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Teaching, learning and assessment design resource:

Enabling lesson planning and curriculum development

The purpose of this resource is to assist with the design and development of innovative teaching, learning and assessment strategies to enable a meaningful learning experience in the classroom.

Contents

Learner
Engagement

THEME CARD:
Learner Engagement

Well designed learner engagement and learner interaction opportunities can encourage interaction and dialogue between teachers, learners and others, providing learners with a range of potential feedback opportunities.

This theme aims to explore potential social and educational interactions that can support the process of learning. They can be used by staff and learners to plan learning interactions that will encourage a meaningful educational dialogue, and to help them reflect on the benefits of these interactions.

Learner Engagement

S	W
O	T

Learning events:

- ☐ Receive
- ☐ Create
- ☐ Debate
- ☐ Explore
- ☐ Experiment
- ☐ Imitate
- ☐ Practice
- ☐ Meta-learn (self-reflect)
- ☐ _____

Receive

Learners receive information that will support their learning

Examples: lectures, recommended reading, content delivery

Receive

S	W
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Please select the resource type(s) that may be be used and explore possible supporting technologies:

Resource Types

- ☐ Course/lecture/presentation notes
- ☐ Video/audio
- ☐ Reading list
- ☐ Textbook
- ☐ Lesson plan
- ☐ Project outline
- ☐ Study guide
- ☐ Glossary
- ☐ Curriculum/syllabus
- ☐ Activity/exercise/fieldwork notes
- ☐ Case study
- ☐ Demonstration
- ☐ Worked example
- ☐ Multimedia resources
- ☐ Resource pack
- ☐ _____

Suggested Tools & Technologies

- ☐ Virtual Learning Environment (VLE)
- ☐ Web pages/websites
- ☐ Presentation tools (e.g. PowerPoint)
- ☐ Podcasts
- ☐ Videos
- ☐ Animations
- ☐ Screencasts
- ☐ E-books/e-journals
- ☐ Online resource listing
- ☐ Lecture capture
- ☐ _____

SUPPORTING INCLUSIVITY

- ☐ Be aware of additional communication requirements, e.g. suitability of media/online materials and resources.
- ☐ Consider how accessible you are when you communicate either online, in presentations, using written and media resources or when lecturing.

Create

Learners create something new,
producing work as an individual or as a group

Examples: essays/assignments, projects, portfolios

Create

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O	T

Learning task(s):

Consider learner interactions

- ☐ Peer
- ☐ Teacher
- ☐ Professional (e.g. employer)
- ☐ Student mentor
- ☐ Learning community
- ☐ Formal
- ☐ Informal
- ☐ Online
- ☐ Face to face
- ☐ Self
- ☐ _____

Types of feedback/assessment

- ☐ Peer
- ☐ Teacher
- ☐ Professional
- ☐ Formative
- ☐ Summative
- ☐ Review
- ☐ Formal
- ☐ Informal
- ☐ Self-assessed
- ☐ Not assessed
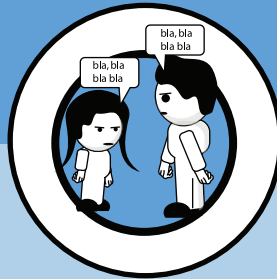- ☐ _____

Suggested tools/technologies

- ☐ Presentation tools
- ☐ Plagiarism detectors
- ☐ Portfolios
- ☐ Assessment tools
- ☐ Word processing software
- ☐ Image editing software
- ☐ Social media (e.g. YouTube)
- ☐ Spreadsheets
- ☐ Databases
- ☐ Blogs & wikis
- ☐ _____

Debate

Learning through social interactions, where learners engage in collaborative and challenging discussions

Examples: face to face debates, online discussions

Debate

S	W
O	T

Learning task(s):

Consider learner interactions

- ☐ Peer
- ☐ Teacher
- ☐ Professional (e.g. employer)
- ☐ Student mentor
- ☐ Learning community
- ☐ Formal
- ☐ Informal
- ☐ Online
- ☐ Face to face
- ☐ _____

