

Assessment and Feedback

This document brings together a summary of the discussion outcomes from the session on Assessment and feedback, led by Anne Tierney at the event 'Teaching in the Biosciences: an Introduction for Postgraduates and Postdoctoral Teaching Fellows'.

Assessment

How?

- Lab skills
- via lab practical
- reports
- Coursework
- continual
- self test via online tests
- Final exam
- Peer assessment
- Presentation – talks, posters
- Oral exam

Who?

- Demonstrators – graded and non graded
- Lecturers – graded (e.g. tests based on lectures and recommended reading)
- Students – non-graded (e.g. feedback on course, peer-review, reflection)
- Computers – graded and non-graded (e.g. online assessment, tests, modules)

Why?

- Assess what has been learned
- Evaluate your teaching methods
- Revise
- Reinforcement
- Set goals for the students (am I studying the right way?)
- Maintain the standards
- Form of feedback
- Level of qualification

What (is assessment)?

- Test what students have learned
- Let students know how to improve
- Let students know how good they are / where they stand
- An indicator of how enjoyable (or relevant) a course is

When?

- Assessment of practical work throughout
- Class tests contribute to final mark rather than one final exam
- Continuous assessment should count for a bigger % of final mark

Feedback

What is your perception of feedback?

- Necessary
- Positive
- Model answers?
- Marking scheme
- Means to improvement
- Highlights areas that may need to be addresses
- For students must be positive
- Should be as positive as possible
- Highlights areas of course/lab that could be improved
- Brief but informative
- Must be constructive – show the path for improvement
- Must be accepted and followed