



Assessment and Feedback Toolkit: Student Resources

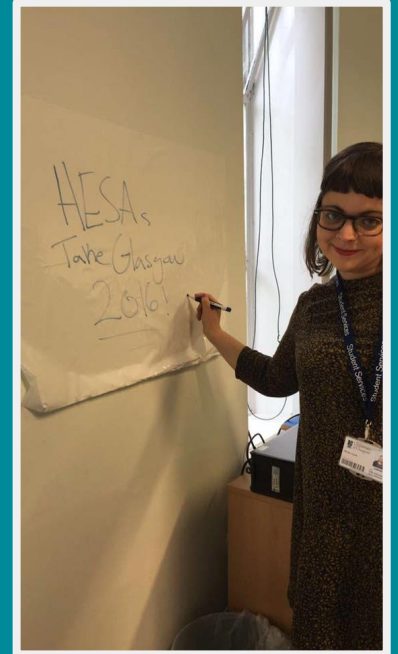


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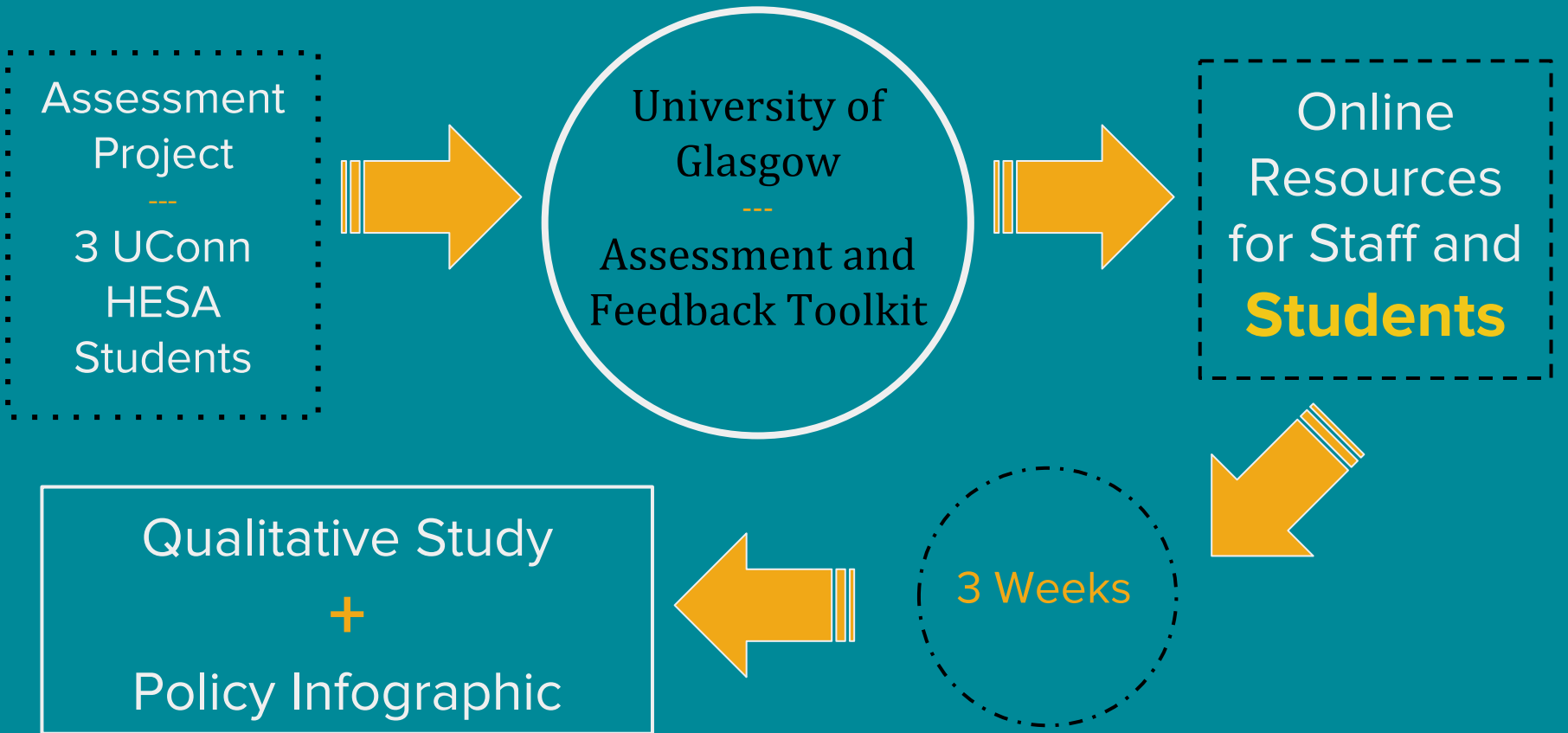
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Agenda

