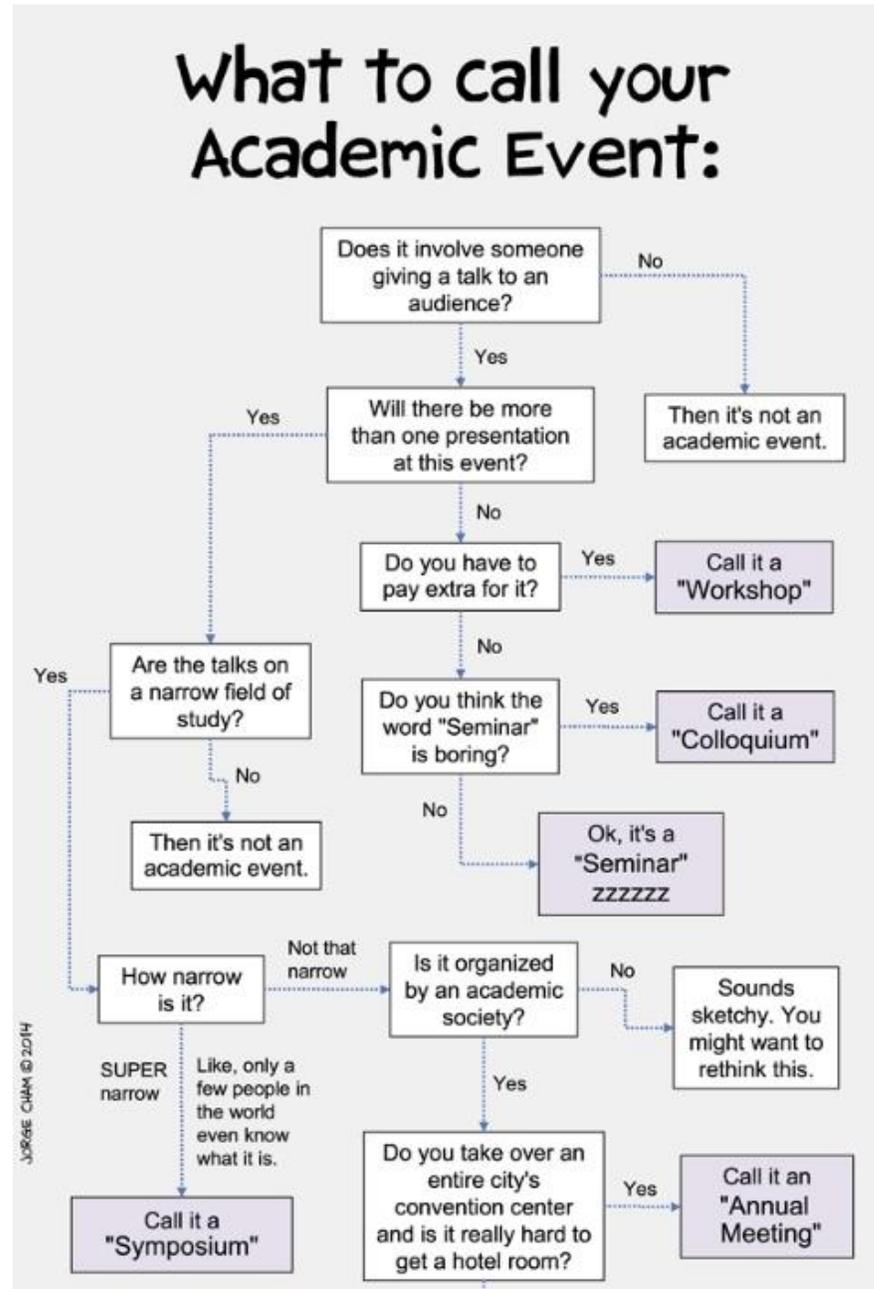


Assessment and feedback symposium

University of the Highlands and
Islands

04-05 March 2020



Assessment and feedback symposium, 04-05 March 2020



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

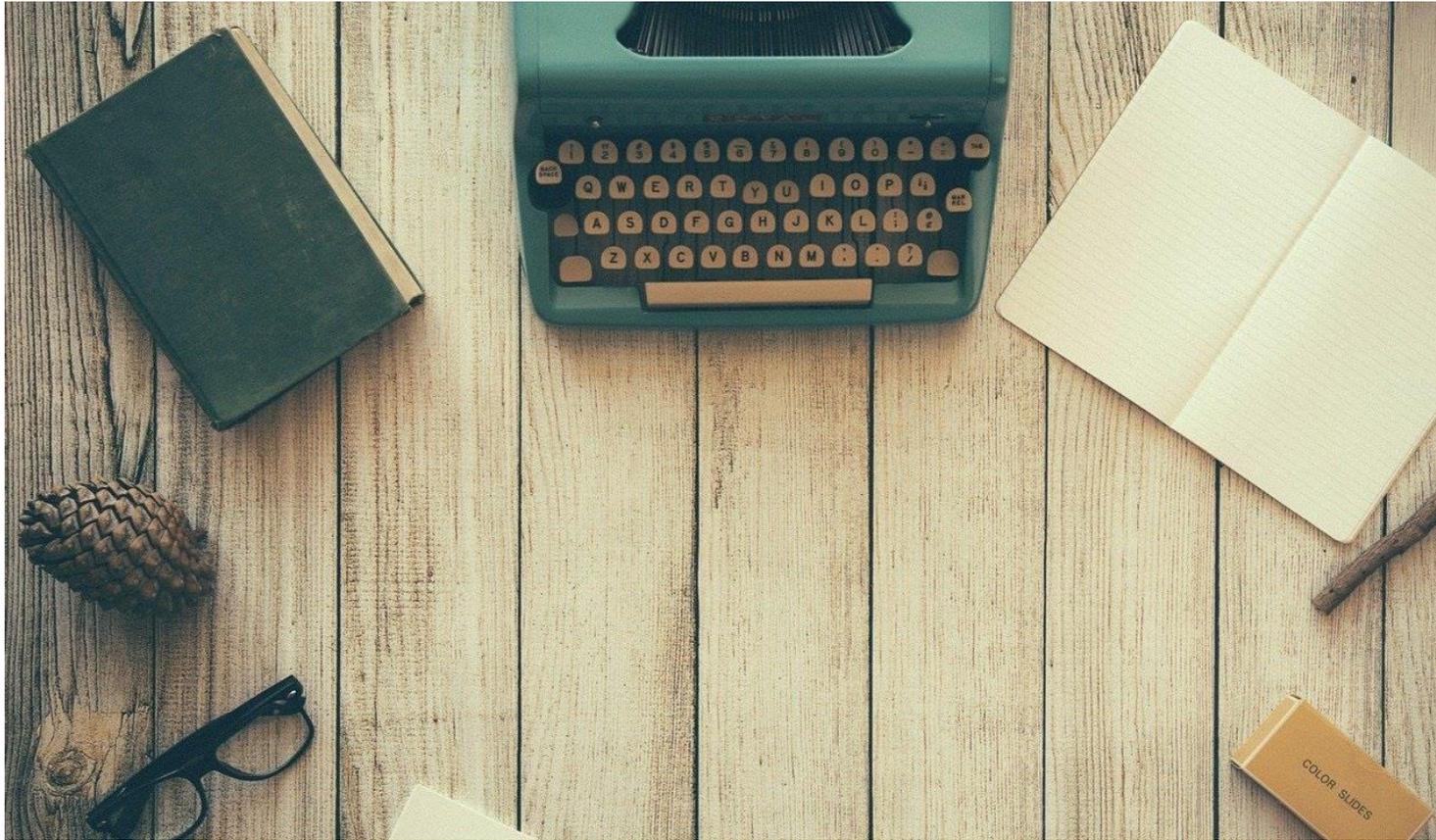
Learning and
Teaching Academy
Acadamaidh Ionnsachaidh
is Teagaisg

Welcome and introduction

Dr Heather Fotheringham, Evidence-Based Enhancement Lead, Learning and
Teaching Academy

The influence of assessment

- “The feedback from tutors has always been to a high standard and has encouraged my academic growth. Moreover, it has helped me gain more confidence in my own abilities with detailed reports of where I went right.”
- “Feedback is always quite detailed but some tutors seem to go even the extra mile with that with many comments that are encouraging as well as explaining clearly how to do a little better next time.”
- “Sometimes marking can be late. Sometimes assessments do not come with exemplars, whilst other does, which means there can be a lack of continuity for assessment material between modules.”
- “There is a lack of academic understanding by most students when it comes to the layout and specific content of the assessments. Many students struggle with certain aspects, as they have never been taught the specific techniques by lecturers. Therefore, students are being assessed on their knowledge of a subject while also trying to teach themselves the writing technique in order to pass the assessment.”



