Communicating feedback and assessment

Dr Joanna Tai and Dr Naomi Winstone

Communicating assessment rationales

- Which two of these assessments are least familiar to you?
    - Essay
    - Research report
    - Presentation
    - MCQ Exam
    - Portfolio

- Imagine you needed to explain to someone else the reason for choosing this task. By yourself, jot down 1-2 reasons why this assessment has been set

- Discuss with your table

Interpreting feedback comments

- For the following comments, consider:
  - If you had provided the comment, what would actions would you be expecting the recipient to take?
  - If you had received the comment, what actions would you take?

Your structure could be clearer
There are mistakes in your spelling and grammar
Your writing could be more concise

Why communication matters…

What shared understandings do we need about feedback and assessment?

Why communication matters…

Adcroft (2011)
Students aligned with a view of feedback as improving performance; teachers as facilitating learning
Students focus on written feedback; teachers on broader forms of dialogue

Mulliner & Tucker (2017)
Students' perceptions of their engagement with feedback are more positive than those of their teachers

Dawson et al. (2019)
For teachers, effective feedback is about feedback design; for students, about feedback comments

Carless (2006)
Teachers think their feedback is more useful than do their students

The many duties of assessments

- They have to encompass formative assessment for learning and summative for certification

- They have to have a focus on the immediate task and on implications for equipping students for lifelong learning in an unknown future

- They have to attend to both the learning process and the substantive content domain

(Boud, 2000)

The purposes of feedback

- Grade/mark justification?
- Suggestions for improvement on the present task?
- Suggestions which might be incorporated into future tasks?
- Suggestions for learning?

Other messages???

(Molloy & Boud 2013)

A shared understanding of quality a.k.a. evaluative judgement

- Holistic perspective on what matters
  - For this task, in this context
  - In similar contexts
  - Beyond the university?
  BUT

- Evaluative judgement is open ended
  - Continued development over time
  - Ideas of quality may shift
  - Who contributes to decisions about quality?

Feedback Literacy

- Carless & Boud (2018)
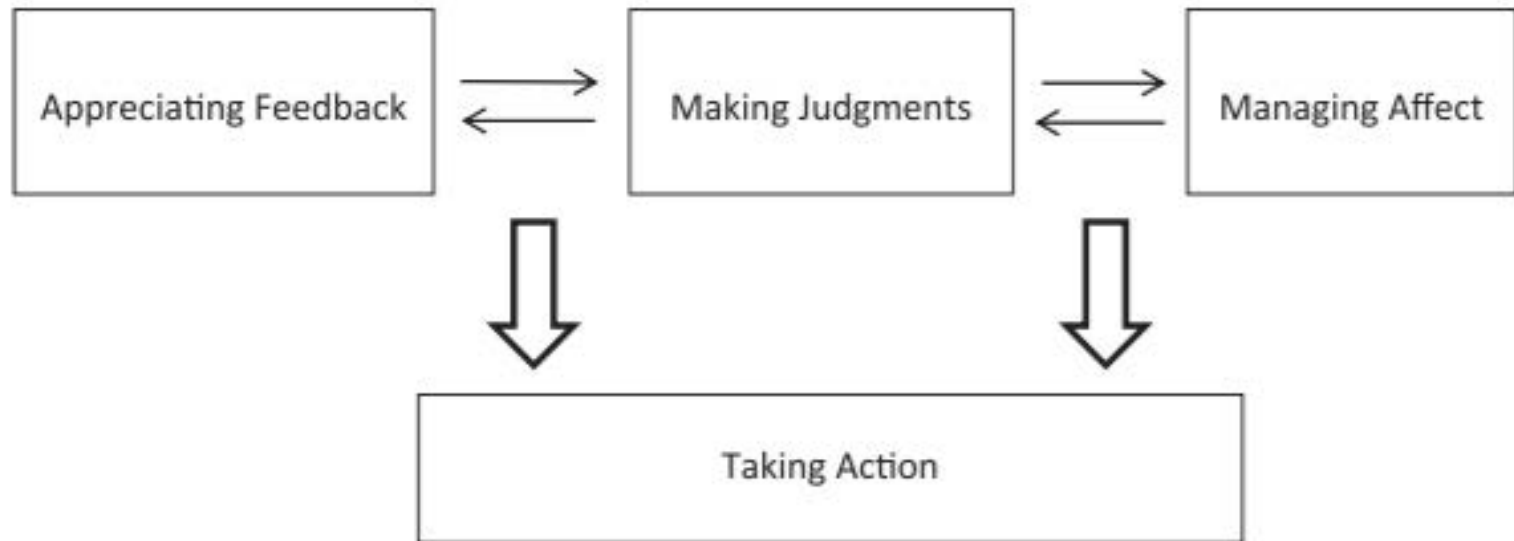
Figure 1. Features of student feedback literacy.

