



FLUX: Design Education in a Changing World

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Successful Learning through Assessment Design

Abstract

Key Words: *Assessment Design / Design pedagogy / Undergraduate Education*

Sub-theme: *Design Education & Assessment*

Title: *Successful Learning through Assessment Design*

Assessment design and feedback are powerful tools in the support of worthwhile learning and in motivating students for future learning.

Academic staff in the School of Design at Northumbria University have some confidence that subject teaching promotes deep approaches to learning, through practice, in a studio culture which encourages frequent, informal feedback between tutor and student. However, when staff perceptions of assessment as a means of developing students learning were compared to student perceptions, we recognized that there were some significant gaps which were having a negative effect on the students ability to view assessment as supportive and worthwhile. For example, students found it necessary to search out hidden assessment requirements – not what was published as requirements and criteria but the ‘clues’ they felt they had to find out if they wanted to succeed and to be rewarded in the assessment system. Studio, project based teaching (which most staff consider to be an ideal learning forum) appeared to generate a teacher based focus rather than the learner based focus we hope to promote in the School.

The challenge of communicating and aligning tutor expectations of assessment as a learning tool to students (Gibbs and Simpson, 2004-2005) became the focus of assessment workshops designed to identify and share learning and teaching practices that effectively align the relationship between learning outcomes and assessment criteria, to best support the needs of diverse students. This revealing exercise helped identify key areas of focus in order to maximise student understanding of assessment and engagement as reflective learners.

As a result, the School began to review issues relating to assessment function, viability, timing and content and whether or not it supports worthwhile learning. Reflecting on the outcomes of the workshops we formulated action plans for the modification of design based subject assessment practice to fully support student learning. Key issues were identified to;

- *Promote dialogue about assessment and encourage students to reflect on assessment.*
- *Develop appropriate strategies to support effective learning and to demystify the assessment process.*
- *Enhance the assessment process.*
- *Manage assessment effectively and embed good practice.*

This presentation presents and discusses the results of work undertaken in the School as we faced the challenge of reviewing the effectiveness of our own assessment practice in order to close the gap between the intended and unintended consequences of assessment and to make a greater commitment to student centred learning.

Reference.

Gibbs, G. & Simpson, C. (2004-5) "Conditions under which assessment supports students' learning" Learning and Teaching in Higher Education, 1 (1), 3-31

Introduction

Assessment design and feedback are powerful tools in the support of worthwhile learning and in motivating students for future learning. This paper describes the work undertaken by the School of Design at Northumbria University, in Newcastle Upon Tyne, England to initiate a new approach to assessment aligning it more effectively to promote student learning.

The School has an established reputation nationally and internationally for producing graduates who perform well in industry and who have good interpersonal skills. We enjoy very strong retention and high employment statistics. The majority of students in the School appear to engage productively in their learning which, anecdotal feedback suggests, they regard as training for a profession. We aim to set high standards for innovative and effective teaching and current practices involve using a wide variety of learning, teaching and assessment methods. We recognise that quality can only be maintained through a regular review and analysis of contemporary practices and in response to this maintain excellent collaboration with industry in order to reflect innovations and developments in design and the design industries, in the curriculum and in the project work we set our students.

The School of Design comprises eight undergraduate programmes and two MA programmes. The curriculum for each programme is broken down into modular components and written as Module Descriptors. These describe the content, delivery and type of assessment which are designed to enable the student to achieve specified learning outcomes at the end of the module. The individual design programmes in the School had, in recent years, been grouped into curriculum groups of two or more programmes e.g. fashion programmes were grouped together. Despite this, individual programmes had retained autonomy and there was little shared practice or process within the curriculum groups. Instead an abundance of 'similar' practices were in operation. Each programme operated a slightly different practice from the other and assessment feedback to students took different verbal and written forms. The School's 'Assessment Feedback Form' was essentially a blank sheet of paper with a space for a signature and date at the bottom and was used mainly as proof of receipt for assessed work. It was not widely used for assessment feedback. Instead, individual staff and programme teams preferred to develop their own "customised" templates which offered headings for different types of feedback depending on the nature of the module and the tasks which were to be assessed. In any single year group, students might receive three or four different types of assessment forms. As it is also common practice in the School to give verbal feedback via a group critique format students didn't receive written feedback for some projects.

