



Medway Festival of Learning and Teaching

**Developing student assessment and
feedback literacy in the context of
blended/ online delivery**

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19th September 2020

Aims for today

- Ideas and discussion
- No magic wand
- Getting the concepts of assessment and feedback literacy 'out there'
- Food for thought – how could you factor assessment and feedback literacy development into your own practice and context, in the context of blended/ online delivery?

Assessment and feedback literacy - definitions?



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- What is your own definition of these concepts and what are they for?
- Please post your ideas into the chat.



Assessment literacy

Price et al,
2012



Appreciate the relationship between assessment and learning



Understand assessment terminology



Familiar with standards and marking criteria



Skills in self and peer assessment



Familiar with assessment methods, skills and techniques and able to select and apply them appropriately



Feedback literacy

Understandings, capacities and dispositions needed to make sense of comments and use them for enhancement purposes.

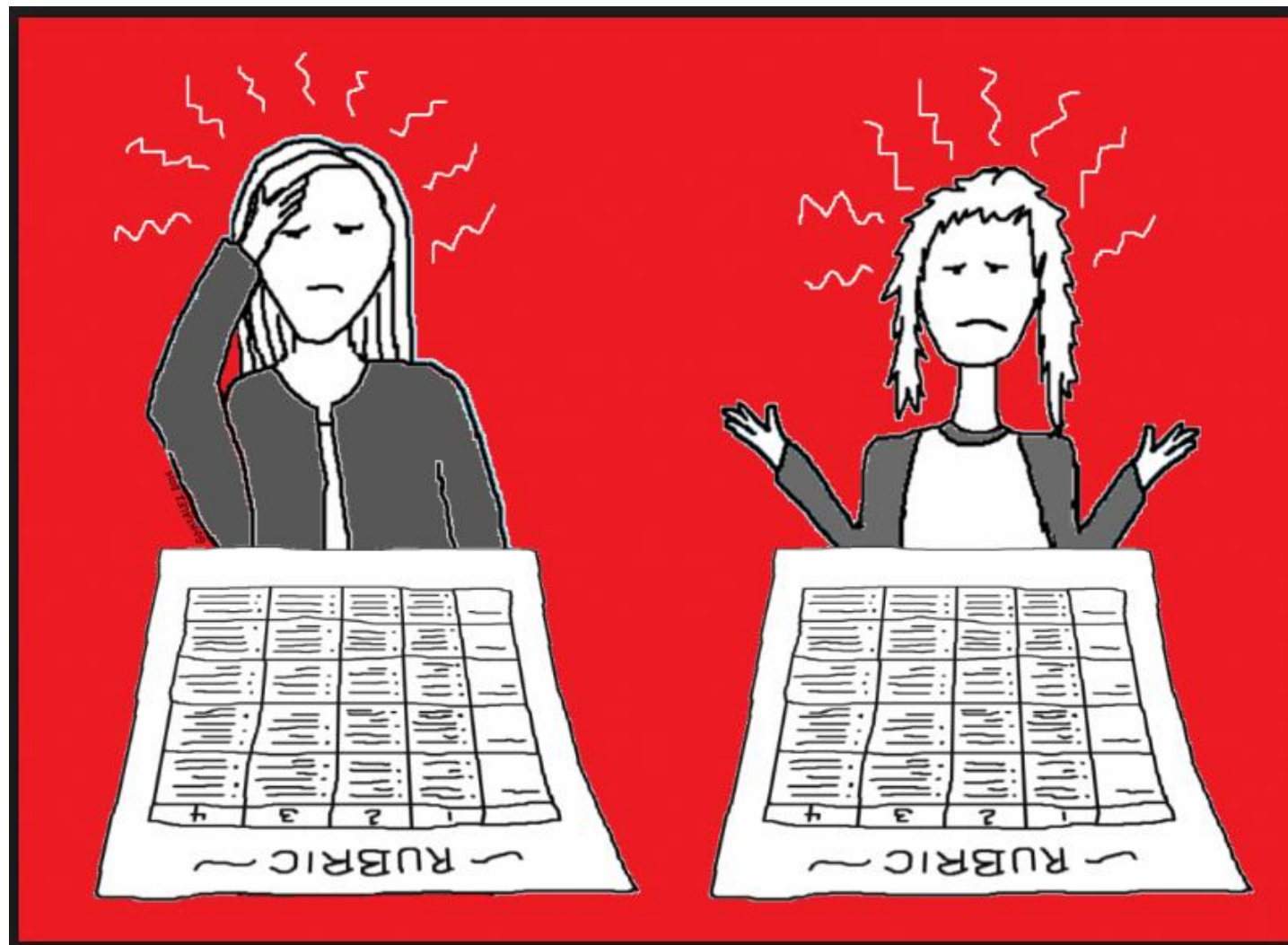
Carless and Boud, 2018

Challenges

- Diverse student body and experiences
- May lack understanding of expected standards
- Unfamiliar with terminology / discourse
- Not yet skilled in evaluating own work and directing efforts effectively
- May lose confidence and experience anxiety
- At risk of dropping out
- Relevance/ value of assessment literacy support?
- Additional impact of blended context



I don't understand what this all means...



Developing assessment literacy



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1. On your module or programme, how are students supported in becoming familiar with the broad ideas of assessment literacy in HE?
