



Assessment and Feedback?

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Assessment

“Assessment methods and requirements probably have a greater influence on how and what students learn than any other single factor. This influence may well be of greater importance than the impact of teaching materials”

Boud, D (1995)

Assessment

Should:

- be an integral part of any course
- be identified by learning outcomes
- have SMART learning outcomes:
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Time-constrained
- use various methods that are appropriate

Feedback

- Perceptions of feedback
- Staff
 - Time consuming
 - Students don't pay it any attention
 - Students only want their grade
- Students
 - Don't get enough
 - Don't get any!



What is your perception of feedback?

Assessment and feedback

What?

Who?

Why?

How?

When?

Which?



In groups, discuss the headings. Write your answers on Post-its and stick them up



Assessment

What?

- knowledge
- memory
- synthesis
- theory
- practice
- application



Assessment

Who?

- Teacher/Lecturer/Tutor
- Peer
- Group
- Employer
- Industry expert

Assessment

How?

- Exams, essays, reports
- Projects, portfolios, blogs
- Posters, presentations, vivas
- Case studies, papers, seminars
- Events, exhibitions, conferences

... and more



Assessment

When?

- beginning
- Middle
- end

Which?

- Formative
- Summative

Assessment AND feedback

- 1 A one-semester first year biology course with 500 students, some of whom have no previous experience of biology
- 2 A one-semester second year practical microbiology course
- 3 A third year zoology weekend residential field course
- 4 A final year biochemistry honours project
- 5 A final year six week industrial work placement

Each group takes one example. Design assessment with appropriate feedback for your example





References

Boud, D (1995) *Enhancing Learning Through Self-assessment*, London, Routledge Falmer