

Handout for Steve Draper "New working ideas in HE assessment and feedback"

at Escalate workshop "Assessment in continuing education / lifelong learning at Birmingham 27 Nov 2006

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

1. Criteria: clarify what good performance is.
2. Self-assess: Facilitate:
 - a) Reflection
 - b) Self-assessment
3. Usable information: 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. Yields information for modifying the teaching.

Super-principle 2: Time on task / effort

- 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.

Some references

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- Nicol, D, J. & Macfarlane-Dick (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education* 31(2), 199-216.
- Sadler, D. R. (1983) Evaluation and the improvement of academic learning, *Journal of Higher Education*, 54(1), 60-79.
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