2. How will this be adapted for the blended/online context?

Example approach for working with students on marking criteria

Asynchronous - Before the teaching session, provide example scripts of similar task to the assessment. Students are asked to apply the marking criteria and decide on grade.

Synchronous – In small groups, discuss and agree mark based on the marking criteria, then feedback.

Adaptation for online:

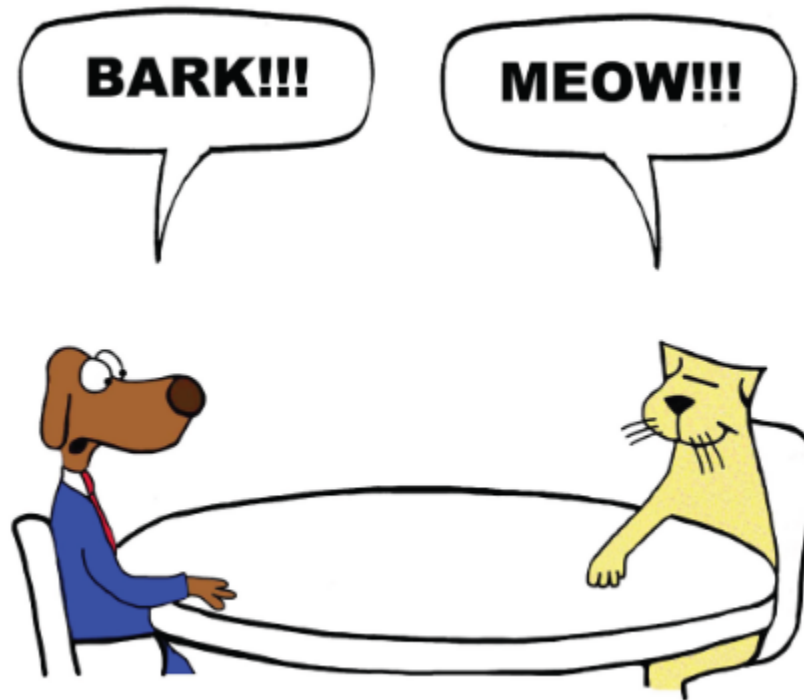
Keep individual task and post in chat

Split into groups using separate calls or breakout facility

Use mentimeter and students “vote” on standard achieved

Asynchronous – Students are asked to use the marking criteria to evaluate own work before submitting.

I don't understand what you are saying




Problems with feedback

- Feedback may be seen as gifting, telling, correcting
- Difficulty in managing/ regulating affective response to feedback; defensive
- Product not process?
- Narrow conception of feedback
- Passive receiver of feedback, not active participant
- One-way traffic – monologue not dialogue
- Don't understand the discourse e.g. 'descriptive', 'analytic', 'satisfactory'...
Meaningless without a framework to understand them (Bloxham, 2009)
- Lack of engagement and action
- Focus on marks only
- Unable to transfer feedback to other situations



Shift to feedback literacy

- Previous emphasis in the literature on feedback was on modes of transmission
- New focus on the process of receiving feedback
- Less about what the teacher does and more about what the student does
- But, if students are not motivated and equipped to use feedback productively, they may have limited potential to occupy a central role in the feedback process (Carless et al., 2011).