Nevertheless, academic staff in the School of Design had confidence that subject teaching, including assessment, supported and promoted successful approaches to learning relying heavily on the established practice of studio culture which encourages frequent, informal, verbal feedback between tutor and student. However, when staff perceptions of assessment as a means of developing students learning were compared to student perceptions, it was recognized that there were some significant gaps which were having a negative effect on the students' ability to view assessment as supportive to their learning. For example, students found it necessary to search out 'hidden' assessment requirements and criteria as so little, if any, criteria were published as part of the assessment process and feedback. In doing so students didn't seek out the published assessment information on the Module Descriptor but instead the 'clues' they felt they had to find if they wanted to succeed and to be rewarded in the assessment system. In view of student feedback, studio project based teaching - which most staff consider to be an ideal learning forum- appears to generate a teacher based focus rather than the learner based focus which we aspired to promote in the School.

A number of influencing factors caused us to recognise that we needed to review and develop our assessment practices in order to maintain quality and to reflect recent shifts in assessment practices in higher education. Gibbs and Simpson (2004) reflect these in their article reviewing assessment, and in which they state that assessment '... is not about measurement at all – it is about learning'.

Influencing factors

Concerns about assessment had already been raised in the sector (QAA Review of Art and Design provision, 1999 – 2000), relating to:

- inconsistencies in the clarity and use of assessment criteria
- their relation to published learning outcomes
- the observation that criteria for different assessment bands are not always sufficiently differentiated
- that generic criteria often fail to engage with subject specific learning outcomes

More specifically, the School had received constructive, critical comment about its assessment practices from internal sources. Feedback to the School following a University internal review (Interim Periodic Review is an embedded part of the University's quality review process) identified gaps relating to how well assessment feedback to students matched set learning outcomes. Verbal feedback from students generally described their experience of assessment as unsatisfactory and highlighted their limited understanding of how they were assessed and how assessment might support their learning.

In order to ensure a better experience for students and to fulfil the University Learning & Teaching strategy aim: *'to promote challenging and innovative teaching that empowers the active learner'* and its objective to: *'improve the efficiency and effectiveness of assessment'* the School needed to re-focus its approach to assessment.

There was an immediate need for staff to improve the links between learning outcomes and assessment feedback and to improve the quality of assessment feedback given to students. It was necessary to acknowledge the value that both staff and students could contribute to any developments if we were to gain a better understanding of the mismatch in the perception and expectation of assessment between staff and students. If outcomes were to be effective they would need to be clearly articulated to both stakeholders.

Formulating a response to the issues led to the development of a project designed to explore how we could enhance student understanding of assessment and encourage, rather than simply measure, learning through successful assessment and feedback design.

Methodology

Formal meetings were held separately with students and staff to hear their views on the effectiveness of current assessment practices and then staff and students were asked to work together in two practical workshop situations to review current practice and identify good practice and issues to address. To help facilitate the process we partnered with the University's Centre for Excellence in Teaching and Learning (CETL). Working with the Learning & Teaching Co-ordinator for Assessment from the CETL we developed a project to discuss and improve assessment practices which became known as 'Reversing Staff & Student Perspectives'.

Process

Initially there was a poor response to the meeting notices and with hindsight it would have been helpful to offer some incentive to students and to have timetabled the workshop sessions into the School calendar for academic staff. Despite the initial challenge of getting both groups to attend, enough participants agreed to take part to enable us to hold lively discussions about assessment practices and the implications of assessment. The discussions were facilitated by the Learning & Teaching Co-ordinator for Assessment from the CETL.

