



Reimagining assessment,  
reshaping futures: how  
might our assessment and  
feedback designs support  
learning for the longer  
term?

## PART 2

### Enhancing formative assessment

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# What is Formative Assessment?



## Process

- **Evaluate** current levels of understanding

- (e.g. see if learners have grasped a given concept)



- **Use** this knowledge to decide what to do next (help students improve)



## Pedagogic tools or tactics

- **Help students identify** misconceptions, difficulties and learning gaps

- **Shape** learning strategies and bolster students' abilities to take ownership of own learning

Formative assessment is a **process** that is **used** by educators and students

**during instruction** that provides **feedback** to **adjust** ongoing learning and teaching strategies

to **improve** students' achievement of intended learning outcomes

(Bell & Cowie 2002)

Formative assessment can take a range of forms depending on context, discipline etc. but key conditions we developed to guide practice development included:



Sambell, McDowell & Montgomery (2013)



Good **balance** between formative and summative assessment



Opportunities for students to **try out** their learning, practice and improve

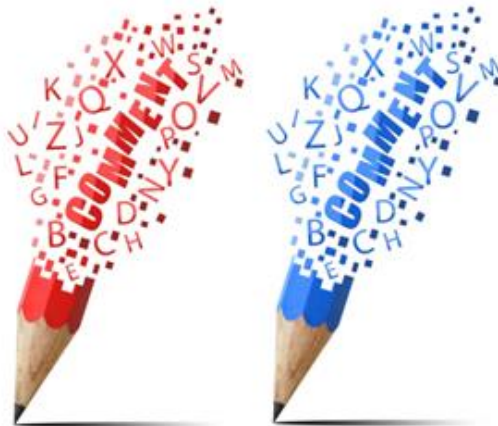
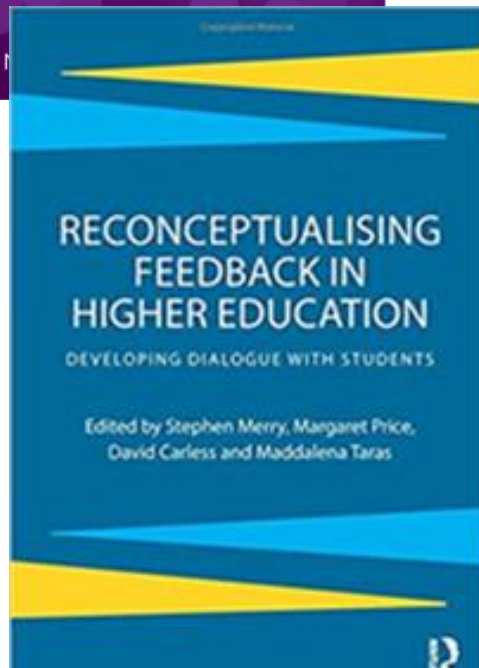


**Feedback -rich activities** recognise that to improve learning it's vital to focus attention on **students' active engagement** with **feedback processes**



Activities which bolster students' abilities to hone their **reflective skills**, **self-assessment capabilities**, develop **evaluative judgment**

