

# But did I pass? Assessment as learning through enhanced feedback practices

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## But did I Pass?

Assessment as learning through enhanced feedback practices

### **BOLD 1.3**

Create **rich**, varied and **inclusive learning** environments and **experiences** to ensure **scaffolded** skills development and **learning progression** for all **undergraduate** and postgraduate students:

- Develop teaching practices that are **learner-centred, innovative, collaborative and collegial**
- Implement and provide access to **peer** review, staff mentoring and **collegial teaching teams** for teaching staff within courses and programs

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# 7 principles of good feedback practice (Nicol & Macfarlane-Dick, 2006)

- Helps clarify what good performance is
- Facilitates the development of self-assessment (reflection) in learning
- Delivers high-quality information to students about their learning
- Encourages teacher and peer dialogue around learning
- Encourages positive motivational beliefs and self esteem
- Provides opportunities to close the gap between current and desired performance
- Provides information to teachers that can be used to help shape teaching

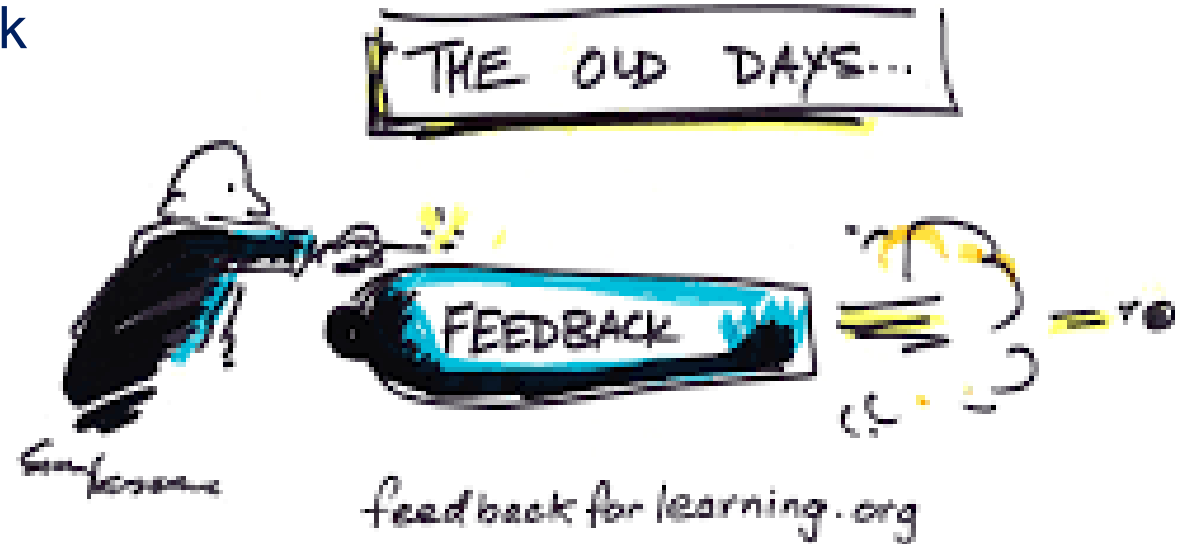


[www.psychiclibrary.com](http://www.psychiclibrary.com)



# Feedback Mark 2 (Boud & Molloy, 2013)

- Learners orientated to the purposes of feedback
- Learners participate in activities promoting self-regulation
- Learner disposition for seeking feedback is developed
- Opportunities provided for production of work
- Calibration mechanisms
- Incremental challenge of tasks
- Nested tasks to allow for 'feed forward'
- Learner as 'seeker and provider'



# Audio feedback (Jones, Stockwell, Woodacre & Purkis, 2017)

## BEFORE

I had some issues with Carolyn's ability to share feedback and comment on student work, she was often so reserved and neutral/negative in her comments that it was like she wasn't listening or didn't care.

The feedback is not helpful, I'm discouraged to do any assignment because I know I will receive a low average mark.

## AFTER

I have listened to the audio as it posted in the Moodle and I would like to say thank you again to you for an essay feedback and your kind support in this semester.

So, I think that I will need to reflect from a feedback as the Grammarly software will help me to correct grammar issues for assignments. I also have looked back and read on my essay again today. I found that my conclusion is lacked of international relation focus in a last paragraph.

Thanks for the feedback!



## References:

Boud, D & Molloy, E (2013). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698-712.

Eyetest, A (2017). *Is anyone reading these?* Presented at the 7<sup>th</sup> BOLD Showcase, 8 November, Ballarat.

Jones, J, Stockwell, S, Woodacre, E & Purkis, N (2017). *Shades of meaning: An exploration of nuance in written and audio feedback*. Presented at the 6th International Assessment in Higher Education Conference, 28 – 29 June 2017, Manchester, UK.

Nicol, DJ & Macfarlane-Dick, D (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

