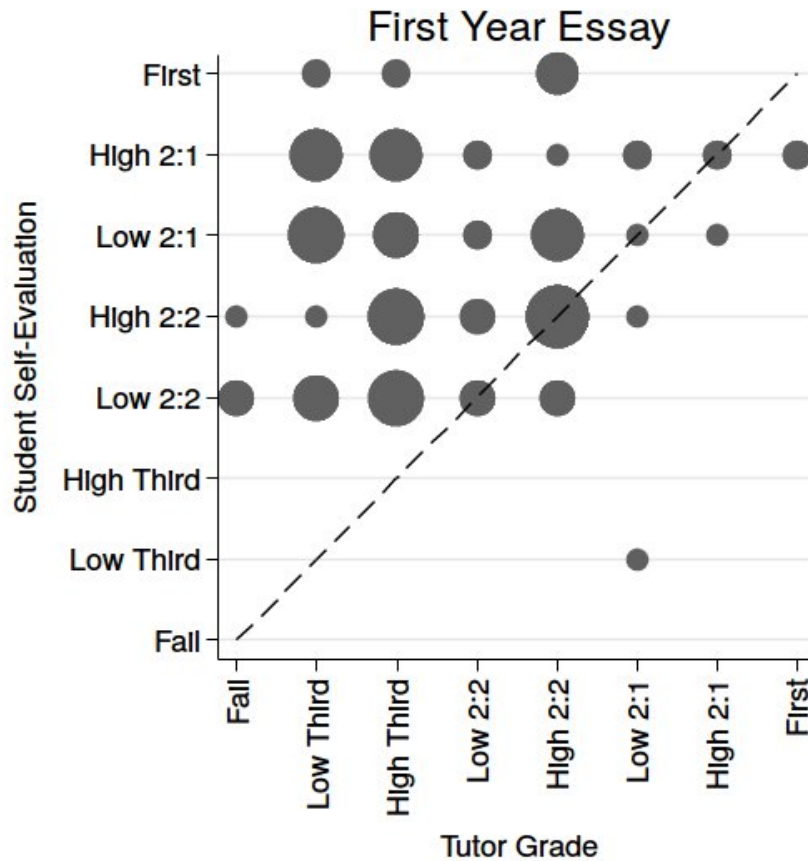
Question 5: “The criteria used in marking have been clear in advance”

Q5 - % of positive responses



Some data on self-evaluation

Student Self-Assessment vs Tutor Grade



● Student - - - - Tutor Grade = Self-Evaluation



Question

- What methods are typically used to try and communicate what we are looking for from a good piece of work?
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How do we develop a shared understanding?



- Big increase in the quantity of written guidance provided
 - General written guidelines
 - General grade descriptors
 - Assessment criteria with performance descriptors
 - Intended learning outcomes
 - Explanations in class or via a video posted on-line
- To what extent are they effective?
- What about exams?

Limitations with written criteria



- Sadler, 1989
- “Criteria often seem elusive partly because what a criterion means and what it implies for appraisal cannot necessarily be defined in isolation from concrete examples of things which possess the property in question”
- “Conveys messages that nothing else can”



Some possibilities

- Perhaps activities with assessment criteria could help to develop a shared understanding
 - Marking exemplars
 - Self-evaluation – not self-assessment
 - Peer review - arrangement whereby students make evaluative judgements about the work of fellow classmates and provide a written feedback commentary
- [Economics network case study](#)

