Discussion Paper	28b

Title: **Marking and providing feedback face to face: staff and student perspectives**

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Session Learning Outcomes

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

Consider the advantages and disadvantages of marking an assignment face to face with the student.

Session Outline

University lecturers are accustomed to marking assignments without the student present, and then providing either written or oral feedback. There is little evidence that face to face marking has been widely adopted (Good,1978), possibly as concerns about maintaining anonymity have taken precedence (NUS, 2008). We have introduced face to face marking for a short piece of written work for first year university students. In 2014, evaluation of this system was undertaken by means of thematic analysis of transcripts of focus groups with students and staff (Bryman, 2012). Students welcome the opportunity to find out more about the marking process and to ask for clarification if required, staff like to be able to give oral feedback about how marking criteria are applied. The whole process is felt by staff to be a much better use of their time. This session will outline the process used, summarise the focus group findings, and invite discussion on the practice of face to face marking.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

- Outline of the process 5 mins
- How we evaluated the process and our findings 5 mins
- A handout or powerpoint (depending on numbers) will be provided with an example of work which has been marked and given written feedback. 10 mins
  - o Participants (groups/pairs) will be asked to consider how a student might interpret the feedback, does the feedback reflect the mark given? Is the feedback useful? What would it feel like giving feedback face to face with this student and explaining the marking to them?
  - o Delegates will then be asked to consider when face to face marking would be appropriate and when not?

References

Bryman, A (2012). *Social Research Methods*. Oxford: Oxford University Press.

Good, H (1978). Interview Marking of Examination Scripts. *Assessment in Higher Education* 3(2): 122-138.

NUS (National Union of Students) (2008). Mark my words, not my name. Available at: http://www.nus.org.uk/cy/news/mark-my-words-not-my-name/ (accessed Oct 2015).