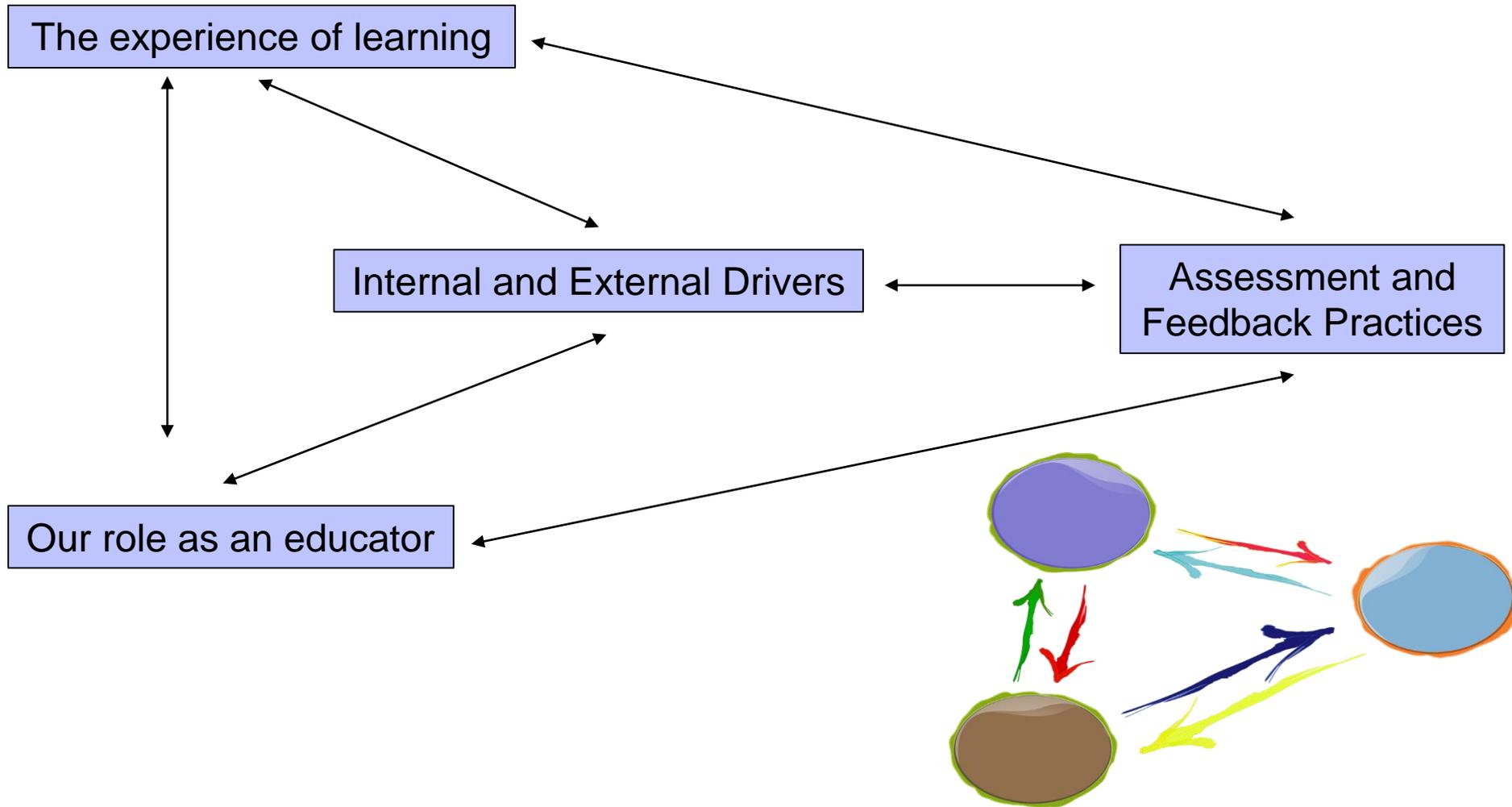


Exploring the personal experience of learning to enhance our assessment and feedback practice as educators

Alice Mongiello, Ann Tilbury
LTA: Transforming Assessment



An Overview of the Session



Pixabay: <https://pixabay.com/en/group-interaction-social-networking-35423/>

Learning: A Transformative Experience?