The initial meetings with staff and students focussed on current assessment practices from the student perspective in the light of key questions;

- how do we clarify to students what good performance is?

- do we feedback in a way that encourages students to take action to address their individual learning styles?
- do we facilitate the development of self-assessment and reflection in relation to learning?

In the meeting with academic staff a range of current project briefs, learning outcomes and student assessment feedback sheets were analysed in relation to the key questions. Feedback indicated that a variety of 'similar' practices operated across the School and that the School norm of teaching in informal studio environments, with regular one to one staff/student contact, was considered to be the most valid engagement in the learning and teaching process. Assessment was not ranked among the most important activities and written assessment feedback was considered almost to be a 'formality'. All participants agreed that assessment was undertaken under pressure due to increased student numbers but considered themselves to be very clear about what they were assessing and why their many similar practices were valid and relevant. All staff were confident that they had the 'best interest of the student' upper most in their mind and that students understood the assessment process.

In order to capture the views of students from a range of programmes, a discussion with students was held immediately following a School Staff/Student Liaison Committee. Up to this point students hadn't previously expressed any dissatisfaction with assessment practices.

It became evident from discussions that despite what was communicated and specified in course documentation, students worked out for themselves what counted – or at least what they thought counted - and orientated their efforts accordingly. It also became clear that while assessment isn't always perceived by the student to be a very important learning tool it can enhance or damage self esteem, motivation and performance. Students generally considered that they didn't always understand what was being assessed and what they needed to do to 'pass'. The students made their comments based on their observations and not as complaints.

For example:

- "I know about Learning Outcomes but I still feel I have to tackle a project in a certain way because that is the way tutor X likes things to be done"
- "written comments and marks don't always suggest the same thing"
- "even though I worked hard I didn't receive payback in marks or recognition"
- "I try hard but don't 'get' the assessment standards"

They appeared willing to accept the 'mystery' attached to assessment without question. They expressed some concern about talking about assessment issues because they felt it would be seen as a personal criticism of the staff they worked with on a daily basis.

In order to ensure that any developments were effective and clearly articulated to all stakeholders we recognised that students would have an essential role to play in any discussions. It was important for staff and students to re-visit existing assessment practices in order to enhance future practice and to close the gap between student perception and staff expectation of assessment.

The proposal

The project was designed to contribute to the quality of student learning by supporting the definition and development of appropriate learning outcomes and assessment criteria at undergraduate level. Additionally it would enable staff to identify and discuss learning and teaching strategies that would effectively convey the relationship between learning outcomes and assessment criteria so that teachers and students understand what is required of them and how levels of achievement are evaluated. Three workshops were proposed to give staff and students, from across the School, an opportunity to talk about assessment issues together and to consider how the School might address them.

Students were invited to two workshops so that academic staff could consider assessment practices from the student perspective and take into account what students told us they understood about assessment language in relation to the key questions

- how do we clarify to students what good performance is?
- do we feedback in a way that encourages students to take action to address their individual learning styles?
- do we facilitate the development of self-assessment and reflection in relation to learning?

The feedback from the staff workshop would focus on three related areas;

1. Relating assessment feedback directly to assessment criteria and learning outcomes.
2. The development of level assessment criteria.
3. The consideration of a standardised format for assessment briefs and feedback.

The Workshops

Workshop One, 'Reversing Staff & Student Perspectives', involved staff and students. We asked for student views on how assessment requirements and results were articulated to them through the project brief and through guidance from tutors including assessment feedback. Initially the students were reticent about making what might be perceived as negative comments and the external facilitator was invaluable in encouraging the students to be honest and to view the exercise as an opportunity to make a positive contribution. The feedback, much of which was negative, was nevertheless considered to be very constructive.

