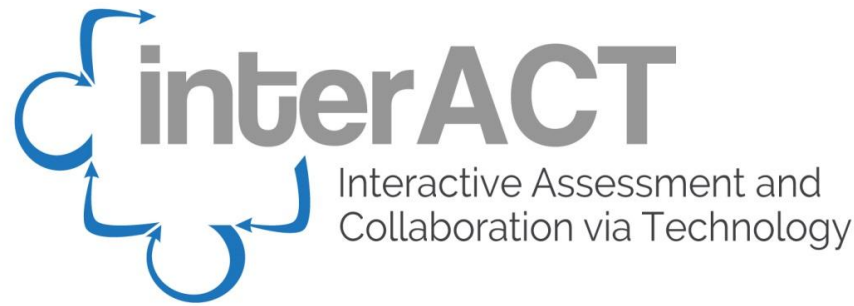




Transforming assessment and feedback using technology

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Acknowledgements



The team: Dr Susie Schofield; Ms Karen Barton; Mr Grant Murray; Dr David Walker; Dr Sean McAleer; Ms Natalie Lafferty; Dr Lorraine Walsh

Our reference group

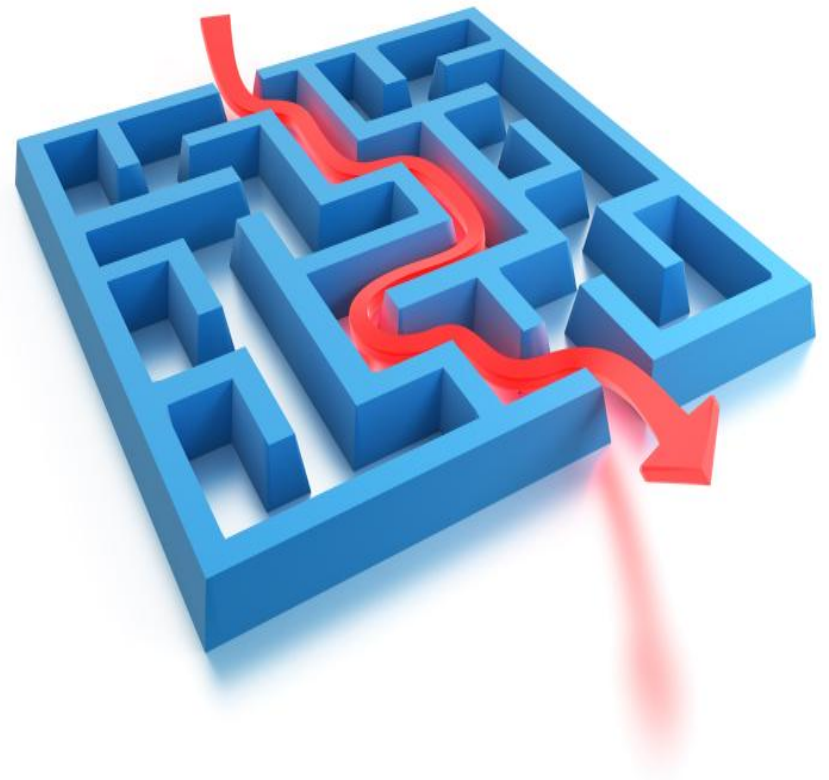
Jisc for funding our project

HEA for funding our interim workshop

And of course **our students and staff** both academic and administrative for all the input and patience

Outline

1. Background and why
2. Process and how
3. Evaluation data
4. Summary of lessons learned



1. BACKGROUND & RATIONALE

1. Curriculum review paper-based => online

Feedback: do students read it?
do they understand it?
do they act on it?
can they act on it?

Assignments:

