

## SHIFT CONFERENCE ENTRY -11TH JANUARY 2023

### Inclusive Assessment and Feedback in RESE1173 (Understanding Research in Evidence Based Practice) Module: A Case Study

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#### Abstract

The University of Greenwich Strategy 2021-2030 positions the university to deliver outstanding teaching, learning and graduate outcomes, which is partly achieved through inclusive assessment and feedback. This proposal highlights inclusive practice based on the Inclusive Education Framework in assessment and feedback in the delivery of RESE1173 module through a case study.

RESE1173 (Understanding Research in Evidence-Based Practice) is offered in the second year of a three-year BSc program. About 500 students of Midwifery, Paramedic Science and the four branches of nursing undertake this module in the September cohort. Assessments include a formative MCQ exam and a 2,500-word **essay that critiques the research methodology/methods deployed etc in a recommended research paper**, and seminars are offered to prepare students for the assessments.

I took over leadership in December 2021. Previously, students have complained about variations in seminars facilitated by different lecturers in the 14-16 seminar groups and the lack of structure of the seminars across the Medway and Avery Hill Campuses. I found some lecturers have preferences when it comes to research methodology and not eager to mark scripts based on research designs they were not confident in. Following the release of grades, students would complain about inaccurate/inadequate feedback, and some would request re-mark of their scripts.

To enhance student-centred assessment and feedback, I provided exemplar essays, seminar answer guides, and comprehensive marking guidance for the essays. I also held markers meetings before assignment submission, addressing assessment criteria, learning outcomes, and effective feedback, as recommended by Nicol and Macfarlane-Dick (2006).

The findings showed more positive module evaluation, fewer complaints from students about feedback/grades, reduced variation in the delivery of lectures and seminars, lecturers finding marking easier and less stressful, and increase in the KPIs.

Sharing my findings with colleagues will help them review their practices and highlight areas which could be enhanced.

#### References

Nicol, D. and Macfarlane-Dick, D. (2006) Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education* 31(2), 199-218.

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University of Hull (2023) Inclusive Education Framework. Available at: [Inclusive Higher Education Framework \(qaa.ac.uk\)](#) Accessed 23 November 2023