EXCELLENCE in MIND and BODY

northumbria UNIVERSITY

Assessment and Feedback For Learning: Engaging Students and Getting Them To Reflect

Case Studies

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Designing Engaging Assessment

- Agree with students assessment is central to their learning
- Designing assessments as integral
  - Authentic and relevant
  - Opportunities to “fail without cost” (risk- free)
  - Formative feedback essential
- Incorporate assessment dialogues in sessions

Assessment Dialogues

Enhancing Student Engagement with Assessment Feedback: Case Studies

Assessment Mode	Feedback Mechanisms	Engagement Format
Mock Take Home Exam (Wk 8) (0%) N=30 Yr3	eLP Discussion Board (2 week period) Marking Workshop (seminar)	Q1 Peer assessment (*) (“best” definition) Q2 Self-assessed (model answer) Q3 Peer feedback and tutor comments (*) (presentation 4 random groups)
		(*) negotiated tutor feedback
Presentation on proposed action research (WK9) (20%) N=50 Yr2	Seminar peer Feedback Lecture tutor marks and feedback	Content analysis of feedback Identify themes/categories (general) Specific to own presentation and estimate grade

Lessons Learnt: Reflections on Assessment Dialogues

Students

- Immediacy of feedback is crucial
- Stimulates questions and self-evaluations
- Relevance to on-going assessment (feed-forward)
- Impacts on study habits
- "Raises the bar"

Tutors

- Engages students in subject matter and learning
- Clarifies general expectations
- Clarifies specific marking criteria
- Narrows perception gaps
- Makes assessment process transparent