Dr Jaclyn Broadbent
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IN ACTION

Assessment and Feedback Design at Scale

A/Professor Jaclyn Broadbent

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This presentation will discuss

Important components of assessment design at scale:

- Improving student's understanding of standards.
- Scaffolded assessment (including revisiting skills).
- High-quality audio feedback with feedforward aspects.
- Ensuring quality

And on a slightly different, but related, note:

- Intelligent Agents which send automated feedback to students based on their digital activity as a way for staff and students to connect.

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The Context

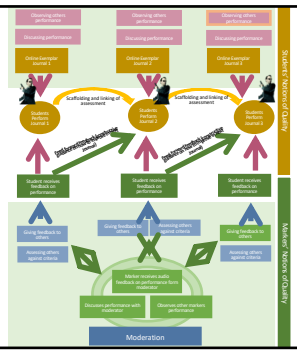
- 1500+ students in one semester
- Runs on 4 campuses (including Cloud campus)
- 2100+ over the year
- First year unit
- Students from 43+ different courses
- 25 Sessional staff



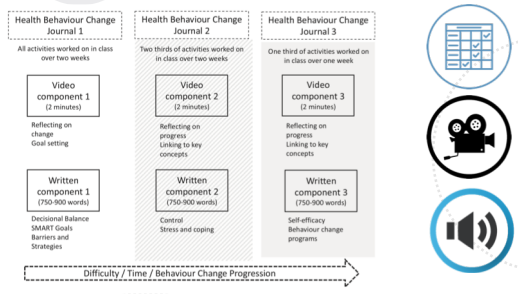
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Our assessment challenges

(1) Lots of students
(2) Reduced/absent face-to-face class time for online learners;
(3) Heavy reliance upon sessional staff;
(4) Issues of equity and consistency across multiple campuses and multiple marking and teaching staff;
(5) Challenges in finding ways to provide high quality, individual feedback; and
(6) The need to provide formative assessment experiences while still meeting summative needs.
(7) Budget considerations
(8) Remarks



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Welcome
Journal 1
Journal 2
Journal 3

JOURNAL POST 2

Due date: Friday 22nd April 2016 @ 11:59pm
Grades / feedback returned: Thursday 12th May 2016
Submitted to: Assignment folder on DeakinSync
Format: Word Document + Video/audio
Word count: Part A: 2 minute + 20% video (video length 2 minutes 12 second max) Part B: 7

Jaclyn Broadbent @ Yoga



PART A VIDEO / AUDIO QUESTIONS

Instructions: In Part A we want you to reflect on your progress towards your SMART goal since audio file. **The audio/video file is to be a maximum of two minutes in length.** In your vid achievements, reflect on thoughts and feelings underlying these achievements and link back to t models / theories. We would prefer all videos are made in YouTube and the link given in your pa your video is 'unlisted' rather than 'private' or 'public'. Alternatively if you want to submit an aud show your face OR use the audio device in Portfolio and submit the file SEPARATELY to your jour Part A.

JAC'S EXAMPLE OF PART A:



Salutation and interpersonal communications	Addressing student by name, may include commenting on personal circumstances (either known from class, what they have written in their journal, or other communication e.g. email), or on effort or prior performance
Avoid ambiguous statements	Ambiguous statements are avoided, and concrete examples are used to increase the student's understanding. For example, while lovely to hear, statements like 'that was fantastic' and 'you did a great job', do not provide the student with any information about what exactly they did well
Explicit statements about good performance	Markers explicitly state what the student did well, so that the student is able to replicate the skill, e.g. 'I liked how you argued X by giving examples. I particularly like when you wrote X and Y…'
Explicit statements about improving poor performance	The same practice as above is applied to any criticisms of the student's work, particularly as students may not have done 'X' because they don't know how
Constructive guidance on how to do better in the next journal	At specific touch points, assessors use strategies to help orient students to what quality looks like in successive assessment (e.g. feedforward). An example of information used to influence subsequent behaviour is: 'However, what was just missing here was really explaining how those strategies would actually work to increase your sense of control. This is going to be really important to do in your next assessment in question one where you need to come up with strategies of how to increase your self-efficacy for each of Bandura's four ways of building self-efficacy …'
Send off and good luck	Mostly relationship building, encouraging students to incorporate comments into the next journal, giving best wishes and invitation to discuss further

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We give 4,000+ audio files a trimester!



Resources
Marking guide, written scripts giving examples of how to give feedback for improvement for different levels of ability, and video explanations of how to apply the marking criteria

