Challenges with assessment – how are we responding to students' feedback?

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Outline of session

10:00 Welcome and introductions

10:05 Presentation

10:25 Questions

10:30 Breakout groups

10:50 Share back in larger group

11:00 Finish

PLEASE NOTE We will record the presentation only, not the chat or breakout groups

The engage network is open to staff and students – You are ALL welcome

ELIR/LEAF student feedback on assessment

1. over-assessment and deadline log-jams;

2. consistency in assessment and teaching;

3. disparity in required workload and credit available;

4. the dominance of exams and 'traditional' methods;

5. assessment literacy (students not always sure of what is expected of them);

6. sense of community: peer support and dialogue between staff and students needed'

How are colleagues responding?

1. **Over-assessment and deadline log-jams**: reducing and rebalancing assessment loads

Richard Blythe, Physics shift from multiple/weekly problem sheets to halving these and multiple online quizzes
https://www.teaching-matters-blog.ed.ac.uk/is-your-assessment-really-necessary/

Paul Anderson, Informatics peer assessment of code readability

https://www.teaching-matters-blog.ed.ac.uk/peer-assessment-of-code-readability/

4. **Diversifying assessment**: Assessments that test the learning we value

Rosie Stenhouse assets on *Contemporary issues in mental health* course

https://www.teaching-matters-blog.ed.ac.uk/being-creative-with-student-assessment/

Andy Cross asset with blogs *Currents: understanding and addressing global challenges* course
https://media.ed.ac.uk/media/engageA+Engaging+students+through+innovative+assessment+choice+in+the+CurrentsA+understanding+and+addressing+global+changes+course/1_tl2fui8q

give-me-feedback-on-my-feedback-building-a-meaningful-feedback-loop-into-assessment-processes/

How are colleagues responding?

5. **Assessment literacy**: knowing how to produce good work /taking ownership of process
Jenny Scoles, IAD Involving students in asking for specific feedback
https://www.teaching-matters-blog.ed.ac.uk/focused-feedback-discovering-the-lake-wobegon-effect/
Ross Galloway, Physics & Astronomy Introducing expert behaviours in calculations in Physics 1A with unintended consequences – moved from assessment to embed more authentically in teaching practice.
https://www.teaching-matters-blog.ed.ac.uk/jumping-through-hoops/

6. **Sense of community and dialogue**
Peter Higgins and Robert Chmielewski, Outdoor Education Moray House Self assessment, release feedback before grade, discuss feedback and compare tutor and student feedback, finally award grade and encourage dialogue on the grade
https://www.teaching-matters-blog.ed.ac.uk/ill-give-you-your-grade-when-you-give-me-feedback-on-my-feedback-building-a-meaningful-feedback-loop-into-assessment-processes/

A more holistic approach

From Engineering focus groups:

- Course re-designed to cope with pandemic situation

- Very clear set of learning outcomes

- Tasks build incrementally helping students feel they are becoming more proficient so builds agency through assessment literacy.

- Final exam experienced as a chance to 'show what we can do'.

From a social science school in a Scottish pre-1992:

Evidence that students' agency, feedback literacy and 'structure' of social relations / programme culture can relate to each other sometimes positively, sometimes less so

Breakout groups

If you are a **student**, what approaches have you experienced or heard about which could help tackle these issues?

If you are **staff**, what have you tried/could you try to tackle one of these issues?

Resources from today

We will post the **recording, slides/other resources** from this session to the engage webpage

https://www.ed.ac.uk/institute-academic-development/learning-teaching/connect/engage

Scroll down to 'Previous engage events and resources'

Give us **feedback** – how was the session today? Link in the chat (and sent afterwards)

Would you like to be on the **engage mailing list**? Send an email to Christy MacLeod: Christy.macleod@ed.ac.uk

Next engage event

Tuesday 9th November 2021 12:00-13:00 HYBRID Room 2.03 Charteris Land & Online

How do students define and relate to the curriculum? Findings from a recent study at the University of Edinburgh

Emma Taylor, PhD Intern, Institute for Academic Development,

One Pusamane, PhD candidate, African Studies,

Ian Glen, Curriculum Transformation Partner,

Catherine Bovill, Senior Lecturer in Student Engagement, Institute for Academic Development