Types of feedback/assessment

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- ☐ Self-assessed
- ☐ Not assessed
- ☐ _____

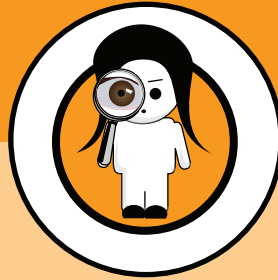### Suggested tools/technologies

- ☐ Discussion tools
- ☐ Chat tools
- ☐ Instant messaging
- ☐ Social networking
- ☐ Blogs
- ☐ Microblogs (e.g. Twitter)
- ☐ Wikis
- ☐ Audience response tools
- ☐ Voice tools
- ☐ _____

Explore

Learning by personal exploration

Examples: Internet searches, literature reviews, information handling

Explore

S	W
O	T

Learning task(s):

Consider learner interactions	Types of feedback/assessment	Suggested tools/technologies
☐ Peer	☐ Peer	☐ Electronic library services
☐ Teacher	☐ Teacher	☐ E-journals
☐ Professional (e.g. employer)	☐ Professional	☐ E-books
☐ Student mentor	☐ Formative	☐ Online databases
☐ Learning community	☐ Summative	☐ Search engines
☐ Formal	☐ Review	☐ Blogs
☐ Informal	☐ Formal	☐ Wikis
☐ Online	☐ Informal	☐ Discussion tools
☐ Face to face	☐ Self-assessed	☐ Audience response tools
☐ Self	☐ Not assessed	☐ RSS feeds/mailing lists
☐ _____	☐ _____	☐ _____

Experiment

Learners manipulate an environment (real or virtual) to test a hypothesis

Examples: practicals, laboratory work, simulations, workshops, maths/science problems

Experiment

S	W
O	T

Learning task(s):

Consider learner interactions

- ☐ Peer
- ☐ Teacher
- ☐ Professional (e.g. employer)
- ☐ Student mentor
- ☐ Learning community
- ☐ Formal
- ☐ Informal
- ☐ Online
- ☐ Face to face
- ☐ Self
- ☐ _____

Types of feedback/assessment

- ☐ Peer
- ☐ Teacher
- ☐ Professional
- ☐ Formative
- ☐ Summative
- ☐ Review
- ☐ Formal
- ☐ Informal
- ☐ Self-assessed
- ☐ Not assessed
- ☐ _____
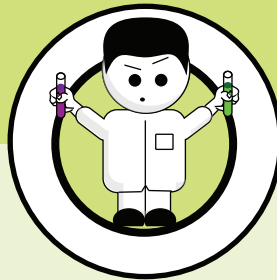
Suggested tools/technologies

- ☐ Simulations
- ☐ Educational games
- ☐ Virtual worlds
- ☐ Videos
- ☐ Journal tool
- ☐ Communication tools (e.g. VLE Discussion Board)
- ☐ Statistical analysis software (e.g. SPSS)
- ☐ _____

Imitate

Learning from observation and imitation

Examples: role-plays (face to face and online),
demonstrations, micro-teaching, modelling/simulation

Imitate

S	W
O	T

Learning task(s):

Consider learner interactions

☐ Peer
☐ Teacher
☐ Professional (e.g. employer)
☐ Student mentor
☐ Learning community
☐ Formal
☐ Informal
☐ Online
☐ Face to face
☐ Self
☐ _____

Types of feedback/assessment

☐ Peer
☐ Teacher
☐ Professional
☐ Formative
☐ Summative
☐ Review
☐ Formal
☐ Informal
☐ Self-assessed
☐ Not assessed
☐ _____

Suggested tools/technologies

☐ Videos
☐ Educational games
☐ Presentation tools
☐ Screencasts
☐ Animations
☐ Simulations
☐ Virtual worlds
☐ Voice tools
☐ _____

