

**Title:**                **Don't let markers put a cross unless they're going to explain why' – Undergraduate attitudes to assessment and feedback**

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

Identify some key drivers which underpin student perspectives on assessment and feedback

Identify and consider what students regard as characteristics of good and valuable feedback

Discuss the data presented in the context of their own experiences of student expectations and attitudes towards assessment and feedback

### **Session Outline**

Many in the higher education sector are calling for a change in approach to assessment and feedback, with a shift from predominantly traditional methods to a more varied approach, including more learner-centred assessment and the provision of effective, stream-lined assessment which engages students and meets their learning needs (Bearman et al., 2017, Medland, 2016). Student opinion is, in part, driving this change as assessment and feedback have been identified as a source of dissatisfaction (HEFCE 2014). Helping students manage the transition between assessment practices in compulsory education and higher education remains a challenge (Beaumont et al. 2011), and there is evidence of discrepancies between staff and student perceptions of what constitutes good feedback (Ferguson, 2011, Mulliner & Tucker, 2017)

In this session we will present work to inform and underpin evidence-based change to assessment and feedback, undertaken from the student perspective. We will present qualitative and quantitative data on students' understanding and expectations of the role of assessment and ways through which feedback contributes to learning. We will discuss the perceived impact on student learning if there was a change to less summative assessment; how students value different types of feedback, and their perception and understanding of 'fairness' in relation to assessment.

We will describe how we are using the results of this study in our own Faculty to drive changes to assessment and feedback practice, and how insights gained are driving new dialogues with students about these processes.

Finally, we will engage the audience in gathering opinion on their perception of student expectations around assessment and feedback and whether educators should and are able to deliver on these expectations.

### Session Activities and Approximate Timings

<i>Introduction, rationale, methodology</i>	10 mins
<i>Findings relating to assessment and feedback processes</i>	
<i>Perceptions of fairness of assessment</i>	
<i>Activity 1: Participant discussion &amp; feedback</i>	10 min
<i>Activity 2: frequency &amp; value of feedback</i>	10 mins
<i>Sharing of study data relating to activity 2</i>	5 mins
<i>Characteristics of good feedback – a student perspective</i>	5 mins
<i>Summary, close and questions</i>	5 mins

### References

- Bearman, M., Dawson, P., Bennett, S., Molloy, E., Boud, D., and Joughin, G. 2017. How university teachers design assessments: a cross-disciplinary study. *Higher Education* 74(1) pp.49-64
- Beaumont, C., O'Doherty, M. and Shannon, L., 2011. Reconceptualising assessment feedback: a key to improving student learning? *Studies in Higher Education*, 36(6), pp.671-687.
- Ferguson, P. 2011. Student perceptions of quality feedback in teacher education. *Assessment & Evaluation in Higher Education*, 36(1) pp.51-62.
- Higher Education Funding Council for England (HEFCE), 2014. UK review of the provision of information about higher education: National Student Survey results and trends analysis 2005-2013.
- Medland, E., 2016. Assessment in higher education: drivers, barriers and directions for change in the UK. *Assessment & Evaluation in Higher Education*, 41(1), pp.81-96.
- Mulliner, E. and Tucker, M. 2017. Feedback on feedback practice: perceptions of students and academics *Assessment & Evaluation in Higher Education*, 42(2) pp.266-288.