# We need to rethink our concepts of feedback in higher education



# Winstone and Carless argue that

## OLD PARADIGM

Feedback as information

Focus on delivery

Students receive comments

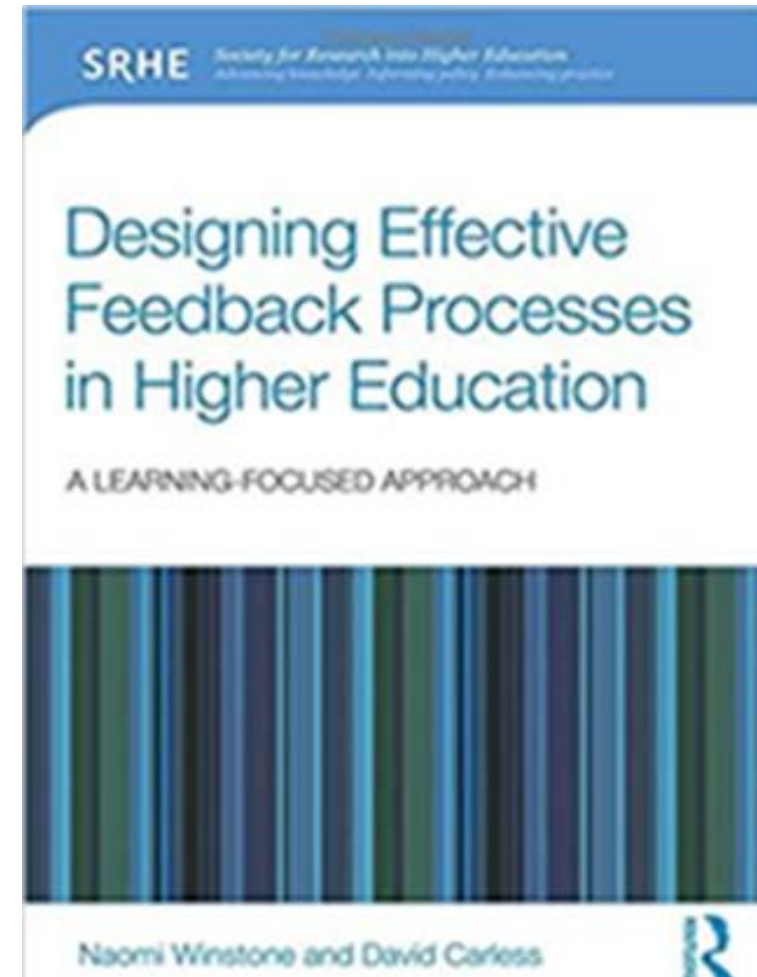
## NEW PARADIGM

Feedback as sense making

Focus on student uptake

Students generate comments

(Winstone and Carless, 2020 p 9)