Practice
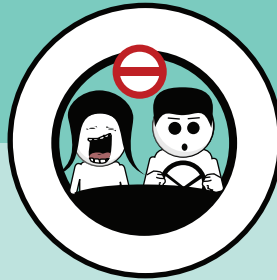
Learners are assessed (by others and self) on knowledge gained

Examples: exercises, exams, quizzes, work based learning, workshops

Practice

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O	T

Learning task(s):

Consider learner interactions	Types of feedback/assessment	Suggested tools/technologies
☐ Peer	☐ Peer	☐ Assessment tools (e.g. VLE Assignment, MCQs)
☐ Teacher	☐ Teacher	☐ Communication tools (e.g. VLE Chat, Voice tools)
☐ Professional (e.g. employer)	☐ Professional	☐ Audience response tools
☐ Student mentor	☐ Formative	☐ Virtual worlds
☐ Learning community	☐ Summative	☐ Simulations
☐ Formal	☐ Review	☐ Educational games
☐ Informal	☐ Formal	☐ Portfolios
☐ Online	☐ Informal	☐ _____
☐ Face to face	☐ Self-assessed	
☐ Self	☐ Not assessed	
☐ _____	☐ _____	

Meta-learn
(Self-reflect)

Where the learner thinks about their own learning

Examples: self-reflection, self-analysis

Meta-learn (self-reflect)

S	W
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Please select possible examples of learner reflection that you would like to promote/encourage and consider how to enhance reflective practice:

Promote learner reflection

☐ Identify aims and learning outcomes.

☐ Clarify assessment objectives.

☐ Identify learners' current knowledge and gaps in knowledge.

☐ Get learners to understand their learning achievements and areas in need of improvement, e.g. confidence in achievement of learner aims, learners' motivation.

☐ Directly involve learners in monitoring and reflecting on their own learning.*

☐ Let learners consider what constitutes useful feedback. Ask them to request preferred feedback.*

☐ Encourage learners to engage in critical reflection/self-regulation. Get learners to talk about and take ownership of their learning.

☐ _____

Enhance reflective practice

☐ Explore systems and processes at your institution, e.g. Personal Development Planning (PDP), reflective portfolios.

☐ Use technology to help learners reflect, e.g. blogs, wikis, portfolios, social networks.

☐ Identify your current learners' reflective skills and review lessons learnt from previous cohorts.

☐ Create learning designs that challenge learners.

☐ Provide environments that promote interaction and opportunities to facilitate reflection during or after class.

☐ Link learning aims/goals to graduate attributes/ employability skills.

☐ _____

* These examples relate to the 'Develop self-assessment and reflection' principle of the Viewpoints Assessment and Feedback theme

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Learner engagement opportunities should encourage learners to:

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Information Skills

THEME CARD:
Information Skills

Having good information skills means that learners recognise when information is needed, and have the ability to locate, evaluate, and use the relevant information effectively in their studies.

This theme aims to help staff consider their information skills strategy, think about how the information skills load is spread throughout the course, and help learners develop the necessary information skills for their studies.

Information Skills

To encourage good **information literacy**, help learners to:

- **Identify:** Define a task and understand the topic
- **Scope:** Select appropriate resources
- **Plan:** Search effectively
- **Gather:** Find and extract information and data
- **Evaluate:** Compare and analyse information
- **Manage:** Organise and share information ethically
- **Present:** Interpret information and create new content
- _____

Identify: Define a task and understand the topic

Help learners to identify their personal need for information and define their search topic/question using simple terms.

Make sure learners understand that new information is constantly being produced, and that they know where to go to gather background information to help them understand the topic.

Identify: Define a task and understand the topic

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Help learners to:

☐ Define their task in their own words, and check that they know what information they need to find out to complete the task.

☐ Take personal responsibility for an information search and manage their time effectively.

☐ Understand the need for accurate, current and relevant information.

