

9/06/15

Rethinking assessment practices

How technology can help

Overview

- » The Why – the assessment and feedback landscape and rationale for change
- » The How - setting out a vision for change: a principled approach
- » The What - some examples

The full story

Programme Report: <http://repository.jisc.ac.uk/5450/>

Context

- » Jisc Assessment and Feedback Programme (2011 – 2014)
- » 20 projects and over 30 institutions across the UK, involving 2,200 staff and 6,000 students
- » 3 strands of activity: institutional change, research and technology transfer
- » Exploring **large-scale changes to assessment and feedback practice through technology**



The Why....

Rethinking assessment practices

The rationale for change

- » Evidence that assessment, rather than teaching, has a major influence on students' learning
- » Increasing consensus of the importance of developing judgement and self-regulation in learners as critical skills for life and employment
- » But existing assessment practices often focus on the demonstration of knowledge and memory recall rather than the processes of learning
- » So..... are we best preparing learners for a lifetime of learning and employment?
- » Focus here on assessment *for* learning approaches, and of technology as an enabler of change

A challenging landscape



- » highly devolved responsibility & inconsistent practices
- » lack of developmental focus
- » traditional practices dominate
- » timeliness, quality and consistency of feedback
- » learner in passive role
- » lack of relevance to world of work

The How....

A starting point for change: a principled approach



CC BY 2.0 Mind_scratch

- » Importance of defining the *purpose* of assessment and feedback
- » Need to articulate that underpinning vision before embarking on change
- » Principles are a good way to articulate and operationalise this
 - › Provide a synthesis of the research
 - › Action oriented
 - › Evaluation device

Resources

Why principles? <http://www.reap.ac.uk/TheoryPractice/Principles.aspx>

Overview of principles:

<http://jiscdesignstudio.pbworks.com/w/page/40343419/Assessment-and-feedback-principles>

REAP principles

Good assessment and feedback should support the development of learner self-regulation

- » 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)

Putting principles into practice

Viewpoints approach

✓
Good assessment and feedback practice should:

Clarify good performance

Help clarify what good performance is (goals, criteria, standards)

To what extent do learners engage actively with goals and criteria?

Clarify good performance

Priority:

- Provide clear definitions of academic requirements before each learning task.
- Provide explicit marking criteria and performance-level definitions.
- Provide opportunities for discussion and reflection about criteria and standards before learners engage in a learning task.
- Ask learners to reformulate in their own words the documented criteria before they begin the task. This could be submitted with the assessment.
- Model in class how you would think through and solve exemplar problems.
Provide learners with model answers for assessment tasks and opportunities to make comparisons against their own work.
- Explain to learners the rationale of assessment and feedback techniques.
- Before an assessment, let learners examine selected examples of completed assessments to identify which are superior and why (individually or in groups).
- Organise a workshop where learners devise, in collaboration with you, some of their own assessment criteria for a piece of work.
- Ask learners to add their own specific criteria to the general criteria provided by you.
- Work with your learners to develop an agreement, contract or charter where roles and responsibilities in assessment and learning are defined.

Adapted from the QAA Enhancement Theme: The First Year Experience - Transforming assessment and feedback: enhancing integration and empowerment in the first year

