

# Assessment Case Study

## *Feedforward – Levelling the playing field of survival of the fittest*

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Exploring Sport and Exercise Science

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**Course:** Sport and Exercise Science

**Student Level:** Undergraduate (Level 4)



### AN EXAMPLE OF ASSESSMENT THAT INVOLVES...

- Summative feedback
- Formative feedback
- Peer feedback
- Feed forward feedback

### OVERVIEW

Based on prior experiences we were finding students from **diverse backgrounds** were used to differing levels of support but embarking on a degree with a different approach to academic support. We employed **feed-forward assessment strategies** in this module in an attempt to support students in the transition to university from school or college.

### AIM

The hope was that students would **engage with the feedback** to improve their work and not simply look at their grade.

### ACTIONS

The assessment was designed in four stages. The students:

1. Selected one of five problem based sport science case studies
2. Produced a 1500-word report, see brief below. This was marked pass/fail against set criteria.
3. Were given written feedback on their report by their personal tutor and were offered an opportunity to meet with their personal tutor to discuss feedback.
4. Resubmitted their 1500-word report (80%) with 500-word reflection (20%) on how they had used the feedback to improve their work.

The final grade was awarded with feedback on the case study and reflection.

### IMPACT

The impact was assessed using a mixed methods research approach. Students and tutors on the module, completed a questionnaire which indicated that:

- The majority of students agreed the feedforward strategies improved their assessment literacy (78%), improved their **learning** (78%) and improved their **grade** (70%).

- **All tutors agreed** the feedforward strategies improved the students' assessment literacy, improved the students learning and improved the students grade.
- The students who engaged in the process of reflection and responded to feedback **improved the quality of their work**. Several students did not improve their work, but also did not respond to the feedback offered.
- It could be argued the feedforward assessment acts as a **stretch and challenge type activity**.

### SUSTAINABLE, SCALEABLE OR TRANSFERABLE?

The practice is sustainable if linked to a **personal tutor system**. The feedback aspect can be time consuming. This is potentially **best suited** as a first piece of coursework at Level 4 to improve assessment literacy and 'level the playing field' for students.

### STUDENT FEEDBACK

#### Student comments:

- "The assessment made me work with the feedback. This **improved my knowledge**, my writing style and my referencing."

#### Staff comments:

- "This was a good activity / assessment. Students do struggle with translating the feedback into their work and often just look at their grade not how to improve."
- "With students that engaged, the **quality of the work improved** and they had a greater depth in their knowledge."
- "There were a number of students' work that didn't improve but this was due to engagement."

### MESSAGE TO PEERS

This is a good approach to assessment at Level 4. The challenge with this assessment is those students who fail to engage are often the students that need support to 'level the playing field'.

Care must be taken when dealing with **student expectations**. The level of support must be appropriate to the level if we are to create independent learners – e.g. a course based approach.

- **EXTRACT FROM ASSESSMENT BRIEF:** see next page
- **RESEARCH ARTICLE:** Noon & Eyre 2020 <https://doi.org/10.1016/j.jhlste.2020.100257>

## EXTRACT FROM ASSESSMENT BRIEF

### *Exploring Sport and Exercise Science*

**Assignment Title:** Reflective Account

**Assignment Number:** 2

**Assignment Weighting:** 100%

#### **Assessment Information**

**NOTE:** Coursework 1 was a 'first version' submission of the report outlined below, assessed as Pass/Fail. Students had to respond to feedback received on your Coursework 1, and required to submit the improved 1500-word report. Students also had to also include a 500-word reflection detailing what and how they improved their work.

#### **Coursework 2**

**Five interdisciplinary case study based scenarios are provided. Choose one scenario, and produce a 1500-word report that:**

- Defines sport and exercise science and each major sub discipline (physiology, biomechanics, nutrition and psychology).
- Provides a detailed needs analysis for your client considering the demands of the event or sport.
- Identifies the key issues which could be influencing performance, health or well-being.
- Proposes interventions to improve your client
- Discusses the importance of an interdisciplinary approach detailing the importance of practitioners (physiologist, bio mechanist, nutritionist and psychologist) working together in your intervention.
- Provides evidence of reflection with improvements made to the original Coursework 1 submission.