“Developing feedback literacy is a process of working to change the *dispositions*. It emphasises the reception of feedback and the socialization of students into a whole world of practices, expectations, performances and processes. It is about helping students see feedback not as something that happens or is done to them, but as tools they can use to secure their success”.

www.teaching-matters-blog.ed.ac.uk/why-we-should-focus-on-assessment-and-feedback-literacy/

Features of student feedback literacy

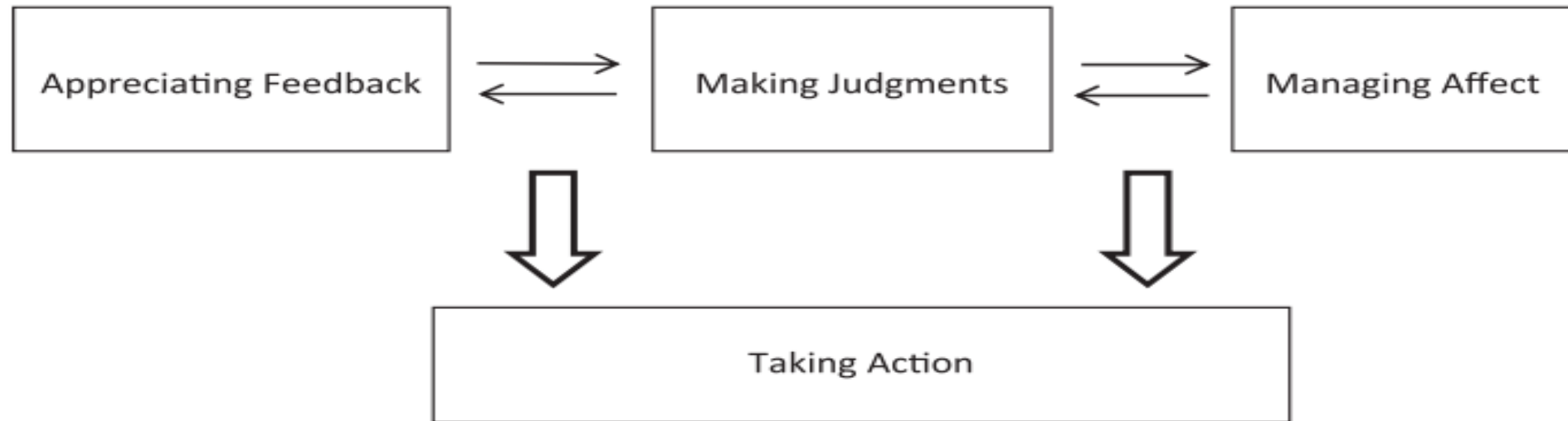
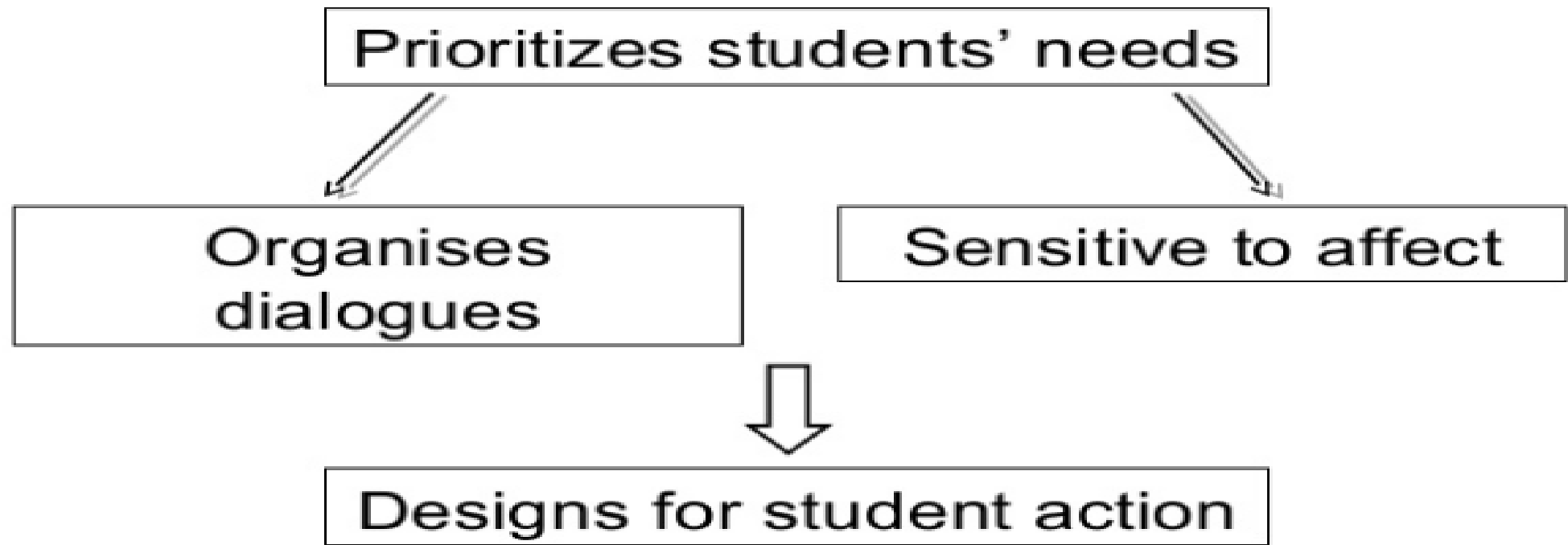