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, *43*(8), 1315-1325.

What activities can we do with students to develop a shared understanding of feedback and assessment?

Developing Evaluative Judgement

To develop shared notions of quality

To develop ability to process feedback information

- Self-assessment

- Peer feedback/review

- Feedback

- Rubrics

- Exemplars

- Reflection

CrossMark

Developing evaluative judgement: enabling students to make decisions about the quality of work

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Developing Feedback Literacy

Higher Education Academy | TRANSFORMING TEACHING INSPIRING LEARNING

(1) Feedback guide
(2) Feedback workshop
(3) Feedback portfolio

The Developing Engagement with Feedback Toolkit (DEFT)

Dr Naomi E. Winstone – University of Surrey

Dr Robert A. Nash – Aston University

Building Feedback Literacy: Students' Perceptions of the Developing Engagement With Feedback Toolkit

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Winstone & Nash (2016). *The Developing Engagement with Feedback Toolkit (DEFT)*. York, UK: Higher Education Academy.

http://tinyurl.com/DEFTtoolkit

Using the DEFT

- Small groups

- Large groups

- Single activities vs. learnin

- Independent activities

- LMS

Developing feedback literacy

Section A: Feedback Review and Synthesis Tool

Section B: Skill Development tool

Section C: Action Planning Tool

https://tinyurl.com/FEATSportfolio

FEEDBACK ENGAGEMENT & TRACKING
UNIVERSITY OF SURREY

HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND *hefce*

Developing feedback literacy
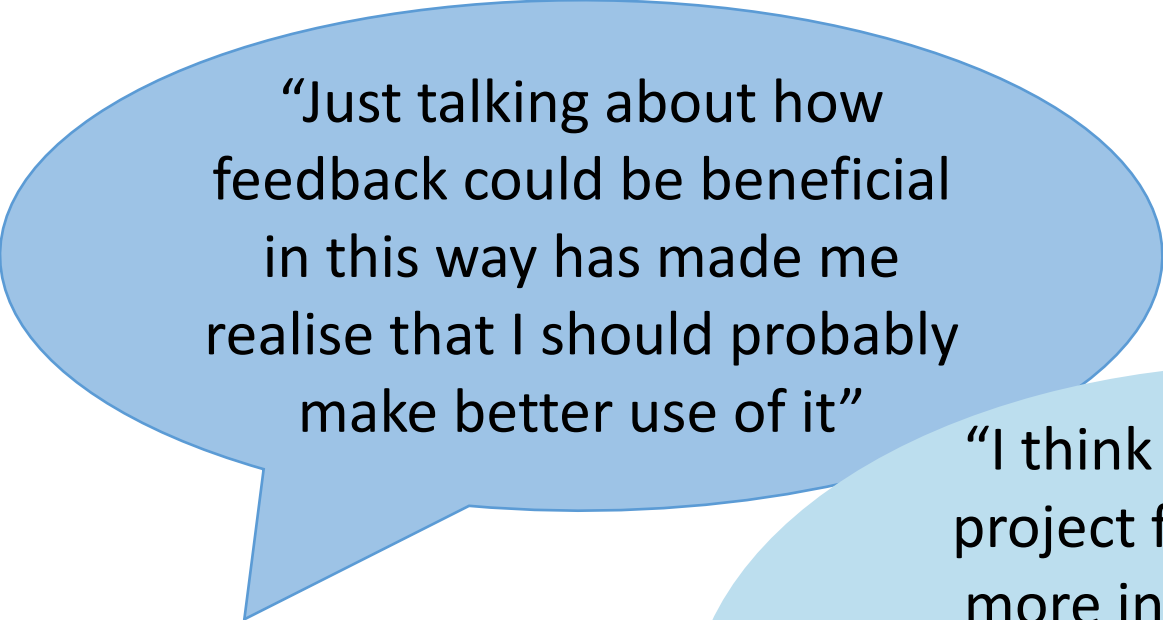

