

Tools to enhance Feedback

Evans has created the EAT (*©Evans Assessment Tool – 2016*). It demonstrates a research-informed integrated and holistic approach to assessment. This tool has evolved from extensive research on assessment feedback (Evans, 2013) and use in practice within higher education institutions (HEIs) (e.g. the Researching Assessment Practices group at the University of Southampton). EAT is also informed by:

- the RADAR dimensions model (Education Quality Enhancement team, University of Exeter);
- the Viewpoints project, (Ulster, 2008-2012);
- the QAA Quality Code, UK;
- the HEA framework for Transforming Assessment in Higher Education.

EAT includes three core dimensions of practice:

- Assessment Literacy
- **Assessment Feedback**
- Assessment Design

Each dimension has 3 decision-making cards:

- 1- lecturer/ teacher focused
- 2- student focused
- 3- programme/ director questions

Please find the [decision-making cards for Assessment Feedback](#) (Evans 2016, pp. 26-29) that can be used by lecturers, students and programme leaders below:

ASSESSMENT FEEDBACK

AF1 Provide accessible feedback.



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Lecturer / Teacher Focused (LT)

- LT1 Explain the principles underpinning how you give feedback and why your approach is good.
- LT2 Agree the most appropriate form(s) for feedback for specific tasks.
- LT3 Ensure there is time for feedback in each taught session and identify it as feedback.
- LT4 Ensure feedback is specific and focused on how to improve.
- LT5 Ensure feedback contains reference to what the student has done well prior to elaborating on what needs improvement (address "is anything I did okay?").
- LT6 Ensure feedback relates directly to the assessment criteria but also gestures to beyond the module.
- LT7 Ensure feedback focuses on the most important areas to address and not the minutiae.
- LT8 Ensure feedback is realistic in expectations (student has sufficient knowledge to be able to use feedback effectively).
- LT9 Provide links to where further information can be found to support development of ideas.
- LT10 Give detailed feedback on key sections of text so that students can learn to address this throughout their work without you doing the whole thing for them.
- LT11 Do not give feedback on full drafts and use comment boxes judiciously.
- LT12 If a student has failed an assignment summarise succinctly what the key things are that they must address in order to achieve a pass.

Student Focused (S)

- S1 Get students to ask three focused feedback questions when submitting formative work and address these specifically.
- S2 Ask students to commit to what they want feedback on with Masters and PhD work.
- S3 Get students to do something with the feedback to check their understanding of it, and their ability to use it within and beyond a module.
- S4 Get students to diagnose where their problem lies (e.g. lack of knowledge; lack of understanding of feedback; effort; lack of awareness of resources; misunderstanding of requirements etc.).

Programme / Director Questions (PD)

- PD1 Do you have agreed principles of effective feedback underpinning all programmes?
- PD2 How are you ensuring consistency in approaches to the giving of feedback?
- PD3 Is your strategy for implementing University strategy at the Faculty level clear to all?
- PD4 How are you evaluating the effectiveness and efficiency of feedback mechanisms?
- PD5 Is time built into workload models for training to ensure shared understandings of what the base line of quality is for giving feedback and for agreeing what constitutes good?

ASSESSMENT FEEDBACK



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AF2 Provide early opportunities for students to act on feedback

Lecturer / Teacher Focused (LT)

- LT1 Ensure that there is sufficient time for formative feedback to feed into summative.
- LT2 Ensure formative tasks lead directly into summative and that students can see the link.
- LT3 Be selective with assessment tasks.
- LT4 Aim to reduce the emphasis on summative assessment; distribute tasks across a module.
- LT5 Use formative assessment but make tasks compulsory to ensure engagement.
- LT6 Use pre- and post-session tasks to ensure students make the most of the opportunities presented.

Student Focused (S)

- S1 Get students to do 1 - 3 minute videos on key points covered in a lecture/seminar.
- S2 Use a series of assignment tasks of different types that can be brought together. Allow students to select which ones will comprise their final submission and also ask them to justify their reasons for the inclusion of the specific final submission.
- S3 Integrate self and peer engagement opportunities into the module / programme so that students learn to self-assess as they progress through the module. Aim to include an aspect of self-assessment in each taught session.
- S4 Use online self-checking tests that students can use to test their knowledge.
- S4 Use technology to support learning (e.g. lecture capture; audio on powerpoints) so students can go back and check understanding.
- S5 Get students to do one or two page outlines of what they intend to cover early on to ensure they are on the right lines.
- S6 Get students to map how they can best support each other as part of peer engagement agendas within and beyond the taught programme.

