

DAF is funded by:



DAF Project

Dialogic Assessment and Feedback

Dr Martina A. Doolan & Paul Morris

M.A.Doolan@herts.ac.uk, P.M.Morris@herts.ac.uk



Introduction

DAF is part of a social constructivist pedagogical approach which highlights the importance of a strong commitment to engaging with and investing in learners and formative assessment to benefit learners. Enhancing, Enriching, Engaging in dialogue with learners; is a key critical enabler of change in assessment and feedback practice. DAF is deeply rooted in a dialogue and partnership approach with learners.

Learners

Exploit the learning opportunities that learners bring to learning, teaching and assessment by engaging with learners in formative assessment:

- Planning, design, implementation, delivery, evaluation and continuous learning in
- Partnership with learner-tutor, tutor-learner, learner-learner engagement



DAF promotes

a multi-way, interactive and dialogic engagement which shifts the **emphasis from tutor to learner in deployment and integration of assessment practice and assessment feedback with learners, in-class, via mobile devices, and wikis.**

Outcomes

- Very high level of engagement with learning
- High percentage of attendance in class
- Enthusiasm, passion for subject and learning
- Strong commitment and relationship with tutor
- Core principles for "good" assessment and feedback practice
- Assessment materials, information.
- Digital resources
- Just-in-time assessment and feedback
- Efficiency gains
- Savings in staff time, cost, resources
- Highlights the Role of learner
- Highlights Role of tutor
- Collaboration and co-operation

Role of Learner

Delivery and presentation by learners of a number of "learning activities" as part of their formative assessment. Learners choose with *whom, how, when, were and what* **Assessment FOR Learning.**

- ✓ Self and peer review
- ✓ Self regulated assessment
- ✓ Self chosen topic
- ✓ Self chosen group
- ✓ Just-in-time assessment and feedback
- ✓ Dialogic redesign
 - ✓ Evaluate along the way
 - ✓ Record engagement
 - ✓ Reuse recordings
 - ✓ Feed forward rather than Feedback

Learning activities and learning from formative assessment culminate into the summative final year Exam **Assessment OF Learning.**

The Focus is on **Assessment FOR Learning.**

Setting the learning environment

To 'blend' face-to-face and technology-based learning experiences, ensuring learners feel fully supported, motivated and engaged in their own learning.

Tutor time is needed for the up-front design, skills and time needed to use mobile devices such as flip camera and mps recorder. Skills needed to upload content onto chosen technology platform (in this case a wiki was chosen to extend the dialogic approach and provide an opportunity for tutors and learners alike to review, reflect on, and improve learning).



The Core Principles of DAF –

The tutor's role **"out of the mouths of learners"**

- ✓ Smile
- ✓ Approach (non-didactic rather socially constructed)
- ✓ Equal
- ✓ Respect
- ✓ Approachable
- ✓ Shows interest
- ✓ Gives time
- ✓ Communicates
- ✓ Sets framework
- ✓ Provides choice
- ✓ Continuing learning
- ✓ Changeable and aligned with learner
- ✓ ...



Key Considerations

The tutor's role **"out of the mouths of learners"**

Implications on Educator

- Know the Subject, know how to Teach , Know Learners
- Culture shift:
 - open, transparent, show what works, in addition to what does not work
 - Trial and Error – Learn by mistakes
 - Share with learners and colleagues, "We are people" [sic]
 - Embrace Change – listen to learners, colleagues
 - Be mindful of "real" incentives for improvement at the chalk face
 - "Listen to Students" [sic]
- Shift from tutor to learner – Take the risk



Martina A. Doolan is a National Teaching Fellow, a Teaching Fellow , a Senior Blended Learning Fellow and a Principal Lecturer in Computer Science.

Paul Morris is a Senior Lecturer in Computer Science and previously was the Technical Manager for the Faculty of Engineering and Information Sciences.

DAF is built on **The dialogic shamrock for collaborative learning through technology framework** and used in this project to support new members of staff tasked with curriculum design on a new course and is a component of a wider study intended to provide guidance for academics in the practice of learning, teaching and assessment. This uses a e-blended learning framework with roots grounded in the theory of Social Constructivism. Doolan, M. A. (2013) **A Pedagogical Framework for Collaborative Learning in A Social Blended E-Learning Context.** In: *Increasing Student Engagement and Retention in e-Learning Environments: Web 2.0 and Blended Learning Technologies.* Bingley: Emerald books p 261-285

Please contact Martina m.a.doolan@herts.ac.uk, phone +44(0) 1707 284311