The second part of the workshop session involved the reversal of staff and student roles in the assessment process. A dummy module, with learning outcomes and a group assessment brief was presented to staff and students. Staff, acting as students, were asked to work in cross discipline teams to complete a task. The resulting work was to be presented for assessment and feedback by the students acting in the staff role. The students were briefed about the task, the assessment criteria and learning outcomes in the brief. With guidance, students were asked to design assessment criteria to match the learning outcomes on the assignment brief. They were also given a simplified version of the generic assessment criteria which is used across the School to assist them in their assessment judgements about the work completed by the staff teams.

Student feedback highlighted that the tasks they were set were difficult to complete. More positively however the students revealed that their awareness and understanding of how assessment happens, how learning outcomes, feedback and marks are triangulated was greatly improved. They were pleased that staff were interested in their views and would consider and possibly apply their ideas.

Workshop Two was a staff only session. Staff reflected on the feedback from students at the previous workshop as they debated the following questions:

- Are assessment tasks reflected in the module learning outcomes?
- Does assessment criteria make these explicit?
- Does the marking scheme explicitly reflect assessment criteria
- Does the marking scheme align with generic grade band descriptors?
- How can feedback be produced in a timely fashion for it to be relevant?
- How can we clearly articulate to students how feedback links to assessment criteria?

Following this, staff worked in cross discipline teams to review current generic assessment criteria in order to develop specific criteria for levels 4-6. The Learning & Teaching Co-ordinator for Assessment, from the CETL provided academic staff with a selection of assessment criteria, by level. This activity highlighted the gaps and inconsistencies in the criteria the School was currently using.

Workshop 3, 'Promoting student and staff dialogue around assessment practices' involved staff and students working in groups to discuss a range of written scenarios about assessment issues.

These were based on actual student feedback from Northumbria University Forums. These Forums had been set up to discuss the results of the National Student Survey (NSS) where students had rated the University lower than was anticipated for assessment practices. The activity was designed to enable staff and students to discuss the scenarios from their own perspective and both 'sides' were informed by the ensuing discussions. Following this, group members shared perceptions and identified what constituted good assessment feedback, identified existing good practice and those issues which needed to be resolved to make the assessment process more supportive of student learning and development.

Proposed action

The project was concluded and the following actions were prioritised.

Studio based teaching and the design critique are frequently tutor centred activities and appear to encourage a reliance on tutor led learning and the development of skills in satisfying a tutor rather than skills to enhance learning. Swann (1986) describes studio delivery as one of staff cruising and students waiting. This tutor led culture will be incrementally modified through

- A commitment to develop evaluative and self evaluation skills about learning.
- The exploration of peer assessment techniques as a learning tool to enable all students to experience the assessment process and thereby understand it more fully.
- A greater use of group tutorial teaching in order to place an emphasis on the students to prepare, evaluate and present their rationale and work to tutors and peers for discussion and feedback.

Students are entitled to know what the important tasks and topics are in a module. If we are to ensure that there is no mismatch between what we assess and what is learnt and communicated we must ensure that

- If they are to know how well they have performed and be able to reflect on it, students must have explicit information about what they are expected to know, understand and do as a result of doing a project

If students are to regulate their own learning processes they need to develop evaluative skills about their learning and engage in learner centred practices. This will be advanced through

- A re-orientation of the student approach to learning in a culture which is driven by product evaluation.

If we are to empower students as self regulated learners we must deliver high quality, developmental formative and summative feedback. To do this we must

- Ensure that assessment is part of the teaching and learning process and allow time to introduce, establish and embed good assessment practices and for them to be regarded as an integral and explicit part of 'learning' and not 'just' a measure of outcomes.
- Use what we learn through formative assessment to understand where to focus our teaching.

Assumptions that when we tell students their strengths and weaknesses they will know how to act on the information must be addressed. To do this we must

- Provide level specific criteria to articulate to students the difference in progression requirements between levels and to help staff to explain the journey between levels to students.
- Provide clear, learning outcome related feedback which enables the student to close the gap between an established standard and their current position to enhance learning and achievement
- Enhance the quality of feedback comments. Written feedback is time consuming and we need to make it worthwhile – to enhance this aspect will be helpful to the student. Reassuringly, research shows that students do recognise good feedback irrespective of

whether they use it to improve their performance or not (FAST project on Formative Assessment in Science Teaching <http://www.open.ac.uk/science/fdtl/>).

