New Initiatives to Enhance Assessment and Feedback Practices

Dr Anne Crook and Dr Julian Park

Objectives

- To provide an overview of the UK and Reading ‘feedback scene’
- To engage in discussion and activities related to feedback provision
- To outline the key challenges for staff and students
- To showcase two new resources developed at Reading

"Why bother, they're only interested in the grade"

"I don't get feedback in time"

"They don't ever read it or listen to what I'm saying"

"What does it mean?"

"They expect feedback the next day!"

"It's just so time consuming"

"It's not very helpful"

"I wish they'd ask me if they don't understand"

"I can't even read the handwriting"

"I'm always saying the same things…"

"I wish they'd see beyond the grade"

The UK Feedback Scene

- Important component of learning
- National Student Survey
- The Higher Education Academy
- Assessment and feedback-related CETLs
- National Union of Students http://www.nus.org.uk/en/Campaigns/Higher-Education/Assessment-feedback-/

Short Activity

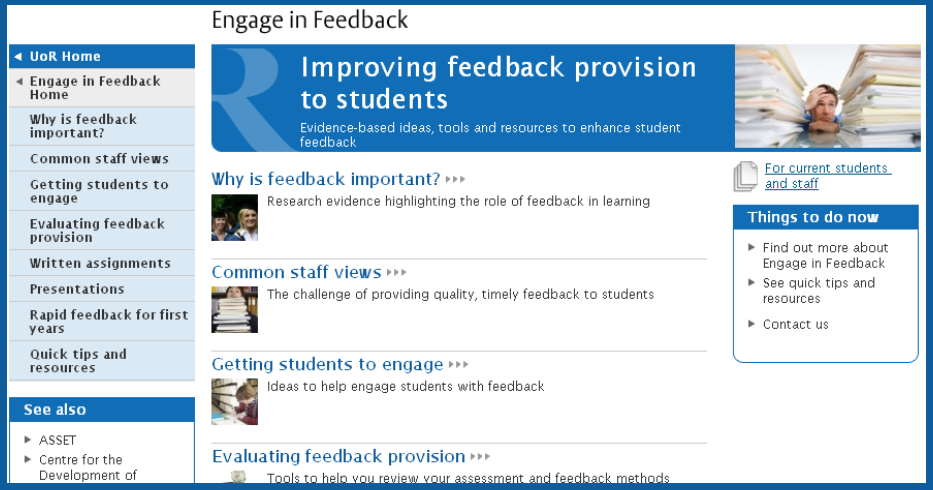
- Quick discussion in pairs about how long it takes to mark and provide feedback on three different types of undergraduate assessment:
  - **3,000 word 2nd year group project report**
  - **12,000 word final year dissertation**
  - **3 hour final year written examination script (e.g. 3 questions to mark)**

The Challenges at Reading

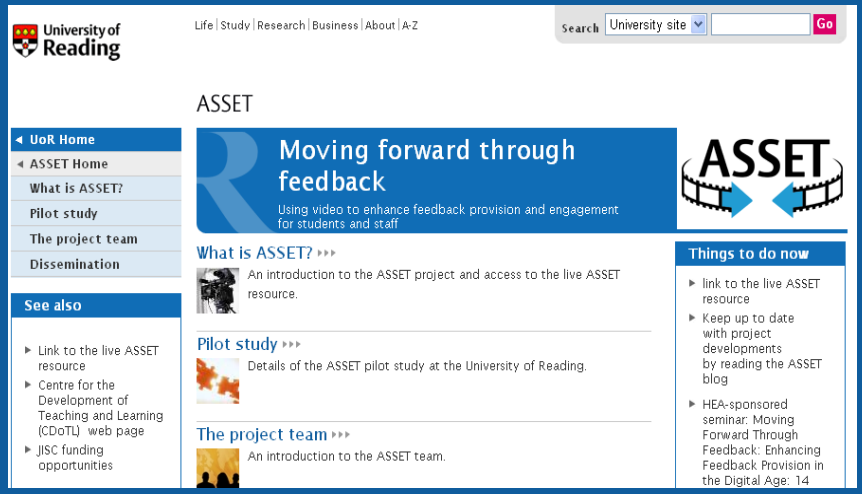
- Getting staff to provide consistently high quality feedback
  - **FEED FORWARD**
- Improving timeliness of feedback
- Getting students to engage with feedback and to use it in subsequent assignments
- Recognising the range of feedback!