## Examples of designs which enable application of feedback information (feeding forward)



Drafts plus revisions



Work-in-progress presentations



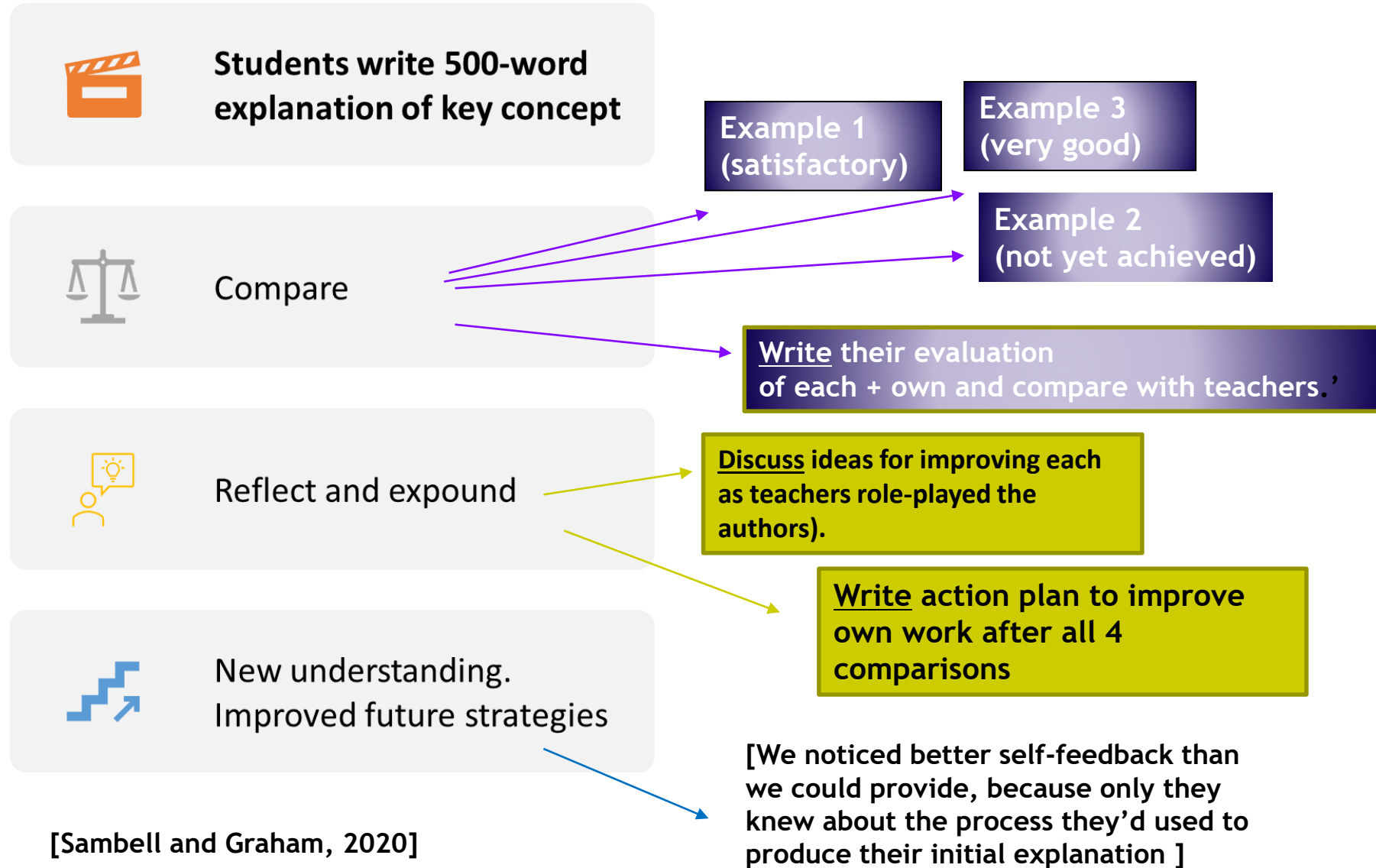
Breaking overall task into two linked components



*"[The teacher] has actually sat down and said 'this is where you're going wrong, you might want to try this.' And I really like that. That helped me a lot."*



# Dialogic use of exemplars as learning resources



## Transformed roles for students in the feedback process



- “I used rather informal language, **and I saw I have to change that.**”



- “When we discussed this task in class **I realised** that what I had written didn’t focus on the question, and I had looked more at socialisation rather than social construction. It was this **that made me read** around the subject more.”



- “Having to comment on someone else’s presentation makes you **think a lot more**, made you more aware...by looking at other people’s work you were seeing what you’re good at and what you need to improve on....”



## One manageable strategy to consider: activating inner feedback via comparison-making.....



“Internal feedback is the **new knowledge** that students generate when they **compare** their current knowledge/competence against some **reference** information”  
(Nicol, 2020: p2)