Formative audio feedback is given to the marker and an invitation to discuss

Process is repeated as needed

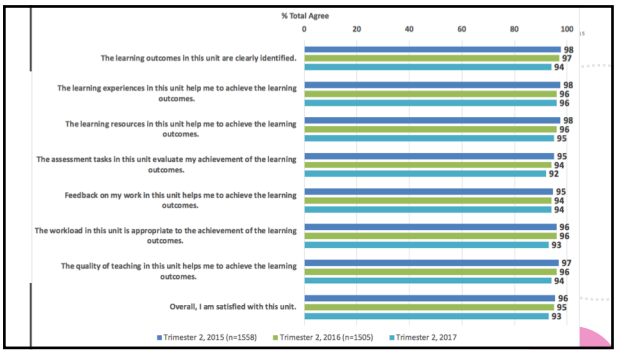
Marker

Moderator

Marker applies rubric and gives audio feedback on two pieces of work

Observing other marker's performance

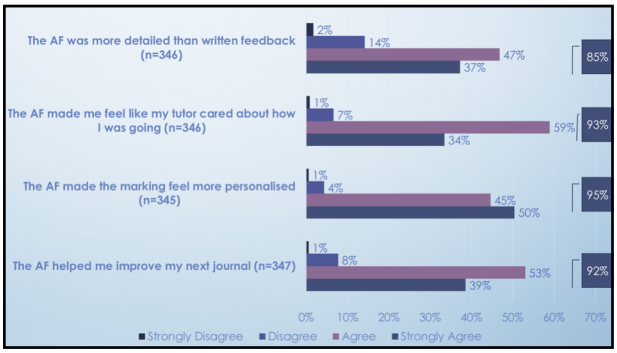
Broadbent, J. (2018). Large class teaching: how does one go about the task of moderating large volumes of assessment? *Active Learning in Higher Education, 19*(2), 173-185.



Pre-audio feedback	% Agree
BENCHMARK: Deakin, Sem 2, 2010 (n=31598)	72%
HBS110, Sem 2, 2010 (n=360)	79%
Audio feedback given	
Sem 1, 2011 (n=70)	87%
Sem 2, 2011 (n=426)	88%
Sem 1, 2012 (n=81)	90%
Sem 2, 2012 (n=485)	87%
Sem 1, 2013 (n=73)	89%
Sem 2, 2013 (n=540)	88%
Feed-forward feedback given	
Sem 1, 2014 (n=89)	94%
Sem 2, 2014 (n=534)	94%
Sem 1, 2015 (n=130)	99%
Sem 2, 2015 (n=533)	96%
Sem 1, 2016 (n=87)	95%
Sem 2, 2016 (n=318)	94%
Sem 1, 2017 (n=79)	90%
Sem 2, 2017 (n=229)	94%
BENCHMARKS: Deakin, Sem 2, 2017 (n=30059)	80%

Table. 1 Satisfaction scores
"The teaching staff gave me helpful feedback"

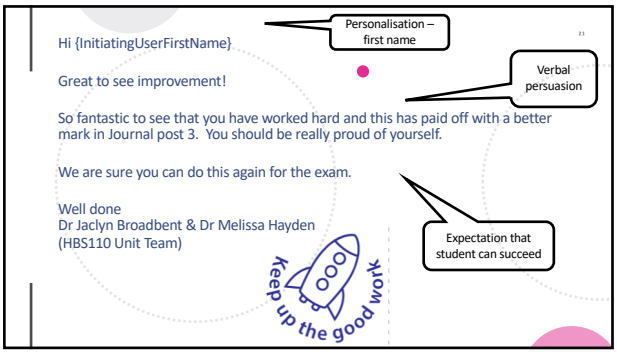
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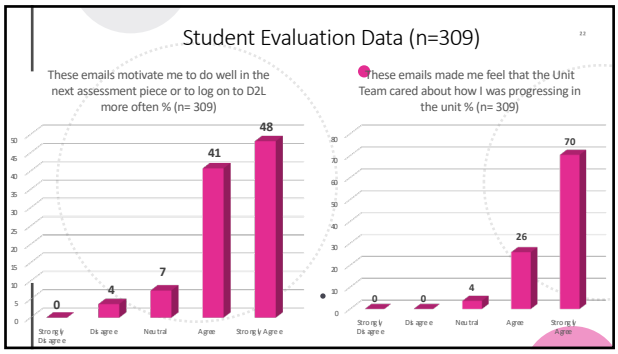




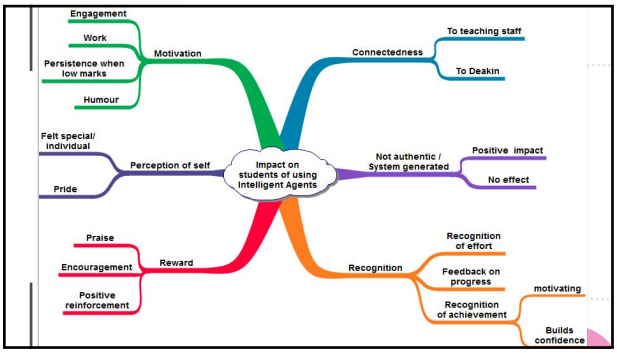








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Student comments

Personalisation / Special

The emails are a fantastic ideas as it reinforces that you are doing well and as simple as it is it is nice to receive an email congratulating you on your good mark. It makes you feel like you are a person studying and not a number in a large group.

Acknowledgement and Connected and Motivated

The emails were fantastic as it made me really feel the teaching team were there anytime we needed them and were keeping an eye on our progress, it truly did motivate me to continue to pursue high marks.

Acknowledgement and Connected

When I received an email from Jac to say congratulations on receiving a HD for one of the quizzes, I firstly couldn't believe that she had known and secondly couldn't believe that she took the time to email to say congratulations! I really felt like it mattered how well I did and that I wasn't as isolated as I had felt at university! A small gesture meant a lot to me :)

