



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Feedback as Dialogue

Assessment and Feedback for Learning Symposium
29th to 30th November 2018

Keith Smyth
Professor of Pedagogy

What we will explore...

- Picking up on Peter's points re: feedback...
- Picking up on Peter's point about authentic assessment...
- Exploring feedback as dialogue
- The national and institutional contexts
- Practical suggestions for engagement with feedback
- Examples from across the sector
- An invitation to you...



But first...

Q1) What would you define or describe as the purpose(s) of feedback?

Q2) What does good feedback do and for whom?



**What should good assessment
and feedback actually do?**



REAP (Re-engineering Assessment Practice)

Table 1: Principles of good assessment and feedback design (based on Nicol and Macfarlane-Dick (2006) and Gibbs and Simpson (2004))

Good feedback practice should:

1. help clarify what good performance is (goals, criteria, standards);
2. facilitate the development of self-assessment and reflection in learning;
3. deliver high quality information to students about their learning that helps them self-correct;
4. encourage teacher-student and peer dialogue around learning;
5. encourage positive motivational beliefs and self-esteem;
6. provide opportunities to act on feedback;
7. provide information to teachers that can be used to help shape their teaching (to student needs).

Effective assessment tasks should:

8. capture sufficient study time in and out of class;
9. distribute student effort evenly across topics and weeks;
10. engage students in productive learning activity;
11. communicate clear and high expectations to students.

Nicol and Draper (2009)



Authentic assessment



Some features of authentic assessment

- Are meaningful learning activities in their own right
- Involve using knowledge and working in ways that reflect the 'real world' for which learners are preparing
- Realistic representations of knowledge and phenomena
- Involve negotiation of tasks, approaches or solutions
- Require collaboration including with expert peers
- Involve producing authentic outputs and artefacts
- Opportunities for peer review and self-reflection



Open floor...

What do you 'feedback as dialogue' involves?

How do you use feedback as a dialogue in your own practice, or how have you seen other approach this?



Feedback as dialogue

- Focused on the nature of the learning process itself, and not just on the product or outputs of learning
- Encompasses negotiation relating to what is to be learned, methods and means of assessment, and of formal feedback
- Involves formative feedback opportunities
- Feed forward as a key feature
- Emphasises peer feedback, not just tutor feedback
- Enables clarification, shared and inner reflection, and action



National context



Feedback for Future Learning

Feedback for Future Learning

Feedback Principles @ GCU

Feedback Principles @ GCU

Feedback Principles @ GCU

There are feedback principles that apply to every GCU student, whether undergraduate, postgraduate, full-time, part-time, distance learning or work-based.

Student Information

GLASGOW CALEDONIAN UNIVERSITY AND STUDENTS' ASSOCIATION

The [Feedback for Future Learning](#) campaign was launched in 2010. This campaign encouraged students to engage with feedback through various workshops run by the University and Students' Association.

Part of this work included setting out **8 principles of feedback**, as follows:

1. dialogue
2. supportive of future learning
3. timely
4. related to clear criteria
5. accessible to students
6. a continuous process
7. Available on all forms of assessment
8. Flexible and suited to students' needs.

<https://www.gcu.ac.uk/futurelearning/feedbackprinciplesgcu/>

▼ A dialogue

Feedback should be based on discussion, face to face or online, between you, your fellow students and staff. This dialogue is an important part of your learning and also helps academic staff to shape their teaching.

▼ Supportive of future learning

Feedback should review your performance, your strengths and areas for improvement; should clarify what is expected of you academically and help to identify areas for further learning and development.

▶ Timely

▶ Related to clear criteria

▶ Accessible to all students

▶ A continuous process

▶ Available on all kinds of assessment

▶ Flexible and suited to students' needs

EVIDENCE FOR ENHANCEMENT

Our three-year Enhancement Theme, **Evidence for Enhancement: Improving the Student Experience**, launched in October 2017. The Theme will consider the information that is available within the Scottish sector to help us understand what we do well and what we could improve. We aim to identify any issues that will benefit from intervention, help prioritise interventions for the student experience, and evaluate the effectiveness of those interventions. This will include reporting on the ways in which the student experience is improving.

[How to get involved](#)

<http://www.enhancementthemes.ac.uk/current-enhancement-theme#>



Institutional context



Assessment feedback-feedforward policy and guidance

Assessment, Feedback and Feedforward Policy: This Policy is to be read in conjunction with the guidance document. The Policy and guidance applies to all HE provision.