☐ Recognise and avoid the problems of 'information overload' and encourage learners to define limits of their search for their particular information needs.

☐ Understand how their information search might change as they discover more material, e.g. an information source might lead them to a new area of research.

☐ Gather background information to gain understanding of their topic, such as:

> ☐ material sourced via University library catalogue
>
> ☐ news sources (print or online)
>
> ☐ government information
>
> ☐ quality online sources - e.g. e-journals, e-books
>
> ☐ other forms of media - e.g. blogs, podcasts, audio, video sources
>
> ☐ academic papers/research
>
> ☐ dictionaries/encyclopedias
>
> ☐ directories - people/organisations

☐ _____

Scope: Select appropriate resources

Help learners to assess their current knowledge of a topic and seek different ways of addressing their information gaps.

Get learners to use a range of good quality resources to find out information (e.g. books, journal articles, databases, websites). Prompt them to choose the most appropriate resources for their task or assignment, and discuss their choices with them.

Scope: Select appropriate resources

S	W
O	T

Help learners to:

Recognise different types of valid information resources:

- scholarly/quality resources available from the library
- other respected resources, such as news websites (e.g. BBC News)

Recognise different formats of information sources:

- primary information sources
- secondary information sources
- print sources
- online sources
- journal literature

Use new tools for searching as they become available.

Identify appropriate resources by providing them with a subject-specific information skills session with library staff - organise this with the subject librarian.

Select appropriate information to meet their specific needs.

☐ _____

Plan: Search effectively

Help learners to understand how to locate information and data and how to get the most out of each individual information resource.

Find out if learners are aware of a range of search techniques/search tools (e.g. library catalogues, online search facilities), and which ones are best for their purposes. Make sure that they know all possible places that they can visit to discover information.

Plan: Search effectively

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Help learners to:

- ☐ Scope their search question clearly, using appropriate language.

- ☐ Develop and practice advanced search techniques as necessary (e.g. Boolean searching, wildcards) via a library information skills session.

- ☐ Understand how to pick the right search tool(s) for their needs:
  - ☐ the library catalogue
  - ☐ search engines/online databases
  - ☐ e-journals/e-books
  - ☐ specific scholarly search facilities - e.g. Google Scholar
  - ☐ online groups and forums

- ☐ Locate the library website, and recognise that it links to a variety of information sources, both internal and external.

- ☐ Search using keywords in the library catalogue, online search engines and databases.

- ☐ Use abstracts/indexes to find information, as well as full text online or print sources of information.

- ☐ Be aware that standard search engines (e.g. Google, Yahoo) might not return the most relevant information, and may provide dubious or less relevant results.

- ☐ _____

Adapted from Information Skills Benchmarks (Peter Godwin, LIS)
Based on the SCONUL Seven Pillars of Information Literacy, Core Model for Higher Education

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Gather: Find and extract information and data

Help learners to develop the right skills to do their research and find the necessary information.

Make sure your learners are familiar with a variety of search techniques to find and extract information. Direct them towards the library's online facilities or help resources where they can get more information about searching.

Gather: Find and access information and data

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Help learners to:

- ☐ Use the library catalogue to search for specific books or journals available at the University.

- ☐ Understand loan periods and entitlements.

- ☐ Understand how print materials are organised/classified in the library.

- ☐ Use the inter-campus loan service, or browse other libraries for inter-library loans.

- ☐ Limit searches to certain parameters (e.g. date or format).

- ☐ Construct complex searches appropriate to different digital/print resources to find material.

- ☐ Access full text information, both print and digital, read and download online material/data.

- ☐ Use online and printed help and find personal, expert help.

- ☐ _____

Adapted from Information Skills Benchmarks (Peter Godwin, LIS)
Based on the SCONUL Seven Pillars of Information Literacy, Core Model for Higher Education

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Evaluate: Compare and analyse information

Help learners to compare and evaluate information from different sources.