Effectiveness of feedback

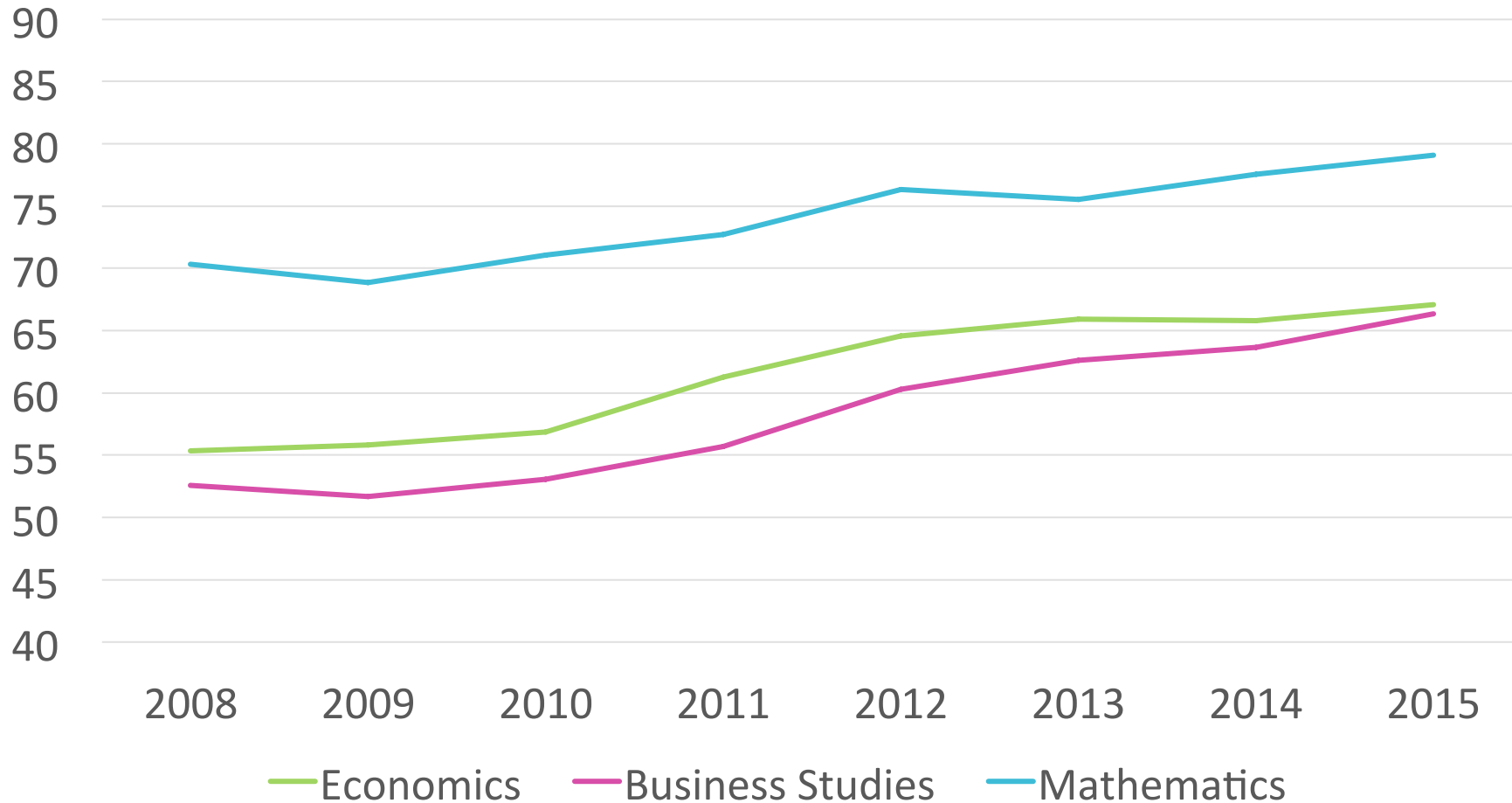


“There was no communication, for example if we had written an essay, it would be good [to have] just one sentence and maybe a small explanation on why you got the mark plus one sentence on how you could improve it.”