Assessment feedback-feedforward policy

Use in conjunction with **Assessment feedback-feedforward - policy guidance notes**

<https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/assessment-feedback-feedforward-policy-and-guidance/>



Assessment, Feedback and Feedforward Policy

Feedback and feedforward

1. Formal written, audio or video⁵ feedback/feedforward from both markers (where applicable), together with the provisionally agreed mark, ⁶ should normally be returned within 15 working days following the submission deadline, although ideally it should be less to ensure that the feedback/feedforward informs subsequent work.
2. It is recommended that feedback/feedforward is returned electronically via UHI's core technologies. There are a variety of UHI core technologies that may be used, such as Blackboard's Assignment Tool and Turnitin's GradeMark library. MS Word 's "Insert comment" function may be used to add comments to a Word document.
3. Feedback/feedforward must consist of more than just a mark as students need to know where they lost marks and how they can improve. A grid may be used. Personalised feedback/feedforward must always accompany the use of a grid or stock phrases to avoid creating the impression that the process is mechanical and impersonal.
4. Wherever possible students should receive feedback/feedforward significantly in advance of the next coursework deadline per unit/module so that it will inform their next submission. With large cohorts this may require reconsideration of assessment timing.

Assessment Feedback and Feedforward

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](#)



'The question What Have You Learned?....' from Shutterstock



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[back to top](#)

<https://staffresources.uhi.ac.uk/assessment-feedback>



Assessment and feedback resource

Introduction

Course design and approval

Before you start teaching

Induction

During the semester

Approaching assessment deadline

Assessment deadline

Marking and feedback

References

Introduction

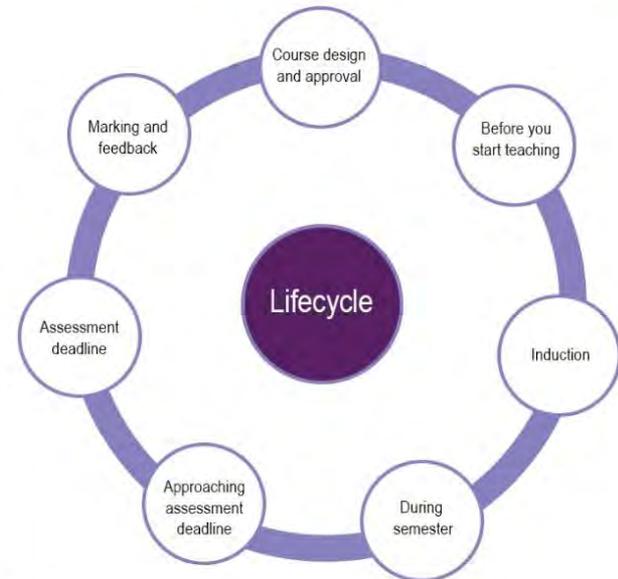
It may be helpful to review your assessment and feedback practice at key stages in a course lifecycle:

- course design and approval;
- before you start teaching;
- induction;
- during the semester;
- approaching assessment deadline;
- assessment deadline;
- marking and feedback.



PDF versions

- A [PDF version](#) of this resource is available.
- A [PDF version](#) of the whole Assessment feedback feedforward resource is also available.



Lifecycle diagram showing the seven key stages.





Evidence for Enhancement: Improving the Student Experience

Our institutional work is focused on three project strands:

- Linking evidence to learning
- Linking student representation to enhancement
- Linking feedback to progression



Linking feedback to progression

Overall aim

- Support student progression through innovative and effective use of assessment feedback

Specific aims

- Identify current best practice (internally and externally) in feedforward and feedback as dialogue to support engagement, reflection and progression
- Embed good practice guidelines and exemplars in current guidance and processes
- Inform and support staff in the development of their feedforward practices
- Embed ways of helping students to understand when they are receiving feedback
- Support students and staff in using feedback cumulatively and collectively to support student reflection and progression

Objectives

- Review extent to which current guidance, processes and procedures support feedback as dialogue and feed forward, and identify how enhanced practice can be supported
- Run pilot initiatives with 3-4 programme teams including: workshops in the use of feed forward with a focus on supporting student progression, and 'DDI' (Design, Develop, Implement) events
- Cascade and embed resources and other outputs from pilot initiatives
- Evaluate pilot initiatives; cascade and embed findings from these evaluations



Learning and Teaching Enhancement Values





Learning and Teaching Enhancement Strategy

2017 – 2021



Learning for employment

Learner choice and personalisation

Providing a connected learning experience

Evidence-based educational practice

Engaging our students as researchers

Assessment and feedback for learning

Active and creative use of technology

Integrated and sustainable teaching practice

Harnessing open education approaches

Supporting the student as an individual

Reflective practice and continuous improvement

Supporting professional development in L&T



Assessment and feedback for learning

Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.



Where possible assessment should go beyond testing knowledge, skills and understanding and instead present meaningful learning opportunities in the form of practical project work, designs, evaluations, research studies, creative outputs, and other real or realistic tasks and activities.

Formative feedback opportunities should be designed in to every unit or module, and provide students with guidance (to the group or the individual, through pointers or exemplars) which will allow them to gauge their progress and inform their future work.