Discover Wildlife: <http://www.discoverwildlife.com/british-wildlife/how-does-caterpillar-turn-butterfly>

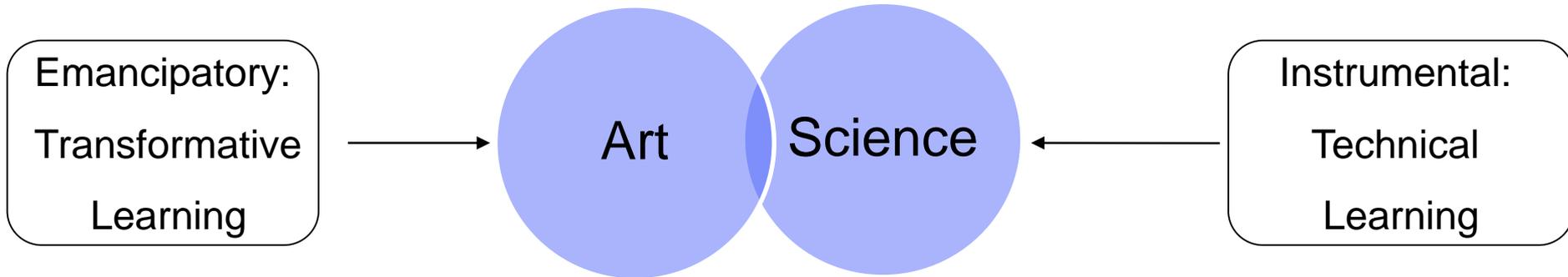
‘A dramatic change in the way a person experiences, conceptualizes and interacts with the world’ (Hoggan 2014:14).

An intellectual, affective, gut-level experience (Rogers 1995)

Reflecting on Our Experiences of Learning

What words/phrases do you
associate with learning?

Our Role as Educators: Positionality



....it is not really the discipline I teach which makes a difference, rather the hidden, alternative curriculum which is more important...Here I believe lies the real power in education....Here, real social change can be enabled (Luke).

Increasing knowledge and learning... equipping students with skills... qualifications for future careers...as well as areas such as increasing confidence and self-worth (Elizabeth).

We need to move beyond viewing education as a 'neck up' process.

Key considerations: Knowledge, Affect and Dialogue (Coker 2017)

Defining Our Role as Educators

What key attributes
define you as an
educator?

A System Driven by Metrics: Managing the Tension



Performance metrics: What's this all about <https://codeburst.io/performance-metrics-whats-this-all-about-1128461ad6b>