Economics Network Student
Survey 2012

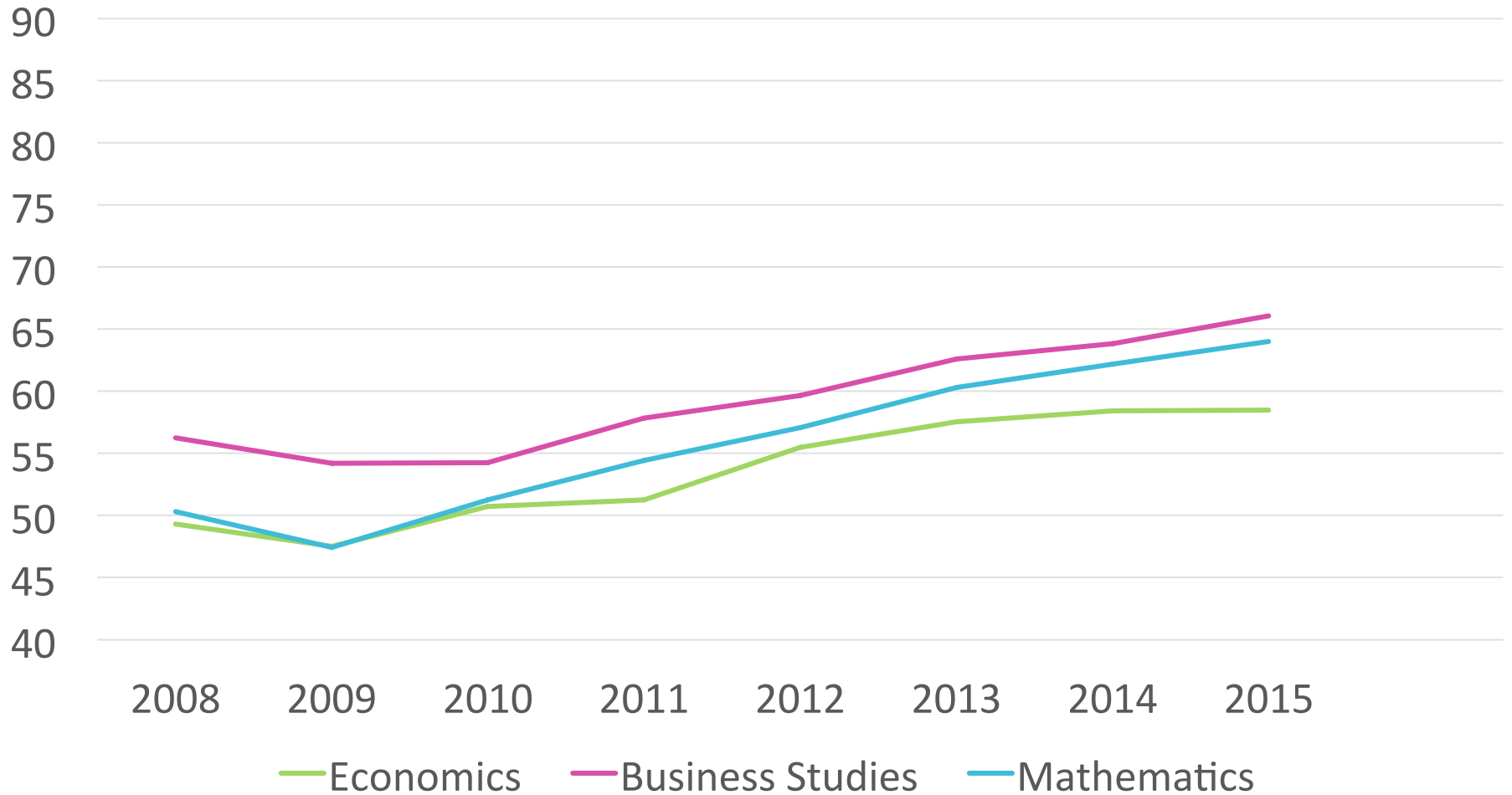
Question 7: “Feedback on my work has been prompt”