<http://viewpoints.ulster.ac.uk/resources>

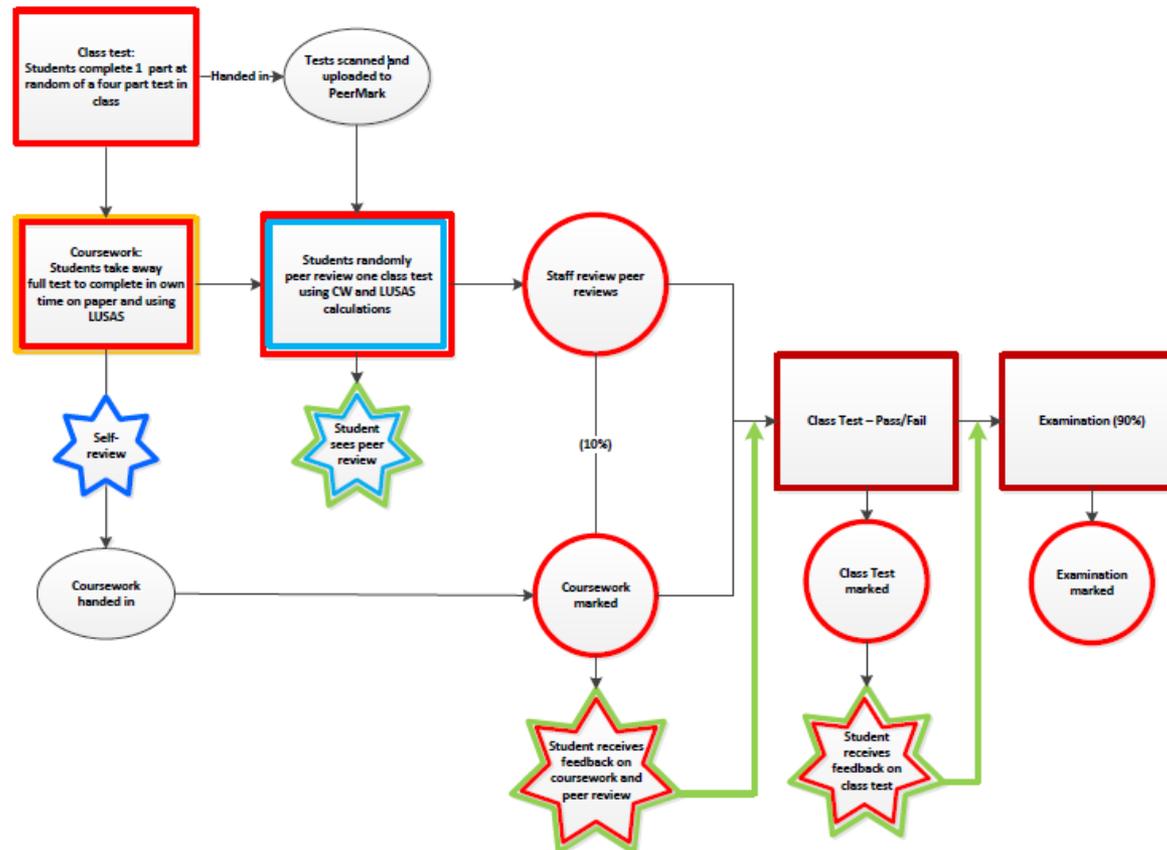
Putting principles into practice

e-Affect, Queen's University, Belfast



Putting principles into practice

e-Affect, Queen's University, Belfast



Aligning technology with principles



Some examples

Moving to a longitudinal view of student development



- » Feed forward
- » Ipsative approaches
- » More formative opportunities
- » Technology enhancements:
 - › Storage of feedback across a programme
 - › Creating conditions for student/staff dialogue
 - › Using tools to analyse the timing of assessments
 - › Developing tools to analyse and audit feedback

Peer review



- » Most significant shift towards assessment *for learning*
- » Students need to be convinced of benefits
- » Tools available e.g. Peerwise, WebPA