Ask learners to critique different extracts and evaluate which pieces of information are relevant to their study. Make sure learners understand all key academic processes, such as peer review of journals. Also ensure that learners understand which resources might be considered 'unscholarly' or which might be biased.

Evaluate: Compare and analyse information

S	W
O	T

Help learners to:

☐ Recognise how information that they gather can have a particular bias.

☐ Select and evaluate a wide range of materials on a topic and consider whether the information is current/relevant to their original search query.

☐ Extract material by note-making/printing from online sources (bearing in mind copyright restrictions).

☐ Understand how to read critically, summarising key points and arguments in their own words.

☐ Analyse and interpret information for use in a range of different contexts, such as essays, assignments or projects.

☐ Assess the quality, accuracy, relevance, bias and credibility of the information resources found.

☐ _____

Manage: Organise and share information ethically

Help learners to understand important ethical and legal issues around using and referencing published material.

Make sure your learners have clear guidelines on issues such as copyright and plagiarism, and realise the penalties imposed on plagiarists. They should be able to cite and reference published material correctly in written work and also understand the importance of keeping accurate records of information sources.

Manage: Organise and share information ethically

S	W
O	T

Help learners to:

- ☐ Understand a relevant referencing system (e.g. Harvard).

- ☐ Know how to reference all types of information sources (print or online).

- ☐ Understand reference types, e.g. book/journal/website, or legal referencing.

- ☐ Cite printed/online sources in a reference list and in-text.

- ☐ Create a bibliography of their research material using different types of sources (e.g. books, journals, web pages, blogs, academic papers, etc.).

- ☐ Know how to use University software (e.g. Refworks) or online reference builders (e.g. Zotero) to manage references if necessary.

- ☐ Understand and access copyright, plagiarism and IPR rules and sanctions that apply to their University, and meet standards of conduct for academic integrity.

- ☐ Understand academics' use of online plagiarism software.

- ☐ Understand how to keep records of resources that have been used - e.g. resources from databases.

- ☐ _____

Adapted from Information Skills Benchmarks (Peter Godwin, LIS)
Based on the SCONUL Seven Pillars of Information Literacy, Core Model for Higher Education

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Present: Interpret information and create new content

Help learners to analyse all the information they have extracted and produce a synthesis that presents their own perspective and findings.

Ask learners to do an activity in which they have to reflect on what they have learned, present the results of their research (incorporating information gained to date) and create new written content.

Present: Interpret information & create new content

S	W
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Help learners to:

☐ Think critically about what they have read and synthesise information.

☐ Understand the difference between summarising and synthesising.

☐ Develop and evidence their own ideas and opinions on a topic, rather than just regurgitating information.

☐ Reconsider opinions as the research progresses through the discovery of new information.

☐ Create new knowledge which builds on existing information.

☐ Reflect on challenges faced during their study/research.

☐ Exchange, discuss and debate information using appropriate personal networks and digital technologies (e.g. discussion lists, social networking sites, forums, blogs, etc.).

☐ Make use of academic feedback provided by staff in all submitted work.

☐ Keep a reflective log of their research.

☐ _____

Adapted from Information Skills Benchmarks (Peter Godwin, LIS)
Based on the SCONUL Seven Pillars of Information Literacy, Core Model for Higher Education

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Assessment and Feedback

THEME CARD:
Assessment & Feedback

Good assessment and feedback design should help empower and engage learners and provide opportunities for feedback dialogue (peer and/or teacher-learner).

This theme aims to help staff redesign their assessment and feedback practice in innovative ways that will allow learners to develop the ability to self-regulate their own learning and therefore improve the quality of their learning experience.

Adapted from the REAP principles of good formative assessment and feedback

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✓ Assessment & Feedback

- ☐ Clarify good performance
- ☐ Encourage time and effort on task
- ☐ Deliver high quality feedback
- ☐ Provide opportunities to act on feedback
- ☐ Encourage interaction and dialogue
- ☐ Develop self-assessment and reflection
- ☐ Give assessment choice
- ☐ Encourage positive motivational beliefs
- ☐ Inform and shape your teaching
- ☐ _____

Clarify good performance

Help clarify what good performance is (goals, criteria, standards)

To what extent do learners in your course have opportunities to engage actively with goals, criteria and standards, before, during and after an assessment task?