Programme / Director Questions (PD)

- PD1 Do you have a clear policy on the nature and timing of formative feedback that students can expect to receive?
- PD2 How are you ensuring early assessment of students' needs through the design of assessment?
- PD3 What is the balance between formative and summative assessment?
- PD4 What marking can students do for themselves and how can technology support this?
- PD5 How are you ensuring that deadline dates enable students to use the whole content of the module (should allow students to use information covered in the last session)?
- PD6 How are you managing deadline dates across the whole programme so as to not have negative knock on effects (e.g. can use formative assessment to spread load; can use same dates for final submissions if given interim formative feedback)?
- PD7 How can you make summative feedback formative in supporting students to move forward in their next module(s)?

ASSESSMENT FEEDBACK

AF3 Prepare students for meaningful dialogue / peer engagement



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Lecturer / Teacher Focused (LT)

- LT1 Make expectations regarding student participation clear from the outset.
- LT2 Justify if and why collaborative learning is important in relation to learning outcomes / preparation for professions etc.
- LT3 In setting up peer groups ensure opportunities for students to work with both the same and different groups; support lone working and collaborative activity.
- LT4 Be clear about the remit of groups (contribution to teaching sessions; peer feedback; summative assessment; study group; roles within groups).
- LT5 Ensure that group activities (wiki; blog; etc) are purposeful and relevant to learning outcomes and beyond.
- LT6 Be clear about exactly what type of feedback you want students to give to each other.
- LT7 Provide students with training in how to give and use feedback.
- LT8 Ensure assessment encourages cooperation rather than competition (e.g. individual students' marks and group activity comprise the collective score for all in the group to ensure each student supports others in the group or a nominated person in the group).
- LT9 Use pre-tasks to ensure students have prepared in order to be ready to have meaningful discussions with peers.
- LT10 Build collaborative requirements into formative assessment (e.g. each student needs to give feedback to three peers).
- LT11 If using peer assessment: be very specific about what criteria is being assessed and keep this very narrow; ensure multiple markers; ensure training in the allocation of marks; and that the mark allocated by peers is a small component of the student's overall mark.

Student Focused (S)

- S1 Encourage student groups to set up their own informal meetings / ways of working.
- S2 Encourage student groups to manage session feedback to feed into following lectures.
- S3 Ask students to prepare resources and questions for each other.
- S4 Get students to use materials pre-lecture to develop reciprocal questioning on key themes.
- S5 Ask students to generate assessment criteria for group projects.

Programme / Director Questions (PD)

- PD1 How are you defining peer engagement (formative peer support vs summative peer judgements)?
- PD2 How are you mobilising students to effectively contribute to the design and delivery of programmes as genuine partners?
- PD3 How are you ensuring students are prepared for dialogue (e.g. design of curriculum; pre-tasks)?
- PD4 How are you ensuring that peer engagement activities are authentic and relevant?
- PD5 What are the most effective peer engagement activities within disciplines?
- PD6 How is technology supporting interaction and dialogue?

ASSESSMENT FEEDBACK

AF4 Promote development of students' self-evaluation skills



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Lecturer / Teacher Focused (LT)

- T1 Ensure students have full access to resources and course information so that they can self-regulate their own learning.
- T2 Provide a range of resources so that students can check their own understanding.
- T3 Use ipsative approaches to get students to gauge where they currently are, and to help them to develop strategies to enhance their performance, and to measure self-development rather than development in relation to others.
- T4 Unpack key concepts like critical reflection through modelling and the provision of a range of tools to assist with this process.

Student Focused (S)

- S1 Support students to identify useful networks of support (e.g. individuals; resources; memberships of organisations etc.) that can support their own learning journeys.
- S2 Support learners to self-regulate their own learning through an understanding of how they learn, what their current strengths and limitations are, and what strategies would be most useful to support their development.
- S3 Support learners to see connections across modules to support their learning.
- S4 Ask students to specify specific areas they would like feedback on.
- S5 Get students to reflect on their responses to feedback. Train students in how to seek out and act on feedback.
- S6 Create opportunities for students to assess their peer's work.
- S7 As part of summative assessment, ask students to reflect on their giving of feedback to others; and their own seeking and acting on feedback abilities.
- S8 Get students to grade their own mark and to defend the grades allocated.
- S9 Ask students to reflect on how they can apply learning acquired beyond the module of study.

Programme / Director Questions (PD)

- PD1 How are students being supported to self-regulate their own learning and to help themselves?
- PD2 How are programmes supporting students' development of self-assessment skills?
- PD3 How are programmes helping students to understand what critical reflection is, and how to achieve this?
- PD4 How can technology support students to develop their self-assessment skills?
- PD5 In getting students up to speed with the requirements of assessment feedback and as part of self-regulatory development – how is this being addressed as part of induction into higher education?
- PD6 How are you engaging students in assessing their own work?