

Title: **The ‘Assessment Bullseye’ - engaging students via a visual feedback artefact**

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Session Learning Outcomes

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

- Evaluate the role of visual approaches in improving student engagement with, and understanding of feedback
- Situate visual approaches to engaging students in feedback within the wider theoretical assessment and feedback literature
- Identify opportunities for using visual methods for communicating feedback in their own practice

Session Outline

This session will outline the development, use, reception and evaluation of a visual feedback tool, the ‘assessment bullseye’ with BA Interior Architecture students. The project was grounded in the recognition that feedback processes are often still predicated on a passive transmission model (Molloy & Boud, 2013) and that there are significant barriers to students making use of feedback (Gibbs and Simpson, 2004; Price et al, 2016; Winstone et al, 2016). Within the BA, Interior Architecture, feedback (via NSS scores, module evaluations and student rep meetings) indicated a lack of understanding in how work is assessed, as well as what feedback is and how it can be used. A three-fold approach was taken to ‘close the gap’ between student achievement and the expectations of performance (Sadler, 1989), and to set up a more active approach to feedback requiring engagement from students (Carless & Boud, 2018; Nicol & MacFarlane-Dick, 2006). Firstly, the development of a *visual* method for presenting tutor feedback via the ‘assessment bullseye’ was a recognition that written forms of feedback being used were confusing to students, and that a visual approach might be more suitable for students in this discipline. Secondly, the use of the bullseye as a means for students to self-assess formative work was an opportunity to build assessment and feedback literacy into the curriculum. And thirdly, the tutor feedback was overlaid onto the student self-assessment to facilitate the benchmarking process, whereby students could see a visual representation of where their own understanding of their performance overlapped or differed from tutor perspectives.

The presentation will outline the methods used to evaluate the use of the assessment bullseye (student questionnaires and focus groups) and present the results of these. Next stages of the project, including the development of a feedback app will also be presented.

Key issues to be addressed are:

- Development and use of a visual tool for students and staff
- Fostering of student understanding of feedback via active engagement
- Development of assessment literacy and student responsibility in using feedback to further their own learning

Session Activities and Approximate Timings

- Introduction to the project, setting it within the context of current pedagogical debates around assessment and feedback (JE) – 5 mins
- Introduction to the project (methodology and design of 'assessment bullseye') (RV) - 10 mins
- Small group discussion (copies of bullseye will be distributed); participants will be asked to discuss the bullseye in small groups and feedback initial responses (10 mins)
- Key results from project drawing on student data (RV) – 10 mins
- Group discussion on role of visual feedback methods – 10 mins
 - o e.g. is this tool transferable to other courses?
 - o How might a visual approach facilitate greater student engagement in feedback?

References

Key texts mentioned in the outline, please use the Harvard referencing system.

Carless, D. & Boud, D. (2018) The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, May 2018.

Gibbs, G. & Simpson, C. (2004) Conditions under which assessment supports student learning. *Learning & Teaching in Higher Education*, Issue 1 [Online]. Available at: http://eprints.glos.ac.uk/3609/1/LATHE%20-%20Conditions%20Under%20Which%20Assessment%20Supports%20Students%27%20Learning%20Gibbs_Simpson.pdf (accessed 19/05/19).

Molloy & Boud, (2013) Changing conceptions of feedback, in Boud, D. & Molloy, E. (eds) *Feedback in higher and professional education: understanding it and doing it well*. London: Routledge.

Nicol, D.J. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education*, 31 (2): 199–218. Available online at: http://www.reap.ac.uk/reap/public/Papers/DN_SHE_Final.pdf. (accessed 19/05/19).

Price, M. et al (2016) Feedback : all that effort, but what is the effect?, *Assessment & Evaluation in Higher Education*, 35 (3): 277-289.

Royce Sadler, D. (1989) Formative assessment and the design of instructional systems. *Instructional Science*, 18 (2): 119-144.

Winstone, N. et al (2016) 'It'd be useful, but I wouldn't use it': barriers to university students' feedback seeking and recipience, *Studies in Higher Education*, 42 (11): 2026-2041.