- Share good practice and enhance existing practice through School wide staff development events.
- Consider peer review of assessment feedback (like peer observation). The internal moderation of assessed work could include a review of assessment feedback not just the grade awarded.

Students are entitled to a consistent experience of assessment. In order to support this and enhance the cohesion of assessment practice across the School we will

- Introduce School templates for written assessment feedback, a student maintained formative feedback record and a project brief template.
- Regularly discuss assessment and academic guidance at Programme Management and Staff Student Liaison Committees in order to enable students to feedback on practice at programme and School level.

Evaluation of project

The project has been successful in that it has acted as a catalyst for change.

There were a number of benefits to using a workshop format. It enabled us to encourage staff to contribute to the debate about assessment practices and engaged them directly in the development of any necessary changes to the assessment process. Breaking down what was effectively a difficult challenge into manageable components through the workshop activities helped us to keep momentum and interest from both staff and students. Involving staff in gathering the student feedback that would inform change was a revealing exercise and enabled staff participants to reflect on the assessment process from the student perspective. The collaboration helped us to identify key areas of focus in order to maximise student understanding of assessment.

The initial challenge lay in convincing staff and students to attend the workshops in the first place. Initially, staff were too busy and not entirely convinced that it would be time well spent. We tried to do too much in the first workshop and this was off putting – particularly as staff appeared reluctant to engage with the need for change. Students had to be convinced that their input had value, that they could improve assessment practice in the school and that they would not be at a disadvantage by raising criticisms. We also had to ensure that not only students with an ‘axe to grind’ would attend.

Staff felt ownership of the evidence generated through the workshops and this feedback enabled us to generate a task list for positive change. The informal workshop activities, which were well supported by staff, also served as staff development and enabled us to highlight and discuss the importance of assessment and assessment feedback as a tool for learning, not simply for measuring learning.

Future plans

Approaches to delivering the practical elements of our programmes are continually updated to reflect contemporary design influences and methods. We now need to acknowledge that other developments in industry and education have impacted on the skills that modern graduates are required to develop. These skills and attributes go beyond an increasingly sophisticated level of practical skills and are currently recognized by staff as those which enable our design graduates to be employable, enterprising and meet the challenges of the future workplace. This is reflected in the Cox Review of Creativity in Business (2005) which reported that ‘Creativity cannot be viewed as a skill possessed by the gifted few. It needs to pervade the thinking of the whole business, to be embraced by public services, to be embedded in the education system’.

In a recent workshop to review common School aims Programme Leaders and Heads of Academic Groups identified the importance of qualities such as discipline, creativity, motivation, curiosity, industriousness, and imagination.

This promoted discussion about how we develop these qualities and whether or not we actively encourage the more reflective processes of engagement alongside our practical activities. Assessment feedback is frequently related to the development of practical skills and this narrow focus is less transferable in relation to other aspects of learning and being a designer. Formative feedback on work in progress is a feature of practical design programmes and it has greater value if the feedback is transferable and if staff ensure that the student understands how to transfer the feedback beyond a specific project. Assessment must be designed for learning if we are to continue to prepare graduates for the future. This is reflected in Samulaowicz and Bains view that educators who “view teaching as exposition, and learning as reproduction, tend to believe that assessments should determine how well students can reproduce the knowledge they have been given...those who view teaching as facilitating learning, and learning as constructing a personal understanding based upon established knowledge and procedure, tend to believe that assessment should require purposeful transformation of knowledge” (cited in Millar, 2005, p24).

In order to support effective learning for the future, we must enhance our current assessment practice by embracing a more focused approach to student centred learning and encourage students to reflect not only on product but on process.