Establish feedback as a dialogue that supports a student as they progress to each new stage of their studies, e.g. through having the student identify action points from their previous semester's feedback to discuss with their Personal Academic Tutor at the start of the new semester.



At your tables (and in the chat room)...

Share and discuss current practices, or ideas for future practice, that exemplify effective ways of using feedback specifically to help students to progress from one stage of their studies to the next

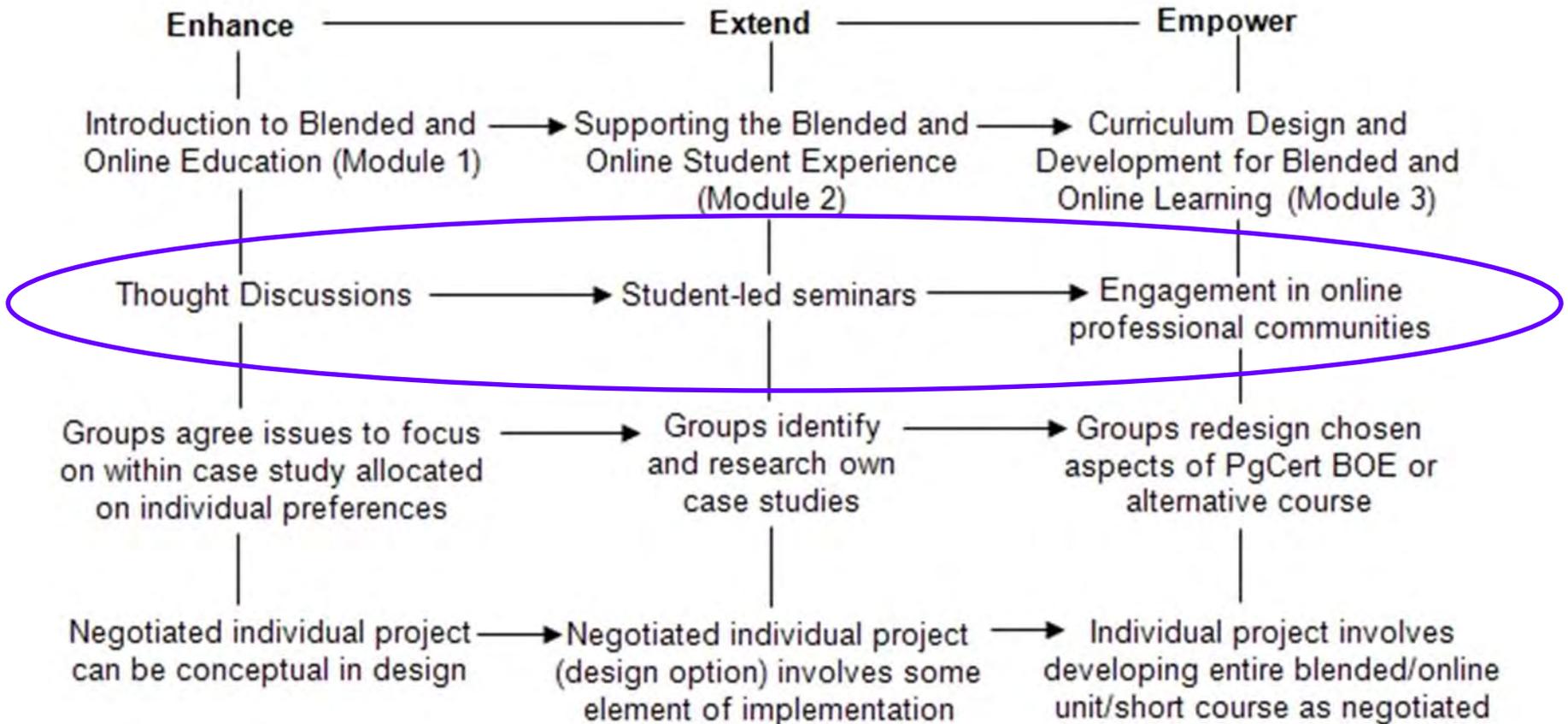
For those in the room, agree on one or two examples you would like to report back on



Structuring assessment and feedback to support progression across and beyond a programme of study



MSc Blended and Online Education



Enhance - Thought Discussions

WebCT Edinburgh Napier University My WebCT | Accessibility | Help | Log out

Build Teach Student View **EDU1100 Introduction to Blended and Online Education - [TR1 001 2011-2 EDU1100]**

Course Tools

- Course Content
- Announcements
- Assessments (H)
- Assignments (H)
- Calendar (H)
- Chat (H)
- Discussions
- Learning Modules (H)
- Media Library (H)
- Search (H)
- Web Links (H)
- Who's Online
- WebCT Student Help (H)

(H) = Hidden

Instructor Tools

- Manage Course
- Assessment Manager
- Assignment Dropbox
- Grade Book
- Group Manager
- Tracking
- Selective Release
- Grading Forms

Question 1. The recommended readings for Unit 2 put forward many reasons why technology as an enabler is and will continue to be important to the education sector. This includes the recommendations made in the HEFCE OLTf (2011) report and the role for technology envisaged by Stewart (2010) in discussing 'a classroom as wide as the world'.

