

Making Assessment Count (MAC) Consortium

- An informal group further developing and adapting best practice in the use of technology to enhance feedback.
- Realising the benefits of the JISC funded project Making Assessment Count (*Westminster*)

MAC Web-site

<https://sites.google.com/a/staff.westminster.ac.uk/mac>

University of Westminster

- Gunter Saunders
- Mark Clements
- Peter Chatterton

University of Bedfordshire

- Mark Gamble

City University

- Kate Reader

University of Greenwich

- Mark Kerrigan
- Simon Walker

Cardiff Metropolitan University (UWIC)

- Loretta Newman-Ford

University of Reading

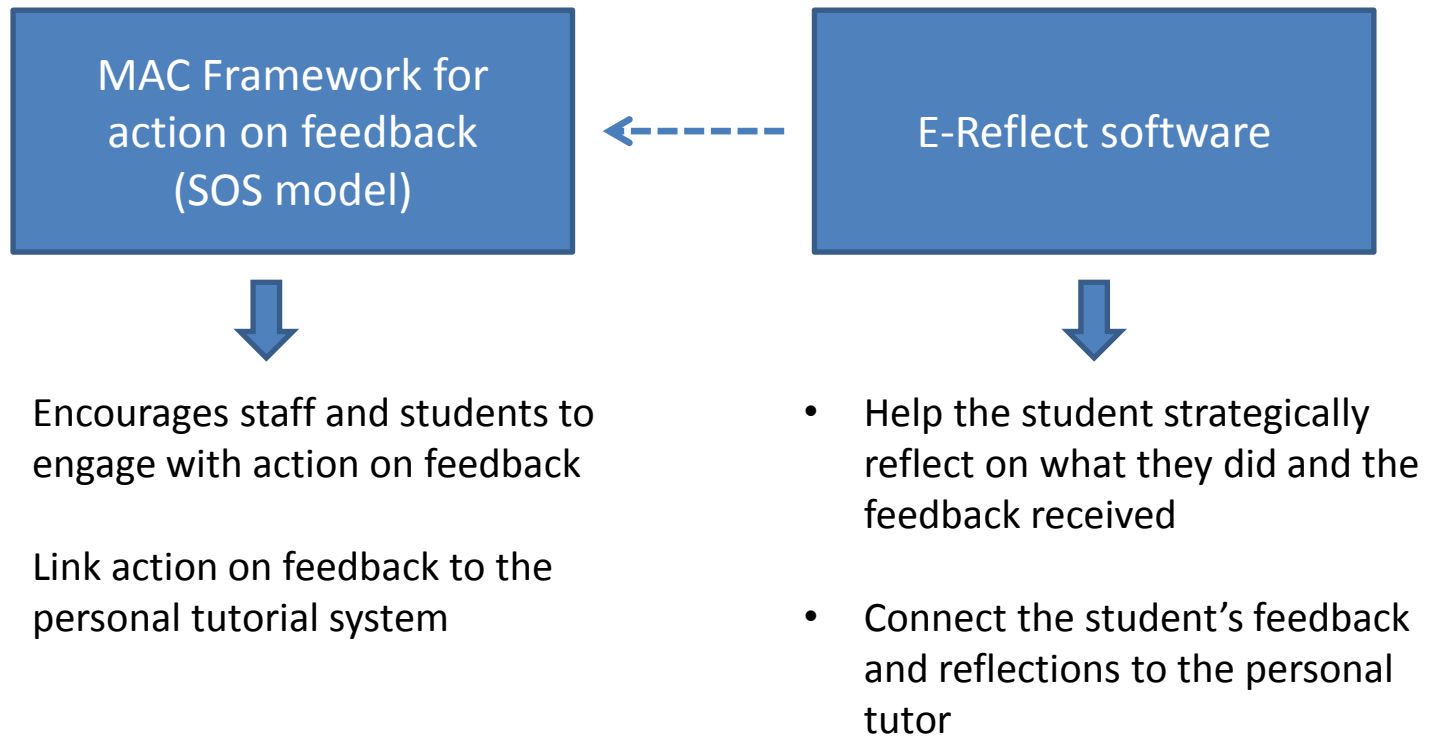
- Maria Papaefthimiou

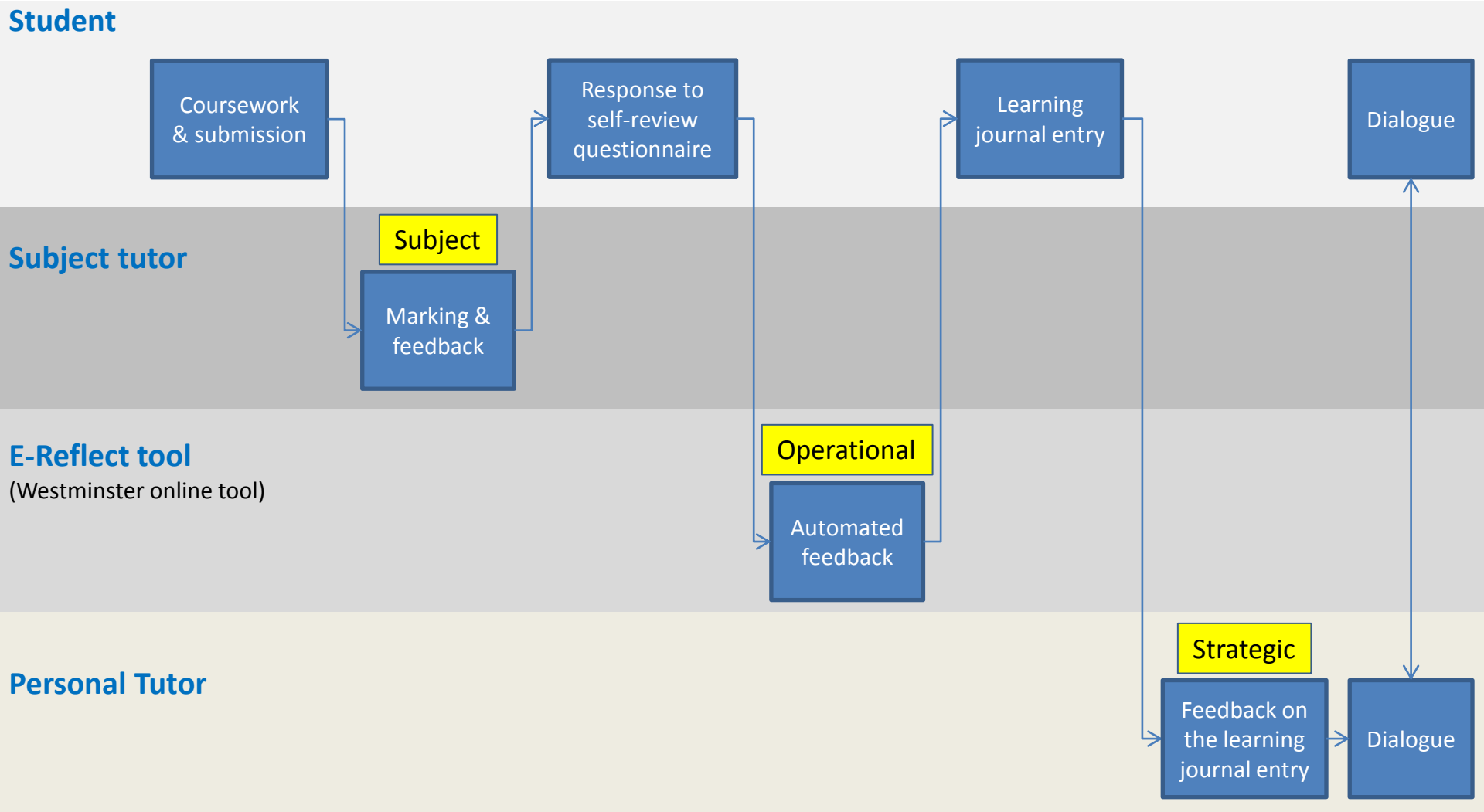
JISC Design Studio pages:

- MAC <http://jiscdesignstudio.pbworks.com/w/page/23495173/Making%20Assessment%20Count%20Project>
- MAC Consortium <http://jiscdesignstudio.pbworks.com/w/page/33943261/Making-Assessment-Count-Consortium>