Assessment/Feedback Practices: Ripple in the Pond Effect



Pixabay: <https://pixabay.com/en/photos/ripples/>

Assessment/Feedback Practices: Let's be Creative

Peer Assessment

Feedforward v's
Feedback

Engage in Open
Dialogue

Timed Assessment

Blog

Quantitative Mark v's
Qualitative Comments

Power Point Presentation

Self Assessment

Poster

Avoid Silo Effect

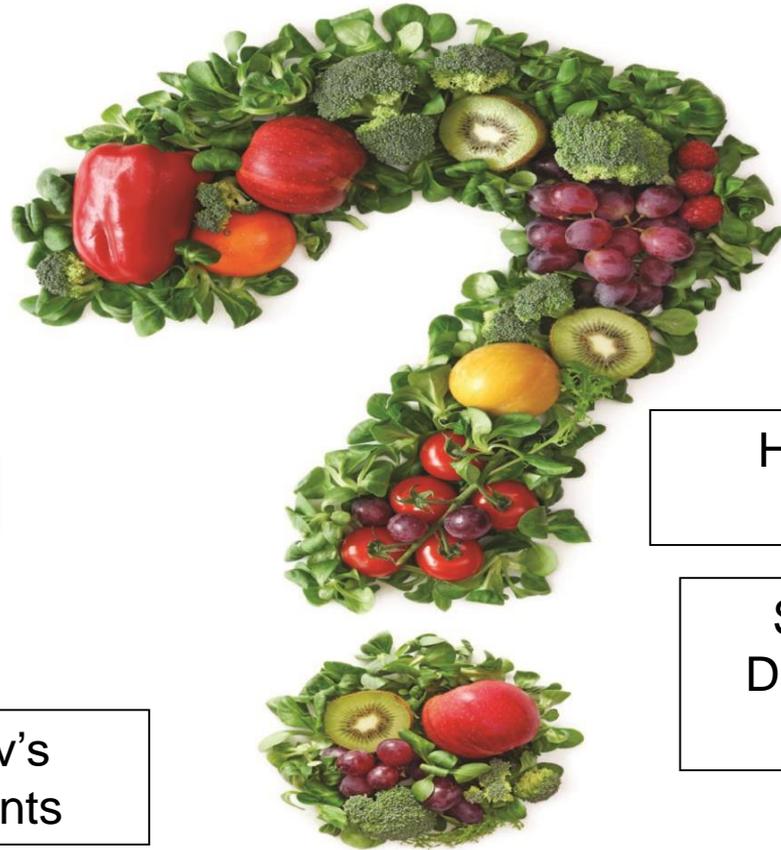
Wiki

Horizontal and Vertical
Approaches

Student Involved in
Defining Assessment
Criteria/Outcomes

Peer Review

Group Work



Resources on Assessment for Learning



Support Portal



This suite of resources has been developed by the Educational Development Unit to support staff in their learning and teaching with a particular focus on using technology to enhance the student experience. The sessions have been designed to address skills development requirements identified through working with staff across the partnership. It is anticipated that new sessions will be added as the need is identified.

The sessions have been structured around four core themes:

- learning environment;
- learning design;
- sourcing, creating and sharing
- multimedia.

The [Support Portal Guide](#) provides detailed breakdown of the learning

Although the sessions are structured and designed to be assessed when this estimate is based on reading and include time spent on practical applic

Assessment feedback and feedforward

Resources

- Introduction to Assessment feedback and feedforward
- Why reflect on practice?
- Tools for reflection
- In practice
- Assessment design
- Blackboard tools
- Bookshelf

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Assessment design

Assessment design

Evaluating understanding and progress, and providing constructive feedback are essential components of any course. Students need to know that they are 'getting it' and teachers need to know that their materials and practices are working.

Matching assessment design to the learning outcomes is a key step to ensure there is alignment between:

- your intended learning outcomes;
- student learning activities and
- the formative and summative assessment you require them to undertake.

Assessments should provide evidence that students have achieved the learning outcomes.

The method of assessment you choose should reflect the type of knowledge or behaviours described in the learning outcomes. So for example, if a learning outcome related to using a piece of technology, the learning activities and the assessment should involve "using" – so observation or peer review assessment could be an option. It would not be appropriate to ask the students to write about using the piece of technology. You would not be able to assess your students' use of the technology.

In the following pages you'll find more information on writing assessment criteria and questions, group work and reflective practice.

PDF versions

- A PDF version of this resource is available.
- A PDF version of the whole Assessment feedback feedforward resource is also available.

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Feedback: The Significance of Our Words

'A very good description of study.....The language used in this answer changes so I am concerned that your answer has not been presented completely in your own words.'

'You don't know me, but before I lose my college email, I feel I want to tell you this.....When I was in first year (in 2011) I handed in an assignment. In my feedback you said you believed I was capable of great things, and that I should go into next semester feeling confident.....

The only thing that mattered to me, that gave me sense of worth, was losing weight. But your words.....They sunk in.....They gave me a sense of worth that I needed.....So I agreed to go to hospital.....I got better, I recovered, and on Friday I will graduate.....I just wanted you to know the part you played in that, and sincerely thank you for helping me find my way out.'