

**SOLSTICE & CLT Conference 2017**

**Edge Hill  
University**

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**Using Technology to Scaffold and Enhance  
the Assessment and Feedback Process**

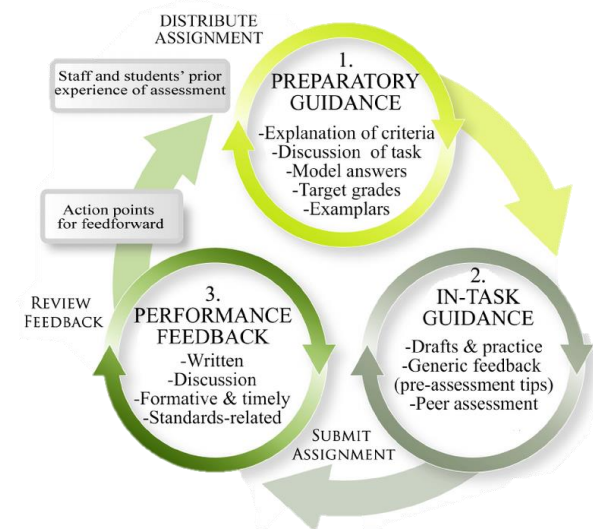
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*Edge Hill University*

5<sup>th</sup> & 6<sup>th</sup> June 2017

# 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



# Learning and Feedback

- ‘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

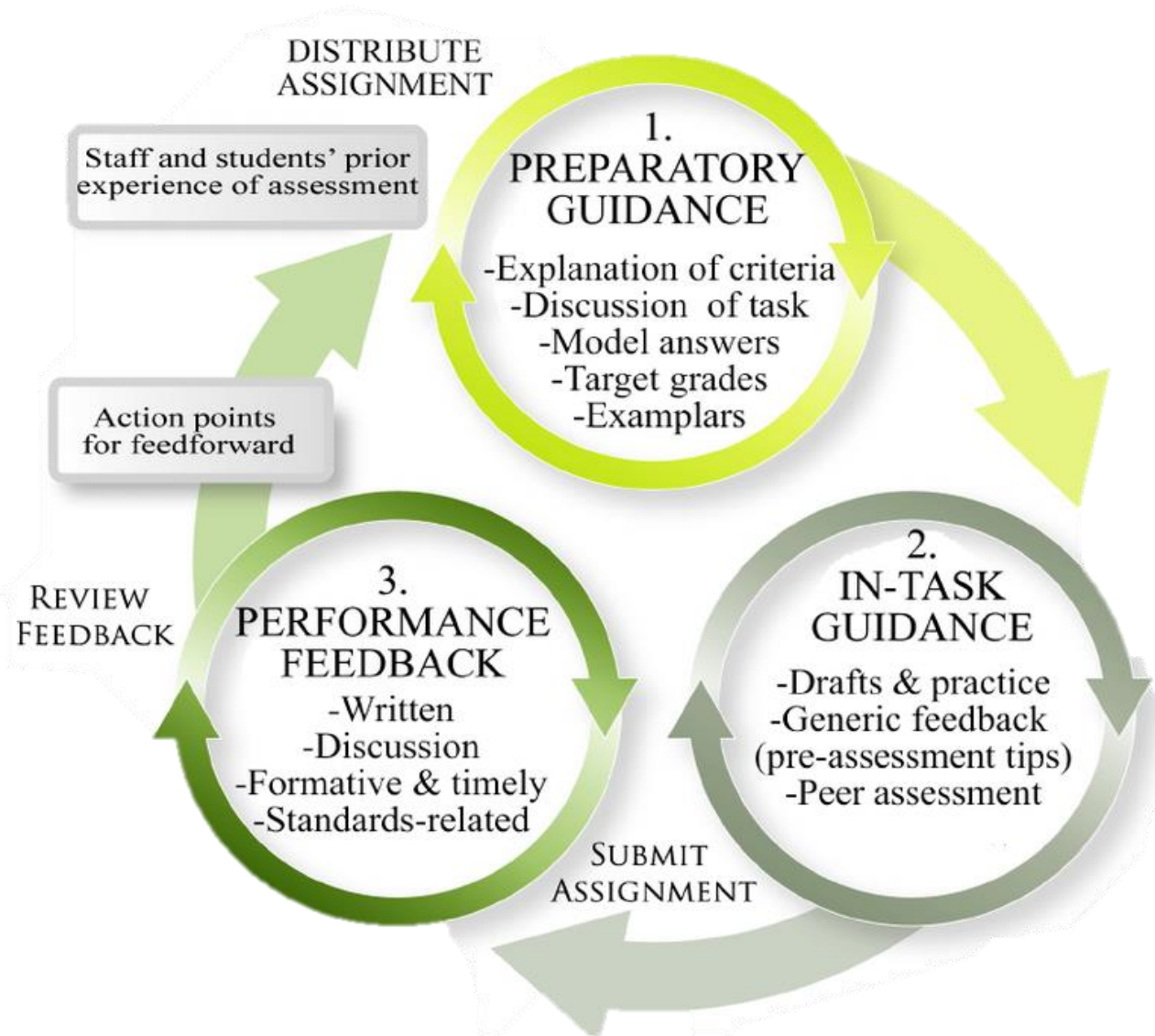
# Assessment Feedback -Good practice

- 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 (Beaumont et al, 2011)

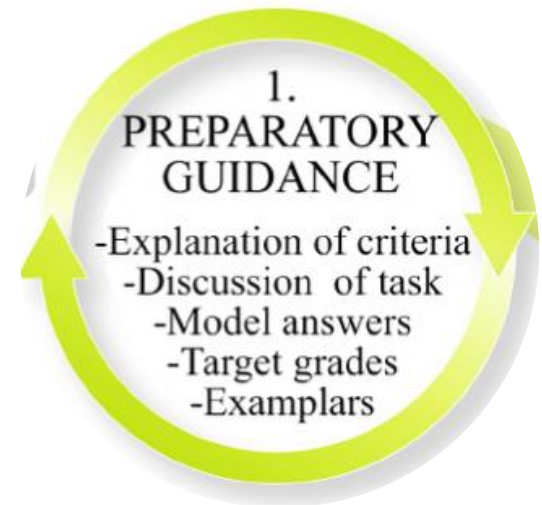