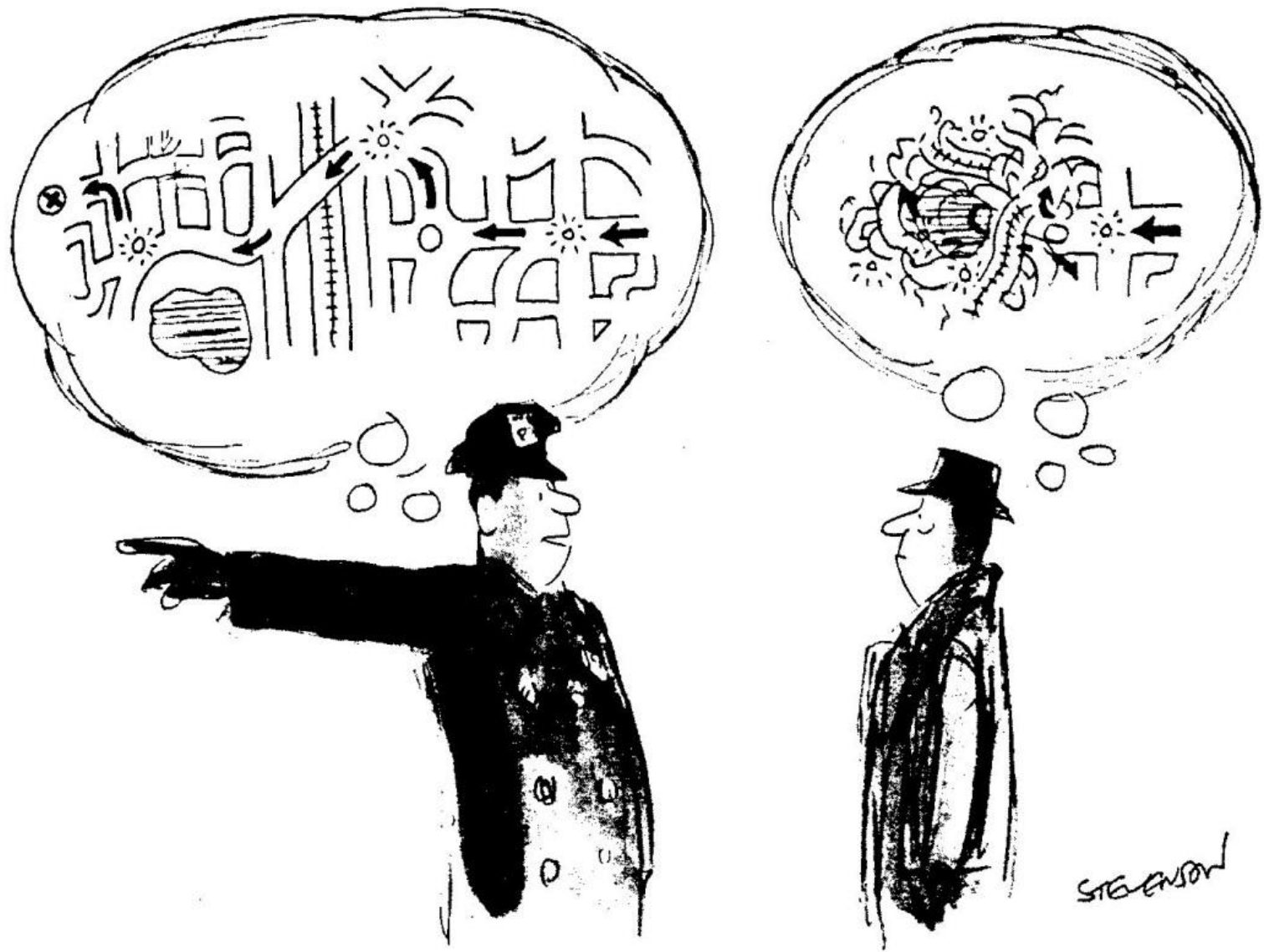
lack of flexibility in length and type of
assessment
students over-assessed

How can we reduce student and tutor isolation?

“Distanced, not disadvantaged”



- 1) inconsistency in the quality and quantity of feedback
- 2) assessment design
- 3) timeliness of the feedback
- 4) lack of assessment and feedback dialogue
- 5) isolation of students and tutors



Drawing by Stevenson; © 1976 The New Yorker Magazine, Inc.

<http://www.psy.gla.ac.uk/~simon/DIALOGUE.html>

A critique of monologic feedback¹⁻⁹



- Very common in higher education
- Ignores the role of the learner and the context
- Lack of shared understanding of feedback
- Creates dependency on teacher
- Not promoting evaluative judgements
- High teacher effort— low efficiency
- Reduced staff satisfaction as evidence of feedforward not seen

The big question...

- Can we create a feedback dialogue in a programme that is...
 - Non cohort
 - Has over 2,500 students across the globe
 - Delivered totally online
 - Tutors across the globe
- And can we use technology that is acceptable to stakeholders?