**You should produce a 500 reflection at the end of your report based that:**

- Explains how you used the feedback on Coursework 1 to improve your Coursework 2 submission

**Guidance sheet – detailed guidance provided** (see shortened version below)

	Specific criteria	
Section 1	<ul style="list-style-type: none"><li>• Define what sport and exercise science is</li><li>• Define each sport science discipline (physiology, biomechanics, psychology and nutrition)</li><li>• Explain what an interdisciplinary approach is</li></ul>	10 %  (~250 words)
Section 2	<ul style="list-style-type: none"><li>• Carry out a needs analysis detailing the physiological, psychological and biomechanical demands of the event or sport</li></ul>	20 %  (~400 words)
Section 3	<ul style="list-style-type: none"><li>• In each sub discipline (physiology, biomechanics, psychology and nutrition) identify the key issues which could be influencing performance</li></ul>	20 %  (~450 words)
Section 4	<ul style="list-style-type: none"><li>• Propose possible interventions to improve your client</li></ul>	10 %  (~200 words)
Section 5	<ul style="list-style-type: none"><li>• What are the implications if the sports practitioners do not work together (mono vs. interdisciplinary)?</li></ul>	10 %  (~200 words)
Section 6	<ul style="list-style-type: none"><li>• Explain how you used the feedback from Coursework 1 to improve Coursework 2</li></ul>	20 %  (~500 words)
References	<ul style="list-style-type: none"><li>• Use of appropriate sources and referencing style</li><li>•</li></ul>	10 %
Total		100 %

See below for the **assessment criteria and rubric**.

## EXTRACT FROM ASSESSMENT BRIEF (continued)

### Exploring Sport and Exercise Science

#### Assessment Information

#### Assessment criteria and rubric

Mark range (%)	Criteria
> 80	<b>Outstanding:</b> Overall, the answer is exceptionally well presented in all/most respects exhibiting excellent command and lucid use of English with clever, effective use of tables and figures to summarize and explain. Title carefully interpreted and the approach to the topic clearly explained and justified in the introduction. Exceptional understanding of relevant facts, ideas and concepts. High critical, appraisal, analytical and evaluative abilities evident indicating some originality of thought. Evidence of substantial (especially at final year level) outside reading going well beyond the taught material. Full and effective citation and referencing. Conclusion succinctly written, emphasizing clearly the theme of the essay, the major points made and the culminating synthesis.
70 - 80	<b>Excellent:</b> A very well presented exposition of the topic. Well-structured with a thorough coverage of relevant material and illustrating generally very good command of the facts, ideas, concepts and arguments and exhibiting considerable ability to analyse and evaluate information
60 - 70	<b>Good:</b> Quite well structured and presented. A clear grasp of relevant facts and ideas with a generally accurate and reasonably thorough account of the bulk of the taught material. Some sign of higher level abilities such as analysis, evaluation and synthesis or/and inclusion of additional relevant information from outside reading. A few minor errors of fact and slight confusion
50 - 60	<b>Fair:</b> Answer not best structured, its direction and content not most effectively explored in the introduction or expanded in the body of the essay. Reasonable grasp of the basic facts and ideas, and inclusion of half to two thirds or so of the relevant taught material. Does not go much beyond this taught material; little sign of outside reading, or/and additional material marred by errors of application, understanding, analysis or evaluation. One or two serious errors of fact and substantial confusion in one or two places. Irrelevant material may be included. Answer may be shorter than required. Citations and references may be few, incorrect or absent.
40 - 50	<b>Satisfactory:</b> Answer not best structured and understanding and development of the content quite limited, suggesting little advance from previous knowledge. Generally weak grasp of the subject. About one third to one half of the essential taught material is represented including sufficient of the more important basic facts and ideas to merit a pass. However, serious errors or omissions of fact and confused understanding at several points, often made worse by considerable irrelevant material, is characteristic at this grade. Answer too brief to include all
30 - 40	<b>Poor:</b> Confused, limited, rudimentary understanding of the topic with probably only a third or less of the necessary material mentioned. If more is present, the level of confusion will be such as to invalidate it. Serious errors of fact, major omissions of fact or/and irrelevancies much in evidence. However, there will be a few nuggets of relevant information or ideas included to merit a mark near a pass. Citations and references probably absent.
< 30	<b>Bad:</b> Very little relevant and accurate information presented. Answer may be exceptionally short, or when longer, displaying, at the worst, a major misunderstanding of the topic/title and a vast level of confusion and incomprehension.