Introducing
Assessment & Feedback

Louise O’Boyle
Belfast School of Art, University of Ulster, UK
Demographic Information

- BDes Hons Art & Design (Foundation Year for Specialist Degrees)

- 2012/13: n = 115 students (M = 19, F = 96)

- For 98% of cohort this was their first year in higher education
Moving in an evolving sector

- Data led climate
- A Sustainable sector
- Economy
- Funding
- Restructuring
- Technology
- Government policies & initiatives
- The ‘Massive Open Online Courses’ phenomenon

# Principles of Assessment and Feedback for Learning

**Assessment and Feedback for Learning should:**

1. **Clarify good performance**
   Help to clarify, from the early stages of a programme, what good performance means (goals, criteria, standards);

2. **Encourage time and effort on task**
   Encourage 'time and effort' on challenging learning tasks, which recognise the importance of learning from the tasks, not just demonstrating learning through tasks;

3. **Deliver timely high quality feedback**
   Deliver timely learner-related feedback information that helps students to self-correct and communicates clear, high, expectations and professionalism;

4. **Provide opportunities to act on feedback**
   Provide opportunities for students to act on feedback and close any gap between current and desired performance through complementary and integrated curriculum design and pedagogic practice;

5. **Encourage positive motivational beliefs**
   Ensure that all assessment has a beneficial, constructive, impact on student learning, encouraging positive motivational beliefs, confidence and self-esteem;

6. **Develop self-assessment and reflection**
   Facilitate the development of self- and peer-assessment skills and reflection on learning, to enable students to progressively take more responsibility for their own learning, and to inspire a lifelong capacity to learn;

7. **Encourage interaction and dialogue**
   Encourage interaction and dialogue around learning and professional practice (student-student, lecturer-student and lecturer-lecturer) including supporting the development of student learning groups and peer learning communities.

---

**About the principles**

[Download principles poster](#) (PDF)

These principles are based on the REAP Principles of Good Formative Assessment and Feedback.
The need to change perceptions and behaviours
A framework of engagement which socially & academically involves students in their learning.

A Visual Diagram of the Framework

Course / Year Induction

Post Module Evaluation

Module Induction

Feedback Stage

During the Module

Assessment Stage

More Details on Framework Activities
A key barrier to success is fear.

This framework of interconnected activities and responses aims to develop student self-confidence and understanding of the learning cycle within tertiary education and, the role they play within that cycle.
ADVICE
Communication & the Effective Use of Technologies
RESEARCH METHODS

Ethics Committee Approval

Pilot Instruments

Data Collection
- Online Questionnaires
- Focus Groups
- Info from Staff Students
- Consultative Committees
- Course Committees
- Critical Friends Group
- Progression & Achievement Statistics

Data Analysis
Quantitative – SPSS
Qualitative – Content Analysis
About

This website is part of a research project entitled ‘Introducing Assessment and Feedback: A Framework for Engagement, Empowerment and Inclusion’. Its purpose is to provide information on the project, encourage discussion and disseminate project resources and outputs.

Funding for this project was awarded by the Centre for Higher Education Practice Development Fund (Round 5), University of Ulster. The Principal Investigator is Louise O’Boyle, Lecturer and Course Director of BDes Hons Art and Design (Foundation Year for Specialist Degree).
FINDINGS
"I very much like the system in place, it definitely does help inform me and give me confidence as it's a personal approach and therefore feels like the tutor actually cares. Thank you for being so."

“I have found the assessment rewarding and has kept my confidence in the practical work throughout. The tutors have been clear with their criticisms as well which has helped me improve for the forthcoming module”

“Great guidance throughout the year which helped me find my pathway in art and to discover my strengths”
IMPACT
Informed evolution of our tools, practices and approaches
Introducing
Assessment & Feedback

Louise O’Boyle

W: http://introducingassessmentandfeedback.com
E: lm.oboyle@ulster.ac.uk
T: 028 95367406
References


• Blair, B., Orr, S., Yorke, M., (2012), ‘Erm, that question... I think I probably would’ve just put something in the middle and sort of moved on to the next one, because I think it’s really unclear’: How art and design students understand and interpret the National Student Survey, GLAD Report, Higher Education Academy, York


• Cramer, D., (2003), *Advanced Quantitative Data Analysis*. Maidenhead: Open University

• Daines, J., Daines, C., Graham, B., (1993, 3rd ed.), *Adult Learning, Adult Teaching*, University Park, Nottingham, Department of Adult Learning


• Department for Business, Innovation & Skills, UK Government (June 2011), *Students at the Heart of the System*, The Stationery Office, UK


