Assessment and Feedback?

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"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)

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?

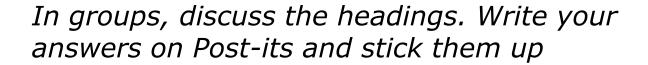
Who?

Why?

How?

When?

Which?



What?

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

Who?

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

How?

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

... and more

When?

- beginning
- Middle
- o 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!

Assessment AND feedback

- 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 Selfassessment, London, Routledge Falmer