

# Innovation in Assessment and Feedback

## Introduction

Assessment and feedback are powerful tools within teaching and learning, central in quality pedagogical practice (Biggs, 1999). However, many factors limit our ability to exploit their potential for the benefit of learning. Therefore, group DNA have constructed a conceptual "solution finder" to aid in identifying innovative solutions for commonly faced challenges observed within assessment and feedback. This is achieved by following the colour coordinated lines clockwise from issues in assessment and feedback to the corresponding assessment and feedback solution(s).

### Limited Learning Environment

- Limited capacity of lecture rooms, facilities and time.
- Students receive feedback/assessment in an efficient and timely manner. (Levin and Ruthow, 2011).

### Growing Student Numbers

- Limited or no contact time for one-to-one or small group interactions.
- Alleviate growing pressure on teaching staff and create a more personal learning experience for students. (Macaskill, 2006)

### Staff Loading

- Lecturers' workload includes a lot of tasks other than assessment and feedback.
- Better time management to help induce lecturers' productivity and creativity. (Afful-Broni, 2013)

### Different Learning Style

- Assessment & feedback aren't always designed to adapt all 7 learning styles.
- Creating a more inclusive approach for assessment and feedback. (Overview, 2014)

### Lack of Student Engagement

- For many reasons, students can fail to fully engage with and utilise assessment and feedback
- Closing the feedback loop and allowing students to achieve curriculum goals. (Weaver, 2006)

### Widening Student Cultural Diversity

- Students have different: learning styles, age categories, nationalities...
- Enriching the "generating feedback" experience, especially with the student diversity. (Defever et al., 2010)

- Key**
- Issue Explanation
  - Advantage of solving issue

## Ipsative Assessment

- Acknowledge progress against the student's previous performance regardless of overall achievement.
- Allows students to better view / engage in own progress, and improve on previous performance. (Hughes, 2011 & 2014)

## Online Testing

- Strategies to cope with large student numbers, objectivity in marking.
- Large scale summative assessment, students more responsive and less nervous, flexibility of distance learning. (Mackenzie, 2005)

## Self and Peer Assessment

- Assessment of students by other students, encouraging deep rather than surface learning.
- Promotes further reading/discourages plagiarism. (McDowell, 1996; Hughes, 2009)

## Patchwork Assessment

- Consists of a variety of small assessment tasks, which connect to form a larger unit of assessment.
- Variety makes it exciting, easier to identify problems before final exam. (Winter, 2003; Brown, 2004)

## Negotiated Projects

- Enhance self-initiative / ownership / interest / encourages deep learning. (Wright & Jones, 2008)

## Gurus & Grasshoppers

- Encourages peer to peer learning and relationships, provides continuity between courses and levels. (DMU GURU BLOG; Networks)

## Online Tutorials

- Can reduce staff load time.
- Accommodating as it can be accessed from anywhere, with the break down of content easier to assimilate. (Hughes, 2009; Malingre, et al, 2012)

## Peer Feedback

- Feedback focuses on current performance resulting in an effective developmental impact on learning.
- Students become more reflective, improve their own work by structured comparison with peers and gives access to a wider range of feedback. (Gray & Ferrell, Oxford Brookes)

## Audio / Visual

- Delivering feedback via non traditional mean such as Skype, MP3 and MP4 files.
- Can allow for quicker turn-around than written feedback. It can be more personal, less generic, allowing a greater depth of understanding through tone of voice etc. (NUS, 2008)

## Conclusion

Finding relevant pedagogical research can be an arduous task in itself, through our conceptual "solution finder", we believe the solutions made more difficult when tackling multiple issues with assessment and feedback. We have identified common problems across multiple disciplines associated with assessment and feedback, providing through our conceptual "solution finder", we believe the solutions listed can support the development of a more inclusive assessment and feedback strategy, thus providing continual and more informative feedback beneficial for student learning and performance.

Issues in Assessment and Feedback

Assessment Solutions

Feedback Solutions