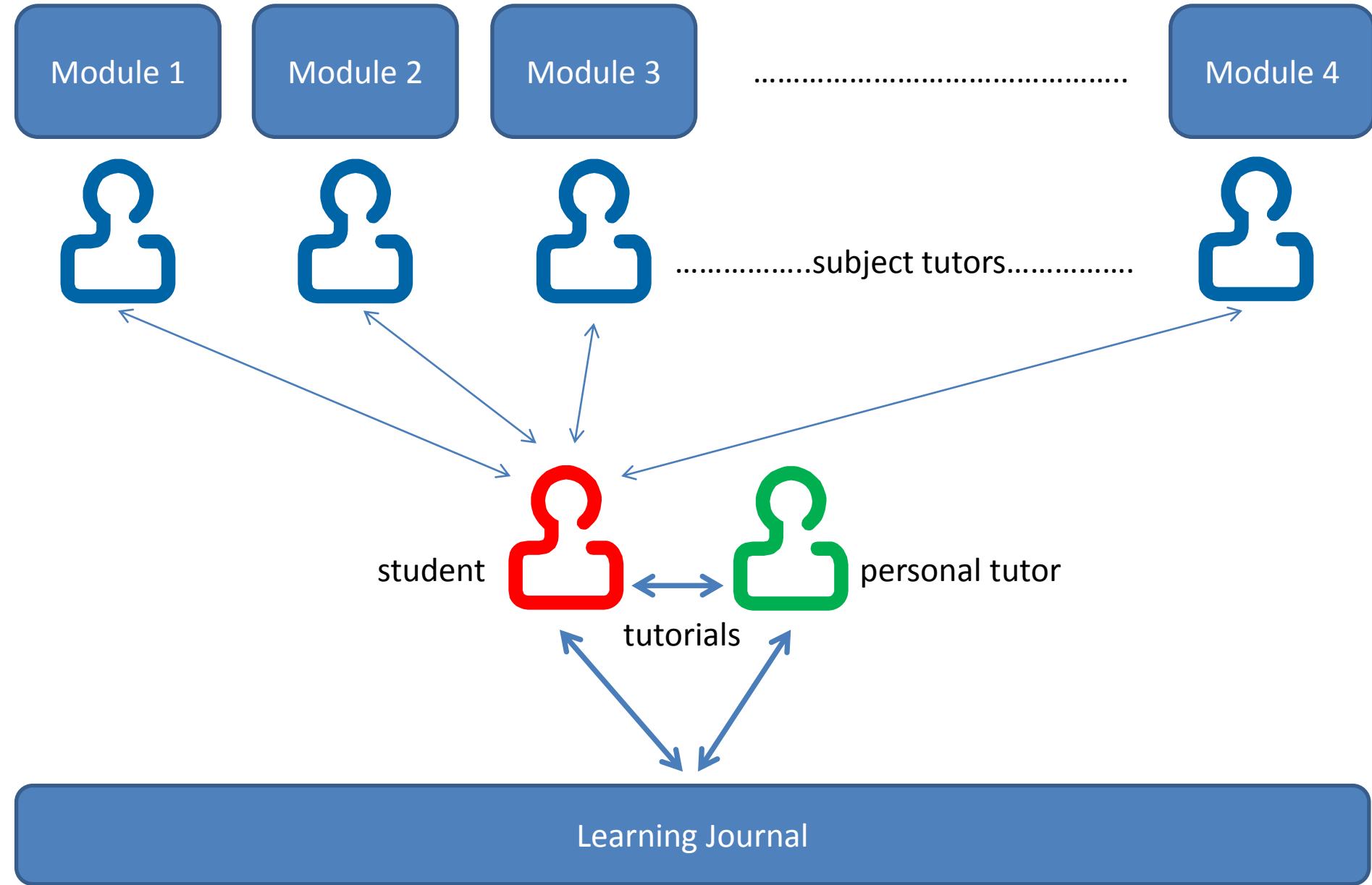
Challenges being addressed:

- Mismatch between feedback provided and students saying they do not receive feedback
- Students often do not make use of their feedback
- Focused on the mark
- Therefore do not derive benefit from the feedback in relation to future work



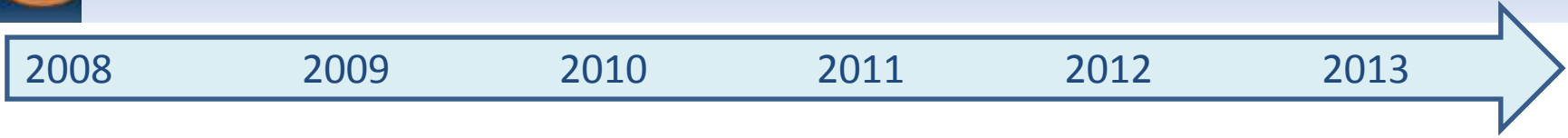


MAC process – through a programme





MAC Consortium projects



Westminster
(Life sciences)