✓ Clarify good performance

☐ Provide clear definitions of academic requirements before each learning task.

☐ Provide explicit marking criteria and performance-level definitions.

☐ Provide opportunities for discussion and reflection about criteria and standards before learners engage in a learning task.

☐ Ask learners to reformulate in their own words the documented criteria before they begin the task. This could be submitted with the assessment.

☐ Model in class how you would think through and solve exemplar problems.

☐ Provide learners with model answers for assessment tasks and opportunities to make comparisons against their own work.

☐ Explain to learners the rationale of assessment and feedback techniques.

☐ Before an assessment, let learners examine selected examples of completed assessments to identify which are superior and why (individually or in groups).

☐ Organise a workshop where learners devise, in collaboration with you, some of their own assessment criteria for a piece of work.

☐ Ask learners to add their own specific criteria to the general criteria provided by you.

☐ Work with your learners to develop an agreement, contract or charter where roles and responsibilities in assessment and learning are defined.

☐ _____

Encourage time and effort on task

Encourage time and effort on challenging learning tasks

To what extent do your assessment tasks encourage regular study in and out of class and deep rather than surface learning?

✓ Encourage time and effort on task

S	W
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☐ Reduce the size (e.g. by limiting the word count) and increase the number of learning tasks (or assessments). Distribute these across the module.

☐ Make such tasks compulsory and/or carry minimal marks (5/10%) to ensure learners engage but staff workload does not become excessive.

☐ Break up a large assessment into smaller parts. Monitor performance and provide feedback in a staged way over the timeline of your module.

☐ Empower learners by asking them to draw up their own work plan for a complex learning task. Let them define their own milestones and deliverables before they begin. Assign some marks if they deliver as planned and on time.

☐ Provide homework activities that build on/link in-class activities to out-of-class activities.

☐ Ask learners to present and work through their solutions in class supported by peer comments.

☐ Align learning tasks so that students have opportunities to practise the skills required before the work is marked.

☐ Give learners online multiple-choice tests to do before a class and then focus the class teaching on areas of identified weakness based on the results of these tests.

☐ Use a 'patchwork text' - a series of small, distributed, written assignments of different types. Each of these are complete in themselves but can also be 'stitched together' through a final integrative commentary.

☐ Award fewer marks for early assessments or allocate all marks for the final synthesis. This format gives learners some choice by allowing them to select which patches to include in the final reflective account.

☐ Have learners undertake regular small tasks that carry minimal marks, with regular feedback.

☐ Provide learners with mock exams so they have opportunities to experience what is required for summative assessment in a safe environment.

☐ _____

Adapted from the QAA Enhancement Theme: The First Year Experience - Transforming assessment and feedback: enhancing integration and empowerment in the first year

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Deliver high quality feedback

Deliver high quality feedback information that helps
learners self-correct

*What kind of teacher feedback do you provide - in what ways does it
help learners self-assess and self-correct?*

✓ Deliver high quality feedback

☐ Provide opportunities for your learners to work through problem sets in tutorials, where feedback from you is available. This ensures that the feedback is timely and is received when learners get 'stuck'.

☐ Ensure feedback turnaround time is prompt, ideally within two weeks.

☐ Give plenty of documented feedback in advance of learners attempting an assessment, e.g. a 'frequently occurring problems' list.

☐ Give plenty of feedback to learners at the point at which they submit their work for assessment. This feedback might include a handout outlining suggestions in relation to known difficulties shown by previous learner cohorts supplemented by in-class explanations. Learners are most receptive to feedback when they have just worked through their assessment.