- Overview
- Literature Review
- Methods
- Findings
- Limitations
- Recommendations
- References
- Question and Answer



Overview



Research Questions

1. What **assessment practices** and **resources** do students at the University of Glasgow find useful, if anything?
2. What **feedback practices** and **resources** do students at the University of Glasgow find useful, if anything?
3. How can the **design and content** of the Assessment and Feedback Toolkit be a viable resource to meet the needs of students, if at all?

Literature Review

Based on the **U.K. National Student Survey** (NSS) in 2015, assessment and feedback was rated the *lowest* theme by UK students; this was reflected with **73%** saying they were satisfied

Assessment has the ability to *support student learning when,*

- (a) it sets **high standards**;
- (b) causes students to engage in **sustained and productive work**;
- (c) arrives **in time** to be used to **guide** further study;
- (d) is **comprehensible** to students, and
- (e) **focuses on the work** rather than the students themselves

Grove, 2014 ; Gibbs & Simpson, 2003

Research that has explored *students' feedback preferences* has found that students preferred feedback comments are those,

- (a) directed toward the **task** as opposed to the self;
- (b) address both the **strengths and weaknesses** of the work, explained **mistakes**
- (c) provide advice on how to improve their **critical analysis**
- (d) help them “focus on skills relating to a **deep approach to learning**”
- (e) help them on **future assignments**, and was **reasonably fair**

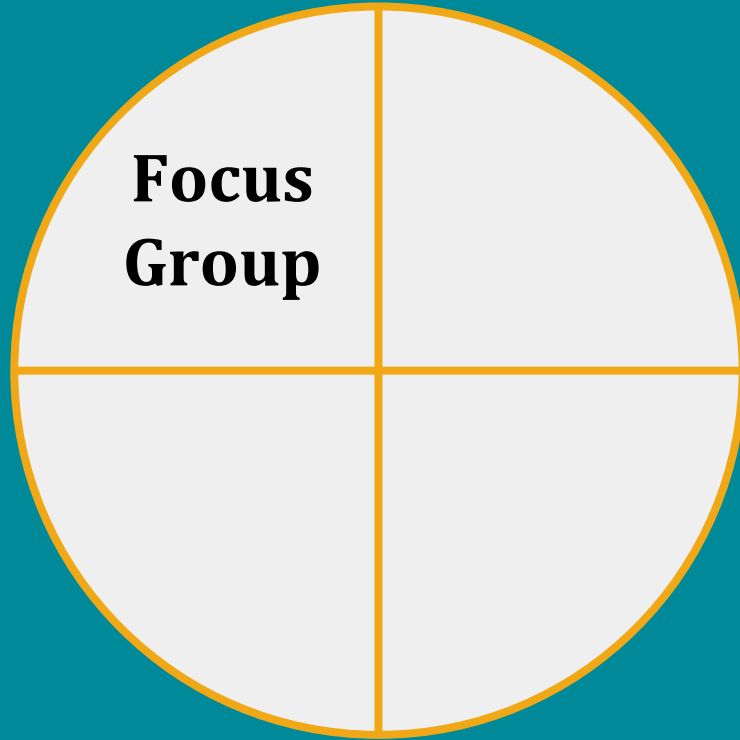
Lizzo & Wilson, 2008 ; McDowell et al., 2007;
Orsmond, Merry, & Reiling, 2005