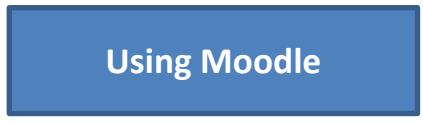
Greenwich
(PhD training & law)



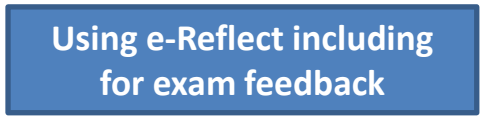
Bedfordshire
(Social sciences, law)



City
(international politics)



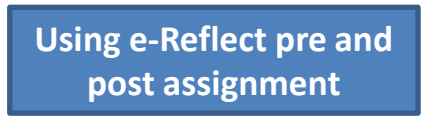
Westminster
(biosciences)



Reading
(life sciences)



CMU (UWIC)
(sport)



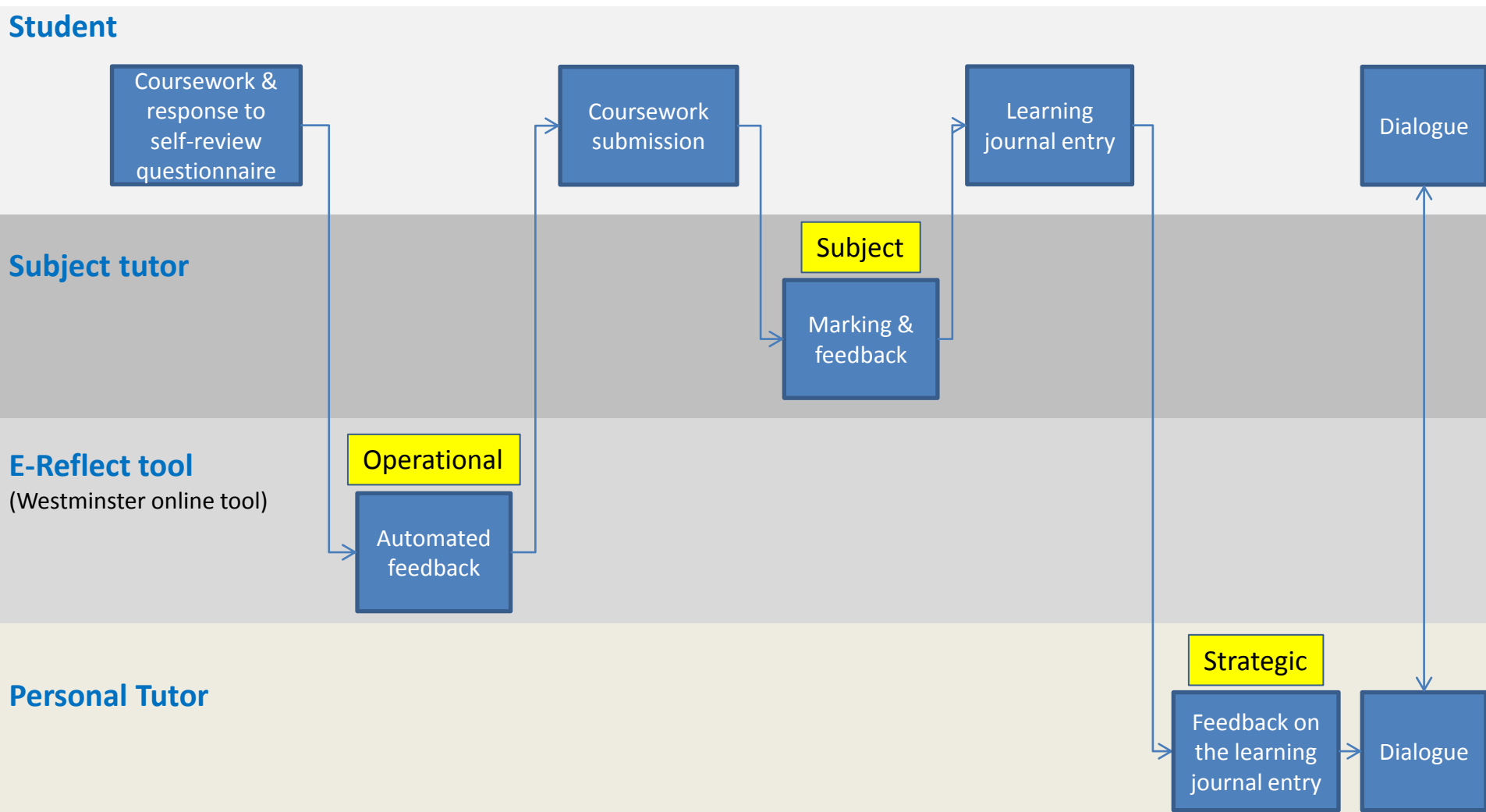
Westminster
(Life sciences, teacher training)



