Assessment – for learning not of learning

Transparent and meaningful assessment – formative feedback – marking criteria – leading to learning outcomes

Peer and self assessment – formative assessment

Preparation – vital

- Students need to understand what learning activity is all about

- Tutors need clear reasons for using procedure – what type of learning?

Task – consideration

- Formative feedback built in

- Assessment process and product

Implementation – attention to detail

- Marking criteria

- Exemplars

Evaluation – necessary

- Individual feedback – student learning?

- Student understanding
  <u>**C**ase studies – Histology poster</u>

Peer and self using marking criteria

Tutor criteria

- Well prepared – oral and written information – marking criteria

- Self explanatory – fine students understood. Clear and justified conclusion – poorly understood

Student generated criteria – tutor/student discussion

- Greater ownership – less able to distinguish between criteria

- Did not enhance student marking compared to tutor - learning

Different learning outcomes

Case studies – Histology poster

Peer and self using marking criteria

Exemplars with student generated criteria and formative discussions

- More closely marked to tutor

- Able to distinguish individual criteria

Able to mark the same not an indication of understanding the work – written comments and marks.

Written comments did not reflective the science – nothing on magnification – stains used.

What did the assessment show – what type of learning is taking place?

Using criteria to mark but not to learn?

Assessment process – assessment product

Formative Feedback

Can be used in: practical/workshop classes, small group teaching, problem based learning, one-to-one, projects, large groups (less variation).

Students need to be aware of the role of formative feedback

But what type of feedback are you giving?

Ways students use feedback:

Enhance motivation
Enhance learning
Encourage reflection
Clarify understand

Also

Encompass wider issues – linked to feedforward – criteria
Mechanistic – feedback in the margin

Tutor specific – influence how students response to feedback

Oral formative feedback – seen as very important

What type of feedback do we give? - clarification

What type of learning are we encouraging? What learning does the feedback encourage to? Are we encouraging students to reflect?

Closing thoughts

Learning outcomes – what learning students should be able to demonstrate.

Assessment – not something done to students, but with students and for students

Assessment design enhancing specific learning

Consider the role of feedback – the student as a consumer

Design sessions to be as formative as possible – students need to be aware of how they will use content in order to attempt assignments.

Student as a reflective learner

How genuine is the learning activity

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