3 year JISC project (£127k)
started Sept 2011



Social and relational

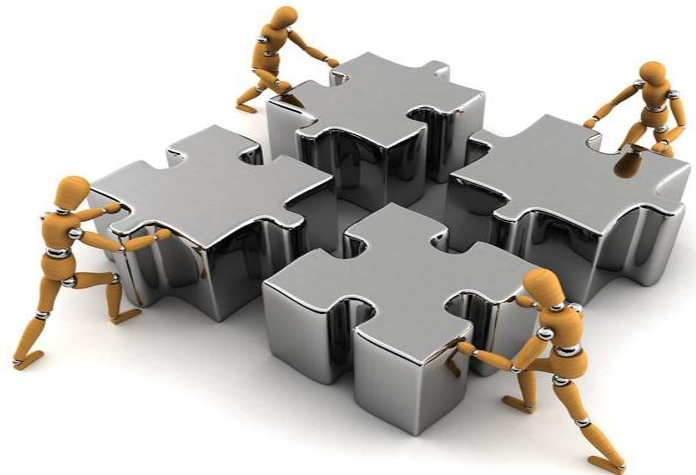


2. PROCESS



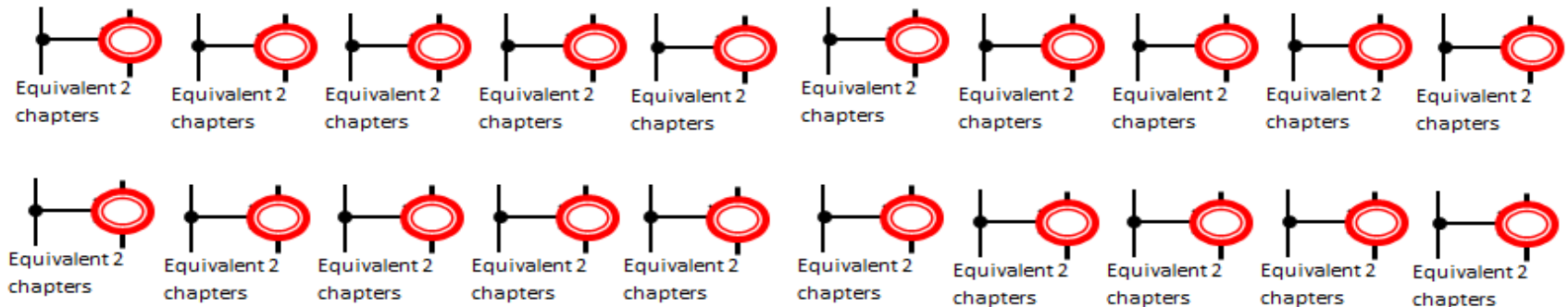
Educational principles

1. Feedback should be dialogic in nature
2. Assessment design should afford opportunities for feedback to be used in future assignments
3. Feedback should develop students' evaluative judgements and monitoring of their own work
4. Students should be empowered to seek feedback from different sources

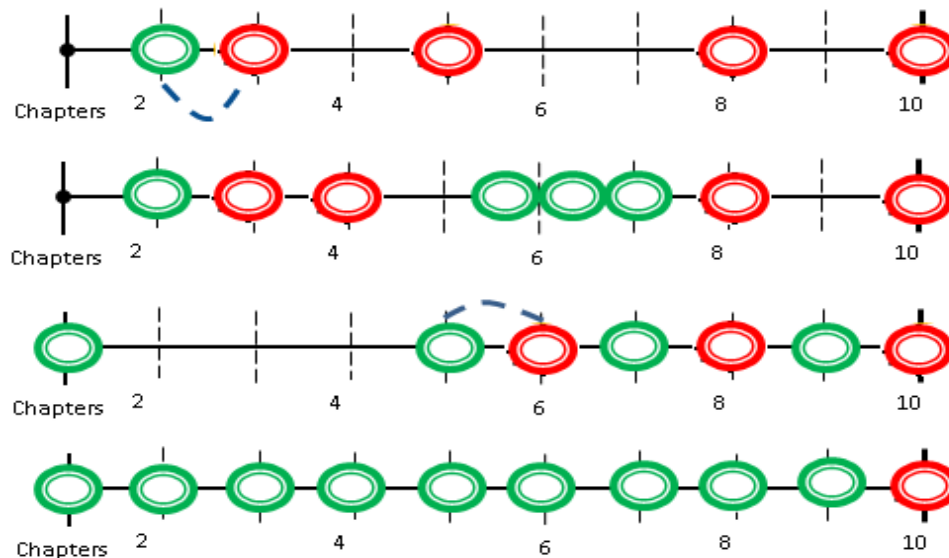


Visualise assignments

PG Certificate in Medical Education



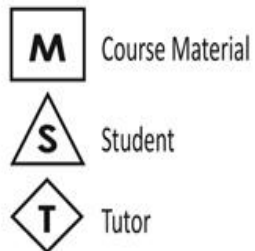
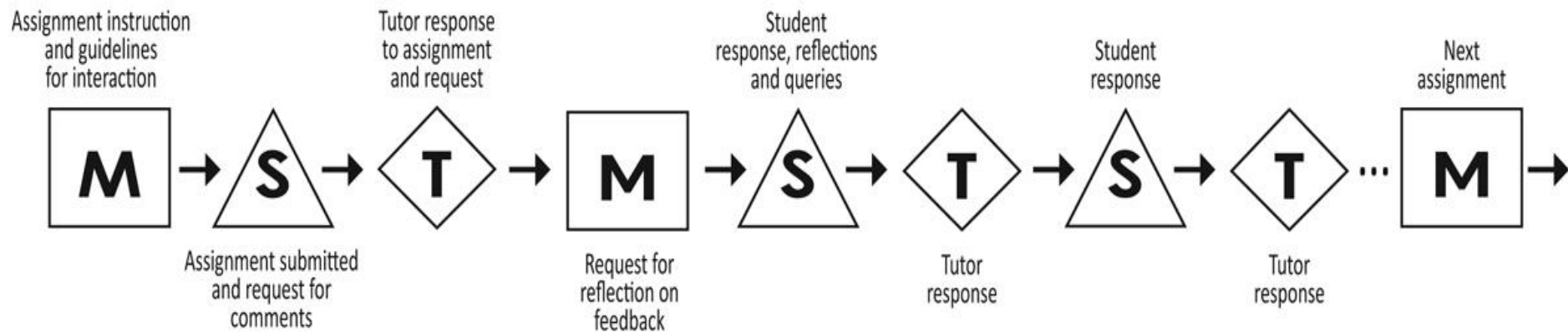
Revised PG Certificate in Medical Education



