Handout for Steve Draper "New thinking and practice in HE assessment and feedback"
at Edinburgh e-Learning Conference 'Action and e-Action' workshop, Edinburgh 29 March 2007

The ideas presented are associated with the project "Re-engineering Assessment Practices", which has useful resources and papers at: **www.reap.ac.uk**

Design principles:

Super-principle 1: Feedback so you learn from doing (from Nicol & Macfarlane-Dick)

1. Criteria: clarify what good performance is.
2. Self-assess: Facilitate student:
   a) Reflection
   b) Self-assessment
3. Usable information from experts (e.g. teaching staff): that enables students to self-correct.
4. Interactive dialogue about feedback and learning with:
   a) Peers
   b) Tutors
5. Self-esteem, self-efficacy: promote these through assessment.
6. Opportunities to apply the lessons learned i.e. to repeat the task.
7. L—>T feedback. Yields information for modifying the teaching.

Super-principle 2: Time on task / effort (From Gibbs & Simpson)
P2.1   Capture enough study time
P2.2   Spread work (time) out evenly along the course timeline
P2.3   Use the time productively for learning: deep not just shallow or busywork.
P2.4   Communicate clear and high expectations.

CEQ item: "Teaching staff here normally give helpful feedback on how you are going"

Some references

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