Two New Online Resources

Engage In Feedback



ASSET



The Engage in Feedback Project

Project aims:

- To support staff in understanding what constitutes 'good' feedback
- To encourage staff to audit their feedback
- To provide resources and tips to help staff enhance feedback provision
- To encourage deeper student and staff engagement with feed-forward and feedback
- **http://www.reading.ac.uk/engageinfeedback**

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Staff | Student

Search University site Go

Engage in Feedback

- UoR Home
- Engage in Feedback Home
- Why is feedback important?
- Staff concerns
- Getting students to engage
- Evaluating feedback provision
- Feedback on written assignments
- Feedback on presentations
- Rapid feedback for first years
- Quick tips & links

Improving feedback provision to students

Why is feedback important? ▸▸▸

Research evidence highlighting the role of feedback in learning.

Staff concerns about Feedback ▸▸▸

The challenge of providing quality, timely feedback to students.

Getting students to engage ▸▸▸

Ideas to help engage students with feedback.

Evaluating feedback ▸▸▸

Tools to help you review your assessment and feedback methods.

Feedback on written assignments ▸▸▸

Specific advice on providing good quality, timely feedback on written assigments.

Feedback on presentations ▸▸▸

Guidance and tools for providing feedback on individual and group presentations.

Rapid feedback for first years ▸▸▸

Advice and resources to support rapid, effective feedback to first year students.

Quick tips and links ▸▸▸

Downloadable pages on strategies and methods to enhance the effectiveness of feedback.

About this website

- Find out more about this website.
- Contact us

What's new in feedback?

For the latest news and case studies about feedback see:-

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Evaluating feedback provision - University of Reading - Windows Internet Explorer

http://www.reading.ac.uk/internal/engageinfeedback/Evaluatingfeedbackprovision/efb-EvaluatingFeedbackProvision.aspx

Evaluating feedback provision - University of Reading

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See also

- Providing 'feed-forward'
- Principles for using self and peer assessment
- ASSET
- Centre for the Development of Teaching and Learning

Internal, open access

Evaluating feedback provision

Periodically evaluating the feedback you provide to students is an important task. This can be done by asking students, consulting with colleagues and by self-reflection. This will allow you to identify what elements of your feedback are working well and those areas where change(s) might be required.

- Comments from students
- Comments from your colleagues
- Self-reflection

For current students and staff

Things to do now

- Use the Engage in Feedback audit tool (PDF - 36KB)
- Fill in the Engage in Feedback audit tool checklist (PDF - 15KB)
- See quick tips and resources
- Contact us