% Positive Responses - Q7



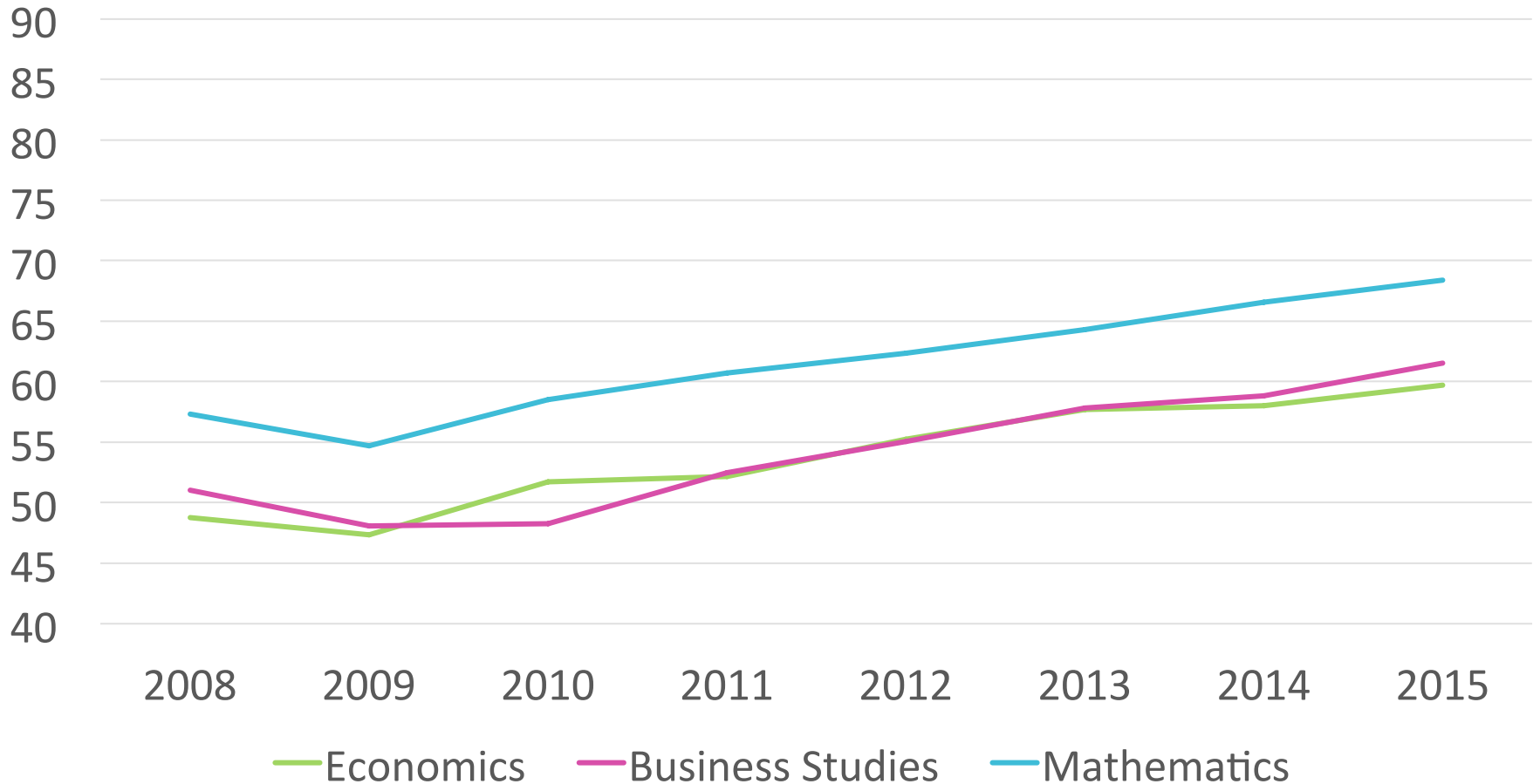
Question 8: “I have received detailed comments on my work”