# Thank you!

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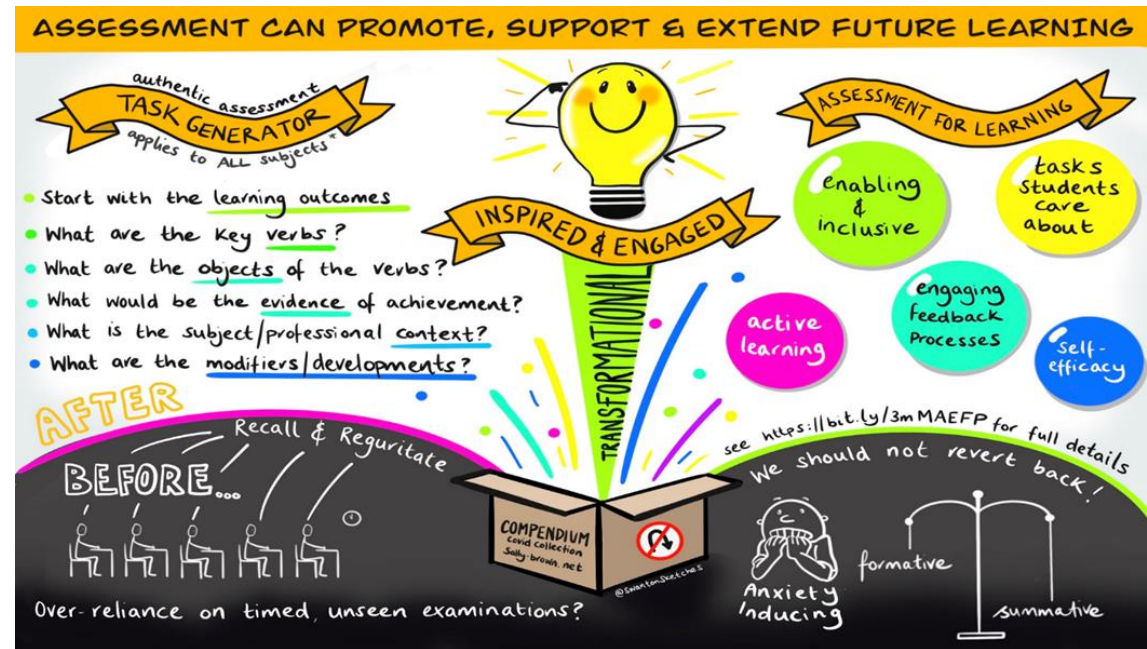
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Thanks to @Katrina\_Swanton of @swantonsketches for her superb sketch notes of our work!

<https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>



# Thank you!

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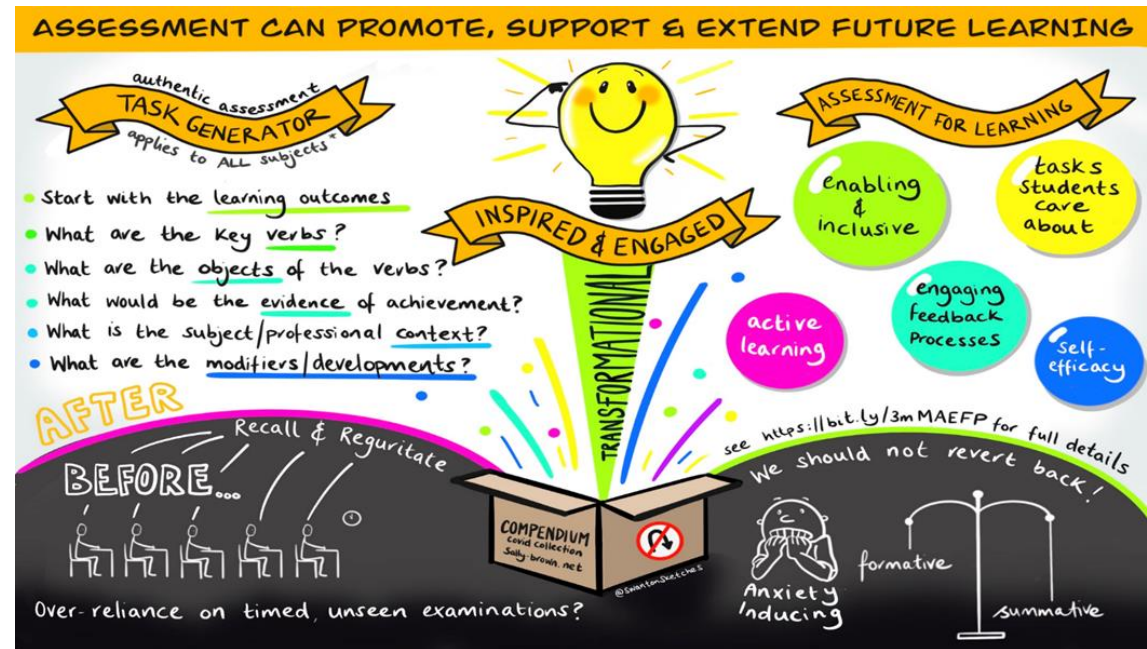
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