☐ Ensure that feedback is provided in relation to previously stated criteria, as this helps to link the feedback to the expected learning outcomes.

☐ Limit the number of criteria for complex tasks; especially extended writing tasks, where good performance is not just ticking off each criterion but is more about producing a holistic response.

☐ Instead of providing the correct answer, point learners to where they can find the correct answer.

☐ Ask learners to attach three questions that they would like to know about an assessment, or what aspects they would like to improve.

☐ Ask learners to self-assess their own work before submission and provide feedback on this self-assessment as well as on the assessment itself.

☐ _____

Provide opportunities to act on feedback

Provide opportunities to act on feedback
(to close any gap between current and desired performance)

To what extent is feedback attended to and acted upon by learners, and if so, in what ways?

Adapted from the REAP principles of good formative assessment and feedback   Ulster Viewpoints Project funded by the **JISC**

✓ Provide opportunities to act on feedback

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- ☐ Increase the number of opportunities for resubmission of assessments.

- ☐ Model the strategies that might be used to deal with difficulties with learners work in class.

- ☐ Avoid releasing the grade for an assessment or task until the learner has responded to the feedback by commenting on it.

- ☐ Write down some action points alongside the normal feedback you provide. This would identify for learners what they should do next time to improve their performance.

- ☐ Ask learners to find one or two examples of feedback comments that they found useful and explain how these might help them with future assessments.

- ☐ Use teaching time to involve learners in identifying action points for future assessments. Learners could formulate these action points after having read the feedback comments they have received.

- ☐ Provide online tasks where feedback is integrated into the task.

- ☐ Provide learners with model answers for assessment tasks and opportunities for them to make comparisons against their own work.

- ☐ _____

Encourage interaction and dialogue

Encourage interaction and dialogue around learning
(peer and teacher-learner)

What opportunities are there for feedback dialogue (peer and/or teacher-learner) around assessment tasks in your course?

✓ Encourage interaction and dialogue

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☐ Review feedback in tutorials. Ask learners to read the written feedback comments on an assessment and discuss this with peers.

☐ Encourage learners to give each other feedback on an assessment in relation to published criteria before submission.

☐ Create natural peer dialogue by group projects. Structure tasks so that learners are encouraged to discuss the criteria and standards expected beforehand, and return to discuss progress in relation to the criteria during the project.

☐ Use learner response systems to make lectures more interactive.

☐ Facilitate teacher-learner feedback in class through the use of in-class feedback techniques.

☐ Ask learners to answer short questions on paper at the end of class. Use the results to provide feedback and stimulate discussion at the next class.

☐ Support the development of learning groups and learning communities.

☐ Construct groupwork to help learners to make connections.

☐ Ask learners to set tasks for each other.

☐ Encourage the formation of peer study groups or create opportunities for learners from later years to support or mentor learners in earlier years.

☐ Link modules together as a pathway so that the same learners work in the same groups across a number of modules.

☐ Require learners in groups to generate the criteria used to assess their projects.

☐ Ask learners, in pairs, to produce multiple-choice tests, with feedback for the correct and incorrect answers.

☐ _____

Adapted from the QAA Enhancement Theme: The First Year Experience -
Transforming assessment and feedback: enhancing integration and empowerment in the first year

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Develop self-assessment and reflection

Facilitate the development of self-assessment
and reflection in learning

*To what extent are there formal opportunities for reflection,
self-assessment or peer assessment in your course?*

✓ Develop self-assessment and reflection

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☐ Create a series of online objective tests and quizzes that learners can use to assess their own understanding of a topic or area of study.

☐ Ask learners to request the kind of feedback that they would like when they hand in their work.

☐ Structure opportunities for peers to assess and provide feedback on each other's work using set criteria.

☐ Use confidence-based marking (CBM). Learners must rate their confidence that their answer is correct. The higher the confidence the higher the penalty if the answer is wrong.

