

The role of technology in Assessment, Feedback and Faculty Affordances

This interactive workshop will provide a retrospective look at the challenges of providing consistent feedback to students and the role that technology can play in supporting this. The National Student Survey report would indicate that feedback is a problem area within Business Management programmes, which challenges Academic staff to enhance this. One pragmatic approach taken is the introduction of electronic marking, to provide quality feedback and create another useful learning tool. Students' feedback indicates an overwhelmingly positive reaction, evidenced in the Module Evaluation Questionnaires (MEQ) with such comments as "useful", "personal", "helped me improve", "quicker (return) and more detailed". Students also highlighted the advantages feedback being available online, accessible in the student's own time and being capable of being read and referred to later, as many students downloaded the report for future use. The crucial functionality which enables staff to see which students have opened their feedback enables a richer dialogue with students to support their reflection, building on student learning and reflective practice through a coaching approach. Overall, the use of Turnitin as a system for online assessment provides students and the module leader with a positive experience particularly regarding the quality of formative or summative feedback given, managing multiple markers and ensuring consistency of feedback and offering efficiency and pedagogy benefits to the Faculty. The workshop will look at the practicalities of using Turnitin well, including rubric and quick marks, multiple markers and ensuring consistency of marking standards. We will present the emergent findings to date and identify which of these have been most interesting. It will offer dialogic opportunities to participants working in small groups to discuss related experiences in their institutions, as well as potential directions for future (possibly collaborative) research and opening dialogue about the application of findings to enhance positively feedback and marking practice.

Andrea Ward

Senior University Teacher & Director of Teaching Quality & Enhancement
University of Sheffield

Sally Brown

Independent Consultant in Higher Education