

ASSESSMENT DESIGN

AD 4 Ensure ongoing evaluation to support development of sustainable assessment and feedback practice



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Lecturer / Teacher Focused (LT)

- LT1 In developing sustainable assessment practice the key is in supporting students to manage the learning environment for themselves; evaluate how effectively your assessment design is enabling this.
- LT2 Elicit short, sharp feedback from students on your teaching within taught sessions (e.g. through use of clickers; post-its; what went well; what could be better questions).
- LT3 Demonstrate how student feedback is being taken on board (where appropriate) within teaching sessions.
- LT4 Provide opportunities for frequent low stakes assessment tasks to support student engagement and to enable you to measure progress and/or stumbling blocks.
- LT5 Set pre-tasks where students need to prepare focused questions for discussion in the taught session; enable student groups to take turns in producing model answers.
- LT6 Demonstrate to students how mid-semester feedback is being used to inform learning and teaching and gain feedback from the students about the enhancements you have made.
- LT7 Clarify with students where it is not appropriate to make requested changes and why.

Student Focused (S)

- S1 Get students to write a 5 minute essay and share with peers for feedback and further discussion.
- S2 Use the three minute elevator pitch idea (time it takes to get into and out of lift!) to get students to summarise key ideas and to gain feedback from peers.
- S3 Collate student snapshots of feedback during and at end of programme to feed into developments.
- S4 Get students to write guidance for students on key lessons that they learnt that would be useful to have known at the start.
- S5 Get students to evaluate their own feedback seeking, giving, and using performance.

Programme / Director Questions (PD)

- PD1 How are you using and sharing feedback from students and staff to inform the development of your programmes?
- PD2 How are you evaluating with teams what assessment enhancements have had the most impact and are also the most manageable within a short time frame?
- PD3 What are the mechanisms to ensure timely processing and sharing of feedback to inform programme development?
- PD4 What are your assessment feedback priorities? How do these align with the University plan?
- PD5 How are you implementing ideas consistently across modules as part of your strategic plan?
- PD6 How are you ensuring regular programme meetings to agree principles underpinning assessment practice to ensure development of modules is in line with potential larger scale programme changes?
- PD7 What opportunities are there for staff to evaluate & further develop their assessment practice?