

Title: **Assessment Feedback for Feeding Forward: sharing good practice across disciplines**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Share and find out about practices and issues on assessment feedback in other institutions, as well as how these can be addressed.
- Develop potential case studies of good practice in assessment feedback by looking at their own good practice.
- Collect contextualised examples of good practice which they could bring back to their departments and share with their colleagues.
- Use and/or transmit findings of our project so far, should they find similarities with their own higher education context.

Session Outline

Key issues to be addressed are:

Assessment feedback; student guidance; issues with the practice; good practice.

The Assessment Feedback Project is part of INSPIRE's programme of developing teaching, learning and assessment practice in Anglia Ruskin University with a view to addressing the need for an informed, consistent and appropriate approach to giving student feedback. Race (2008, 4) affirms that academic staff are aware of reasons why their feedback to students is not effective and how they could improve it. Furthermore, this does not mean that tutors are solely responsible for the provision and effectiveness of assessment feedback. Nicol and Macfarlane-Dick (2004, 1) stress that feedback is not exclusively produced by teachers, but feedback comes in various forms and may be produced by peers, tutors and from self-assessment (Race, 2008, 8). Moreover, support from wider institutional structures is significant for assessment feedback to be successful, just as much as research and theorisation are required in this area (Sadler, 1989; Yorke, 2003).

To date we have carried out two stages of the Project. In stage 1, we reviewed examples of *good* written feedback practice from the samples of assignments normally kept for QAA purposes, academic year 2005/06. We worked closely with the Student's Union who invited student representatives from all Faculties to focus groups to capture the participants' perceptions of criteria constituting good (written) feedback, and to review (anonymised) samples of good written feedback provided by the Faculties. During the April - May 2008 we undertook stage 2 of the Project, in which we facilitated workshops with faculties in pursuit of the development of generic and context specific assessment and feedback guidelines.

This workshop will invite colleagues to share their own experiences in over-coming some of the issues surrounding assessment and feedback and will encourage the development of potential case studies, tips and examples for contribution and dissemination.

Session Activities and Approximate Timings

Introduction to the Assessment Feedback Project and to the workshop (15 min); Exercise (40 min); Plenary and Closure (35 min).

- 1) Introduction of Anglia Ruskin's *Assessment Feedback Project*, based on findings from student experience and teaching staff practice of assessment feedback.
- 2) Description of the structure of the workshop.
- 3) Show a video from a students' focus group that was part of the project.
- 4) Exercise, where the delegates will be asked to get into groups based on *content, style* and *clarity*, which are the themes related to assessment feedback that we gathered during our research with students.
- 5) The delegates will produce issues and good practice on assessment feedback around the assigned themes. The practice can originate from the delegates own experience or from experience their colleagues have share with them.
- 6) The delegates will bring their group notes to the plenary and discuss issues and how these have been or could be addressed.

References

Nicol, D.J. & Macfarlane-Dick, D., 2004. Rethinking Formative Assessment in HE: A Theoretical Model and Seven Principles of Good Feedback Practice. In Juwah, C., Macfarlane-Dick, D., Matthew, B., Nicol, D., Ross, D. & Smith, B., *Enhancing Student Learning through Effective Formative Feedback*. [e-book] SENLEF, The Higher Education Academy. Available online: http://www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id353_senlef_guid_e.pdf. Accessed on: 08/08.

Race, P., 2008. *Making Feedback Work*. Available online: http://phil-race.co.uk/?page_id=13 Booklet accessed on: 08/08.

Sadler, D.R., 1989. Formative Assessment and the Design of Instructional Systems. In *Instructional Science*. Dordrecht: Kluwer Academic Publishers. **18**, pp. 119-144.

Yorke, M., 2003. Formative Assessment in Higher Education: Moves towards Theory and the Enhancement of Pedagogic Practice. In *Higher Education*. Netherlands: Kluwer Academic Publishers. **45**, pp. 477-501.