% Positive Responses - Q8



Question 9: "Feedback on my work has helped me clarify things I did not understand"

% Positive Responses - Q9





Question

- What methods are typically used to provide students with feedback that (1) identifies any gaps (2) helps them to take appropriate actions to close the gaps?
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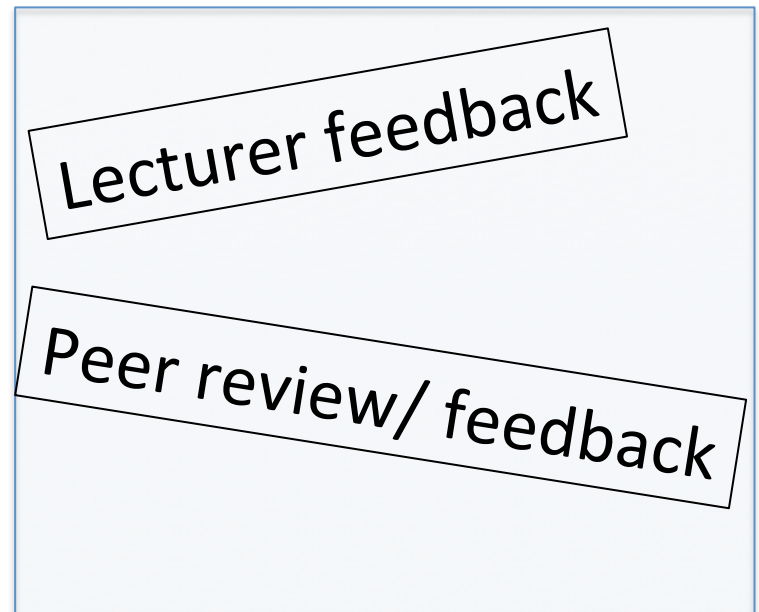
Why are the feedback scores so low?



- Time constraint to do it properly
- Lack of guidance/training
- Students still do not get it quick enough
- Routine - using inefficient methods
- Students (and perhaps staff) may have
 - very narrow view of what feedback is
 - unrealistic expectations of what will/can be provided

Different types of feedback

	AURAL	WRITTEN
Group		
Individual		



Some possibilities

- Discuss what feedback is with students and how it will be provided
- When providing feedback remind the students it is feedback!!!
- Provide some feedback quickly
 - Before reading any of the assignments!!!
 - After marking a sample of the assignments

Evidence on the impact of written comments



- Evidence (Carless, 2006; Chanock, 2000; Weaver, 2006) suggests that many students
 - Do not read them!
 - Do not understand them!
 - “this assignment tends to be very descriptive with only limited critical analysis”
 - Rarely act upon them! – importance of timing
- We spend bloody hours writing them

Can written feedback be improved?