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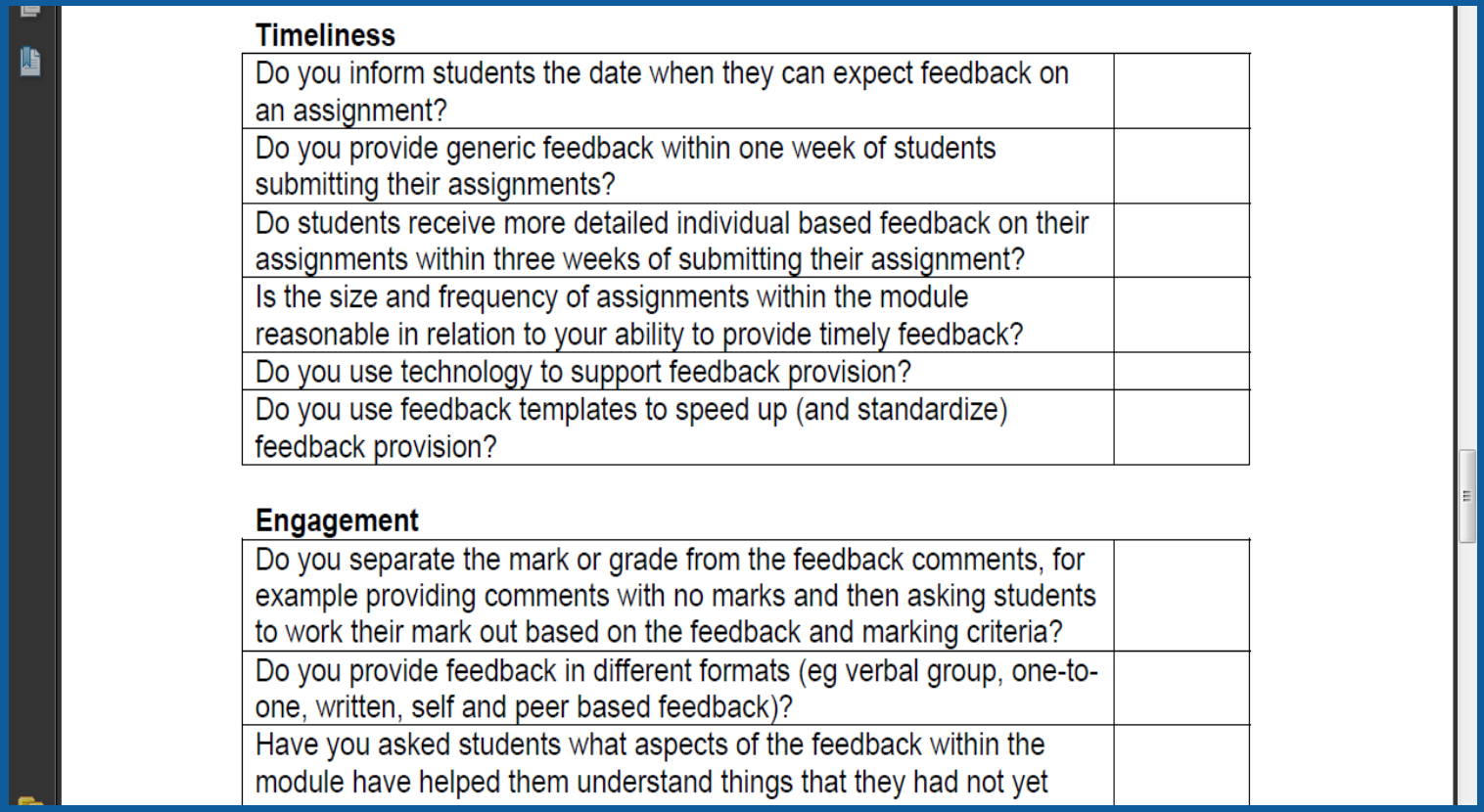
Feedback Audit Tool: A Short Interlude!



Timeliness

Do you inform students the date when they can expect feedback on an assignment?	
Do you provide generic feedback within one week of students submitting their assignments?	
Do students receive more detailed individual based feedback on their assignments within three weeks of submitting their assignment?	
Is the size and frequency of assignments within the module reasonable in relation to your ability to provide timely feedback?	
Do you use technology to support feedback provision?	
Do you use feedback templates to speed up (and standardize) feedback provision?	

Engagement

Do you separate the mark or grade from the feedback comments, for example providing comments with no marks and then asking students to work their mark out based on the feedback and marking criteria?	
Do you provide feedback in different formats (eg verbal group, one-to-one, written, self and peer based feedback)?	
Have you asked students what aspects of the feedback within the module have helped them understand things that they had not yet	

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Written assignments - University of Reading - Windows Internet Explorer

http://www.reading.ac.uk/internal/engageinfeedback/writtenassignments/efb-WrittenAssignments.aspx

Written assignments - University of Reading

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Written assignments

Essays and reports are a common form of undergraduate assessment. These can be difficult to mark and time consuming to provide feedback on. Essays and reports can allow the student to express their individuality and their depth of learning. However, the time involved in marking can make it difficult to provide good quality timely feedback, particularly to large classes.