To what extent do you agree that the adoption of technology for learning, teaching and wider educational purposes is generally a good thing? Drawing upon the readings mentioned above, are there any specific points you can make in relation to your own part of the sector (e.g. Schools, FE, HE, corporate training and development)?

Keith will be moderating the discussion around this question.

[View Drafts](#)

[Create Message](#)

Expand All Collapse All Display: [Threaded](#) [Unthreaded](#) [All](#) [Unread](#)

<input type="checkbox"/> Subject	Messages	Author	Date
<input type="checkbox"/> Points arising from the Report to HEFCE	6	ANNE WAUGH	20 September 2011 3:34 PM
<input type="checkbox"/> Back to Anne Re:Points arising from the Report to HEFCE		KEITH SMYTH	23 September 2011 1:22 PM
<input type="checkbox"/> Re:Back to Anne Re:Points arising from the Report to HEFCE		ANNE WAUGH	26 September 2011 12:24 PM
<input type="checkbox"/> Re:Back to Anne Re:Points arising from the Report to HEFCE		STEPHEN BRUCE	28 September 2011 11:20 PM
<input type="checkbox"/> Back to Anne and Stephen		KEITH SMYTH	30 September 2011 11:46 AM
<input type="checkbox"/> Re:Back to Anne and Stephen		ANNE WAUGH	30 September 2011 4:59 PM
<input type="checkbox"/> Some other thoughts	4	ANNE WILLIAMS	21 September 2011 11:42 AM
<input type="checkbox"/> My input	6	CRAIG DAVIES	23 September 2011 3:34 PM



Assessment

Submit choice of six discussion posts to be tutor-assessed against a set of criteria that emphasise quality of contributions:

Criteria A Well written and made in a timely fashion

Criteria B Relevant to general themes of Thought Questions

Criteria C Draw on other participants' responses in a constructive way

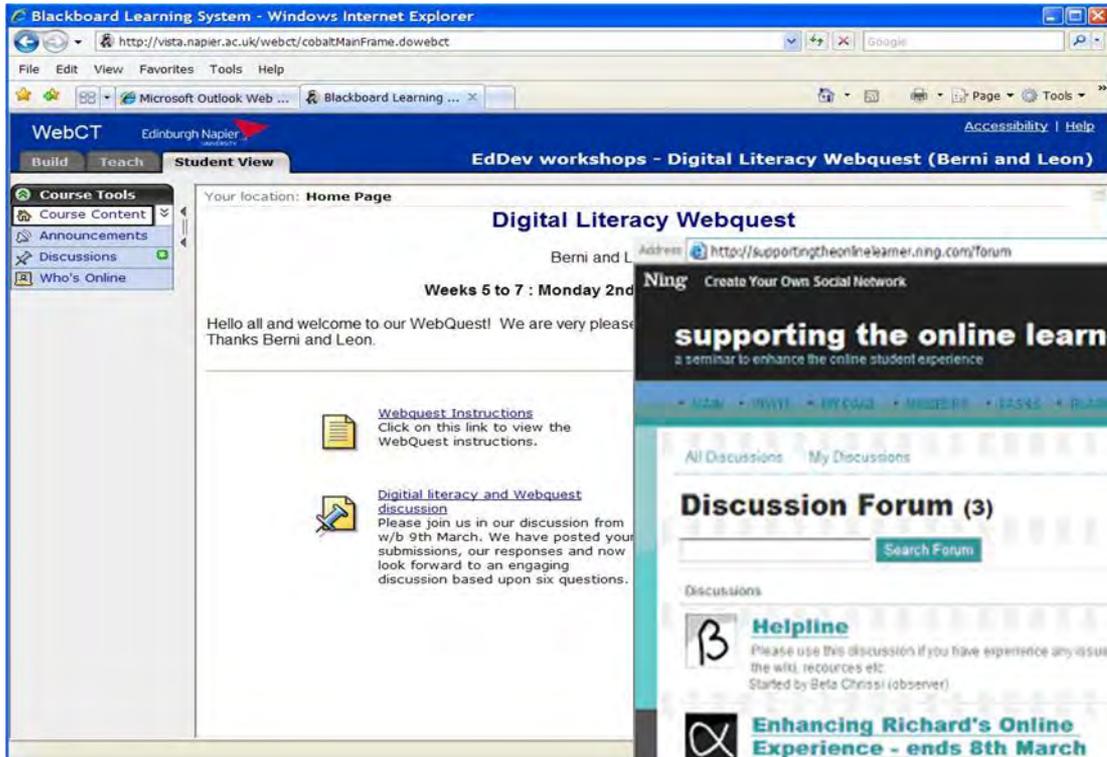
Criteria D Demonstrate evidence of critical analysis and exploration of concepts and ideas relevant to the general themes of the Thought Questions

