Partners in Assessment and Feedback: Next steps…

Neil Lent,
Kirsty Hughes, Karen Harris and Nichola Kett
University of Edinburgh
Headlines 1

Vision: conscious design / programme level

Longitudinal thinking

Resources

Taking activity beyond the marker

Safe space to ‘fail’: promotes learning
Dialogic: two way exchange (shared vocabulary and meaning)

Working with students not on students

Staff development

Building confidence for partnership
Headlines 3

Challenges can be fulfilling

Fun

Ownership (for all)

Social and reflective

In 10 years time…
Post-its: do more

- Centralised guidance
- Talking with students
- Include students in planning etc
- Freedom to take risks
- What Kay said…
- Student designed assessment
- Radical openness!
Post-its: do less

• Talking at students
• Feedback behind closed doors

Post-its: stop doing…

• ‘Hand-written scribbled feedback’…
• Exams with 100% weighting
Post-its: start doing…

- A student-led session…
- Making time to consider A&F partnership
- Exemplars for planning
- Longitudinal scaffolding for students (feedback planning..)
- Innovative assessment
Post-its: challenges

- Defining good performance
- Making verbal feedback mandatory
- Curriculum for Excellence
- Coherence across modules
Post-its: enablers

• Engaging students in processes
• Adaptive use of Viewpoints
• Partnership
From Twitter

- Assessment should: inspire, engage, stimulate learning
- Fun when a partnership
- Feedback as longitudinal
Activity 1

As Individuals:

• What does an effective partnership look like?
• What makes it work?
• How do we bring this about?
Activity 2

For your whole table:
agree the single most important element to build partnership.

Followed by take away action:
One action you will take after this event
Thank you!

n.lent@ed.ac.uk