	MAC Self Review	MAC Engage	MAC PDP	MAC Peer Review
	Student completes online questionnaire & survey in e-Reflect system. System processes responses to generate feedback report customised to student responses. Student left to independently utilise the output.	As above but student additionally writes a reflective passage in light of the feedback report and shares this with tutor for input, comment online.	As above but tutor and student hold a specific meeting (face to face or online) in order to place the feedback + engagement in the wider context to the student's course and personal development. A specific output is a personal plan for going forward.	As above, and includes staged formative feedback including peer feedback/review.
Engages students with the assessment criteria	● ● ○ ○ ○	● ● ○ ○ ○	● ● ● ● ○	● ● ● ● ○
Stimulates dialogue	○ ○ ○ ○ ○	● ● ● ○ ○	● ● ● ● ○	● ● ● ● ●
Focuses on student development	● ● ● ○ ○	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
Ensures feedback leads to improvement	● ● ● ○ ○	● ● ● ● ○	● ● ● ● ●	● ● ● ● ●
Considers student and staff effort	● ○ ○ ○ ○	● ● ○ ○ ○	● ● ● ○ ○	● ● ● ○ ○
Supports personalised learning	● ○ ○ ○ ○	● ○ ○ ○ ○	● ○ ○ ○ ○	● ● ○ ○ ○

Emerging - feedback 'hubs'

- » Requirements emerging for a way of aggregating feedback at a programme level
- » Tools already in existence
- » Proposed benefits:
 - › Students benefit from aggregated view of their feedback to **support self-reflection on progress**;
 - lecturers see a more holistic view of students' progress to support tutoring discussions and **better understand an individual's progression** to identify where intervention or support is needed.



Key points

- » Assessment design needs to reflect the skills, behaviours and competences that enhance **student employability**
- » Importance of students and (staff) developing '**assessment literacies**' – and recognising the key importance of self-regulation skills
- » Curriculum design needs to ensure sufficient opportunities for formative assessment and a timetable that permits time for **feedback to be acted on** in time for next assignment, and **monitoring** of actions
- » For effective change – there is a need to clarify your **pedagogical stance** before considering what technology is used – principles provide a way of doing this

bit.ly/jiscdscaf and bit.ly/jisc-assess



My PBworks Workspaces The Design Studio

Marianne Sheppard account log out help

Wiki Pages & Files Users Settings

Search this workspace

VIEW **EDIT**

★ Transforming Assessment and Feedback

last edited by Marianne Sheppard 1 month, 2 weeks ago

The **Assessment and Feedback** area of the Design Studio gives access to existing and emergent work of interest on assessment and feedback. In this area, you can explore topics associated with assessment and feedback, find out what we currently know about enhancing assessment and feedback with technology and follow links to emerging themes and outputs from the **Assessment and Feedback** programme.

Follow the links on this page to find out more. Each of the links below takes you to a hub page or jumping off point from where you can access further information and resources as these become available:

- **Programme** - Overview of the Assessment and Feedback programme, it processes and projects
- **Topics** - Areas of interest in assessment and feedback and their relationship with technology
- **Tools and Resources** - Tools, systems and guidance to support transformative practice



Programme

Jisc Assessment and Feedback programme and projects

Topics

Topics and emerging themes around assessment and feedback

Tools and Resources

Assessment technologies and tools, case studies, guidance, staff development resources etc

Create a page

Upload files

Invite more people

Share this page

Put this page in a different folder

Edit Tags: [assessment](#), [feedback](#), [enhancement](#), [pedagogies](#), [transformation](#), [assignment handling](#), [curriculum delivery](#), [curriculum design](#)

Control access to this page

Copy this page

SideBar

Home

[About the Design Studio](#)

[Accessing the Design Studio](#)

Curriculum Change and Transformation

[Curriculum Challenges](#)

[Curriculum Processes](#)

[Curriculum Technologies](#)

[Curriculum Design & Delivery programme](#)

[Curriculum Design Institutional Stories](#)

Transforming Assessment & Feedback

[Assessment & Feedback Programme](#)

[Assessment & Feedback Topics](#)

[Assessment & Feedback Tools and Resources](#)

JISC

Effective Assessment in a Digital Age

From challenge to change.

Supplementary workshop materials



Briefings and case studies

- » 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

Discussion

- » How can we best support the development of student (and staff) assessment literacies?
 - › To help students understand the value of activities such as peer review and actively engaging in dialogue and reflection on feedback?
 - › And the relationship of these activities to the workplace