- Evaluation across all MAC projects
- Based on assessment principles (research-based)
- Evaluation process used to promote dialogue and engage other programme teams and key institutional stakeholders

MAC process – module assessment activities

Alternative – e-Reflect used before coursework submission



1. What is e-Reflect

http://youtu.be/4_67G79CmHU

2. Student completing questionnaire

<http://youtu.be/PVeLndwdEFY>

3. Student completing reflection

<http://youtu.be/WPBQ2AvnL04>

4. Tutor commenting on student reflection

<http://youtu.be/wmntZz1MXMo>

5. Tutor creating an e-Reflect questionnaire

<http://www.youtube.com/watch?v=xksGus7D1MM&feature=related>

Positive:

- Quick & easy to complete, doesn't take long
- Useful because students can improve their weak areas as they receive feedback
- Makes you think
- Change my learning habits

Negative:

- Frustrating to fill it in for every coursework
- Repetitive feedback

- Provides a framework (the SOS model) around which staff can implement a strategy for the provision of feedback to students.
- Learning journals encourage better-informed dialogue between students and tutors e.g. about learning strategies.
- Encourages students to act on feedback.
- Value gained from face-to-face tutorials increased.
- Students acquire confidence in judging their own performance, which can lead to greater autonomy as learners.
- Encourages better, more efficient study habits.

- Academic staff buy-in e.g. in dealing with increased workload and changes in practice, module timing.
- Good practice/techniques for academics in respect of questionnaire writing, giving feedback, responding to LJ entries.
- Good practice for students in engaging with LJs.
- Quality assurance/effective practice with e.g. personal tutoring, Learning Journals?
- Technical issues & integration.

Which statement do you most agree with in respect of using an e-Reflect questionnaire to stimulate students to reflect and engage subsequently in meaningful dialogue with their tutor and/or peers?

