



Assessment and Feedback

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Assessment

“Assessment methods and requirements probably have a greater influence on how and what students learn than any other single factor. This influence may well be of greater importance than the impact of teaching materials”

Boud, D (1995)

Assessment

Should:

- be an integral part of any course
- be identified by learning outcomes
- have SMART learning outcomes:
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Time-constrained
- use various methods that are appropriate

Assessment and feedback

What

is being assessed?

Who

does the assessing?

Why

assess?

How

what methods do you employ?

When

during the course do you
assess?

Which

type of assessment do you use?

In groups, discuss the headings. Write your answers on Post-its and stick them up



Assessment

What?

- knowledge
- memory
- synthesis
- theory
- practice
- application

Assessment

Who?

- Teacher/Lecturer/Tutor
- Peer
- Group
- Employer
- Industry expert



Assessment

Why?

- Check knowledge
- Check understanding
- See where the 'gaps' are
- Offer remedial support

Assessment

How?

- Exams, essays, reports
- Projects, portfolios, blogs
- Posters, presentations, vivas
- Case studies, papers, seminars
- Events, exhibitions, conferences

... and more



Assessment

When?

- beginning
- Middle
- end

Which? “high stakes” vs “low stakes”

- Formative – draft, tests, quizzes
- Summative – exam, essay, MCQs, report, project

Feedback

- Perceptions of feedback
- Staff
 - Time consuming
 - Students don't pay it any attention
 - Students only want their grade
- Students
 - Don't get enough
 - Don't get any!



What is your perception of feedback?

Assessment AND feedback

- 1 A one-semester first year biology course with 500 students, some of whom have no previous experience of biology
- 2 A one-semester second year practical microbiology course
- 3 A third year zoology weekend residential field course
- 4 A final year biochemistry honours project
- 5 A final year six week industrial work placement

Each group takes one example. Design assessment with appropriate feedback for your example





References

Boud, D (1995) *Enhancing Learning Through Self-assessment*, London, Routledge Falmer