

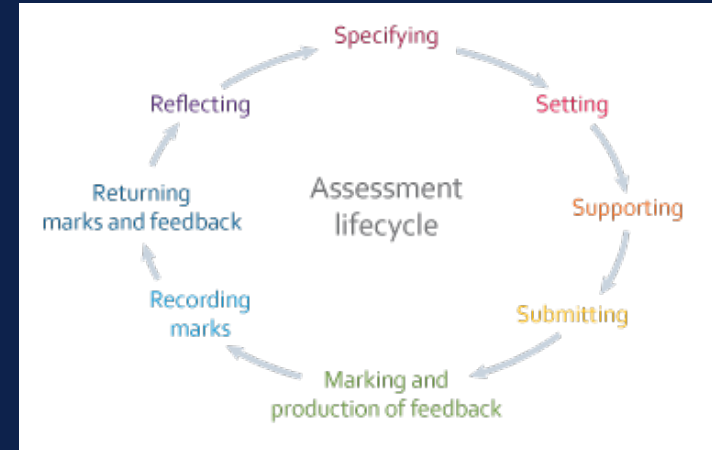
# How To Improve Assessment and Feedback Practice

**Sarah Knight, Head of learning and  
teaching transformation, Jisc**



# Jisc assessment and feedback activities

- **2011-2014:** 3 year programme exploring technology-enhanced assessment and feedback
- **2012:** Baseline review of the institutional landscape
- **2013:** Case studies, videos and 4 themed briefings
- **2014:** EMA landscape review & co-design project
- **2015:** Transforming assessment and feedback guide
- **2016-19:**
  - EMA in higher education: processes and systems guide
  - How to enhance student learning, progression and employability with e-portfolios guide
  - For further education (FE) – assessment for learning benchmarking tool and enhancing assessment guide



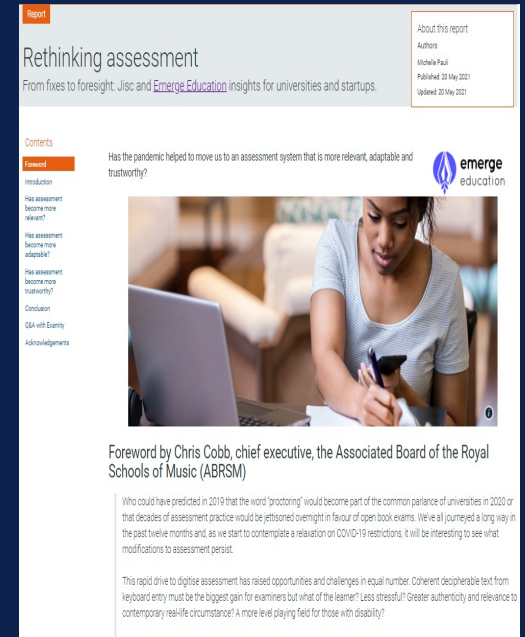
# Jisc's recent work on the future of assessment



Feb 2020



May 2020



May 2021

# Focus of our 2021 review of the assessment landscape in higher education

- What are the current challenges?
- Do the underlying principles need updating?
- Is our lifecycle model still valid?
- Identifying recent examples of good practice
- Identifying examples of innovation
- What will be the key drivers/disruptors/innovations going forward?



**What are the 3 key challenges you face in your university in relation to assessment and feedback?**

**[www.menti.com](http://www.menti.com)**

**Enter code 5483 5811**





# Survey of the assessment landscape in HE

[ji.sc/assessmentreport](https://ji.sc/assessmentreport)

- Previous Jisc survey was carried out in 2014
- Survey ran from October – December 2021
- The survey asked about the use of digital tools to support assessment and feedback practice and the challenges universities are facing
- A total of 63 responses were received and these came from 46 unique higher education institutions



## Key headlines – what has changed?

- **Online submission** - most institutions have now implemented online submission of student work
- **Online marking** - there is 86 % widespread usage of online marking almost double what it was seven years ago
- **Feedback** - increased use of digital tools to support feedback with 91 % of respondents reporting widescale use