A = used consistently throughout a programme

B = used intermittently

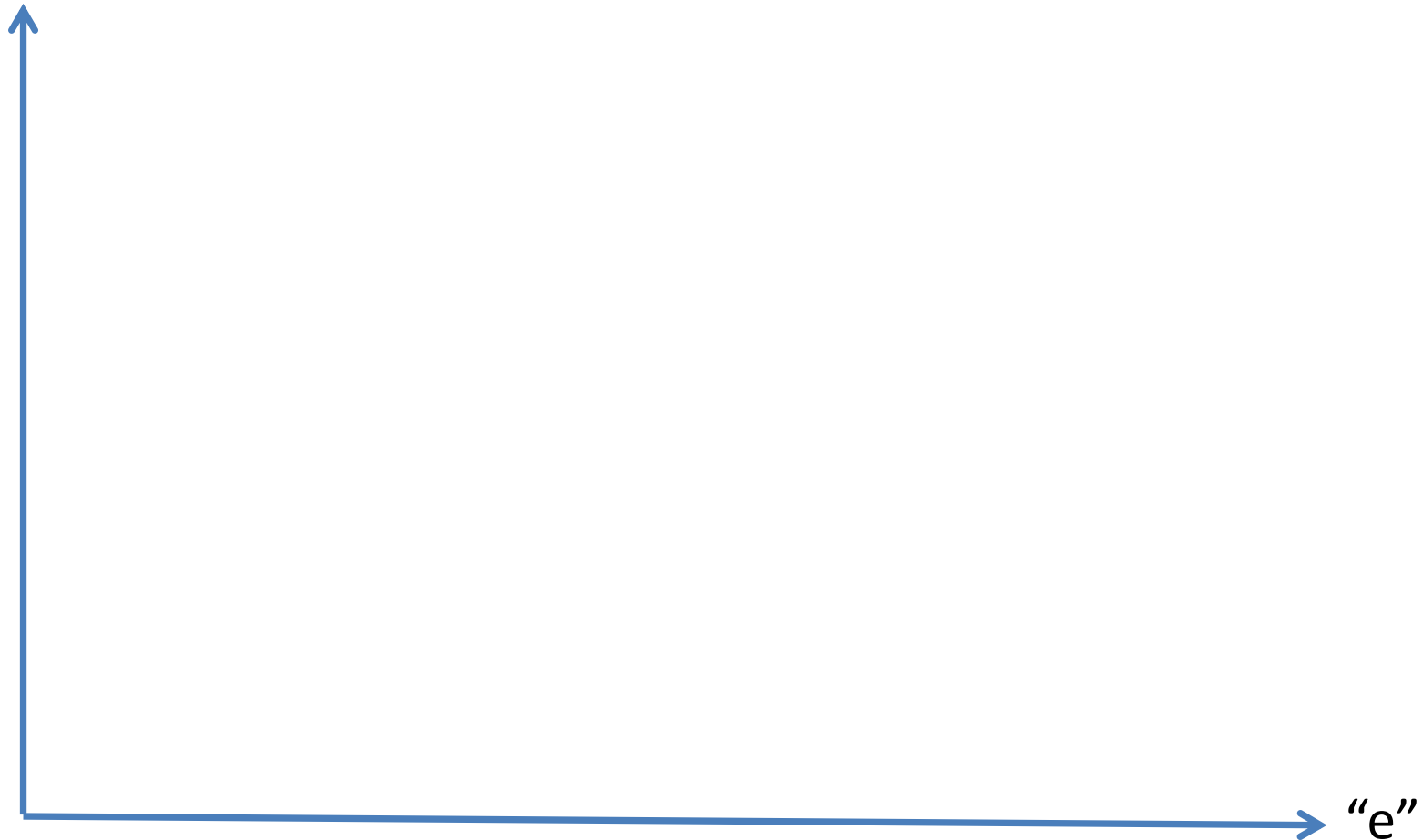
C = used early on in a programme

D = not used at all

E = Other – specify

To what extent should the dialogue between student and personal tutor be blended? *(place a "blob")*

Face-to-face



How important is the concept of programme-wide self-directed student monitoring, evaluation and regulation of their own learning?

A = Very

B = Some

C = None

D = Don't know

E = Don't like the question

What percentage of a programme learning time should be based on feedback-led dialogue/learning/self-review?

A = above 50%

B = 31 – 50%

C = 16 – 30%

D = 0 – 15%

E = Don't know/don't like the question

What percentage of academic time could be replaced by systems (specify)?

A = above 50%

B = 31 – 50%

C = 16 – 30%

D = 0 – 15%

E = Don't know/don't like the question

Assessment for Learning themes (ESCAPE)

- Engages students with the assessment criteria
- Supports personalised learning
- Ensures feedback leads to improvement
- Focuses on student development
- Stimulates dialogue
- Considers student and staff effort

Mark Russell and Dominic Bygate (ESCAPE Project):

- Conditions under which assessment supports students' learning (Gibbs & Simpson, 2004)
- Principles of good assessment and feedback practice (Nicol, 2007)
- Principles of effective assessment (NUS)
- Assessment Standards Manifesto (Weston-Manor-Group, 2007)

Assessment for Learning themes (ESCAPE)

1 Engages students with the assessment criteria

- I communicate clear and high expectations
- My assessment is aligned to the learning outcomes
- I produce assessment criteria that helps to clarify what good performance is (goals, criteria, standards)
- I give feedback that is linked to the assessment criteria / expected outcomes
- I ensure that my assessment is reliable, valid, fair and consistent

What is the degree of alignment?

A = High

B = Medium

C = Low

D = None

E = Don't know/don't like the question

Assessment for Learning themes (ESCAPE)

2 Supports personalised learning

- I provide a range of assessment to ensure inclusivity
- My assessments have the capacity to inspire and motivate my students
- I ensure that students have choice in the topic, method, criteria, weighting or timing of assessments
- I involve students in decision making about assessment and practice
- I ask students to help design the feedback they would like when they make an assignment submission

What is the degree of alignment?

A = High

B = Medium

C = Low

D = None

E = Don't know/don't like the question

Students have their own motivations and interests. As individuals, students also have differing needs to support their learning. Whilst individual assessment tasks are likely to be impractical proposition it is helpful to consider how assessment can support the personalisation of learning.

Assessment for Learning themes (ESCAPE)

3 Ensures feedback leads to improvement

- I ensure that my feedback is produced quickly enough to be of use to students
- I provide feedback that is detailed and frequent
- I ensure that the feedback makes sense to students
- I ensure that my students have the opportunity to act on the feedback
- I deliver high quality feedback information related to the assessment criteria that helps learners self-correct

What is the degree of alignment?