-  Formative assessment
-  Medium stakes assessment
-  High stakes assessment

(Russell & Bygate 2010)

Episodes of dialogue



Framework for feedback dialogue

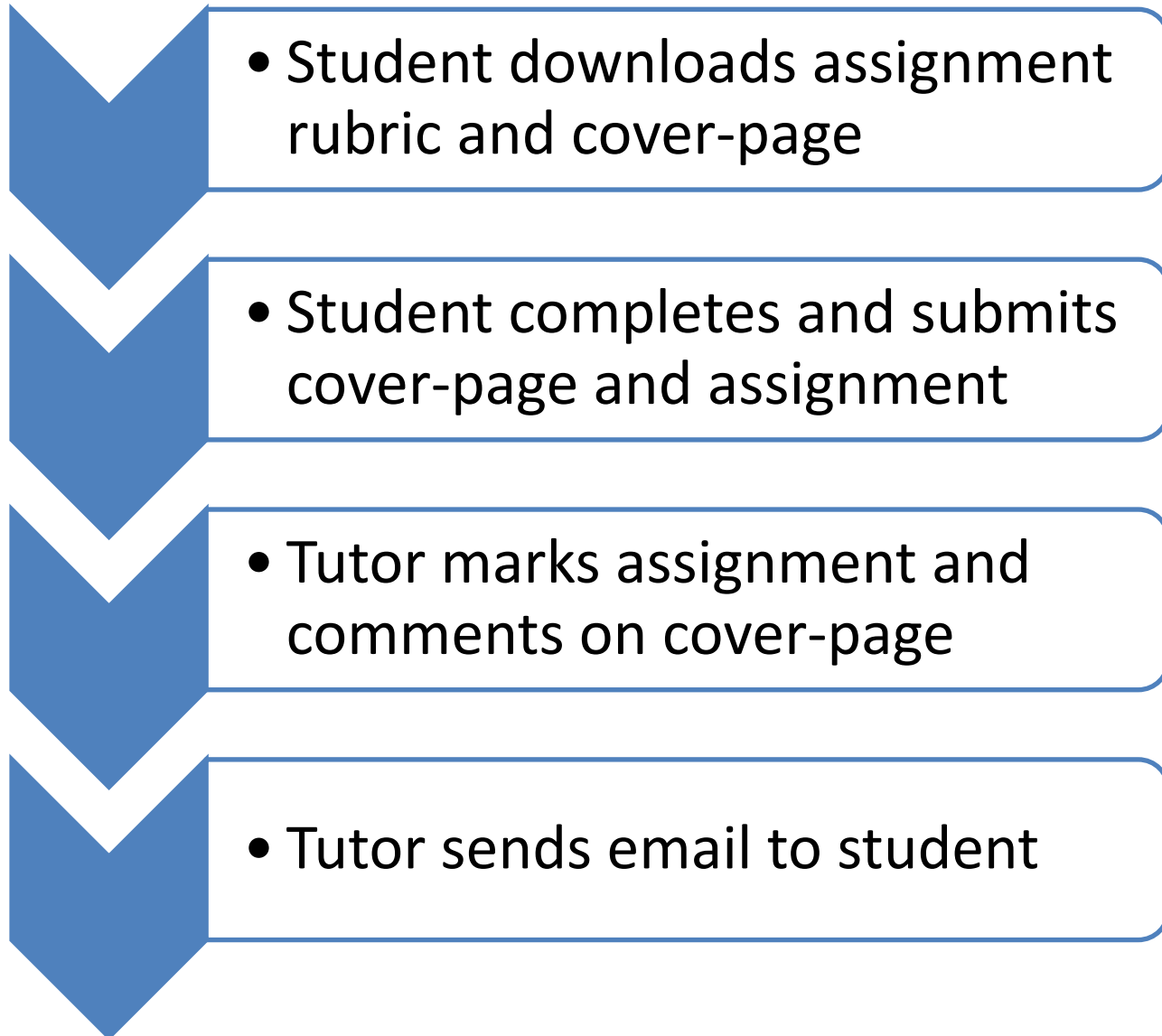
Stage 1: Cover page

Individualised per assignment

Aims:

- To encourage and develop self-evaluation skills
 - objectives; academic writing; referencing
- To promote student–tutor dialogue
- Invites students to identify specific areas for feedback
- Asks students to identify where current work is informed by previous feedback
- Quick access to student email

