Assessment as Learning - L&T Forum 2011, Semester 1 Interactive Session – Table Discussion Notes

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Lab and Practical Work

What do you need to consider when designing assessment and actionable feedback in this context?

- Problems with students not "acting" on feedback – as its not necessarily going to stop/prevent them passing the next assessment (e.g. bedside manner/communication)

- Holistic aspect – not just technical competencies that need to be assessed (also communication, can you understand/demonstrate experimental design & communicate results?)

- Four main areas for design assessment :
    1. research
    2. concept
    3. design/practicalities
    4. design (2D, 3D + communication)

- Team work and organization skills – behavior skills (include criteria and learning objectives to cover this)

- COMMUNICATION skills

- Give progressive feedback to students where possible.

- Want to asses: Technical, theoretical underpinning, communication and organizational skills (also conceptaualisation of organizational skills)

Other comments – ideas

- Encouraging students to adapt/adopt creative alternative strategies' to manage work/time load/problems that occur

- Sometimes the process is more important than the end product

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

- You can assess technical skills & some theory is lab large class – harder for other aspects.
    - Competency testing
    - But tends to be a liner 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 vs. 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 behaviors – that students then watch and assess (e.g. you then assess the students responses)

Studio and Practical Work

What do you need to consider when designing assessment and actionable feedback in this context?

- Show videos, exemplars and then talk through how these were achieved – deconstruct the image.

- Set up an experimental enviro and then students can make judgments - evaluative

- Students are not applying skills – assessment criteria to self assess – not strict criteria

- Having the principles and processes behind the assessment

- Objective to be clearly spelled out. Good strategy.

- Objective turned around becomes a criteria.

- Action verb to demonstrate achievement of task. E.g., client needs met. Write assessment criteria in an active voice rather than passive.

- The strategy in writing assessment criteria is to look at the big picture – the whole piece of work. Well written criteria allows designers to put different interpretations and still achieve the stated objectives/outcomes.

- What do we want students to achieve? How do I find out if they have achieved. Then design assessment tasks

- Constructive alignment learning outcomes and objectives of assignment can lead to action based criteria that can show how feedback will be provided

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

- Challenge of maintaining consistency – multiple tutors.

- Agreed criteria should be shared between tutor, students and lecturers

- Panel marking can overcome challenge of inconsistency and serve as a moderation process, e.g., three concurrent classes on same course permit students and teachers to move between groups

- Knowing students make such a difference.

- Second Language English– focus on concept like news focus (journalism) - unless language is the focus of the criteria.

- A lot of time in design does not necessarily translate into professional practice in creative work

- Meeting deadlines and addressing qualitative aspects of assignment important.

- Criteria sheet – if journals as reflective piece then will be in the criteria. What are we expecting in the journals – make sure these are in the criteria. What do we mean by analysis? Go over the criteria with the students. Good idea to go back to the purpose statements or the brief of the tasks.

- Over time evolving assessment strategies get better e.g., having twenty criteria might be reduced over time

- Assessing first year and third year students – Discussion around what is the purpose of a first year drawing. What will be the requirements of a third year drawing? Distinguishing is important.

- Opportunities to refine assessment tasks at end of year without changing learning outcomes.

Practicum and WIL

What do you need to consider when designing assessment and actionable feedback in this context?

- How to make the actionable feedback meaningful – so students understand oral feedback is feedback, to remember it and respond to it

- Encouraging students to be open to the fact that they can learn from each other (feedback to someone else can be useful learning for them)

- The role of reflective practice in the process

- Using feedback in classes to identify issues to consider in practice and then use learning goals for practicums to reflect/process feedback on that practicum

- How to engage students and encourage them to use their experiences in the learning (raise the scenarios)

- Provide students opportunities to self-assess so that negative feedback is better received

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

- Idea of a 'reflection week', after submission when students have had time to rest and get some distance from their work where faculty discuss the characteristics of the distinction work submitted by the group (so not feedback on single work) – this engages the whole group [Lisa Z, FBE, Design]

- Provide general feedback to the group – can identify what is good, not addressed, misinterpreted; but also provide opportunity to try again and use feedback

- Provide large groups with tasks/questions asking them to share possible responses and then give feedback to the group about what is good/missing in each response. Follow up with another task to allow students to take action on the feedback [Jan Orrell]

Social Media

What do you need to consider when designing assessment and actionable feedback in this context?

- Using social media such as blogs is beneficial but extremely time consuming.

- If the technology is not being used to exploit its affordances the tool can become redundant and ineffective and doesn't add value to the assessment process. However the assessment must not be driven by the technology. Tools must be chosen to support the task as effectively as possible.

- Technology can save a lot of time in providing feedback to students

- Will the assessment products and feedback be retained/archived and available for review and grade challenges?

- Can be used to validate the contributions individual students are making to group work.

- Assessment should be driven by pedagogical considerations rather than the existence of a tool.

Would this assessment work with large classes? If so, How? Name one strategy that will support this in large classes.
Social Media

- To cope with the volume of contributions it would be necessary to split students into group and only require them to read and comment on a subset of entries from their peers.

- Student expectations of teachers' feedback and interaction must be managed by setting boundaries.

- Ask students to engage with eminent practitioners in their field via their blogs etc and compile an annotated bibliography to share with the class.

- Media lends itself to actionable feedback because of the collaborative/social/interactive nature of the tools. I.e. social media is designed to facilitate conversation between all participants.

- Self reflection and critical reflection is also highly facilitated by social media and can be used to enable and share actionable feedback.

- Handing over the control of assessment to students (e.g. self and peer assessment) and assisting students to trust the integrity of each other is one way to facilitate actionable feedback in large classes with social media.