For current students and staff

Things to do now

- Peter Barry on essay feedback in Times Higher Education, Oct 2008
- See quick tips and resources
- Contact us

Encouraging self-evaluation

The assessment process becomes much more transparent to students if they can gain a better idea of what is expected of them. Using 'feed forward' to make this clear and encouraging students to complete assignment 'checklists' prior to submitting their work, allows students to see how their efforts will contribute to intended learning outcomes and help make the subsequent feedback more effective.

- The LearnHigher website provides an excellent resource to support students' learning development during their degree. See their checklist for effective reports (PDF - 30KB)
- The Skills Opportunities at Reading (SOAR) website provides links to hints and tips to help students complete their work and gain transferable skills. See the written communication page for advice on writing essays, reports and other materials.

Related pages

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Engage in Feedback offers suggestions and advice on saving time without compromising on the quality of feedback given, including:

- Using self and peer assessment
- Using technology (audio/video/email/BlackBoard)
- Using feedback pro-forma

Quick Tips

Tools and tips that can be put into practice easily and quickly such as:

- Ten point guide to providing good quality feedback
- Tips on providing ‘feed-forward’ guidance to students

What's New in Feedback?

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Recent developments in feedback - University of Reading - Windows Internet Explorer

http://www.reading.ac.uk/internal/engageinfeedback/RecentDevelopmentsInFeedback/efb-RecentDevelopmentsInFeedbacl

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See also

- ASSET

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Recent developments in feedback

Check this page to keep abreast of recent developments in feedback provision.

- Enhancing Feedback to Students in the Sciences workshop. Dr Anne Crook and Dr Julian Park (25 March 2010, The University of Reading, internal audience only).
- Moving Forward Through Feedback: Enhancing Feedback Provision in the Digital Age An HEA-sponsored interactive seminar (14 April 2010, The University of Reading, internal and external audience). The seminar will explore a range of tools and methods for giving rapid and timely feedback in ways which stimulate and support students' learning in the 'digital age'.
- ASKe: Making peer feedback work in three easy steps! (PDF - 443KB) © ASKe (Assessment Knowledge exchange) Business School, Oxford Brookes University
- HEA Evidence Net © The Higher Education Academy
- Feedback turn around times (Word - 26.2KB) © Ian Scott, University of Worcester

For current students and staff

Things to do now

- Use the Engage in Feedback audit tool (PDF - 36KB)
- Contact us

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Using the Engage In Feedback Website

- To support staff development sessions
- To underpin University initiatives on assessment and feedback (School reviews)
- As a practical guide for staff to enhance individual feedback practices

The ASSET Project

- Explore the use of video for timely, quality feedback provision through the development of an interactive Web 2.0 resource, ‘ASSET’

