



While you are waiting ...

- ▶ Please go to:
https://padlet.com/veronica_spowart/Businet2016
- ▶ Or:
- ▶ <http://tinyurl.com/joe8com>
- ▶ Or:





New College Durham

Assessment Feedback to Motivate Development

Veronica Spowart

New College Durham, UK



Aims & Objectives

- ▶ State what you want to achieve from this workshop
- ▶ Gather opinion about the impact of Assessment Feedback
- ▶ Consider how tutors provide Assessment Feedback
- ▶ Consider how students use Assessment Feedback to do better
- ▶ Consider what aspects of Assessment Feedback students focus on
- ▶ Share experience of the impact of Assessment Feedback



Your Objective?

- ▶ Please go to [Padlet](#)
 - ▶ there are URLs and QR Codes on your table
- ▶ Double click on the digital noticeboard to open a 'note'
- ▶ Write your name and institution in the 'Title'
 - ▶ eg Veronica Spowart: New College Durham
- ▶ Write your objective in the 'Write something...'
 - ▶ Eg What do you want to gain from this workshop?



What do you think about Assessment Feedback?

- ▶ Please go to kahoot.it
- ▶ Please enter the number for the quiz
- ▶ Please complete the quiz

- ▶ General opinion shows



Group Work

- ▶ You will be allocated to a group
- ▶ Please go to your group table
- ▶ Your group members will each have a role:
 1. Organiser
 2. Time Keeper
 3. Turn Taker
 4. Scribe
 5. Idea Sharers



Organiser

- ▶ Your role is to help bring things together, keep the group on task and make final decisions about what to include and what not to include
- ▶ You are also required to take your turn to contribute ideas in response to the question



Time Keeper

- ▶ Your role is to keep an eye on time and ensure your group keeps on track as the task progresses, you are responsible for getting the task completed at the agreed time
- ▶ You are also required to take your turn to contribute ideas in response to the question



Turn Taker

- ▶ Your role is to make sure everyone gets a fair say and that all make a useful contribution. You must not allow anyone to dominate or not contribute
- ▶ You are also required to take your turn to contribute ideas in response to the question



Scribe

- ▶ Your role is to write up the information and develop a meaningful poster
- ▶ You are also required to take your turn to contribute ideas in response to the question



Idea Sharer

- ▶ Your role is to make sure that everyone responds to the question being asked; you need to make sure people don't get side-tracked
- ▶ You are also required to take your turn to contribute ideas in response to the question
- ▶ NB: there may be more than one idea sharer



Task

- ▶ Round 1
 - ▶ Read the Question and consider your responses
 - ▶ Allocate Roles to group members (these are your roles throughout the activity)
 - ▶ Develop a poster in response to your question
 - ▶ When 3 minutes is up, your group will be asked to move to the next table
- ▶ Round 2
 - ▶ Read the Question and consider the responses
 - ▶ Add to the poster in response to the question
 - ▶ When 2 minutes is up, your group will be asked to move to the next table
- ▶ Round 3
 - ▶ Read the Question and consider the responses
 - ▶ Add to the poster in response to the question
 - ▶ When 2 minutes is up, your group will be asked to move to the next table
 - ▶ Return to your original table



Group Task Review

- ▶ Each group has two minutes to talk through their poster



Students Feedback: What do you think the purpose of feedback is?

- ▶ *"To improve how we do our work in the future"*
- ▶ *"To be able to help us develop on our work in the future"*
- ▶ *"To help us improve our work, by highlighting positive and negative aspects of work and showing which areas need improvement."*
- ▶ *"To be able to improve on future projects"*
- ▶ *"The purpose of feedback is to identify your strengths and weaknesses to help you to achieve better for the next assignment"*



Students Feedback: Do you ever revisit assignment feedback when completing new assignments?

Answer Choices:	Responses:
Always	9.52% 2
Sometimes	61.90% 13
Never	28.57% 6
Total	21



Traditional Assessment Feedback

- ▶ [Standardised Assessment Feedback Sheet](#)
- ▶ [Example of completed Feedback Sheet](#)



Rubric Assessment Feedback

- ▶ What is a Rubric?
 - ▶ A rubric is a matrix which clearly defines expectations at specific grading bands
- ▶ Example
- ▶ Providing feedback with a matrix gives a visual clarity of grading for each component
- ▶ Providing transparency of marking schemes encourages self assessment prior to submission



Developmental Assessment Feedback

- ▶ Developmental Feedback
 - ▶ 3 is the magic number
- ▶ Providing additional developmental feedback informs students of where marks were lost
- ▶ [Example](#)



Apply learning

- ▶ Example
- ▶ As a team, award marks for your team presentation
 - ▶ Use the Marking Sheet
- ▶ Calculate the percentage for each section
- ▶ Add 3 feedback points to the comments section
- ▶ Turn the sheet over and mark the Rubric



Benefits

- ▶ Visual
- ▶ Students keen to move from right to left
 - ▶ Motivational
- ▶ Easy access for students
 - ▶ Can easily review at future points
- ▶ Valuable time saved for Staff
 - ▶ Use mark sheet to score
 - ▶ Apply scores to rubric
 - ▶ Add developmental feedback
- ▶ Easy access for External Examiner



Your thoughts ???

- ▶ Are rubrics more efficient than your current methods for you?
- ▶ Would rubrics be more effective than your current methods for your students?



Padlet & Questions

- ▶ Please refer to your post on Padlet
https://padlet.com/veronica_spowart/Businet2016
- ▶ Please add a comment to answer the following:
 1. Did you achieve your objective?
 2. Do you already use rubrics for assessment feedback? If so, please describe their impact
 3. Would you consider using rubrics for assessment feedback? If so, please describe your reasons
- ▶ Please provide feedback about this workshop
 - ▶ Add a new post on Padlet
- ▶ Please feel free to share your experiences and/or ask any questions