In order to have **effective practices** that are relevant for students, it is important for universities to **assess** what this means at various **institutional levels**

Gibbs & Simpson, 2003

Methods

- localized instrument
- 8 participants
- pseudonyms chosen
- 45 minutes



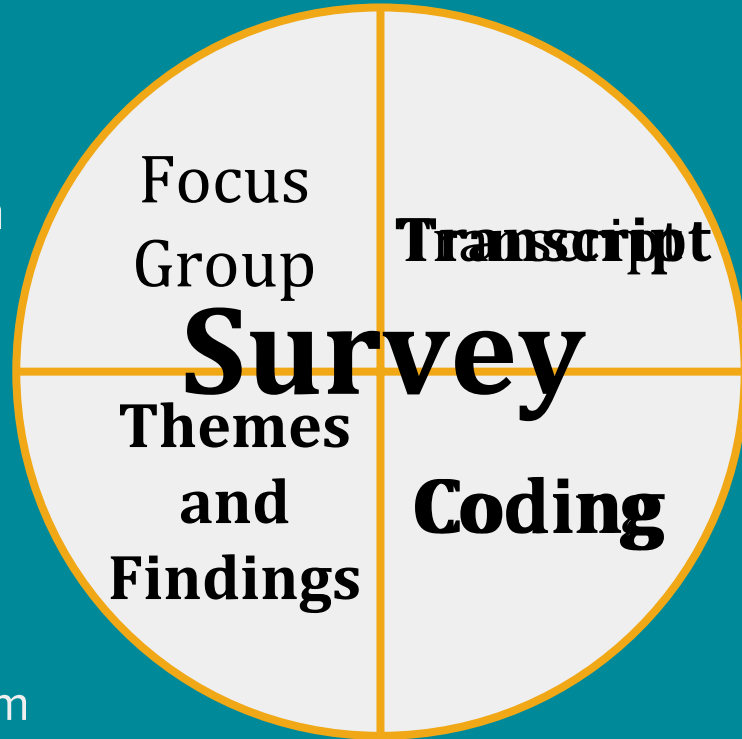
COLLEGE

Medical, Veterinary & Life
Sciences - **2**
Arts - **3**
Science & Engineering - **1**
Social Sciences - **2**

YEAR

First Year - **2**
Second Year - **1**
Third Year - **1**
Fourth Year - **1**
Fifth Year - **3**

- localized instrument
- 8 participants
- 45 minutes
- pseudonyms chosen



- nonverbatim
- accuracy check

- code grouping
- additional themes from staff meetings

- independently coded
- group coding
- check discrepancies

Findings

What **assessment** practices and resources do students at the University of Glasgow find useful, if anything?

**Students perceive
continuous assessment
to be most beneficial for
improving course
performance.**

**“And also if there were
more continuous
assessment, because then
you can actually take it right
into your next assignment.”**
-Marc

What **feedback** practices and resources do students at the University of Glasgow find useful, if anything?

**Students describe
wanting feedback that
is timely, actionable
and thorough**

“The only reason that
feedback was useful was
because the lecturer
talked to us
immediately after the
meeting was over, and
we didn’t need to wait
for weeks to get the
written feedback.”
-Helen

“I think in general the more **actionable** the feedback is the better it’s going to be. There’s no use giving feedback that is not in any way applicable to further assessment or development of skills.”

-Isla

“But otherwise usually when it’s essays ... I get very thorough, **developed** feedback about my entire essay which really helps me later on.” -Gabrielle

How can the **design and content** of the Assessment and Feedback Toolkit be a viable resource to meet the needs of students?