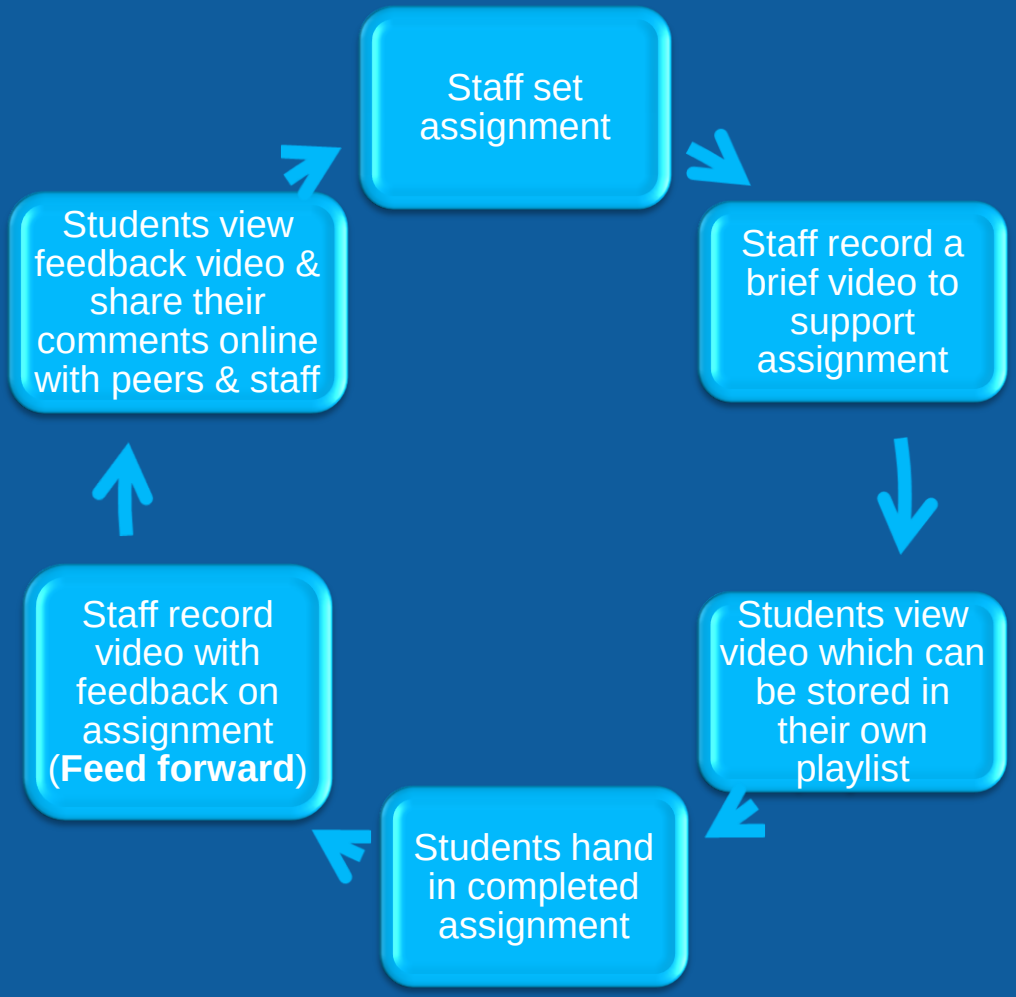
- Encourage deeper engagement of staff with feed-forward elements of feedback

- Enhance the feedback experience for staff and students

- 30 staff and over 500 students; range of disciplines

Professor Stephen Gomez

The ASSET 'Feedback Loop'



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www.reading.ac.uk/asset

ASSET

ASSET-live - Login - Microsoft Internet Explorer

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Address http://aaws1.rdg.ac.uk/scripts/login3.pl Go Links

Google Search Share Sidewiki Check Translate AutoFill Sign In

ASSET Moving forward through feedback

Welcome

Please use your network login.

Login

Username:

Password:

Login

What our users are currently watching...

Shirley Wi... (02:40)

Shirley Wi... (01:13)

Land Law W... (03:36)

Rating and... (00:33)

Reflection... (02:20)

