

1F Enhancing assessment and feedback practice: a place to (re)start

Jason Bohan, Psychology, **Moira Fischbacher-Smith**, College of Social Sciences, **Elina Koristashevskaya**, LEADS, **Kate Powell**, SRC, **Maxine Swingler**, Psychology and **Amanda Sykes**, LEADS

High quality assessment and feedback is vital in higher education in order to engage students in “deeper learning” (Biggs, 1999). Despite this, students often say that they do not understand the reason why some assessments are used and they have difficulty in using feedback from one assignment to improve the next (O’Donovan, Rust, & Price, 2016; Winstone et al., 2016). To date, feedback quality has consistently received the lowest satisfaction ratings in the UK National Student Survey and feedback is a common issue raised by students in course evaluations and in staff-student meetings.

In this workshop we will ask delegates to reflect on their own practices and discuss key issues and share good (and bad!) practices related to assessment and feedback. There will be the opportunity to explore features of the newly launched Assessment and Feedback toolkit (www.glasgow.ac.uk/aftoolkit) and to discuss how the Toolkit can support the (re)design of future assessment and feedback strategies. Whether you teach, or are a student in, classes of 3, 30 or 300, we hope that this workshop will serve as the beginning of a conversation to enhance assessment and feedback practices across the institution that we would encourage you to continue beyond the Conference.

References

O’Donovan, B. Rust, C. & Price, M. (2016). A scholarly approach to solving the feedback dilemma in practice. *Assessment & Evaluation in Higher Education*, 41, 938-949. <http://www.tandfonline.com/doi/full/10.1080/02602938.2015.1052774>

Winstone, N. E., Nash, R.A., Parker, M. & Rowntree, J. (2017) Supporting Learners' Agentic Engagement with Feedback: A Systematic Review and a Taxonomy of Recipience Processes, *Educational Psychologist*, 52:1, 17-37. <http://www.tandfonline.com/doi/full/10.1080/00461520.2016.1207538>