# Sector challenges

## Pedagogic

- **Accessibility and inclusivity**
- **Rethinking assessment design**
- **Academic integrity**

## Cultural

- **Staff resistance to change**
- **Students not engaging with feedback**

## Technical

- **83% of respondents reported interoperability as the main technological challenge issue**

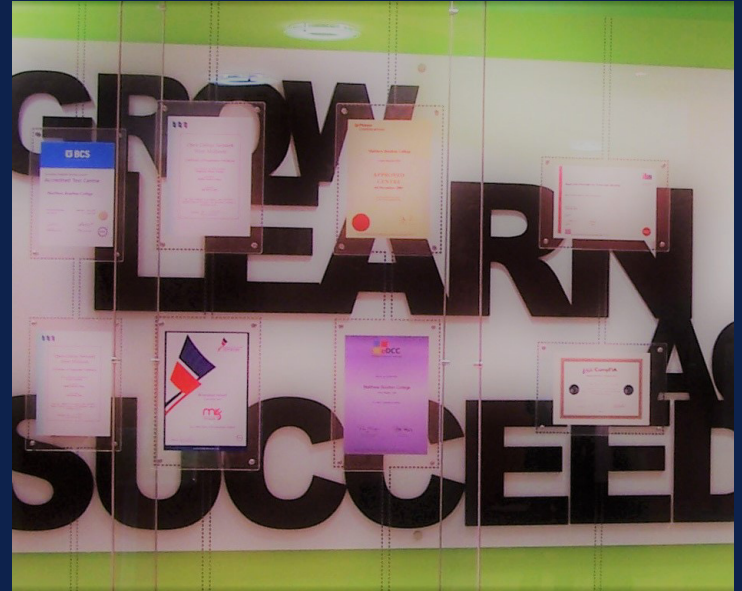
# Rethinking assessment: a principle-led approach

- Importance of defining the *purpose* of assessment and feedback
- Articulate that underpinning vision before embarking on change
- Principles are a good way to articulate and operationalise this
  - Provide a synthesis of the research
  - Action oriented



# Why revisit principles?

- Pedagogy is constantly evolving
- Some good practice hasn't changed but we understand more about *why* and *how* it achieves better results
- Our view of what makes inclusive and accessible curriculum has altered
- Concern is growing around how assessment impacts mental health and well-being
- Assessing more authentic tasks is a priority in many disciplines



# Direction of travel

The diagram shows how our emphasis is changing ...

- Assessment *of* learning - the institutional quality-assured processes that lead to a qualification
- Assessment *for* learning – learning design emphasising formative opportunities that feed forward to future improvement
- Assessment *as* learning – the lived experience of students and staff when active learners contribute to decision-making and are able to monitor and regulate their own learning

## Assessment with a purpose



# Principles of good learning, teaching and assessment

	What the principle is	Ways to achieve this
1	Help learners understand what good looks like	By engaging learners with the requirements and performance criteria for each task
2	Support the personalised needs of learners	By being accessible, inclusive and compassionate
3	Foster active learning	By recognising that engagement with learning resources, peers and tutors can all offer opportunities for formative development
4	Develop autonomous learners	By encouraging self-generated feedback, self-regulation, reflection, dialogue and peer review
5	Manage staff and learner workload effectively	By having the right assessment, at the right time, supported by efficient business processes
6	Foster a motivated learning community	By involving students in decision-making and supporting staff to critique and develop their own practice
7	Promote learner employability	By assessing authentic tasks and promoting ethical conduct

# Apply principles to your practice

<https://bit.ly/assessbett>

Access the google doc with the Principles of good learning, teaching and assessment

Review the principles and add your comments and reflections into the table

Think about how you might use these to engage staff in discussions around their practice



# Principles of good assessment and feedback guide

[ji.sc/assessmentguide](https://www.jisc.ac.uk/assessmentguide)

For each of the 7 principles we discuss:

- The context
- How technology can support the principle
- Putting the principle into practice – with examples from across the HE sector and internationally
- Listen to our Beyond the technology podcasts on assessment  
<https://bit.ly/jiscpodcast1>



Get in touch ...

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