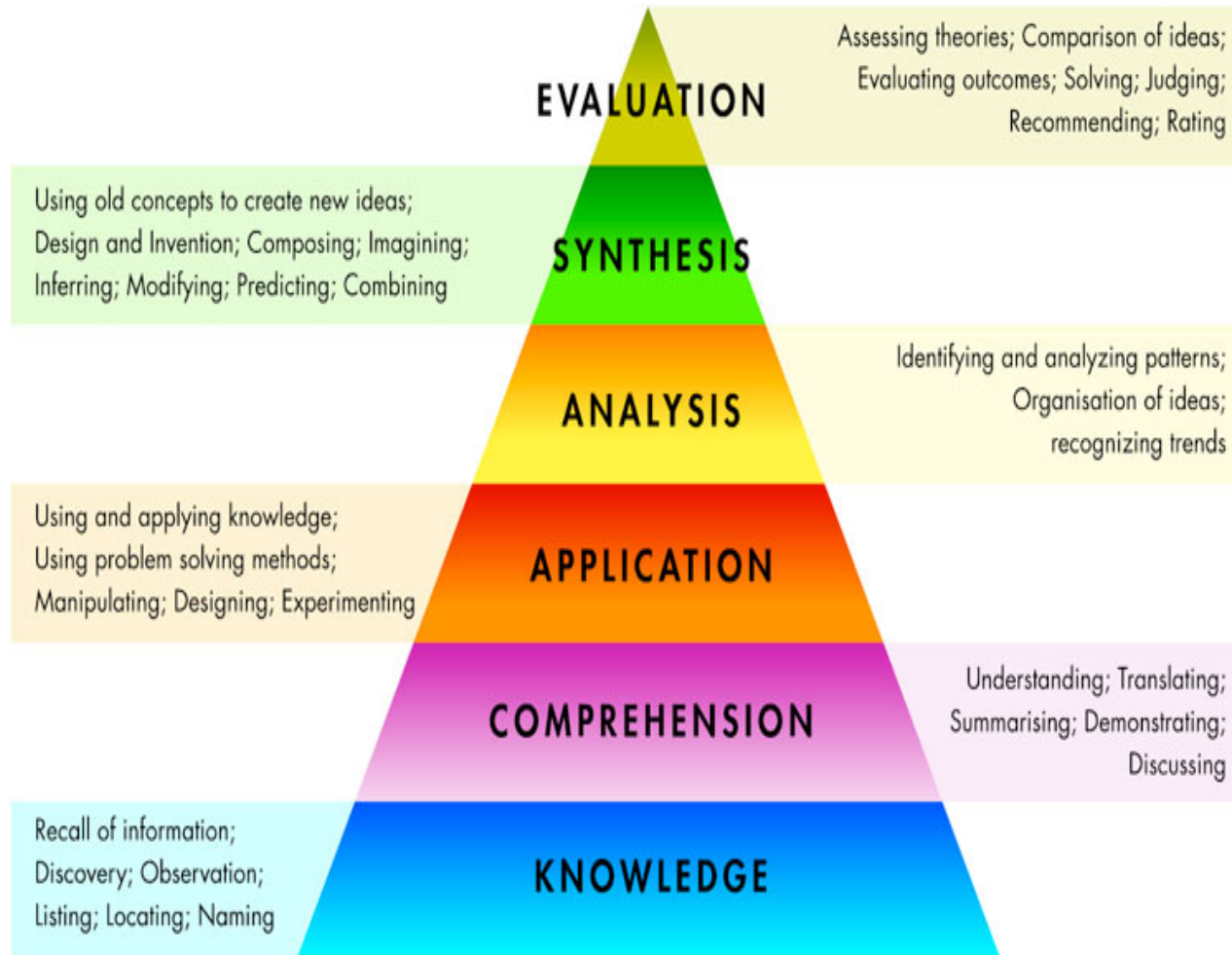
- Feedback on feedback – ask students for comments they have found useful
- Interactive cover sheet (Bloxham and Campbell, 2010).
 - Ask students what particular aspects of their work they would like feedback on
- Exemplars – post submission
 - Always worth having for those who complain!!!

Setting assignments + giving feedback.....

Good assessment + feedback practice



BLOOMS TAXONOMY





Good assessment practice

- Technical questions:
 - Give a lot of marks for the first few parts
 - Ratchet up the difficulty
 - Have a difficult or interpretive final part so that excellent students can distinguish themselves
- Tips:
 - Don't have too much choice – why not?
 - Use short answer questions to test lower order skills and essays for higher order.



Good assessment practice

- Tips
 - Infrequent assessment encourages irregular work patterns and surface learning
 - Use a variety of methods - see various assessment chapters in EN Handbook.
 - Use variety within examinations and also questions.
 - Avoid testing the same outcomes repeatedly



Exams and marking load

- Relation to learning goals?
- How to be economical?
- How to organise marking?
- How to not be drown in marking?
MCQ, eAssignments, Group work,
coursework marks