Figure 1. Features of student feedback literacy.

Teacher feedback literacy

Teacher feedback literacy



Feedback literacy



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How do you think you can support feedback literacy in the blended/ online context?

Challenges and opportunities?

Supporting feedback literacy

Build activities around the marking criteria / rubric - evaluate own draft work, peer work, examples (either real or mock-up)

Ask students to critique feedback from tutors; good bad, useful etc. What actions would they take as result of it if they were that student?

Ask students to say what they would like feedback on. Forces them to reflect and consider e.g. keep getting feedback about academic writing or being too descriptive.

Practise giving and receiving peer feedback, begin with very simple structure – stop, start, continue or feedback sandwich. The act of giving feedback is effective for better understanding the criteria.


Include in assignment a requirement for students to comment on previous feedback and how they have considered and acted upon it for improvement (self reflection)

Delay release of the grade?

Emphasise that feedback can be used more broadly, not just relevant to a specific assessment (instrumental tick it off, I have done it approach). Plan and discuss assessments at the programme level.

Encourage self regulation self-assessment, setting targets and goals for improvement, not simply reading feedback then not using .

Talk with students about the peer-review process for research or the External Examiner system. The apprentice model – academics also receive and respond to feedback – and also find this challenging at times!



“Next time it feels like your feedback is futile, ask yourself: Should you be enhancing the information you’re delivering, or should you be working to enhance how it is received?”

(Winstone and Nash, 2016)

Outcomes

Hopefully you will be better able to:

- Articulate and appreciate the characteristics of assessment and feedback literacy – student and teacher
- Have an awareness of practical tips for developing student assessment and feedback literacy in an online context
- Recognise potential challenges and opportunities associated with blended/online delivery context.

Readings

- Bloxham, S (2009) Marking and moderation in the UK: false assumptions and wasted resources, *Assessment and Evaluation in Higher Education* 34 (2) pp. 209-220
- Carless, D & Boud, D (2018) The development of student feedback literacy: enabling uptake of feedback, *Assessment & Evaluation in Higher Education*, 43:8, 1315-1325
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- Hattie, J. & Timperley, H. (2007) The power of feedback. *Review of Educational Research* 77(1), 81-112.
- Medland, E (2019) 'Excited' yet 'paralysing': The highs and lows of the feedback process. *Educational Developments*, 20. 1st March 2019 SEDA. Nicol, D.J. & 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.
- Price, M., Rust, C., O'Donovan, B., Handley, K., and Bryant, R. (2012) *Assessment Literacy: The foundation for improving student learning*. Oxford: ASKe, Oxford Centre for Staff and Learning Development.
- Winstone, N. and Nash, R. (2016). www.heacademy.ac.uk/blog/feedback-doesn%E2%80%99t-have-be-futile-students%E2%80%99-responsibilities-active-recipients-feedback

Thank You!

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