

45th Annual Conference

Toward
Sustainable
Assessment

The Online
Pivot

Improving University Teaching



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#IUT2020



Learning together through feedback

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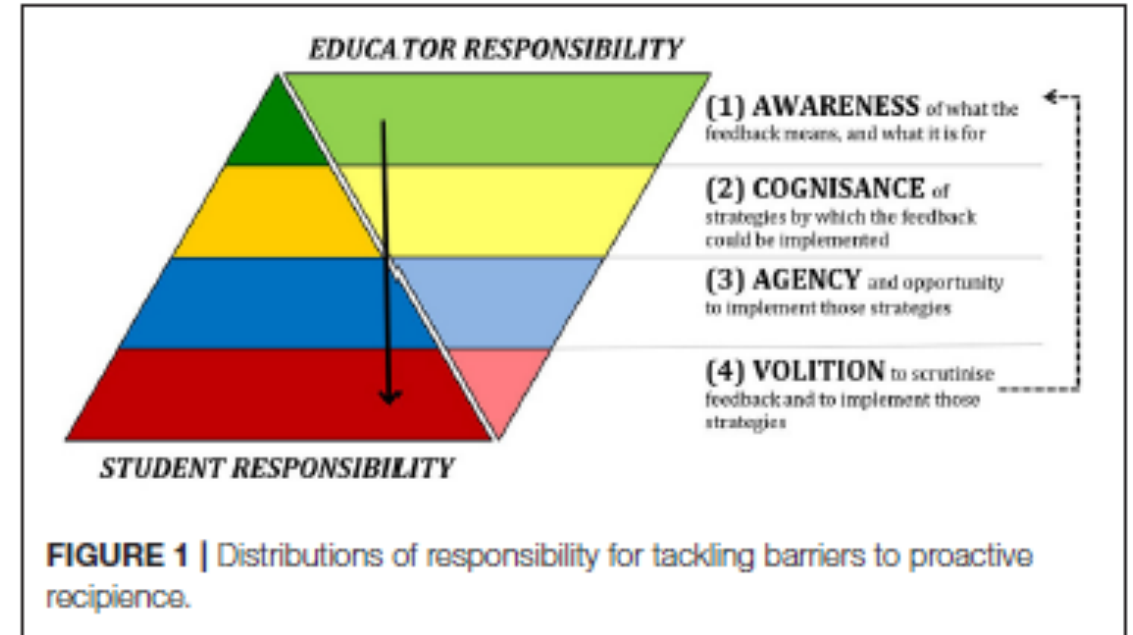


Motivation and background

- A large School of Education within a research-intensive university
 - 6 large UG/ITE programmes
 - 23 postgraduate programmes
 - Numbers vary from <10 to >250 students
- Creation of an Assessment Officer role within the School combining strategic, consultative and operational aspects
- A good opportunity to work with assessment-focused researchers within the School to build an evidence base
 - Support identification of best practice within the School
 - Inform the broader research community

A model of dialogic feedback

- Nash and Winstone (2017) – sharing of responsibility between learner and educator
- Also Nicol (2010) feedback as a dialogue – moving away from transmission of feedback to co-construction
- Fletcher (2018) work on school pupils seeking help through initiating feedback





Key issues identified informally by staff

- Consistency
 - Applying regulations
 - Moderation processes practiced
 - V. personalisation (students getting the feedback they need)
 - V. authenticity (feedback tailored to the student)
- Workload
 - for students and staff

To what extent do the themes underpinning this project resonate with your own experiences and contexts?



Research questions

Within the School of Education:

- How can we support assessment that is fit for purpose?
- What should consistent feedback look like?
- How can we engage in peer assessment practice that better supports learning?



A four-stage research project

- Part 1: cross-programme focus groups with students
 - UG students, PGT students and online students
- Part 2: Interviews with staff across programmes
 - 10-15 interviews
 - Staff with a range of experience and including full and part-time staff at all levels
- Part 3: Targeting 4 staff to walk through their formative and summative assessment
 - Bringing artefacts of assessment for a guided discussion around those materials
- Part 4: Targeting one or two courses that use peer review to explore what knowledge, skills and contextual supports are needed for peer assessment to support learning

What types of 'evidence' might we collect to better understand student and teacher perceptions around assessment and feedback practices?