Framework for feedback dialogue



Framework for feedback dialogue

Stage 2: reflective journal using wiki

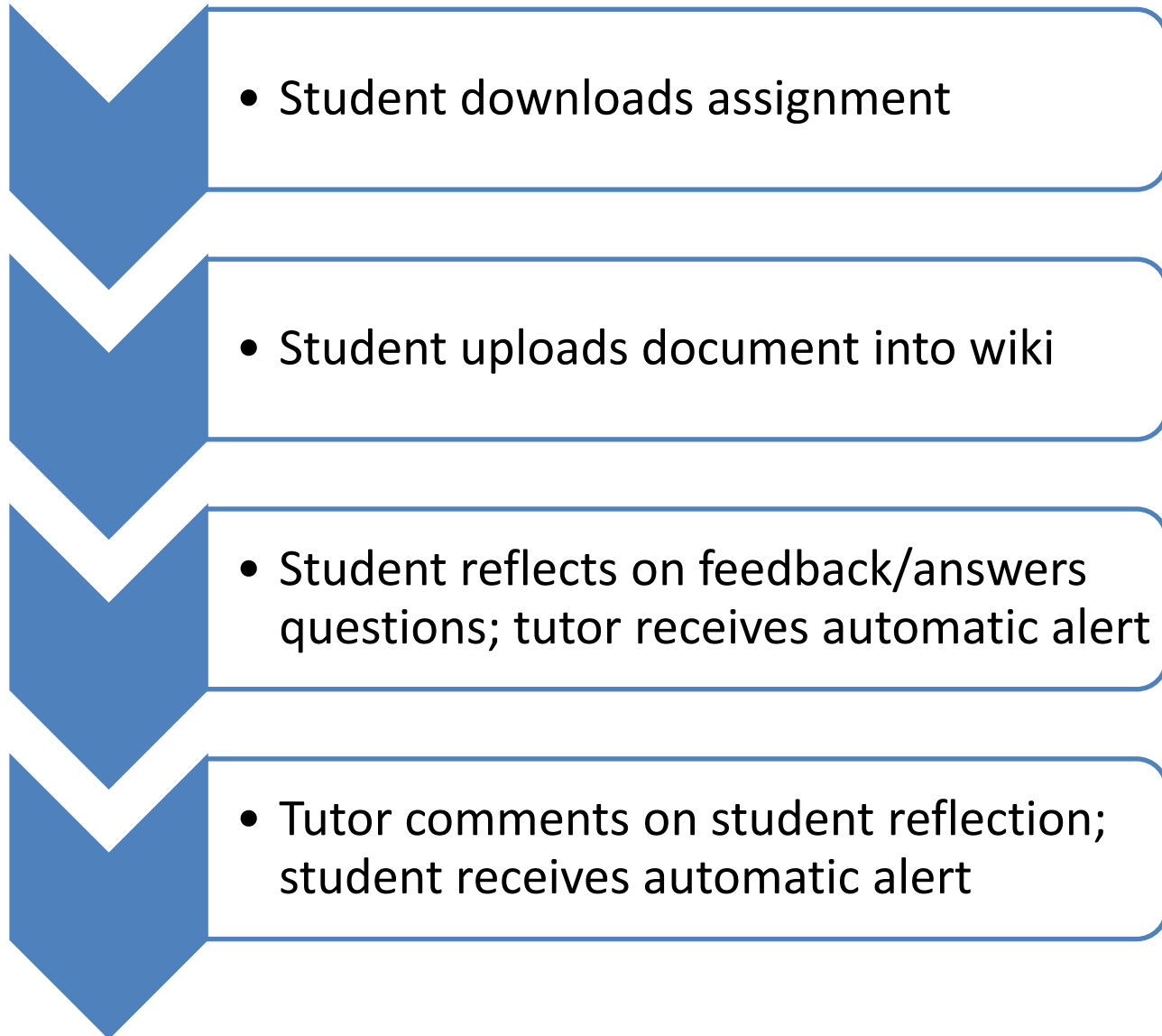
Individualised per student (but all tutors have access)

