ASSESSMENT AND FEEDBACK TOOLKIT

MARKING, FEEDBACK AND MODERATION

METHODS IN GIVING FEEDBACK

> This guidance is linked to Principle 6 & 9 in the CU Assessment Strategy and is underpinned by the CU Assessment Policy

"Feedback has little value unless it is timely, students pay attention to it, and act on it…" Gibbs and Simpson (2004) in Bloxham and Boyd (2007, p.6)

INTRODUCTION

Coventry University's Assessment policy states clearly the turnaround times for giving feedback on summative assessment. At year one and two (undergraduate) students are to be given feedback on summative assessments within 3 weeks of the submission date. At year three (undergraduate) and all postgraduate levels, students are to be given feedback on summative assessments within 2 weeks of the submission date.

As a guide, individual feedback on summative assessment as a minimum should consist of:

- Feedback given against the assessment criteria of the particular assessment task
- An indication of what are strong areas in the assessment
- An indication of where there is room for improvement with appropriate suggestions (feed-forward)
- The final mark

While the policy focuses on summative feedback, it is equally important to provide formative feedback throughout the course to support student's learning. Black and Wiliam's (1998) seminal work provides strong evidence on the role formative assessment and feedback could play in students' learning. Nevertheless, whether in summative or formative forms, feedback needs to be timely in order to be useful. This guide explores a number of different methods in providing feedback.

HOW DO WE PUT THIS INTO PRACTICE?
EXAMPLES OF DIFFERENT APPROACHES FOR GIVING FEEDBACK:

FEEDBACK SHEETS

Consider designing and using a feedback sheet containing the assessment criteria and provide feedback under each criterion. You could also consider highlighting the appropriate section on your assessment rubric, giving students an indication on where they have scored under each criterion.   A consistent format across the course could help set students' expectations and engagement with feedback. You could also consider making the

feedback sheet available to students at the launch of the assessment task, encouraging self-assessment and potentially better engagement with the criteria.

When team marking takes place, it is important that all the markers use the feedback sheet consistently and discuss some minimum expectations, for example volume, depth and feed-forward comments could be useful. Finally, clearly communicate to students where they will be able to access the feedback sheets.

FACE-TO-FACE FEEDBACK

Face-to-face feedback can be a very effective form of feedback, and they can be delivered via group feedback sessions or 1-1 meetings. For group feedback sessions, plan them ahead and include them in your timetable, they are especially useful when it is formative feedback sessions where students have the opportunity to incorporate the feedback into their summative work.

Consider how you would make the feedback available to students that could not attend the face-to-face feedback session. Could you record the feedback session or ask your students to summaries key points and put them on Moodle?

GENERIC FEEDBACK

Generic feedback can be very useful if used in combination with individual feedback as this helps students to get a better perspective as to their own abilities in comparison to the wider group. Common issues identified when marking the assessment could be put together by the team of markers where larger groups of students are involved.

When preparing generic feedback (oral or written), make sure it includes the following:

- State clearly (again) what you expected from the assignment.
- Summarise the elements of the assessment task that was generally done well. Provide examples but keep them anonymous.
- Summarise common issues / problems noted, could be related to academic writing skills, missing elements in the submission, etc. Again, provide examples but keep them anonymous.
- Give clear guidance or links to guidance to help improve future assessments(feed-forward)

Consider where the feedback can be accessed by the students (Moodle, recording, etc.) in addition to exploring this face-to-face in the classroom.

An example can be found here: https://www.celt.mmu.ac.uk/good_practice/gpentry.php?id=50

ANNOTATIONS IN SUBMISSIONS

Marking environments such as Turnitin Grademark allow for specific comments (annotations) on individual contributions. This can vary from generic comments (Comment banks/Quick mark comments) to specific comments on an individual submission. Feedback in Turnitin GradeMark can be written comments or recordings (up to 3 minutes). Again, it is important that students know how and where to access these feedback comments.

AUDIO FEEDBACK

Audio feedback can be used for generic group feedback as well as individual feedback to students. McCarthy (2015) reports that students found audio feedback more personal when compared to written feedback. There is generally an initial investment in time from staff when they first use audio feedback, e.g. experimenting with

the right software, tones and length, but some staff find that they can provide more detailed feedback in less time once the initial set up is done. Consider how the feedback will be distributed (as files could be large) and give clear guidance to students on accessing the audio files.

SCREEN-CASTING YOUR MARKING

As with audio feedback, this can be considered as another form of providing feedback by recording the screen while typing and giving oral feedback. Again, some initial investment in time is needed, but research has shown that this method of providing feedback could be more personal and engaging for students. Similar to audio feedback, files could be large, so clear guidance is needed for students when accessing the files.

An example can be found here: https://www.celt.mmu.ac.uk/good_practice/gpentry.php?id=5

AUTOMATED FEEDBACK

Typically used in automated assessment such as Moodle quizzes on other online tests with immediate feedback. Given this type of feedback is normally short, you might consider links within your feedback directly students to pervious lecture notes/support materials covering the specific topics on Moodle.

USING OTHER STAKEHOLDERS, E.G. EMPLOYERS AND STUDENT PEERS

Feedback does not have to come from tutors alone. Consider involving other stakeholders in providing feedback, such as employers for student's work placement or peer feedback for in-class presentations. For peer feedback to work, it is important to provide and discuss the criteria clearly and give clear guidelines in how to provide constructive feedback. You can find a number of good practice examples in how to use peer feedback here: http://www.enhancingfeedback.ed.ac.uk/staff/resources/involvingstudents.html

REFERENCES

Black, P. and Wiliam, D. (1998) Assessment and classroom learning. Assessment in Education: principles, policy & practice, 5(1), pp.7-74.

Bloxham, S. & Boyd, P. (2007) Developing effective assessment in Higher Education: a practical guide. Open University Press: Maidenhead

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