Done Local intranet

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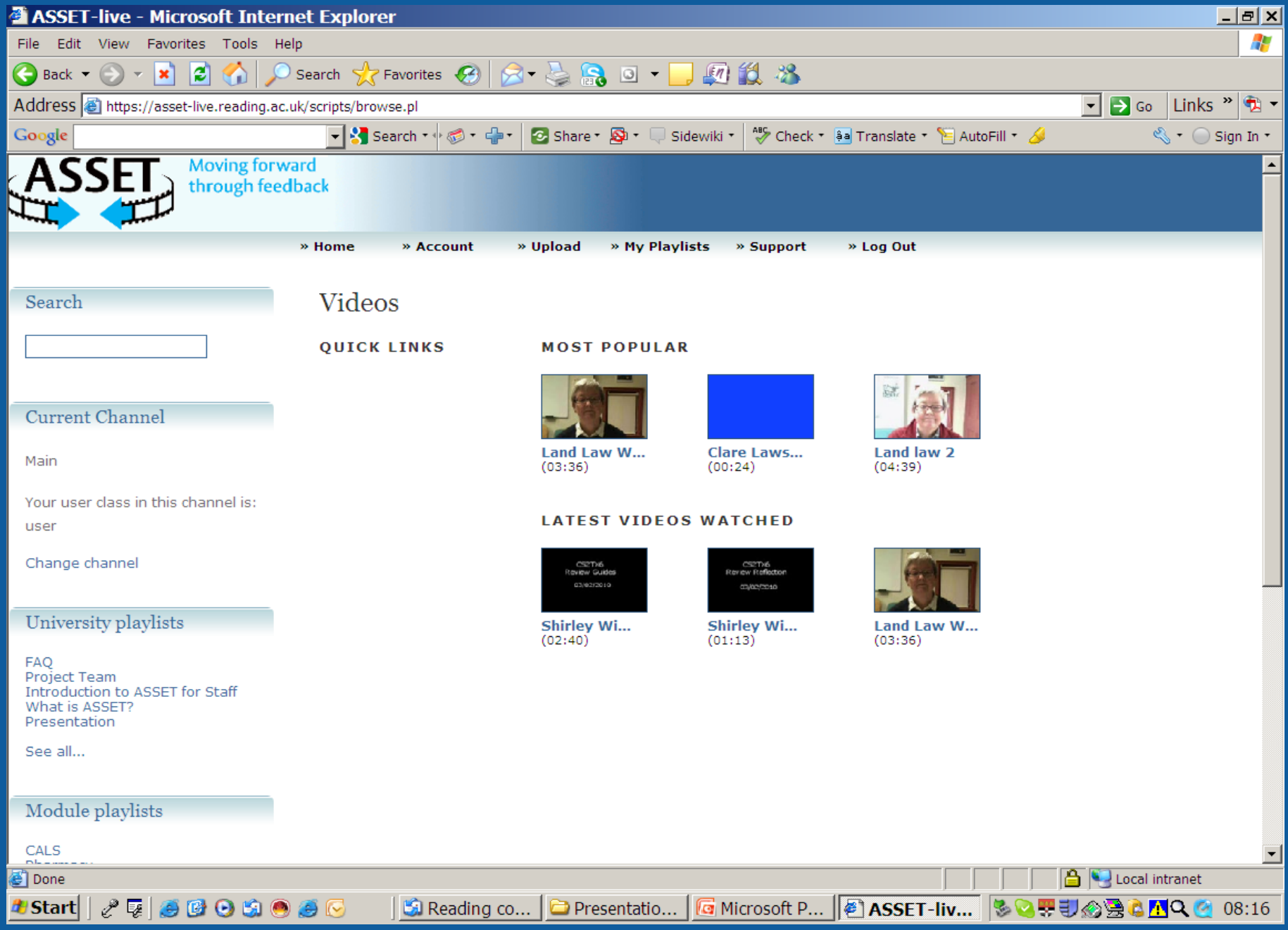
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Land Law W... (03:36)
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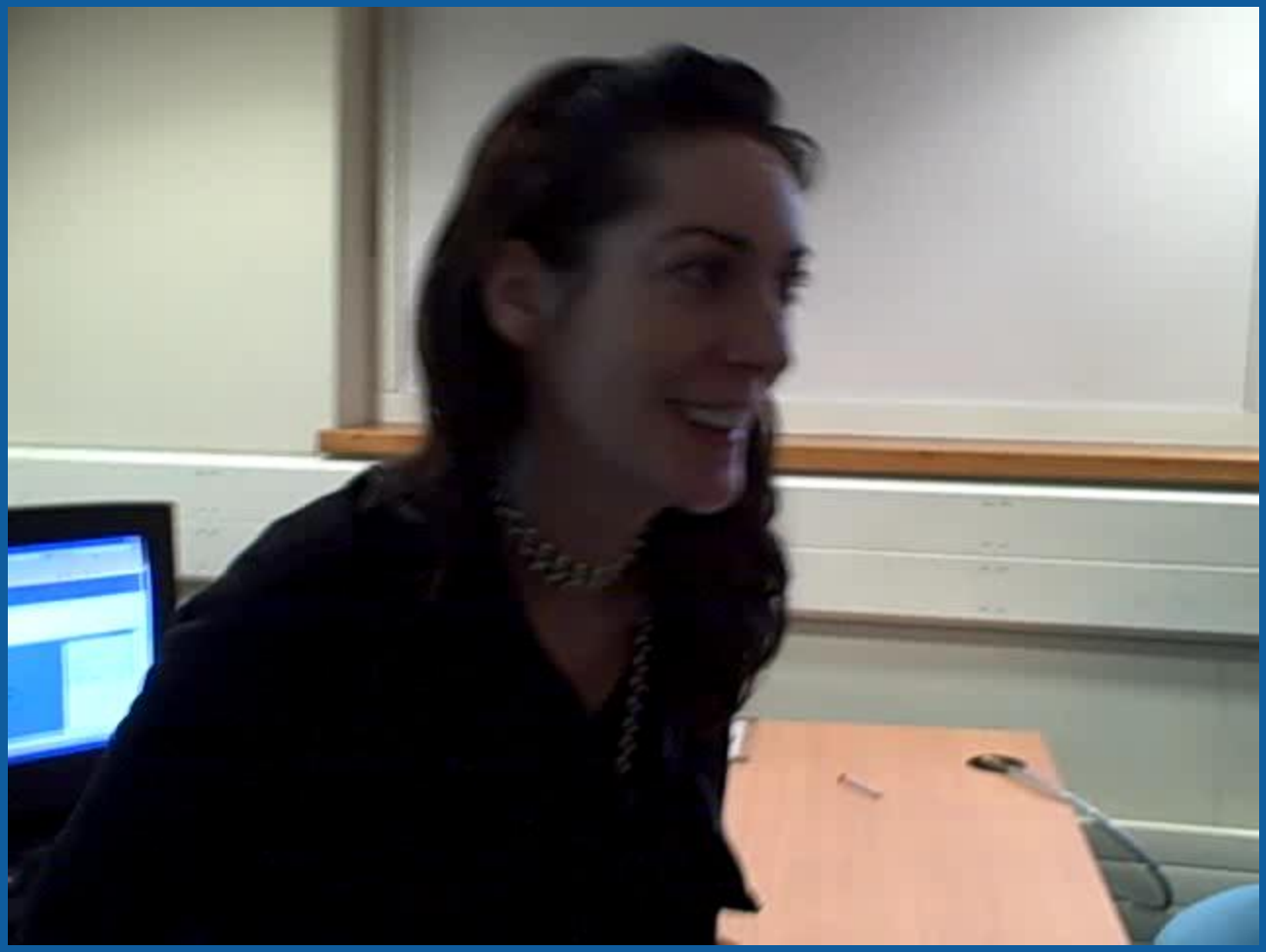
Evaluating The Use of Video Feedback

- Pre- and post-ASSET use online surveys and focus groups
  - Experiences of feedback
  - Potential challenges and advantages of using video
  - Feedback preferences
  - Changes in practice and levels of engagement



Dr Orla Kennedy

Future Plans

- Complete evaluation phase, data analysis & publications
- Project dissemination at national T&L events
- Sustainability at Reading and ‘Frameworks’ for use in other institutions
- Funding applications

Your Feedback!

Contacts and URLs

- Dr Julian Park j.r.park@rdg.ac.uk
- Dr Anne Crook a.c.crook@rdg.ac.uk
- ASSET www.reading.ac.uk/asset
- Engage in Feedback www.reading.ac.uk/engageinfeedback
- Engage in Research www.engageinresearch.ac.uk/
- Bioscience Horizons biohorizons.oxfordjournals.org/