Criteria E Supported where relevant by good use of current literature

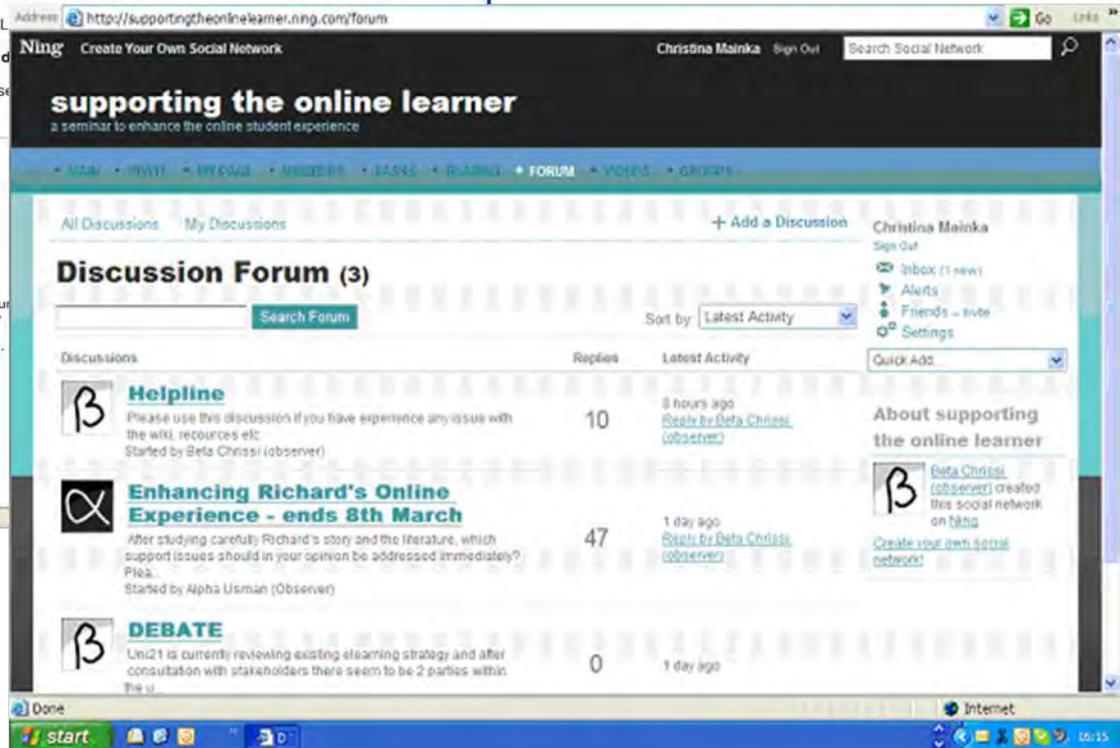
Reflective piece that identifies areas for further learning



Extend - student-led seminars



The screenshot shows the Blackboard Learning System interface in a Windows Internet Explorer browser. The address bar displays <http://vista.napier.ac.uk/webct/cobaltMainFrame.dowebct>. The page title is "EdDev workshops - Digital Literacy Webquest (Berni and Leon)". The main content area is titled "Digital Literacy Webquest" and includes a welcome message: "Hello all and welcome to our WebQuest! We are very pleased to have you here. Thanks Berni and Leon." Below the message are two links: "Webquest Instructions" and "Digital literacy and Webquest discussion". The left sidebar contains a "Course Tools" menu with options like "Course Content", "Announcements", "Discussions", and "Who's Online".



The screenshot shows the Ning social network interface in a browser. The address bar displays <http://supportingtheonlinelearner.ning.com/forum>. The page title is "supporting the online learner" and the subtitle is "a seminar to enhance the online student experience". The main content area is titled "Discussion Forum (3)" and lists three discussions:

Discussions	Replies	Latest Activity
Helpline Please use this discussion if you have experience any issue with the wiki, resources etc. Started by Beta Christi (observer)	10	3 hours ago Reply by Beta Christi (observer)
Enhancing Richard's Online Experience - ends 8th March After studying carefully Richard's story and the literature, which support issues should in your opinion be addressed immediately? Please. Started by Alpha Usman (Observer)	47	1 day ago Reply by Beta Christi (observer)
DEBATE Uni21 is currently reviewing existing learning strategy and after consultation with stakeholders there seem to be 2 parties within the u	0	1 day ago

The right sidebar shows the user profile for "Christina Mainka" and a "Quick Add" section with a link to "Create your own social network".



