



# Assessment and Feedback?

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# Assessment

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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)

# Assessment

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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

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What?

Who?

Why?

How?

When?

Which?



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



# Assessment

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What?

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

# Assessment

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Who?

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

# Assessment

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How?

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

*... and more*



# Assessment

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When?

- beginning
- Middle
- end

Which? “high stakes” vs “low stakes”

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



# Feedback

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- 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

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- 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

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