Title: Sharing Good Practice for Assessment Feedback to Students

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Abstract:

Session Learning Outcomes

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

- Identify the important issues related to assessment feedback
- Explore strategies that facilitate lecturer development of feedback
- Discuss strategies that require students to consider the content of feedback and how to use this

Session Outline

Key issues to be addressed are:

The University believe that staff development for assessment feedback is essential and so one activity was focused on Module 1 of the MA Academic Practice programme. This module provides an introduction to learning, teaching and assessment for lecturers and those involved in these activities. Students on this module had to provide a written self assessment of their coursework for the module bearing in mind all the principles of good practice and then they received feedback on the quality of this and the content as well as their coursework.

The National Student Survey raised concerns about feedback that is provided for assessment and the timeliness of this feedback. Many of the issues raised by the students have been highlighted in the literature and include issues such as the need to have feedback that enabled students to compare their perceptions of their development, gain feedback on their level of achievement and provide advice about future development (Black & William 1998; Brookhart 2001; Cooper 2000; Cross, Hicks & Barwell 2001; Duncan 2007; Higgins, Hartley & Skelton 2002; Hinett 1995; McDowell & Sambell 1999 & Young 2000).

Students who have expressed dissatisfaction with feedback felt that it was very general, vague and concentrated on negative aspects of their work (Higgins, Hartley & Skelton 2002; Hinett 1995 and Stefani 1998). Reasons that the quality of feedback may be poor include increased student numbers, tutors providing some feedback but limiting this because they want students to come for further face to face advice or because they are concerned with the students vulnerability if the feedback is negative, some tutors feeling that a grade is sufficient and staff lacking the skills to provide helpful feedback (Erwin & Knight 1995; Higgins, Hartley & Skelton 2002; Stefani 1998; Young 2000).

Session Activities and Approximate Timings

Please provide an indication of how the session will be structured and how activities and discussion will be facilitated. For discussion papers please include a few indicative questions which will focus the discussion element.
Presentation of the findings from a small case study in one institution for 20 minutes.

A group workshop will then provide an opportunity for the delegates to share through group work what support and development is available for new lecturers in their departments and Institutions as well as discussing how they might be enhancing this activity for existing lecturers.

References

Black P & William D (1998) Inside the black box: raising standards through classroom assessment PHI Delta Kappan 80 (2) 139-144

Brookhart S M (2001) Successful students’ formative and summative uses of assessment information Assessment in Education 8 (2) 153-169


McDowell L & Sambell K (1999) Fitness for purpose in the assessment of learning: students as shareholders Quality in Higher Education 5 (2) 107-123