We should review how we evaluate and define how we measure the intellect, employability and enterprise of our graduates by reviewing the professional world we prepare our graduates for and our understanding of it. We can then evaluate how this impacts on how we teach the subject. Design students are regularly expected to use knowledge and skills to express individual interpretations of established products or artefacts and to be flexible, adaptable and creative. These, now, are the skills for employment but “students do not necessarily recognise these positive outcomes” (Ball 2002).

Students often tell us that technical skills sessions are the ones they have ‘learned the most’ from because this learning is visible, can be measured more easily and it is often what we discuss and refer to in assessment feedback. Students also frequently regard the acquisition of practical skills as a way of becoming more ‘professional’. Staff recognise that skills in design are a means to an end, necessary but not sufficient alone. We do not uphold this through our assessment practice. Student feedback refers us to the implicit nature of ‘tutor preference’ in assessment and this suggests that some of these ‘other’ characteristics may be unspoken, not spelled out or clarified, but nevertheless rewarded. The development of our assessment criteria should to reflect the value of process and product. Students and staff must share a value of the higher conceptual levels that differentiate between the ‘competent’ and the ‘intellectual’ practitioner. If we are to foster employability through assessment changes we must reward students who can research and articulate arguments, develop solutions, exchange ideas and information and reflect on the value of their ideas.

The development of assessment criteria by level will not be enough on its own - it will not be useful simply to give students more information. “Students are unlikely to be able to engage with feedback given unless they understand the criteria against which their performance is measured” (Millar 2005) Students will need to be properly informed in the context of a robust and ongoing g induction programme if teaching, learning and assessment are to be effective.

Before making changes Reid and Davies (2000) suggest that we look at what messages we already send and how we construct experiences to enable all students to aspire to higher levels of learning. If our level 4 curriculum only focuses on skills development and the acquisition of knowledge - what message does this actually send to students? Does this inspire them to develop higher levels of learning?

The Design School regularly exhibits student work, nationally and internationally, as a showcase of the quality of our graduates to an industry which is product led. Industry highly rates those graduates who can produce a high quality product. We need to explore how we might develop teaching, learning and assessment in the School in order to develop the more sophisticated elements of creativity, innovation and enterprise without undermining student ability to understand how to develop and produce product.

Conclusion

The need to improve and develop our assessment practice is evidenced through feedback from the workshops. If we are to effectively develop and improve our practice and inform perceptions and assumptions about design teaching and learning, staff will need to recognise the value of, and support, the proposed actions. Our challenge lies in raising awareness so that the majority of staff will be motivated to engage in the process of change. In order to effect change the School must support an effective and robust staff development programme.

It will be possible to implement some changes immediately. Other changes, supported by staff development activities, will need to be planned and piloted across selected programmes before being evaluated. In this way, staff and student feedback will continue to inform any changes to existing practice.

Our next challenge is to align student approach to learning and tutor approach to teaching with what we want to achieve so that product is part of the evidence of learning but not the evidence itself.

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Jackie Guille, Associate Dean for Learning and Teaching, School of Design, Northumbria University, for her support.



GILL ROWE

Qualifications

BA (Hons) Fashion Degree, Newcastle Polytechnic - First Class Honours 1977 - 1981

External Examining

Central St Martin's, BA (Hon) Fashion Menswear and Fashion Knitwear 1998 - 2002

HEFC moderator, Access to Fashion units 2000 - 2003

Manchester Metropolitan, BA (Hon) Fashion Design with Technology 2001 - 2004

University of Central England, BA (Hon) Fashion Design 2002 - 2006

Nottingham Trent University, BA (Hon) Fashion Design (UK based) and

BA (Hon) International Fashion Business (IVE: Hong Kong 2006 – date

De Montfort University, BA (Hon) Fashion Joint Fashion/Contour 2006-2007

De Montfort University, BA (Hon) Fashion 2006 - date

Current employer: School of Design, Northumbria University

Senior Lecturer 1985 - 2005

Course Leader BA(Hons) Fashion 1989 – 2002

Design School Director, Staff & Student Affairs 2002 - 2004

Curriculum Leader, Fashion 2004 - date

Head of Quality Assurance and Enhancement Jan 2007 - date

Additional Information

In my current post as Head of Quality Assurance and Enhancement I work together with the Heads of Academic Groups and Head of taught Post Graduate Studies in developing and implementing strategies and policies relating to quality assurance and enhancement and learning & teaching developments within the School. As part of my role I Chair the School of Design Review and Validation Committee.