Quantitative Skills

What do you need to consider when designing assessment and actionable feedback in this context?

- Critical friend system; do test within the first two weeks; indentify problems

- Need a high-level approach for feedback; framework; broad approach;

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

- Peer support groups

- Critical friends

- Reasoning processes are important; make the process clear; conscious/unconscious confidence model; becoming aware about what they don't know;

- Using technology; adaptive tutorial as an individual assessment activity to give feedback.

- POGIL – Process oriented guided instructed learning as a group process in class to give students feedback.

Online Assessment

What do you need to consider when designing assessment and actionable feedback in this context?

- Optional online quiz which gives automated feedback; will evaluate effectiveness later; using responds in Blackboard

- Voluntary online quizzes, 80% response rate; evaluation shows benefit to learning (students did better on exams); "test enhanced learning" is a term in literature; built-in feedback with positive and negative feedback using QMP

- Multi-step assessment best atmosphere for feedback
    - discussion forums useful for feedback; Moodle Forum tool can be set to private UNTIL the students writes his first response
    - Calibrated Peer Review – students mark each other's work, according to set criteria; formative to prepare students for later task
        - Trying to develop graduates ability to judge peers' work
        - Are they anonymous? Yes

- Aligning assessment to graduate attributes; gives programmatic relevance

- *MOST IMPORTANT POINT:* ***make criteria align to graduate attributes and scaffolding peer evaluation in relation to those criteria (eg. Using online tools such as CPR, and Discussion Boards)***

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

- Peer review requires technical support in large classes particularly

- Discussion Boards
    - this can be time consuming
    - Gille Salmon's model is modeled by tutors early on
    - trust is an issue in online discussions
        - intercultural issues re Australian online norms versus home country norms, eg. Student was arrested for using online tools

Post this up: MODELLING THE SOCIAL/EMOTIONAL ASPECTS OF PROVIDING USEFUL FEEDBACK; e-portfolios can also give opportunity for feedback; review the feedback that giver provides – giving feedback on the feedback

Extended Writing

What do you need to consider when designing assessment and actionable feedback in this context?

- Assessment is not separate from the learning process, so that learning and assessment are one and the same of the learning process. Feedback is therefore one part of the ongoing construction of meaning in the learning process. Curriculum design is part of structure of course and assessment.

- Idea of giving feedback before they do the task, oral rehearsals in tutorials, students develop some sense of what it is they have to do before they do it. Helping them engage with quality writing in the discipline is really important. And developing the skills in collective sharing of the analysis of issues. E.g. David's idea of table for quality work.

- Important to look at poor examples also.
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- E.g. look at two examples, one OK, and the other illustrating problems in the discipline and get students to talk about the strengths and weaknesses of each of the papers. And then students are able to explain why things are good/poor. Add to the comparative analysis of text the assessment rubric it will give students a clear idea of what it is that is looked for, makes the rubric real for the students.

- Does it take more time? Possibly not as setting out clearly and getting students to internalize what is wanted a lot of time is saved in providing feedback.

- Idea – get the students to write a 300/500 word critique of the analysis, which they then share, and engaging the brain even more strongly, by moving from talking about t to writing about it.

- Or getting students to identify examples of their own, of good papers. But most be focused on really important elements of the course

- Should we be focused on the really good or the good enough?

- Giving feedback to the individual students

- The usefulness of rubrics in assessment – do students always understand what the rubric is saying.

- Giving positive feedback – and negative assessment

- Integrated assessment across the whole program is an issue – for feedback to be useful, to be used again, must be a chance to use it again.

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

- Training tutors to do the assessment – using tutors who have gone through the course and know what it is about.

- Using online tools to link to the rubrics – peer assessment where tutors can access resources to do marking. Use peer review to get the students to do an initial review of the work, then tutor does a confirm of what the students have done. Here the trust issue comes in…….

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

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

- 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 (Medicine Winston Lo)

Group and Team Work

What do you need to consider when designing assessment and actionable feedback in this context?

- Set milestones that are progressive: students set a contract with the group

- Giving feedback on the ways students are contributing to the group

- Lecturer does an interview/ conversation at different stages of the session

- Use team feedback and build into the next task

- Institute of Languages example: short term intensive engagement.
  Group task first - Feedback - Build into an individual presentation later - uses a video recording to self-assess / give feedback on a presentation

- Jigsaw technique

- Medicine example: getting a lot of feedback on their group / team process throughout the program (portfolio assessment every 2 years, one of the areas assessed – teamwork).
  Useful strategy from Medicine: each group allocates an "observer" role for each team meeting. The observer uses data sheets, records the observation on the effectiveness of the group / communication / individuals' behaviour at that particular meeting & submits the sheet to the MedEd system. The group can read the notes and reflect on their behaviour and progress, the facilitator does not necessarily read these notes.

- Business example: going through accreditation requires them to show that students have/achieved these skills – developing rubrics. Organisational behaviour and management courses often explicitly teach group work skills (it is their content area), others don't

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

Split into groups (online). Post group presentation slides online – evaluate other group's assessment task (presentation) – respond to / give feedback on other team's presentation

Peer and Self Review

What do you need to consider when designing assessment and actionable feedback in this context?

- Develop concept of quality first – clear objectives – constructive alignment

- Self developed assessment criteria (Boud) – with given examples

- Clear marking rubrics and marking criteria

- Scaffolding and modeling

- Peer and self both required

- Transparent and open process

- anonymous

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

- Online submissions

- Forming smaller groups for transparency and practicality

- E-moderator for each group