"In the past I've struggled to put my feedback into action, whereas FEATS provides real guidance on how to identify your strengths and weaknesses and then points you to resources to develop your skills. The process feels very organic and personalised."
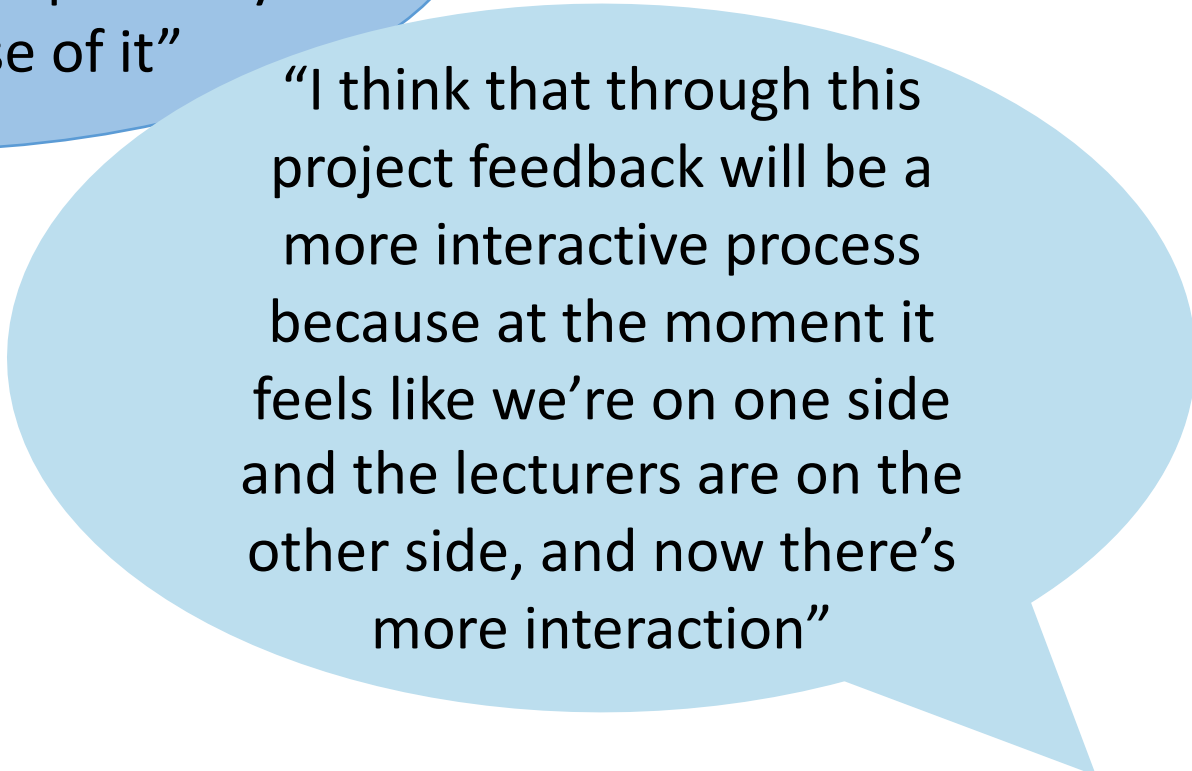
"FEATS has taught me that it is essential for us to take responsibility for our own learning."

"By using FEATS, I have been able to understand and overcome weaknesses in my writing"

Engagement through partnership

"Just talking about how feedback could be beneficial in this way has made me realise that I should probably make better use of it"

"I think that through this project feedback will be a more interactive process because at the moment it feels like we're on one side and the lecturers are on the other side, and now there's more interaction"

Your turn

In your context, where are the potential places for misunderstandings to develop in assessment and feedback?

How can you resolve these through collaboration?

References

- Boud, D. (2000). Sustainable assessment: rethinking assessment for the learning society. *Studies in Continuing Education*, *22*(2), 151–167. Retrieved from http://www.tandfonline.com/doi/abs/10.1080/713695728

- Molloy, E., & Boud, D. (2013). Changing conceptions of feedback. In D. Boud & E. Molloy (Eds.), *Feedback in Higher and Professional education: Understanding and doing it well*. Milton Park: Routledge.

- Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Panadero, E. (2018). Developing evaluative judgement: enabling students to make decisions about the quality of work. *Higher Education*, *76*(3), 467–481. https://doi.org/10.1007/s10734-017-0220-3