Assessment

Seminars are assessed through a combination of self assessment and peer review, designed to give participants self-reflective and peer feedback they can draw upon

Criteria include:

Seminar design (including criteria relating to clarity and purpose of seminar objectives, quality of resources)

Supporting peer interaction and encouraging critical thought



Empower – joining professional communities

The screenshot shows a Wikispaces page for 'professionalcommunities10-11'. The page has a green header with navigation links: 'smythkrs', 'My Wikis', 'My Account', 'Help', 'Sign Out', and 'wikispaces'. Below the header is a navigation bar with tabs: '★ PC Directory', 'PAGE', 'DISCUSSION (21)', 'HISTORY', 'NOTIFY ME', and 'EDIT'. On the left side, there is a sidebar with links: 'New Page', 'Recent Changes', 'Manage Wiki', a search box, and a list of pages including 'Home', 'Eliminate Session Questions', 'Groups Page', 'PC Directory', 'PC Examples', and 'Directory_submission_example'. The main content area is titled 'Professional Communities Directory' and contains a section for 'Contributer Guidelines' with a bulleted list of instructions. Below the guidelines is a link to an example submission. A red text block contains a message from Colin: 'Thanks for the contributions so far folks! Remember to check the discussion area for this page (click the discussion tab at the top) as that's where I'll be posting feedback and questions on this task. I'd also welcome updates on how you're getting on with the communities in there as we go. Thanks! Colin'. Below this is a section for 'Classroom 2.0 - Usman Arshad' with a link to his website and a paragraph describing the community. The bottom of the page features a purple logo.

professionalcommunities10-11

★ PC Directory PAGE DISCUSSION (21) HISTORY NOTIFY ME EDIT

New Page
Recent Changes
Manage Wiki
Search
Home
Eliminate Session Questions
Groups Page
PC Directory
PC Examples
Directory_submission_example

Professional Communities Directory

Contributer Guidelines

- First come first serve.....!
- Avoid joining a community already featured in the directory
- Always add new entry after previous contributor's entry
- Begin entry by listing the name of the professional community followed by relevant URLs and a description. Add your name. Save!
- Revisit entry at any time.
- Do not worry about formatting. The module tutors will format the final document.
- Do not deliberately edit any entry other than your own. Notify the tutors immediately in WebCT's Problems Forum of unintentional deletes. These can normally be traced and resolved with the help of the History page.
- Begin below the horizontal rule by selecting 'edit' from the top right.
- Enjoy

[Please have a look here for an example submission.](#)

Thanks for the contributions so far folks! Remember to check the discussion area for this page (click the discussion tab at the top) as that's where I'll be posting feedback and questions on this task. I'd also welcome updates on how you're getting on with the communities in there as we go.
Thanks! Colin

Classroom 2.0 - Usman Arshad

<http://www.classroom20.com>

Classroom 2.0 had originated from America and the target audience is those *interested in Web 2.0 and Social Media in education.* I joined this community to share and explore design and development ideas and techniques, what's possible with the many existing and new educational technology tools. I also wanted to explore the new and unique educational technology trends that are practiced around the globe. Furthermore it is a very populated and active community and would be beneficial more quality responses would be posted to my or any other discussions and comments.

The website's key tools are the discussions board which is sorted into categories. There are many different groups formed within the community; such as those interested in Twitter as a learning tool, beginners in this field, those who's focus is K12 audience etc. [Eliminate Live sessions](#) occur every day, such examples are: Sundays 'educational technology news and resources', Tuesdays guests discuss certain topics, Thursdays topic chosen by members, Fridays discuss effective online teaching and learning practices with guest interviews.



Assessment

Part I. Did the participant post the details of at least one online supported professional community to the Professional Communities Wiki by the deadline? Did they include the requested information (i.e. community origin, reason(s) for joining, target audience, selection of topics recently discussed, usefulness/benefit to participant)

Part II. Online presentations. With criteria covering whether the participant addressed key questions, and evidence of critical engagement in the chosen Professional Community



Ensuring learners value and act upon feedback



Feedback realities

Students don't always read written feedback

Students don't always act upon the feedback they receive

Providing good feedback can be time consuming and repetitive

Quality of feedback can vary

The development of wider skills is not always addressed



Some ways to address them

Present feedback in more interesting and engaging ways

Require students to do something with their feedback, within a specific and ideally limited timeframe

Archive feedback. Use feedback on a 'first run' of an assessment to provide an FAQ for next cohort

Consider group formative feedback that allows students to 'place' themselves and their own work

Ask students to define their feedback requirements



Feeding back on feedback

General comments on overall portfolio submission

Do heed the point relating to defining concepts properly. Otherwise well done on a good second submission and successfully completed Module 1.