A = High

B = Medium

C = Low

D = None

E = Don't know/don't like the question

Feedback is an essential aspect of assessment activity. Feedback will be more effective if it is prompt and makes sense to the students. Moreover, good feedback provides a commentary on the students' submissions, offers advice on how the work could be developed and provides opportunities for students to demonstrably engage with the feedback.

Assessment for Learning themes (ESCAPE)

4 Focuses on student development

- I design assessment that focuses on learning rather than the marks
- I ensure that summative assessment has a positive effect on learning
- The assessment and feedback activity encourages an appropriate approach to learning (i.e. deep not surface, understanding not memory)
- I facilitate the development of self assessment and reflection on learning
- My assessment encourages motivational beliefs and self esteem in my students

What is the degree of alignment?

A = High

B = Medium

C = Low

D = None

E = Don't know/don't like the question

Assessment has a significant influence on student motivation and the ways in which students approach their learning. Good assessment develops the students' interests, motivations and encourages appropriate study behaviours. Ultimately good assessment motivates good learning.

Assessment for Learning themes (ESCAPE)

5 Stimulates dialogue

- The assessment activity supports the development of learning groups and communities
- The assessment activity encourages interaction and dialogue around learning (peer and teacher)
- The assessment activity provides opportunities for students to develop their own internalised conceptions of standards and monitor and supervise their own learning
- The assessment activity provides information to me to help me shape my teaching
- I feel that my assessment and feedback strategies are central to my staff development and are frequently reviewed

What is the degree of alignment?

A = High

B = Medium

C = Low

D = None

E = Don't know/don't like the question

A good learning environment considers the individual student whilst also recognising the importance of a learning community. Further, learning is enhanced if students are able to share their conceptions and misconceptions. Good assessments support the development of a learning community and provide opportunities for students to engage in a dialogue about their learning. Teachers too should have an opportunity to engage in a dialogue. A dialogue that helps them shape their teaching and engage in staff, module and programme development activity.

Assessment for Learning themes (ESCAPE)

6 Considers student and staff effort

- I ensure that the assessment captures enough study time (in and out of class)
- I ensure that the assessment activities are spread out evenly across timeline of study
- I encourage time and effort on challenging learning tasks
- I set assessments that are manageable for students and the teaching team
- The assessment activity enables me to provide feedback that is prompt, sufficient and supports learning

What is the degree of alignment?

A = High

B = Medium

C = Low

D = None

E = Don't know/don't like the question

Good assessments create a good educational experience. Good assessment set out high expectations, foster appropriate study behaviours and stimulate students' inquisitiveness, motivation and interest. Good assessment should distribute the students' effort across the study-period and topic areas. Good assessments will demand an appropriate amount of student effort. Good assessments will not, however, overload students nor their teachers. Good assessments ensure there is adequate time for teachers to create and deliver feedback in ways that supports student learning.