Participants expressed the desire for **model answers and specific examples**

“I think a lot of the time, people don’t do as well because **they don’t really understand what the person that’s asking the question is looking for or the level of detail** or the angle that they want me to go down, so it would be really useful.”

-Jessica

“... comparative examples of the before and after...so you got a piece of assessment ... the feedback that was given on that, and ... **an example all the way through, how that was actually incorporated** and how that would look different and how it would be done differently.”

-Isla

Students expressed the desire for **online academic support**

“... I think it would be quite useful to have **tips and advice** for essay writing ... if you’ve never done it before and formatting them, or even laying out a presentation.”

-Dawn

“... I’ve very rarely had **good feedback**. Quite often you’ll just have a few tips or sometimes they’ll underline something, but they’ll never say why they’ve underlined it. **It’s just not very helpful.**”

-Dawn

Several themes regarding students' experiences around assessment and feedback emerged from the data

Students report **difficulty gauging** their course performance

“I don’t think it’s ever really discussed, actually.
It’s more of a **solo journey.**”
-Gabrielle

“Sometimes it does **take a while** to get your grades back on essays and stuff ... it is **quite hard to tell** throughout the semester how you’re keeping up.”
-Marc

Students express the need to **self-assess** their own performance to gauge how they are performing in a classroom

“... it’s also in seminar contribution, like how much you can **contribute and answer questions** that your tutor asks that you can **talk through yourself** and how far you’re **keeping up.**” -Marc

“I think I’d say it’s how much I’ve been **personally engaging** with the material and how much I **understand** it and kind of **utilize** it.”
-Gabrielle

Students discussed the need to be **proactive** and **advocate for themselves** in order to receive feedback they perceive as helpful

“[lecturers] don’t make themselves open to you. You kind of **have to pursue them** if you really want something ... when you do pursue them, that means you’re either **A) highly motivated** or **B) really struggling.**”

-Gabrielle

Students perceive the feedback policy to be **unclear** and **not often followed**

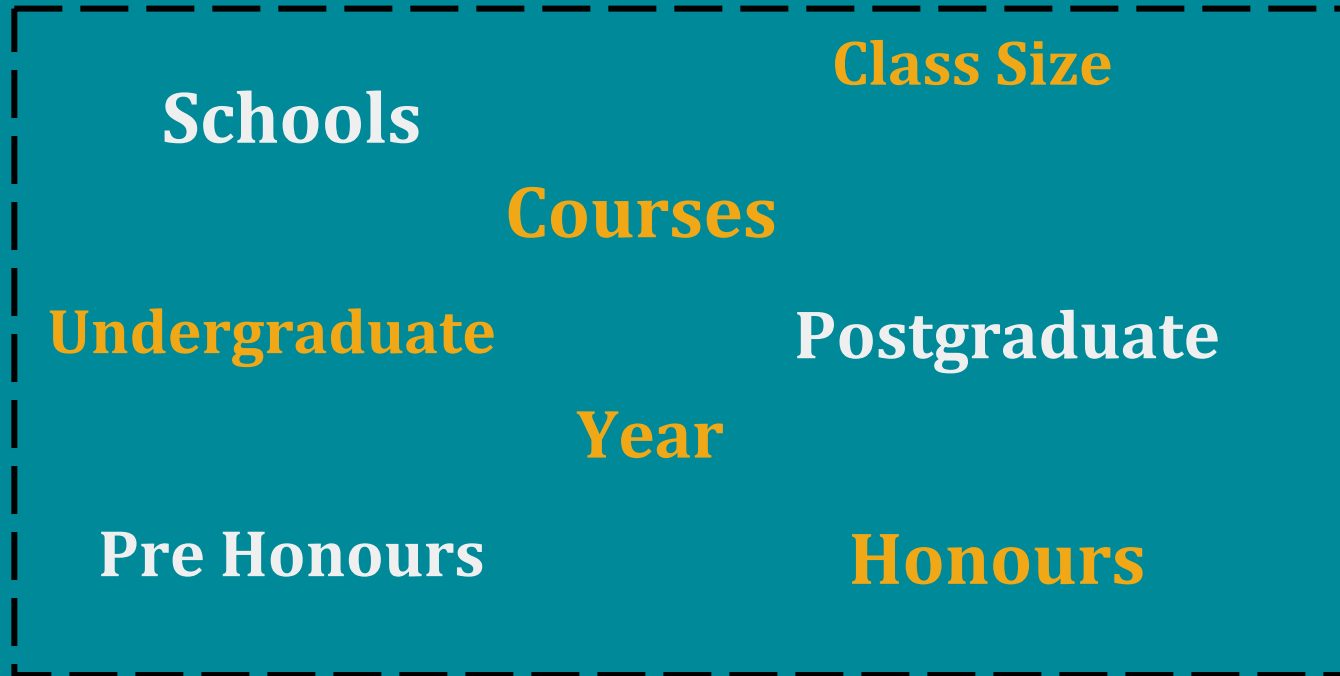
“I thought there was a **15 day** turnaround policy at Glasgow, I know **it isn't adhered to** a lot.”

