Using Technology to Scaffold and Enhance the Assessment and Feedback Process

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Aims

To discuss:

- The importance of assessment feedback
- Good practice principles
- A systemic approach to feedback
- Using TEL to enhance/enable feedback
- How you manage the feedback process
• ‘action without feedback is completely unproductive for the learner’ (Laurillard, 2002 p.55);
• Feedback is the most powerful single influence on student achievement (Hattie & Timperley, 2007)
• Assessment feedback is the least satisfactory aspect of student experience:
  • lowest satisfaction score in National Student Satisfaction surveys (NSS) since 2005
Assessment Feedback - Good practice

• Current conceptions of feedback
  – Established principles:
    • Sufficient: often enough and in enough detail;
    • is timely in that it is received by students while it still matters to them and in time for them to pay attention to further learning or receive further assistance;
    • is appropriate to the purpose of the assignment and to its criteria for success
    • Promotes dialogue
    • critically that feedback is received and acted upon by the student.
Changing Concepts of Feedback

• Feedback as a process: not simply a set of good practices.
  – preparatory guidance;
  – in-task guidance
  – performance feedback.

• Feedback as dialogue
  – Student dialogue with peer or tutor

• Students as partners
  – not passive recipients of teachers’ comments (transmission model) but they should be central to the feedback process, taking an active role (Molloy and Boud, 2013)
Dialogic Feedback Cycle  

1. **PREPARATORY GUIDANCE**
   - Explanation of criteria
   - Discussion of task
   - Model answers
   - Target grades
   - Exemplars

2. **IN-TASK GUIDANCE**
   - Drafts & practice
   - Generic feedback (pre-assessment tips)
   - Peer assessment

3. **PERFORMANCE FEEDBACK**
   - Written
   - Discussion
   - Formative & timely
   - Standards-related

DISTRIBUTE ASSIGNMENT

Staff and students’ prior experience of assessment

Action points for feedforward

REVIEW FEEDBACK

SUBMIT ASSIGNMENT

(Beaumont et al, 2011)
Feedback as a Process

• Integrates good practice principles
  – provides an analytical framework for evaluating where in the feedback process technology can be applied.

• Mirrors Zimmerman and Schunk’s (2008) model of self-regulated learning,
  – consists of three phases: Forethought, Performance and Self-reflection.
  – learners who engage in high-quality forethought are more effective at self-regulated learning.
1. **Screencasting examplars** (Low & Soden, 2011)

2. **Real time analysis of assessment descriptors with students** (Knight, 2015)

3. **Digital Assessment Guides** (Moscrop & Canning, 2015)

All ensure an effective scaffold to ensure students have the requisite knowledge, understanding and support to negotiate a new piece of learning.
The DFC Technology Scaffold – Stage 2 In-Task Guidance

- Technology facilitated peer review
- Intelligent tutoring systems (Beaumont et al, 2011a)
  - Increased engagement
  - In task testing and feedback
  - ‘Practice’
The DFC Technology Scaffold – Stage 3 Performance Feedback

• Technology to facilitate the peer review process (VLE, YouTube)
• Written online feedback supported by standard comments and rubrics
• Audio and video feedback
Using Technology in Stage 1:
- Screencasting examplars
- Digital Assessment Guides
  - Tools for student analysis of criteria (e.g. Google Docs)

Using Technology in Stage 2:
- Audience Response Applications
- Technology Facilitated Peer Review
- Intelligent Tutoring Systems

Using Technology in Stage 3:
- Audio Feedback
- Video Feedback
- Tools to aid online written feedback (enhanced standard comments, rubrics, etc)
Using Technology in Stage 1:
- Screencasting examplars
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Using Technology in Stage 2:
- Audience Response Applications
- Technology Facilitated Peer Review
- Intelligent Tutoring Systems

Using Technology in Stage 3:
- Audio Feedback
- Video Feedback
- Tools to aid online written feedback (enhanced standard comments, rubrics, etc)
Q: What other technologies and/or methods do you or others use that support each of the stages of the DFC?


https://padlet.com/clairemoscrop/solstice
Tools

• Screencasting – OBS Studio, Flashback Express, Collaborate, Panopto, etc
• Recorded Guides – YouTube, iSpring, Office Mix, etc
• Real time collaboration – Google docs, Skype, etc
• Video and Audio Feedback – Turnitin Grademark (audio), Screencast feedback (tools as above)
• Audience Response Applications – Socrative, Kahoot, Polleverywhere, MeeToo, etc
Benefits

• Scalability
• Quality and consistency
• Enhanced Student Experience/Satisfaction
• Accessibility and Participation Improved
References