'if you are under pressure then you will just concentrate on passing the course (...) one subject I wasn't very good at I tried to understand the subject and I failed the exam. When I re-took the exam, I just concentrated on passing the exam (...) I still don't understand the subject so it defeated the object in a way'

From Gibbs, 1992: 101

The 'hidden curriculum'



Learning and Teaching Enhancement Strategy

2016/17 – 2020/21

Version 2.0 (December 2019 revision)



When assessment supports learning



Sufficient feedback is provided (frequency and detail)



Feedback is timely



Feedback is appropriate to the purpose of the assignment and criteria for success



Sufficient assessment tasks are provided ('time on task')



Tasks involve a productive learning activity

Five principles

- Authentic
- Accessible
- Appropriately automated
- Continuous
- Secure

Jisc

**The future of
assessment:
five principles,
five targets
for 2025**

Spring 2020

References

Gibbs, G. (1992) *Assessing More Students*. Oxford: Oxford Centre for Staff Development

Gibbs, G. and Simpson, C. (2005) 'Conditions under which assessment supports students' learning'. *Learning and Teaching in Higher Education*, 1: 3-31

JISC (2020) *The future of assessment: five principles, five targets for 2025*. Bristol: JISC

Miller, C. and Parlett, M. (1974) *Up to the mark: a study of the examination game*. Guildford: SRHE

Snyder, B. R. (1971) *The Hidden Curriculum*. Cambridge, MA: MIT Press