Case Study 1: Formative Feedback via Video

- MSc psychology course on a distance learning programme
 - Three formative tasks supporting a final written assignment
 - Aims to be an authentic assessment, facilitating choice, and incorporating instructor feedback, peer feedback, and self-assessment
- Instructor feedback on the first formative activity provided via video
 - Engaged in short one-to-one discussions with students to offer feedback on their writing
 - Students asked questions, we discussed rationale behind their choice of topic, and discussed areas for improvement and moving forward
 - Shared screen to show them their assignment and point out examples
- Positive student feedback; challenges in scaling up

How might we 'scale up' some of these assessment and feedback processes within larger courses?



Case study 2: Targeted written feedback on a summative assignment

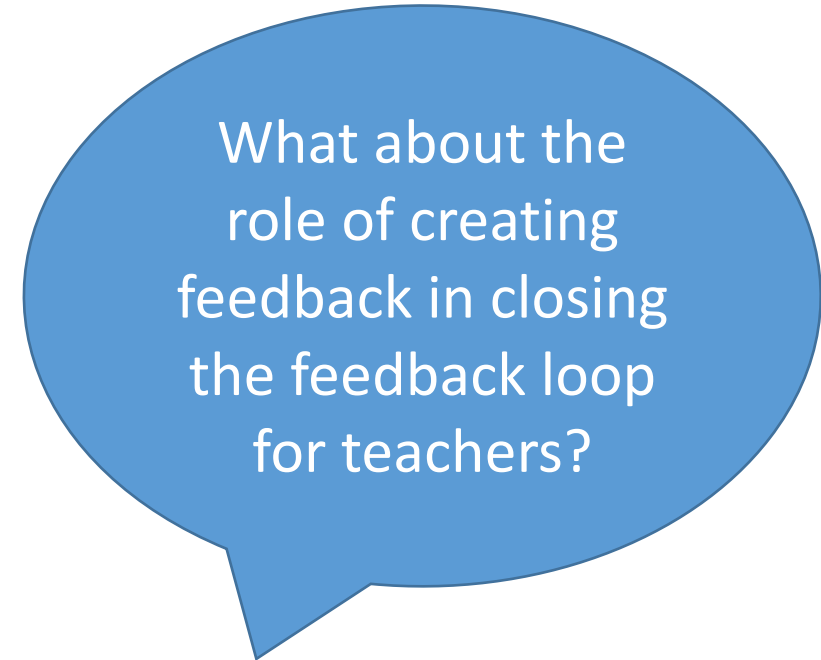
- BA Childhood Practice courses – part-time, face-to-face professional qualification programme
- All students can request up to three specific points to be covered in written feedback on all summative assessments
 - The allocated marker provides feedback, highlighting responses to these points in bold
 - Students often focus on functional aspects, but are encouraged to provide some context for the marker
- In the next course, time is provided for students to review feedback individually and with peers, to identify specific targets for development in the associated assignment

Do you have any examples of dialogic feedback that supports student agency in your own courses?



Summary of questions for discussion:

- To what extent do the themes underpinning this project resonate with your experiences and teaching contexts?
- What types of 'evidence' might we collect to better understand student and teacher perceptions around assessment and feedback practices?
- How might we 'scale up' some of these assessment and feedback processes within larger courses?
- Do you have any examples of dialogic feedback that supports student agency in your own courses – either face-to-face or online?





Key references

- Carless, D. and Boud, D. (2018) 'The development of student feedback literacy: enabling uptake of feedback', *Assessment and Evaluation in Higher Education*, 43: 8, Pp. 1316 – 1326.
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- Winstone, N.E., Nash, R.A., Parker, M. and Rowntree, J. (2017) 'Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes', *Educational Psychologist*, 52:1, pp.17-37.