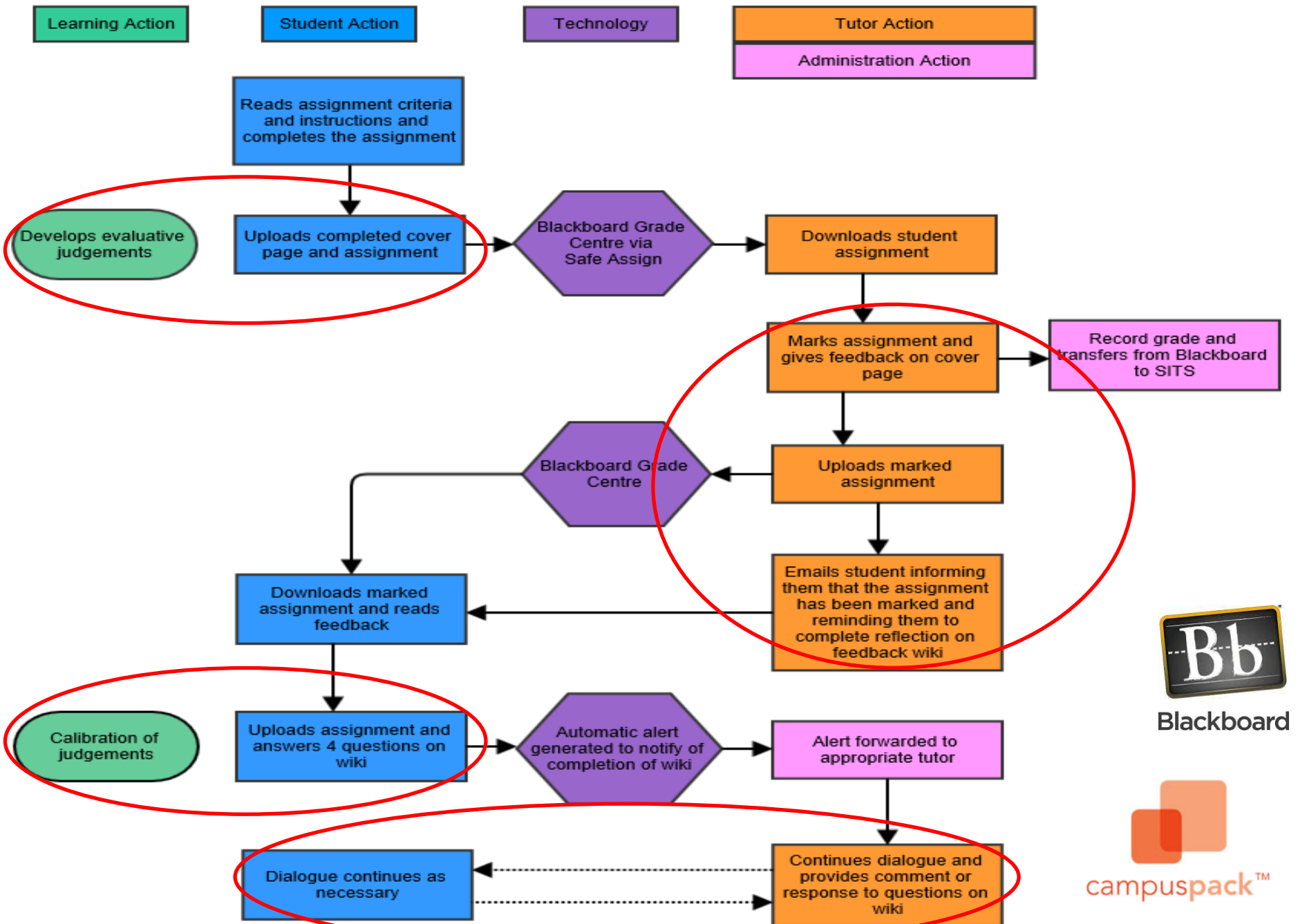
Pre-populated one page per core assignment

Each page contains 4 reflective questions:

1. How well does the tutor feedback match with your self-evaluation?
2. What did you learn from the feedback process?
3. What actions, if any, will you take in response to the feedback process?
4. What if anything is unclear about the tutor feedback?

Framework for feedback dialogue





3. EVALUATION

Research approach

- University of Dundee ethics committee approval
- Case study approach¹¹
- Action research¹²



RESEARCH

Aim of evaluation	Type of data	Data collection method	Stakeholder
To understand the impact of interACT on student satisfaction and perceived value to their learning, as well as challenges and enablers	Quantitative: workload and satisfaction Qualitative: Perceptions of improvement in self-review ability, motivation, isolation and recommendations for change	Semi-structured interviews; online survey; end of module evaluation report	Students
To understand the impact of interACT on staff satisfaction and perceived value to their learning, as well as challenges and enablers	Qualitative: experiences with interACT, satisfaction and recommendations for change	Semi-structured interviews; external examiner report	Tutors
To understand the impact of interACT on administrative staff satisfaction and workload, as well as challenges and enablers	Qualitative: experiences with interACT and nature and number of questions received from students about assessment and feedback	Semi-structured interviews	Administrative staff
To understand transferability of the interACT project to the wider HE community	Qualitative: feedback, shared ideas and experiences	Engagement with workshops/webinar	JISC community

Findings: students (1/3)

Reconceptualising feedback

The purpose of feedback is to help regulate my own learning decisions, as I understand it, and to give me some idea of where I am going in relation to where I am supposed to be going and help me adjust my decisions and my learning efforts to meet those goals.

Interview Student 4

Findings: students (2/3)

Changing approach

- *[interACT] did force my reflective process in the end to have one last look without changing anything on my self-evaluation, it is not something that I think I would have naturally done.* Interview Student 3
- *[With interACT] you are then a bit more mindful of what your feedback was from the first one [assignment] to any changes that you might make in the subsequent assessments.* Interview Student 6

Findings: students (3/3)

Promoting feedback dialogue

I have been able to engage in more of a dialogue with whoever has graded it, which has allowed a little more personality exchange and a little more support, when you feel that there is someone at the other end actually looking at what you are working so hard at and treating you as a person

Interview Student 4

Findings: tutors (1/3)

Reconceptualising feedback

Feedback has to go beyond just correcting students' mistakes. Interview tutor 1

Changing approach

It's certainly improved my feedback in terms of definitely quantity and hopefully quality as well so I'm giving more information now because I'm being constantly prompted.

Interview Tutor 3

Findings: tutors (2/3)

Closing the feedback loop

I also use it for closing the feedback loop so if they tell me something's wrong or they don't understand it then I will also use that to say 'thank you for highlighting that, I have now changed it'.

Interview Tutor 2

Findings: tutors (3/3)

Time commitment

Initially, I probably thought, thought this is going to be a lot of work, and it is a lot of work but I think it's beneficial to the students so it is money well spent in that sense and I think the student does get a lot out of it.