☐ Use an assessment cover sheet with questions to encourage reflection and self-assessment. Ask learners to make a judgement about whether they have met the stated criteria and estimate the mark they expect.

☐ Directly involve learners in monitoring and reflecting on their own learning, through portfolios.

☐ Ask learners to write a reflective essay or keep a reflective journal in relation to their learning.

☐ Help learners to understand and record their own learning achievements through portfolios. Encourage learners to link these achievements to the knowledge, skills and attitudes required in future employment.

☐ Ask learners, in pairs, to produce multiple-choice tests over the duration of the module, with feedback for the correct and incorrect answers.

☐ _____

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Transforming assessment and feedback: enhancing integration and empowerment in the first year

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Give assessment choice

Give choice in the topic, method, criteria, weighting or timing
of assessments

*To what extent do learners have choice in the topics, methods,
criteria, weighting and/or timing of assessment tasks in your course?*

✓ Give assessment choice

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☐ Give learners opportunities to select the topics for extended essays or project work, encouraging ownership and increasing motivation.

☐ Give learners choice in timing with regard to when they hand in assessments - managing learner and teacher workloads. Particularly appropriate where students have many assignments and the timings for submissions can be negotiated.

☐ Require learner groups to generate the criteria that could be used to assess their projects.

☐ Ask learners to add their own specific criteria to the general criteria provided by the teacher. Take these into account in the final assessment.

☐ Ask learners, in pairs, to produce multiple-choice tests with feedback for correct and incorrect answers, which reference the learning objectives. Let the rest of the class take these tests and evaluate them. These could be used in the final assessment.

☐ _____

Encourage positive motivational beliefs

Encourage positive motivational beliefs and self-esteem

To what extent do your assessment and feedback processes activate your learners' motivation to learn and be successful?

✓ Encourage positive motivational beliefs

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☐ Structure learning tasks so that they have a progressive level of difficulty.

☐ Align learning tasks so that learners have opportunities to practice skills before work is marked (summatively assessed).

☐ Encourage a climate of mutual respect and accountability.

☐ Provide objective tests where learners individually assess their understanding and make comparisons against their own learning goals, rather than against the performance of other learners.

☐ Use real-life scenarios and dynamic feedback.

☐ Avoid releasing marks on written work until after learners have responded to feedback comments.

☐ Redesign and align formative and summative assessments to enhance learner skills and independence.

☐ Adjust assessment to develop learners' responsibility for their learning.

☐ Give learners opportunities to select the topics for extended essays or project work.

☐ Provide learners with some choice in timing with regard to when they hand in assessments.

☐ Involve learners in decision-making about assessment policy and practice.

☐ Provide lots of opportunities for self-assessment.

☐ Encourage the formation of supportive learning environments.

☐ Have learner representation on committees that discuss assessment policies and practices.

☐ _____

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Inform and shape your teaching

Provide information to teachers that can be used to help shape the teaching

To what extent do your assessment and feedback processes inform and shape your teaching?

✓ Inform and shape your teaching

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☐ Request feedback from one-minute papers where learners carry out a small assessment task and hand it in anonymously at the end of a class. Use the information from these to inform teaching in the next class.

☐ Have students request the feedback they would like when they make an assignment submission.

☐ Provide opportunities for frequent low-stakes assessment tasks with regular outputs to help you gauge progress.

☐ Deliver online multiple-choice tests before a class. Analyse and use the information gathered from these to determine what is taught in class.

☐ Use online tools with built-in fuctionality for individual recording and reporting - providing information about levels of learner engagement with resources, online tests and discussions.

☐ Use learner response systems to provide dynamic feedback in class. The stored data provides information about responses, which could be analysed.

☐ Provide opportunities for learners to self-assess and reflect on their learning. A record of these reflections provides information about the learners ability to evaluate their own learning.

☐ Request feedback from learners on their assessment experiences in order to make improvements.

☐ Carry out a brief survey mid-term or mid-semester while there is time to address major concerns.

☐ _____

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