-Jessica

“**I think they should have a policy**, like a deadline for how long it should be for them to get the feedback back to you. I know other unis do ... I've done some courses at Strathclyde and Dundee, and they get it back within a week or two weeks ... they have deadlines.”

-Dawn

Students perceive inconsistencies across the University based off of several factors



“I think it’s very **subject specific** as well, I think that my Arts degree experience is somewhat typical at the Honours level in that ... lectures tend to be smaller and there is more seminar and tutorial time, which by its nature means that you’re **getting a lot more facetime with staff and a lot more approachability.**” -Isla

“Yeah, I think there is a real **difference between pre-Honours and then Honours level.**”
-Gabrielle

Limitations

- **Participation and Recruitment**
- **Timing of Research**
- **Lack of Quantitative Data**

Recommendations

Continued Research on Students' Perspectives

Online Academic Support Services

Outreach to Academics and GTAs

Outreach to Students

Be in the KNOW

understanding YOUR assessment and feedback



@ University of Glasgow



Assessment should be transparent, fair, and consistent, and measures knowledge, understanding, and various skills

Graded A1-H, BUT WHAT DOES THAT MEAN?

Overall Grade



Verbal Descriptors



Intended Learning Outcomes

Verbal descriptors are used as generic feedback so you can understand what your grade means



Your grade = verbal descriptors found in Schedule A of the University Calendar

BUT WHAT ABOUT FEEDBACK OTHER THAN A GRADE?

You can know what to expect from feedback:

Schools are required to publish a **MINIMUM STANDARD** for feedback following summative exams



Generic feedback is required and **INDIVIDUAL FEEDBACK** is not expected as the norm



Feedback should be provided no later than **FIFTEEN WORKING DAYS** following publication of results

Students must be made aware of revised timelines when published deadlines will not be met

What if I have questions or my feedback is delayed?



Talk to your lecturer or GTA

Contact the SRC at enquiries@src.gla.ac.uk

Check out the Guide to the Code of Assessment

YOUR GRADE AND INITIAL FEEDBACK IS JUST THE START

Put together the pieces of feedback (and don't be afraid to ask for more) to move from one assessment to the next



Be in the KNOW

understanding YOUR assessment and feedback



@ University of Glasgow



Assessment should be transparent, fair, and consistent, and measures knowledge, understanding, and various skills

Graded A1-H, BUT WHAT DOES THAT MEAN?

Overall Grade
(primary grade + secondary band)



Verbal Descriptors



Intended Learning Outcomes

Verbal descriptors are used as **generic feedback** so you can understand what your grade means



Your grade = verbal descriptors found in Schedule A of the University Calendar

Without the support, kind words and encouragement, and thoughtful answers we would not have been able to complete this project.

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Question & Answer