Your reflection and comments:

Lesson plan was a good exercise and as my reflective essay confirms, I am learning from my (often simple!) mistakes. I enjoyed preparing the teaching materials and am pleased to see they have received positive feedback.

From my module descriptor critique I can see that I need to look at defining terms more clearly (this was also a comment in my submission one feedback, and I should have acted more directly on this for this time around). I see that I seem to be jumping straight into talking about the detailed examples and assuming learning theories as givens, rather than explaining the concepts and ideas I am bringing in to support my own points. I will bear this in mind for the next module and try to structure work in a more logical fashion to demonstrate what I have learned, and make stronger links between theory and practice.

Your signature

[Redacted signature]

Portfolio submission Satisfactory/Unsatisfactory



Integrated and programme focused assessment



Programme Assessment Strategies

Welcome to the PASS project

1 October 2009 - 31 October 2012

Funded by the HE Academy's NTFS project strand, this project aimed to confront a fundamental issue for every HE course/programme leader: how to design an effective, efficient, inclusive and sustainable assessment strategy which delivers the key course/programme outcomes.

- [A short guide to Programme Focused Assessment \(pdf\)](#)

Latest news:

- We can still deliver PASS [workshops](#) during the 2012/13 academic session.
- [ASKe](#), Oxford Brookes are conducting an [evaluation](#) of the impact of PASS workshops - report due July 2013 - can you help?.

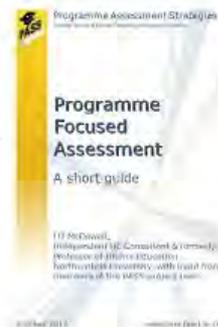
The Project Team

The original [project team](#) included 5 National Teaching Fellows from 6 universities (including 2 assessment-focused Centres of Excellence for Teaching & Learning (CETLs): ASKe and Assessment for Learning). The geographic location of team members presented several challenges; however, we made extensive use of virtual meeting places for our team meetings and limited our face to face project meetings to just 5 over the course of the project.

What we set out to do

Focusing on programme level assessment, the project sought to redress the current imbalance where assessment issues are primarily investigated and discussed at module/unit level by providing evidence-based guidance and exemplars/examples to help programme leaders develop and implement effective programme focused assessment strategies. Our [position paper](#) (pdf) sets out the case for Programme Focused Assessment and our progress through the project is outlined on the [Project Overview/Reports](#) page.

Our original plan was to have one year of development and investigation and two years of implementation. However, our first round of [work packages](#) found so little evidence of Programme Focused Assessment that we had two years of development and investigation and one year plus of implementation. We were pleased that the Higher Education Academy granted a short extension to the project.



Partner institutions



Contact us

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<http://www.pass.brad.ac.uk/index.php>



TESTA

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Contact Us

If you have any questions please contact:

testa@winchester.ac.uk

Newsletter

Welcome to TESTA

Transforming the Experience of Students through Assessment (TESTA) is a £200,000 National Teaching Fellowship project on programme assessment, funded by the Higher Education Academy, led by the University of Winchester (2009-2012).

TESTA conducts research on eight programmes in four partner universities to map assessment environments, develop interventions and evaluate them. It works with academics, students and managers - and for students, academics and managers - to identify study behaviour, generate assessment patterns to foster deeper learning across whole programmes, and debunk regulatory myths which prevent assessment for learning.



Search

Latest News

- [TESTA at UCL](#)
- [TESTA to India](#)
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Quick Links

- >> [Events](#)
- >> [Research Toolkit](#)
- >> [Project Summary](#)
- >> [Publications](#)

