Assessment as Learning - L&T Forum 2011, Semester 1
Interactive Session

Topics addressed in the Table Discussion

- Designing assessment of lab and practical work to provide actionable feedback
- Designing assessment of studio and practical work to provide actionable feedback
- Designing assessment of practicum and work integrated learning work to provide actionable feedback
- Designing assessment of social media to provide actionable feedback
- Designing assessment of quantitative skills to provide actionable feedback
- Designing online assessment to provide actionable feedback
- Designing assessment of extended writing - essays, reports, theses work to provide actionable feedback
- Designing assessment of groups and teams to provide actionable feedback
- Designing peer and self review work to provide actionable feedback

Summary of Table Discussion Notes

1. What do you need to consider when designing assessment and actionable feedback?

1.1. Considerations that are relevant for different kinds of assessment

- The holistic aspect – not only technical competencies need to be assessed, but also competencies such as communication, presentation skills, team work, organisation skills
- Considering the big picture before writing the assessment criteria
- Aligning assessment to graduate attributes
- Keeping assessment a transparent and open process
- Having more open criteria rather than strict criteria
- Having clear objectives and clear definition of expected outcomes
- Using a multi-step assessment approach
- Developing/designing a concept with clear objectives, constructive alignment, clear marking rubrics and marking criteria
- Identifying problem areas at the beginning of the course, e.g. through testing within the first two weeks
Students have to be trained and familiarised with actionable feedback: students often do not “act” on feedback (as it is not required for further tasks and assessments)

- Training students to give feedback including oral feedback
- Using technology only if it is effective and adds value to the assessment process; tools must be chosen to support the task in an effective way
- Including a variety of assessment strategies such as self assessment, peer assessment, critical friend system, calibrated peer review (students mark each other’s work according to set criteria), team feedback (build this into the next task), self developed assessment criteria (cf. Boud),
- Providing constructive feedback on students’ contribution
- Using feedback to identify issues and then set learning goals

1.2. **Specific considerations**

In the case of group work:
- Setting milestones that are progressive: students set a contract with the group
- Lecturer does an interview/conversation at different stages of the session

In the case of online assessment:
- Optional online quiz with automated feedback
- Built-in feedback with positive and negative feedback using QMP

1.3. **Additional Comments / Ideas**

- Encouraging students to adapt/adopt creative alternative strategies’ to manage work/time load/problems that occur
- Pay more attention to the process as this is sometimes more important than the end product
- Write assessment criteria in an active rather than passive voice
- Well written criteria allows designers to
- High-level approach is needed for feedback as well as a framework

2. **Would this assessment work with large classes? If so, how? Name one strategy that will support this in large classes.**

2.1. **Strategies that are relevant for different kinds of assessment**

- Training tutors to do the assessment – using tutors who have gone through the course and know what it is about
- Multiple tutors (agreed criteria between tutor, students, lecturer)
Panel marking (this can overcome inconsistency and serve as a moderation process, e.g. three concurrent classes on same course permit students and teachers to move between groups)

Using discussion boards (problem: intercultural issues regarding Australian online norms versus home country norms)

Using social media such as blogs in order to engage with practitioners and others in the field and to share feedback

Using peer review to get the students to do an initial review of the work, then tutor confirms the students’ review

Using online tools to link to the rubrics – peer assessment where tutors can access resources to do marking

Using online tools to connect students in groups, who use a virtual space to work on the rubrics and examples of materials

Handing over the control of assessment to students (self assessment, peer assessment etc.)

Providing students with models of good practice, prepared rubric as a way of clarifying what it is that is expected in the assessment

Group assessments – present a report to groups where the presentation they get feedback from other students in other groups and have time to amend or change the reports based on the feedback

Forming smaller groups for transparency and practicality

Peer support groups

Critical friends

Adaptive tutorial as an individual assessment activity

POGIL – Process oriented guided instructed learning as a group process in class

Criteria sheet with clearly formulated requirements and expectations (e.g. what are expectations for journals; what is meant by analysis etc.)

Modeling the social/emotional aspects for providing useful feedback

E-portfolios

‘Reflection week’: after submission and after students got some distance from their work, the faculty discusses the characteristics of the distinction work submitted by the group (FBE Design)

Providing general group feedback

Providing large groups with tasks/questions and asking them to share possible responses; then providing feedback to the group; follow up with another task to allow students to take action on the feedback

Compiling an annotated bibliography to share with the class

2.2. Specific considerations

Lab and Practical Work:
You can assess technical skills & some theory is lab large class – harder for other aspects.

- Competency testing
- But tends to be a linear aspect
- Problems with cost and equipment – assessment of areas is not possible/practical (staffing and resources)

Theoretical skills (looking at experimental/student design)

- Clever online assessment /checkpoint assessment – allows scaling of marks
- But sometime problems with virtual perspectives v’s real life (2D perception – 3D needed)
- Awareness of scale – making sure students are aware of this!

Organizational skills

- Students showing the development of an effective process (checklist/matrix), after being show/having best practice explained – which they work through
- Use of templates and previous experiences
- But problems with time investments & problematic groups works
- Puzzles – working through & assessing the final product (best practice would be feedback at every step level)
- Assessing lab books – seeing their notes, how they work – electronic lab books

Communication– presentation of oral, textual, and experimental results & design aspects

- Hard to scale/mark & near impossible in some large classes
- Presentation – in front of small groups (maybe peer reviewed) – may also assess behavioral skills
- Portfolios?
- Criteria-referenced assessment by tutors

Other comments – ideas

- Tutor to work show examples of best & point out of problematic
- Communication aspects – must be assessed in small groups (sometimes sub-groups)
- In big courses (80 per tut/500 per lecture) – communication not assessed
- Problem solving – learning from mistakes! More memorable than being given the answer.
- Investing in videos – role modeling of behavious – that students then watch and assess (e.g. you then assess the students responses)