Introducing Assessment & Feedback

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Research Group

- BDes Hons Art & Design (Foundation Year for Specialist Degrees)

- 2012/13, 115 students (M: 19, F: 96)

- 98% of cohort this was their first year in higher education
Moving in an evolving sector
Principles of Assessment and Feedback for Learning

Assessment and Feedback for Learning should:

1. Clarify good performance
   Help to clarify, from the early stages of a programme, what good performance means (goals, criteria, standards);

2. Encourage time and effort on task
   Encourage 'time and effort' on challenging learning tasks, which recognise the importance of learning from the tasks, not just demonstrating learning through tasks;

3. Deliver timely high quality feedback
   Deliver timely learner-related feedback information that helps students to self-correct and communicates clear, high, expectations and professionalism;

4. Provide opportunities to act on feedback
   Provide opportunities for students to act on feedback and close any gap between current and desired performance through complementary and integrated curriculum design and pedagogic practice;

5. Encourage positive motivational beliefs
   Ensure that all assessment has a beneficial, constructive, impact on student learning, encouraging positive motivational beliefs, confidence and self-esteem;

6. Develop self-assessment and reflection
   Facilitate the development of self- and peer-assessment skills and reflection on learning, to enable students to progressively take more responsibility for their own learning, and to inspire a lifelong capacity to learn;

7. Encourage interaction and dialogue
   Encourage interaction and dialogue around learning and professional practice (student-student, lecturer-student and lecturer-lecturer) including supporting the development of student learning groups and peer learning communities.

About the principles
Download principles poster (PDF)

These principles are based on the REAP Principles of Good Formative Assessment and Feedback.
The need to change perceptions and behaviours.
A framework of engagement which socially & academically involves students in their learning.
A Visual Diagram of the Framework

- Course / Year Induction
- Post Module Evaluation
- Module Induction
- Feedback Stage
- During the Module
- Assessment Stage

More Details on Framework Activities
A key barrier to success is fear

This framework of interconnected activities and responses aims to develop student self-confidence and understanding of the learning cycle within tertiary education and, the role they play within that cycle.
ADVICE
Communication & the Effective Use of Technologies
RESEARCH METHODS

UU Ethics Committee Approval

Pilot Instruments

Data Collection
- Questionnaires
- Focus Groups
- Info from Staff Students
  Consultative Committees,
  Course Committees
- Critical Friends Group
- Progression & Achievement
  Statistics

Data Analysis
Quantitative – SPSS
Qualitative – Content Analysis
About

This website is part of a research project entitled ‘Introducing Assessment and Feedback: A Framework for Engagement, Empowerment and Inclusion’. Its purpose is to provide information on the project, encourage discussion and disseminate project resources and outputs.

Funding for this project was awarded by the Centre for Higher Education Practice Development Fund (Round 5), University of Ulster. The Principal Investigator is Louise O’Boyle, Lecturer and Course Director of BDes Hons Art and Design (Foundation Year for Specialist Degree).

Project Website http://introducingassessmentandfeedback.com
TECHNOLOGY
"I very much like the system in place, it definitely does help inform me and give me confidence as it's a personal approach and therefore feels like the tutor actually cares. Thank you for being so."

"I have found the assessment rewarding and has kept my confidence in the practical work throughout. The tutors have been clear with their criticisms as well which has helped me improve for the forthcoming module"
IMPACT
Informed evolution of our tools, practices and approaches
References

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