References

- Machell, J., Saunders, M., (January 2007), *An exploratory evaluation of the use of the National Student Survey (NSS) Results Dissemination website*, Higher Education Academy, York
- Yorke, M., Vaughan, D., (June 2012), *Deal or no Deal? Expectations and Experiences of first-year students in Art and Design*, York: The Higher Education Academy
<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Access Date</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15/06/13</td>
<td><a href="http://introducingassessmentandfeedback.com">http://introducingassessmentandfeedback.com</a></td>
</tr>
<tr>
<td>2</td>
<td>15/06/13</td>
<td><a href="http://www.guardian.co.uk/education/2012/feb/13/higher-education-reforms-government-vision">http://www.guardian.co.uk/education/2012/feb/13/higher-education-reforms-government-vision</a></td>
</tr>
<tr>
<td>3</td>
<td>15/06/13</td>
<td><a href="http://ee.ulster.ac.uk/assessment_and_feedback/index.php/?/principles/">http://ee.ulster.ac.uk/assessment_and_feedback/index.php/?/principles/</a></td>
</tr>
<tr>
<td>4</td>
<td>15/06/13</td>
<td><a href="http://www.f1fanatic.co.uk/2010/08/03/how-f1-can-make-pit-stops-safer/">http://www.f1fanatic.co.uk/2010/08/03/how-f1-can-make-pit-stops-safer/</a></td>
</tr>
<tr>
<td>5</td>
<td>15/06/13</td>
<td><a href="http://dreamsofnaturalsurroundings.blogspot.co.uk/2011/10/idea-for-wallpaper-summer-honey-comb.html">http://dreamsofnaturalsurroundings.blogspot.co.uk/2011/10/idea-for-wallpaper-summer-honey-comb.html</a></td>
</tr>
<tr>
<td>6</td>
<td>15/06/13</td>
<td><a href="http://introducingassessmentandfeedback.com">http://introducingassessmentandfeedback.com</a></td>
</tr>
<tr>
<td>7</td>
<td>15/06/13</td>
<td><a href="http://juletemillien.com/3-top-ways-we-waste-time-what-to-do-about-it/">http://juletemillien.com/3-top-ways-we-waste-time-what-to-do-about-it/</a></td>
</tr>
<tr>
<td>8</td>
<td>15/06/13</td>
<td><a href="http://welovelocalgovernment.wordpress.com/2011/11/10/advice-for-the-newbies/">http://welovelocalgovernment.wordpress.com/2011/11/10/advice-for-the-newbies/</a></td>
</tr>
<tr>
<td>9</td>
<td>15/06/13</td>
<td><a href="http://www.monterey.org/EnvironmentalPrograms/Recycling/HouseholdRecycling.aspx">http://www.monterey.org/EnvironmentalPrograms/Recycling/HouseholdRecycling.aspx</a></td>
</tr>
<tr>
<td>10</td>
<td>15/06/13</td>
<td><a href="http://esrcgenomicsforum.blogspot.co.uk/2013/05/egn-conference-2013-plenary-five-egn.html">http://esrcgenomicsforum.blogspot.co.uk/2013/05/egn-conference-2013-plenary-five-egn.html</a></td>
</tr>
<tr>
<td>11</td>
<td>15/06/13</td>
<td><a href="http://breakingmuscle.com/sports-psychology/opinions-are-2-tips-making-most-advice">http://breakingmuscle.com/sports-psychology/opinions-are-2-tips-making-most-advice</a></td>
</tr>
<tr>
<td>12</td>
<td>15/06/13</td>
<td><a href="http://introducingassessmentandfeedback.com">http://introducingassessmentandfeedback.com</a></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>15/06/13</td>
<td><a href="http://www.moneyobserver.com/issue/features/house-rising-cash-pile">http://www.moneyobserver.com/issue/features/house-rising-cash-pile</a></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>15/06/13</td>
<td><a href="http://www.pursuitfitnesstraining.co.uk/success-with-a-success-chart/">http://www.pursuitfitnesstraining.co.uk/success-with-a-success-chart/</a></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>15/06/13</td>
<td><a href="http://biplaneblues.blogspot.co.uk/2012/07/evolution-of-f1-car-steering-wheels.html">http://biplaneblues.blogspot.co.uk/2012/07/evolution-of-f1-car-steering-wheels.html</a></td>
</tr>
<tr>
<td>19</td>
<td>15/06/13</td>
<td><a href="http://www.sdhort.org/SharingSecrets">http://www.sdhort.org/SharingSecrets</a></td>
</tr>
<tr>
<td>20</td>
<td>15/06/13</td>
<td><a href="http://introducingassessmentandfeedback.com">http://introducingassessmentandfeedback.com</a></td>
</tr>
</tbody>
</table>