Efficiency –v- effectiveness



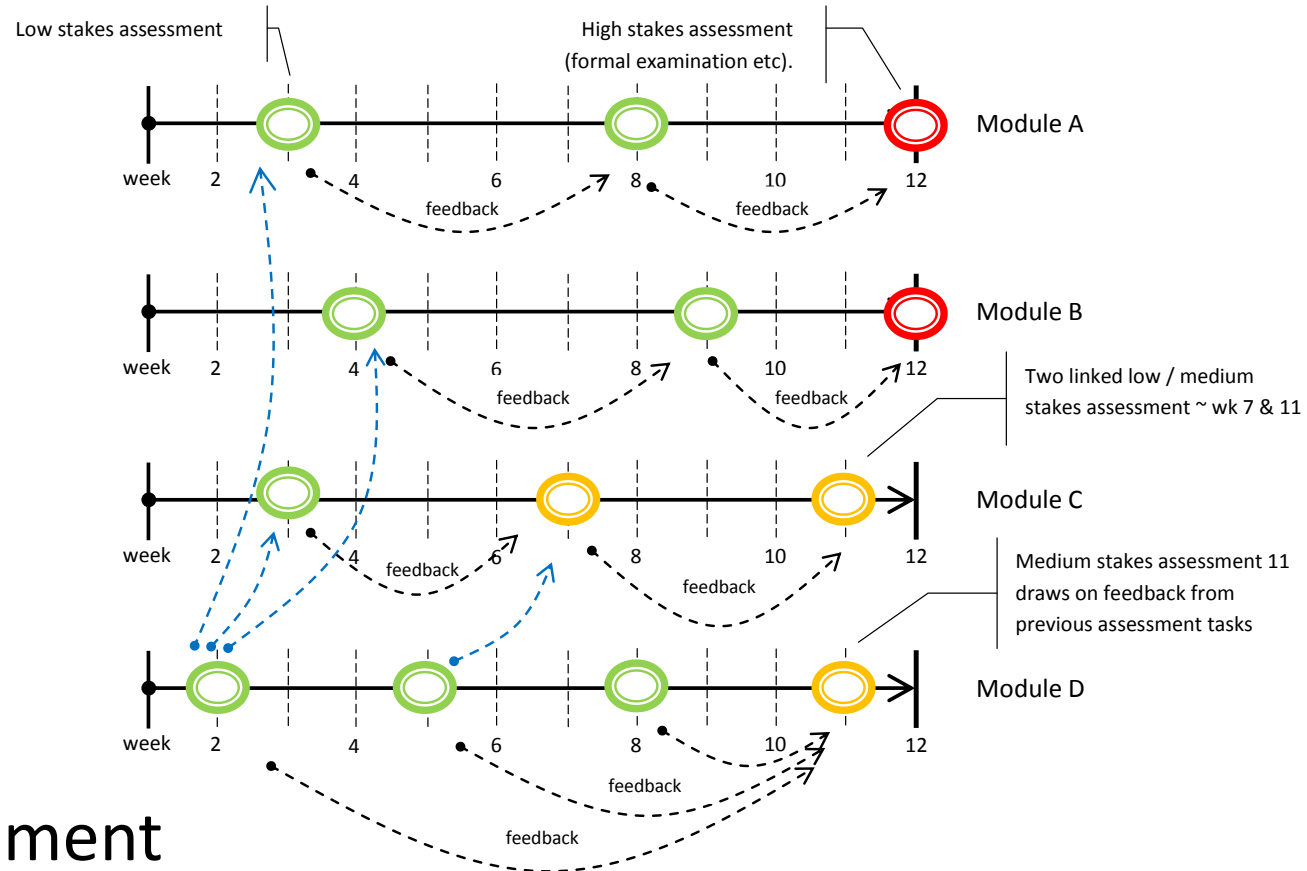
- A = Assignment/feedback
- B = + e-Reflect
- C = + learning journal
- D = + peer feedback
- E = + staged submission

(see ESCAPE project: Mark Russell

<http://jiscdesignstudio.pbworks.com/w/page/27533889/ESCAPE%20-%20Effectiveness%20versus%20Efficiency>)

Suggestions for improving MAC?

e.g. (1) staged*:



(2) Peer assessment

(3) Other ideas???

* © Mark Russell 2010 Univ Herts ECAPE project

Thesis:

we have a reasonable idea of what good practice is in assessment-led learning: how can we get this established as common practice?

Barriers ?

Enablers ?

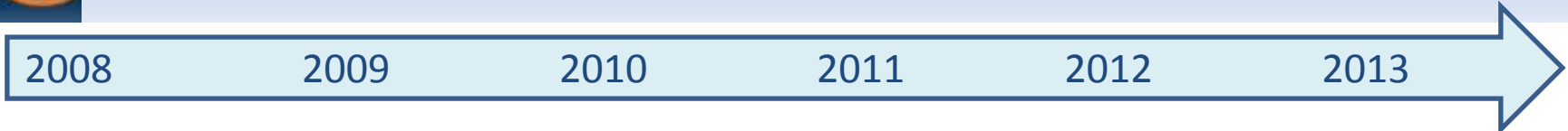
People

Processes

Tools

	Barriers ?	Enablers ?
People		
Processes		
Tools		

MAC Consortium projects



- Westminster
(Life sciences)
- Greenwich
(PhD training & law)
- Bedfordshire
(Social sciences, law)
- City
(international politics)
- Westminster
(biosciences)
- Reading
(life sciences)
- CMU (UWIC)
(sport)
- Westminster
(Life sciences, teacher training)

MAC project

Using e-Reflect

Using e-Reflect

Using Moodle

Using e-Reflect including for exam feedback

Using Blackboard

Using e-Reflect pre and post assignment

MACE Evaluation



Further info:

MAC Web-site

<https://sites.google.com/a/staff.westminster.ac.uk/mac>



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- MAC Consortium
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