I am currently involved with the EAP (England-Africa Partnerships in Higher Education) project funded by the UK Department for Education and Skills (DfES) for the benefit of the African Higher Education Sector: HIV/AIDS awareness & product development with MTSFA, Makerere University, Uganda. East Africa.



Successful learning through assessment design

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● ● ● | School of Design
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Why change?

- External Feedback
- Internal Feedback
- Student Feedback



Key questions

- How do we clarify to the student what good performance is?
- Do we feedback in a way that encourages students to take action to address their individual learning styles?
- Do we facilitate the development of self assessment and reflection in relation to learning?



Student comments

- “I know about Learning Outcomes but I still feel I have to tackle a project in a certain way because that is the way tutor X likes things to be done”
- “written comments and marks don’t always suggest the same thing”
- “even though I worked hard I didn’t receive payback in marks or recognition”
- “I try hard but don’t ‘get’ the assessment standards”



Challenge...

- to improve and develop the links between learning outcomes and assessment feedback
- Recognise the role students would have to play in any discussions



Assessment Project

- Three workshops designed to engage students and staff in discussions about assessment and opportunities for change



Workshop one : ‘Reversing staff and student perspectives’

- Staff and student workshop
- Role play activity - opportunity for students to experience assessment from staff perspective
- Opportunity to gather student feedback during and after workshop



Workshop two : staff only

- Relating assessment feedback directly to assessment criteria and learning outcomes
- The development of level assessment criteria.
- The consideration of a standardised format for assessment briefs and feedback



Workshop three: 'Promoting student and staff dialogue around assessment practices'

- Staff and student workshop
- Use of case studies to promote discussion
- Student and staff perceptions informed by ensuing discussions



Identified key areas to address

- to move the culture from tutor to student centred learning

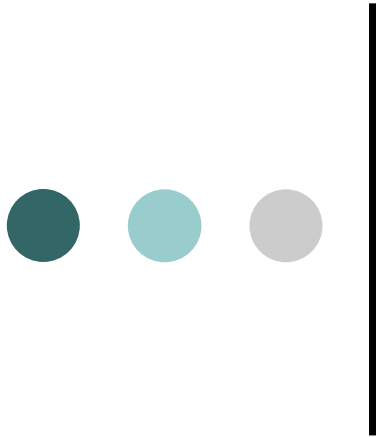


Swann (1986) describes studio delivery as one of staff cruising and students waiting.....



Identified key areas to address

- Move the culture from tutor to student centred learning
- Reinforce the links between task, Learning Outcomes and assessment criteria and clearly articulate this to the student.



Research shows that students do recognise good feedback in relation to their performance

(FAST project on Formative Assessment in Science teaching
<http://www.open.ac/science/fdtl/>)



Identified key areas to address

- Move the culture from tutor to student centred learning.
- Reinforce the links between task, LO's and assessment criteria and clearly articulate this to the student.
- Improve the quality of formative and summative assessment feedback.



Identified key areas to address

- Move the culture from tutor to student centred learning.
- Reinforce the links between task, LO's and assessment criteria and clearly articulate this to the student.
- Improve the quality of formative and summative assessment feedback.
- develop existing good practice as standard practice



Platform for the future...

- Catalyst for change
- Ownership and commitment
- Clarification
- Knowledge and understanding
- Mandate for the future
- Objectives and milestones



School of Design Northumbria University

Thank you for listening