

Practice-based assessment: autonomy and anonymity



Marie Hay (Hums) & Lucy Mathers (FoT)

Ask us about...

- Autonomous learning
- Reflective practice
- Anonymous feedback

Workshop 1



April 2008

[illegible]

mhay@dmu.ac.uk
lmathers@dmu.ac.uk

Workshop 1 findings

- Peer feedback useful in small groups
- Verbal feedback is easier to use as it's interactive
- Anonymous feedback is more honest
- How do you facilitate anonymous yet interactive feedback...?

Anonymous... yet interactive

- **Anonymity:** student receiving feedback doesn't know who's written it
- **Interactive:** discuss written feedback with peers (in 'learning set' - Dance)

Focus Group

(how's it going?)



December 2008

Focus Group findings

- Anonymous feedback - haven't lost the learning community
- Use of feedback based on trust, effort, respect and reputation
- Peer assessment should be introduced after peer feedback
- Anonymity in [peer] marking is very important: marks taken much more to heart
- Giving & receiving feedback on written work is different than on a performance (dance, film, multimedia product...)

What's next...?

- Further investigation into types of feedback students give: descriptive, advisory, analytical, judgemental...
- Does all this interaction with feedback actually make the students more autonomous learners?

...other thoughts...

Relationship: autonomous, creative, learning?

- Autonomous [sic] seems to be a good facilitator for the creative, which can be supported by feedback, critique and evaluation. This process includes transition.
- All of this is personal.

some comments from students

- "Marks can show you where [you need] to go, but don't tell you how to get there"
- "Strict guidelines restrict autonomous learning"
- "Tutors could say a lot more that students should ask for help"
- "What a stupid question!"

(when asked "does feedback affect how you interpret your own work?")