Assessment & Feedback Cases   Learning & Teaching Practice Exchange

2014

Interview

Jan Pettersen
Technological University Dublin, jan.pettersen@tudublin.ie

Recommended Citation

Assessment & Feedback Use Cases

INTERVIEW

Author: Jan Pettersson

Date: 2014

This use case describes how one assessment method was designed and implemented by a lecturer or a group of lecturers in DIT. The use case was compiled from an interview conducted as part of **DIT's RAFT project (2013-14),** the aim of which was to provide a database of assessment practices designed and implemented by academic staff across DIT.

Lecturer

Jan Pettersson

Programme and year on which assessment was offered

BA Early Childhood Education, Years 1-3

Description

This assessment involves meeting all Year 1 students individually to discuss assessed written assignments. Students are given an assessment template which outlines the lecturer's criteria with gradings and descriptors clearly annotated. Students are invited to give their views on their own work including an appropriate mark. The lecturer provides qualitative feedback using appropriate examples form the student's work and then reveals his mark, clearly explaining reasons for it. If the student argument is convincing, the lecturer may alter the assigned mark.

In Year 2 the interviews are conducted in small groups, and in Year 3, the students conduct the interviews themselves, as a form of peer-assessment. This provides a confidence-building trajectory from Year 1 through to Year 3.

Why did you use this Assessment?

Students tend not to understand why a particular mark is given to an assignment. Even when written comments are given to explain a mark, they are often not detailed enough or do not sufficiently capture the lecturer's reasons. By meeting students one-to-one and making time for them to discuss and debate the issue, students can learn how the assessment process works, is put into action and have a role in shaping the final outcome. The process also aids the student to write objectively and to improve individual skills both written and conceptual.

How do you give feedback to students?

Qualitative feedback in the form of written comments on the assignment.

What have you found are the advantages of using this form of assessment?

- Positive comments from students
- Can reduce lecturer workload in the long term
- Ensures continuation of reflective practice.

What have you found are the dis-advantages of using this form of assessment?

- First-year students or shy students may be intimidated by the process
- Takes a lot of lecturer time

If another lecturer was using this assessment method would you have any tips for them?

Lecturer needs to be open-minded and lecturer knowledge needs to be open-ended. It is vital not to impose opinions in order for process to be mutually beneficial. The lecturer does not necessarily have all the solutions.

Do you have any feedback from students about this assessment?

Very positive feedback from students. They actively encourage the process and want it to continue.