# Feedback as a Process

- 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

# The DFC Technology Scaffold – Stage 1 Preparatory Guidance

1. Screencasting exemplars (Low & Soden, 2011)
2. Real time analysis of assessment descriptors with students (Knight, 2015)
3. Digital Assessment Guides (Moscrop & Canning, 2015)

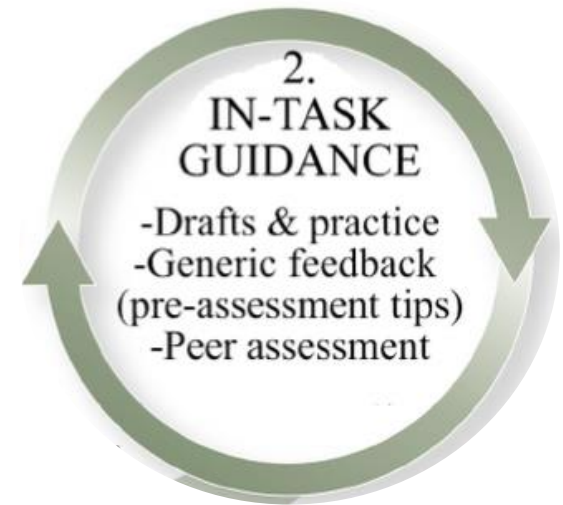
All ensure an effective scaffold to ensure students have the requisite knowledge, understanding and support to negotiate a new piece of learning





# The DFC Technology Scaffold – Stage 2 In-Task Guidance

- Technology facilitated peer review
- Intelligent tutoring systems  
(Beaumont et al, 2011a)
- Audience Response Systems –  
BYOD (Moscrop, 2015)
  - 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



