

**Title:**                   **An evaluation of summative assessment feedback forms: students as co-creators of knowledge**

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### **Session Learning Outcomes**

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

- Recognise at least two ways in which students can become co-creators of knowledge about feedback practices.
- Consider ways in which we can support students to develop assessment literacies through meaningful engagement with summative feedback.

### **Session Outline**

This session focuses on a Student as Researcher project in the Education & Theology Faculty of York St John University during the 2014/15 academic year. The research developed after a short-life working group of staff identified a requirement to improve a (written) summative assessment feedback template used within the Department of Children, Young People and Education (CYPE). An initial evaluative activity prompted a proposal to the University's Student as Researcher scheme to fund a wider study into CYPE students' perspectives on feedback and on the proposed new feedback template. The resultant small-scale study was built around three key questions:

1. How do students *engage* with summative feedback? That is, how do students understand, approach and experience it?
2. How comprehensive is students' understanding of the *strengths* and *areas for development* of their work as a result of summative feedback?
3. What do students *do* as a result of receiving summative feedback?

Areas for discussion in student focus groups, *led* by the student researcher, emerged following reflective discussion of an initial literature review *between* the student researcher and the Principal Investigator (for example see Maggs, 2014; McCann & Saunders, 2009; Glover & Brown, 2006; Weaver, 2006). Data from the focus groups provided a rich source of information about both the process(es) students adopt when they receive written summative feedback and their understanding of, and engagement with, the content. In addition, students identified changes they would recommend to the feedback template.

Through discussion with SEDA colleagues, this session will explore the impact of the “double-loop” participatory nature of this small project and the specific modality of co-creation. From this, the discussion will be two-fold. It will begin by *looking in* to the project, discussing emergent findings and inviting feedback/comments from colleagues. And then then *looking out* from the project, to explore with colleagues the potential for co-creation to inform our research and practice of summative assessment feedback. The session will be broadly structured around a What? So What? Now What? model (Rolfe et al, 2001) and geared towards both *sharing*, and *building from*, the outcomes of the research with conference colleagues. The content generated from the discussion will be captured in a variety of formats, each geared towards electronic distribution after the conference.

### Session Activities and Approximate Timings

The outline of the workshop is as follows;

10 minutes	<b>What?</b> [Descriptive phase]	<p><b>Presentation of research project and key findings.</b></p> <ul style="list-style-type: none"> <li>○ What is colleagues’ experience of assessment &amp; feedback research? <ul style="list-style-type: none"> <li>▪ <i>Where are we now?</i> Classify using University of Malmö continuum.</li> </ul> </li> <li>○ What is the “double-loop” nature of co-creation in this project...and why is it important? <ul style="list-style-type: none"> <li>▪ Where is this research on the continuum?</li> </ul> </li> </ul> <p>Share original feedback template with colleagues.</p>
15 minutes	<b>So What?</b> [Theory building]	<p><b>Group activity: Review thematic data (“vignettes”)</b></p> <ul style="list-style-type: none"> <li>○ To what extent do you recognise the themes from your own students’ reports of experiencing feedback?</li> </ul> <p><b>“Think point”</b></p> <ul style="list-style-type: none"> <li>○ What does this tell us?</li> </ul> <p><b>Collaborative discussion &amp; Post-it note™ note “pit stop”:</b></p> <ul style="list-style-type: none"> <li>○ What practical steps can we take to support students to engage (more) meaningfully with summative assessment feedback?</li> </ul>
15 minutes	<b>Now What?</b> [Action-orientation]	<p><b>Presentation: What action did we take within the Department?</b> [5 mins] Share revised feedback template with colleagues and update re: follow-up.</p> <p><b>Group activity and discussion.</b> [10 mins]</p> <ul style="list-style-type: none"> <li>○ How can we make our research practices</li> </ul>

		<p>more participatory?</p> <ul style="list-style-type: none"> <li>▪ <i>Where do we want to be?</i> Review earlier classifications and identify practical short-term ambition for change/development.</li> <li>▪ <i>How are we going to get there?</i> Identify practical steps to changing practice(s).</li> </ul>
5 minutes	<b>Plenary/Next steps and sharing outcomes from this discussion</b>	

## References

Glover, C., & Brown, E. (2006) Written Feedback for Students: too much, too detailed or too incomprehensive to be effective? *Bioscience Education*, 7 (May) [Online]. Available at <https://www.heacademy.ac.uk/written-feedback-students-too-much-too-detailed-or-too-incomprehensible-be-effective>

Maggs, L. (2014) A case study of staff and student satisfaction with assessment feedback at a small specialised higher education institution. *Journal of Further and Higher Education*, 38 (1), pp. 1-18.

McCann, L., & Saunders, G. (2009) *Exploring student perceptions of assessment feedback*. SWAP Report. York, HEA.

Rolfe, G., Freshwater, D. & Jasper, M. (2001) *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke, Palgrave Macmillan

Weaver, M. R. (2006) Do students value feedback? Student perceptions of tutors' written responses. *Assessment & Evaluation in Higher Education*, 31 (3), pp. 379-394.