Interview Tutor 3

Findings: administrators

I would say [I get] less [questions], I think just because the feedback is more thorough

Interview Administrator 2

Name	Date	Context	Quote
Course material	15/5/12	T&L3 Cover page	<i>Which aspect(s) of your assignment would you specifically like feedback on?</i>
Learner: Mike	15/05/12	T&L3 Cover page	Originally I had a paragraph around learning principles and theories relating to small group teaching. I unfortunately had to delete it due to the word restriction. Is that something I should have included?
Tutor: Julie	23/05/12	T&L3 cover page	RE your reflection on the fact you could have written more, would that have made a better guide? Or would the tutor not have time to read it? What would you find the ideal length if you were presented with something to guide you through a session? Would you if you were the new tutor have appreciated this?
Course material	24/05/12	Feedback journal	<i>What did you learn from the feedback process?</i>
Mike	24/05/12	Feedback journal	I do think the tutor would have appreciated a small paragraph around educational principles and theories to help put small group teaching into context. I think that 5 pages though is plenty for the tutor to read, any more than this and they may not have time to read it all. <u>I have also learned how to feedback to the tutor based on the feedback given.</u>
Julie	24/05/12	Feedback journal	Thanks Mike

4. SUMMARY AND CONCLUSION

Lessons learned (1/2)

- Dialogic feedback in ODL is possible (self-review and reflection on feedback with an emphasis on feedforward)
- InterACT created do promote desirable behaviours in our students and tutors
- The longitudinal element has enabled easier access to previous assignments and feedback related to the particular student

Lesson learned (2/2)

- Students and staff value the interaction and reflection despite time commitments. Able to gain efficiencies reducing the number of summative assignments
- Considering the educational principles (and hence values) that drive us as an educational team has been important as they have framed our assessment and feedback re-design
- interACT has increased student-tutor dialogue which have influenced learning and relationships between staff and students.

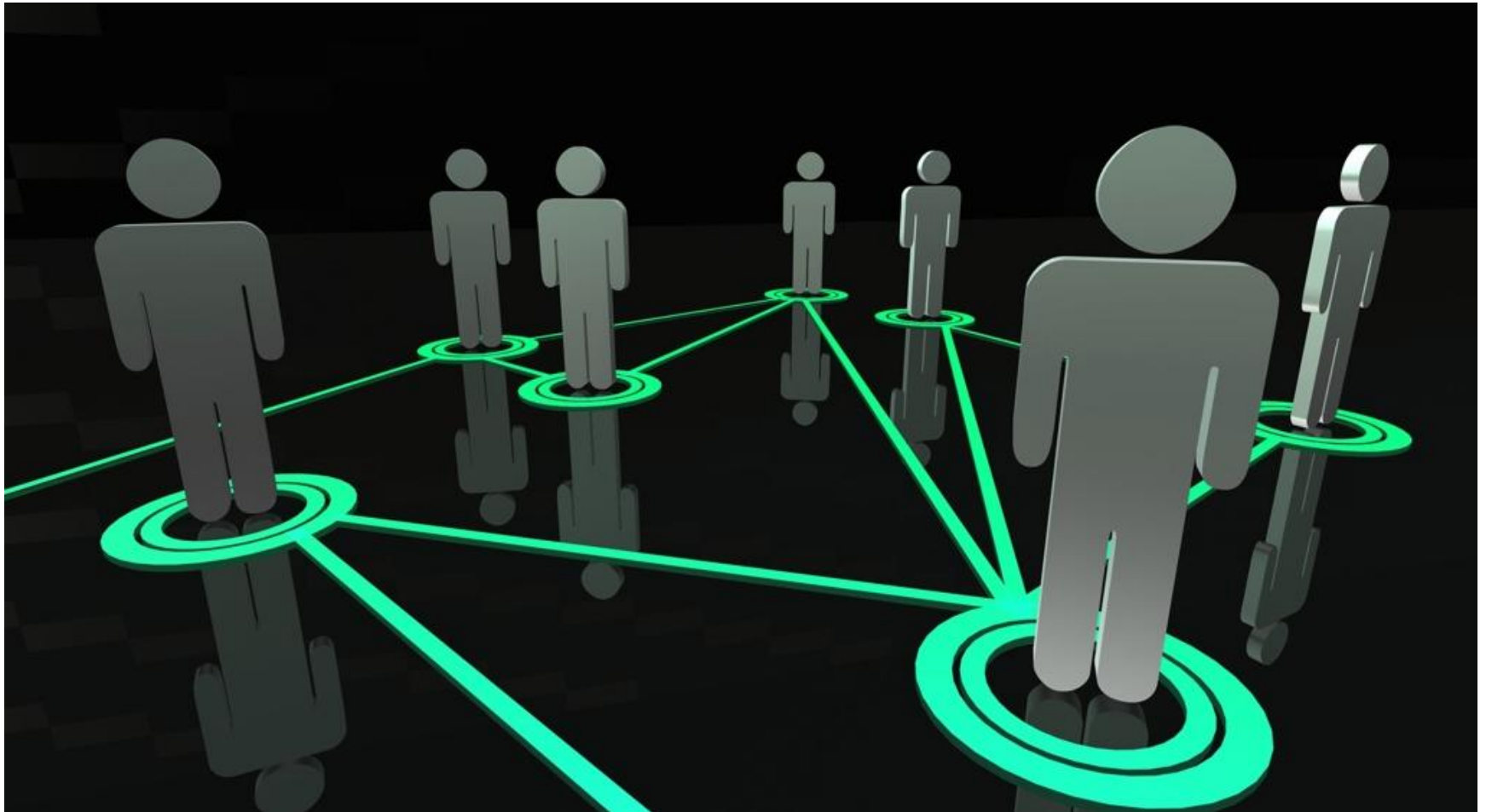
New educational principle

Based on the findings from the staff interviews we would advocate for a further EP:

feedback from learners should be used to improve teaching



Revised cover page for resubmissions



Next stages

1. Students engaging quantitatively but not always qualitatively – now developing educational material on feedback dialogue
2. Faculty development on how to best support development of self-review skills
3. Introducing patchwork assessment across Certificate
4. Principles should become backbone of strategy **and** evaluation

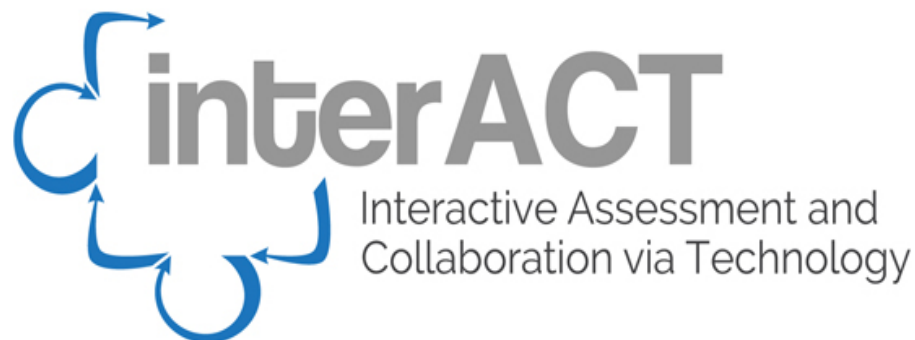


VIEW EDIT

☆ InterACT Project

last edited by Rola Ajjawi 3 hours, 22 minutes ago

Page history



Interactive Assessment and Collaboration via Technology: Using technology to promote feedback dialogue with online distance learners (interACT)

interACT is a JISC-funded project supported by the [Assessment and Feedback programme](#). The project is led by the [Centre for Medical Education \(CME\)](#) at the University of Dundee.

Email: interact@dundee.ac.uk

Our JISC webpage can be found [here](#).

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Name	Date	Context	Quote
Course material	13/09/12	A2 cover page	<i>Which aspect(s) of your assignment would you specifically like feedback on?</i>
Learner: Mike	13/09/12	A2 cover page	<u>In my situation</u> for an OSCE with up to 36 students and 10 stations is the Modified Angoff better than the borderline method?
Tutor: Ken	24/09/12	A2 cover page	It is very risky to use the borderline group method with 36 students. There may be no borderline students within a small group. It is usually recommended to have more than 100 students if you use borderline group method. However, you may consider using borderline regression method which takes the marks of every student into account in setting the pass mark.
Course material	02/10/12	Feedback journal	<i>What did you learn from the feedback process?</i>
Mike	02/10/12	Feedback journal	I had questions around the borderline method in my self-reflection which were answered and a <u>helpful</u> suggestion around the borderline regression method. An up to date reference for the borderline regression method would be useful. Do you know of one?
Ken	03/10/12	Feedback journal	The following reference may be <u>helpful</u> . It can be accessed through the Dundee Library ...

Aspects I would like feedback?

- *Ideas of not preparing too rigidly in order to be flexible within sessions – practical advice would be welcomed!*
- *As the first essay I have written in nearly 20 years, I would like to know whether the standard overall was acceptable*
- *Please advise me how I can enter a specific page number in a reference when using Endnote*
- *Feedback on whether my peers have had similar thoughts for their own teaching, or other ideas that have been commonly developed would be beneficial in case I have not thought or considered them.*
- *any part of it*

How did previous feedback inform this assignment?

- *It made me realise that instead of focusing on a single or a few key teaching principles, I focused on many of them without going into much detail. Also I had used bullet points in the text.*
- *Feedback that my writing style was agreeable was reassuring. I appreciated knowing my use of literature was valid and supportive in the previous assignment, so have tried to continue applying the literature to my work.*
- *I tried to be careful to define and reference jargon*
- *It was really helpful in writing present assignment*

Majority agree the cover page is valuable

- Ability to request feedback about specific issues
- Allows last review of work before submission and focuses the self assessment
- Gives you a chance to tell the tutor what your concerns about the assignment are 'up front'
- It is a chance to think critically about how you approached the assignment and the assignment assessment criteria
- I like that it's a standard way to begin each assignment. I am into structure, so I like that a lot. I also like the self-assessment that I get to complete as I am finishing each assignment. I like that the feedback parallels my self-assessment, so that I can directly compare them.