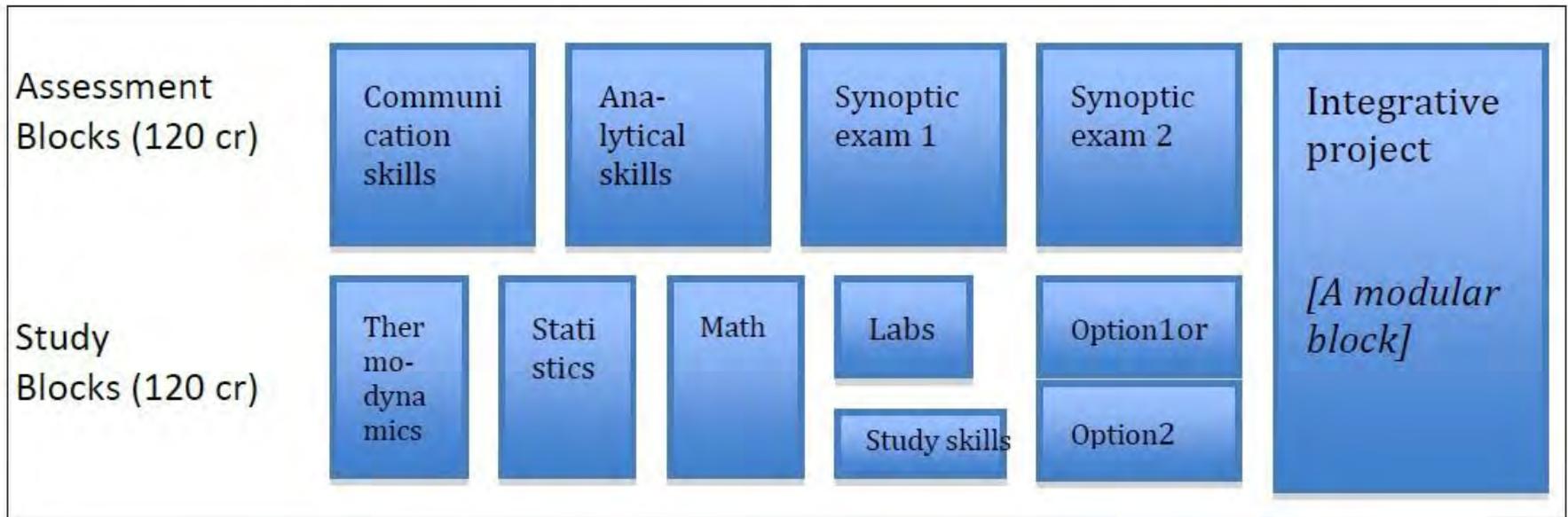
Funded By



<http://www.testa.ac.uk/index.php/>



Brunel University (PASS case study)



<http://www.pass.brad.ac.uk/brunel-case-study-handout.pdf>



Vertical and horizontal projects



University of Strathclyde Glasgow

VIP Student Information
VIP Staff Information
VIP Projects

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UK University of the Year

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Home > Cross-Functional Work > Vertically Integrated Projects (VIP) information for Students > VIP Staff Information



VIP Staff Information

VIP INFORMATION FOR STAFF

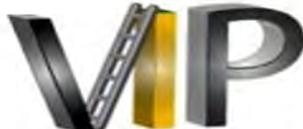
The Vertically-Integrated Projects (VIP) concept is a new undergraduate education programme which is currently being introduced within University of Strathclyde. VIP will operate in both research and development contexts. Undergraduate students who join VIP teams will earn academic credit for their participation in projects that assist academic staff and postgraduate students with research and development issues in their areas of technical expertise. All teams will be:

- **Multidisciplinary:** drawing students from across engineering and around campus;
- **Vertically-integrated:** maintaining a mix of first year undergraduate students through to PhD students each semester; and
- **Long-term:** each undergraduate student may participate in a project for up to three years whilst PhD students may take part during the whole duration of their graduate career.

The continuity, technical depth and disciplinary breadth of these teams are intended to:

- Provide the time and context necessary for students to learn and practice many different professional skills, make substantial technical contributions to the project and experience many different roles on a large design team.
- Support long-term interaction between the graduate and undergraduate students on the team. PhD students will mentor the undergraduates as they work on the design projects embedded in the research of PhD students.
- Enable the completion of large-scale design projects that are of significant benefit to the research programmes of faculty members.

VIP is based on the VIP programme developed by Prof Ed Coyle at Georgia and Purdue Universities. For more information on the projects offered in Georgia Tech's VIP please see <http://vip.gatech.edu/index.html>



@ STRATH

Useful VIP Documents

- [e-Stadium VIP Team Flyer](#)
- [Paper: Evaluation of Georgia Tech VIP Teams](#)
- [VIP Presentation from Prof Ed Coyle](#)
- [VIP Application Form for Academic Staff](#)

VIP Contact Details

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<http://www.strath.ac.uk/viprojects/>



Going back to this...



Assessment and feedback for learning

Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.



And this...



Linking feedback to progression

Overall aim

- Support student progression through innovative and effective use of assessment feedback

Specific aims

- Identify current best practice (internally and externally) in feedforward and feedback as dialogue to support engagement, reflection and progression
- Embed good practice guidelines and exemplars in current guidance and processes
- Inform and support staff in the development of their feedforward practices
- Embed ways of helping students to understand when they are receiving feedback
- Support students and staff in using feedback cumulatively and collectively to support student reflection and progression

Objectives

- Review extent to which current guidance, processes and procedures support feedback as dialogue and feed forward, and identify how enhanced practice can be supported
- Run pilot initiatives with 3-4 programme teams including: workshops in the use of feed forward with a focus on supporting student progression, and 'DDI' (Design, Develop, Implement) events
- Cascade and embed resources and other outputs from pilot initiatives
- Evaluate pilot initiatives; cascade and embed findings from these evaluations



Can we work with you...

To help explore approaches to feedback as dialogue, perhaps in the context of programme assessment?

Would you be interested in being one of the programme teams we work with as we progress the 'linking feedback to progression' strand of the current Enhancement Themes work?



If so...

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