DISTRIBUTE  
ASSIGNMENT

Staff and students' prior  
experience of assessment

### 1. PREPARATORY GUIDANCE

- Explanation of criteria
- Discussion of task
- Model answers
- Target grades
- Exemplars

#### Using Technology in Stage 1:

- Screencasting exemplars
- Digital Assessment Guides
- Tools for student analysis of criteria (e.g Google Docs)

Action points  
for feedforward

REVIEW  
FEEDBACK

### 3. PERFORMANCE FEEDBACK

- Written
- Discussion
- Formative & timely
- Standards-related

#### Using Technology in Stage 3:

- Audio Feedback
- Video Feedback
- Tools to aid online written feedback (enhanced standard comments, rubrics, etc)

### 2. IN-TASK GUIDANCE

- Drafts & practice
- Generic feedback (pre-assessment tips)
- Peer assessment

#### Using Technology in Stage 2:

- Audience Response Applications
- Technology Facilitated Peer Review
- Intelligent Tutoring Systems

SUBMIT  
ASSIGNMENT

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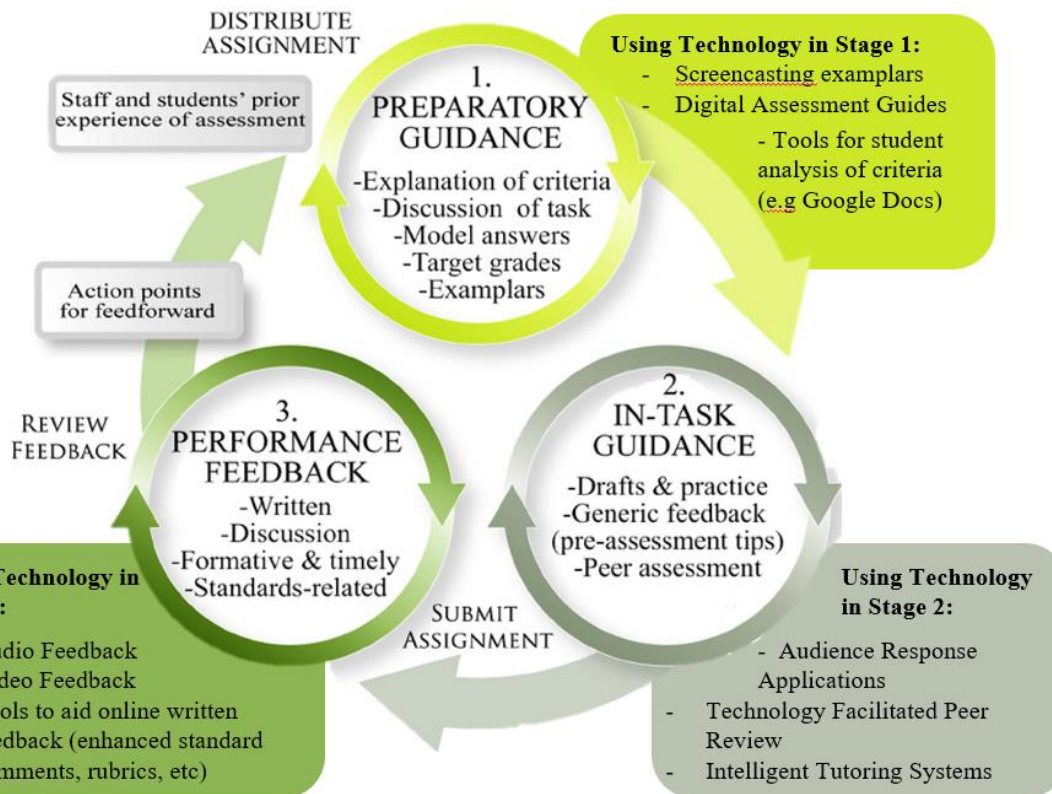
- Drafts & practice
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#### Using Technology in Stage 2:

- Audience Response Applications
- Technology Facilitated Peer Review
- Intelligent Tutoring Systems

SUBMIT  
ASSIGNMENT

# Discussion Task



Q: What other technologies and/or methods do you or others use that support each of the stages of the DFC?

<http://bit.ly/techDFC>

<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

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