Online Assessment Feedback - Revisited

John Jackson, University of the Arts London
University of the Arts London

Summer Shows

See the latest talent, trends and innovations at UAL's summer shows

One university - several colleges ...
Central Saint Martins
Using fashion to drive change, build a sustainable future and improve the way we live.

Through a broad agenda we encourage dialogue between staff, students and the wider community to develop an understanding and definition of what sustainability means to us. [Browse our projects.]

Latest updates:

Growing fashion: An LCF garden update

Why Fashion Matters Book Launch

The tweet chat round-up: Why does fashion matter to the economy?
LONDON COLLEGE OF COMMUNICATIONS

GET YOUR HANDS DIRTY

London College of Communications
Summer Shows
2014

Camberwell College of Arts is one of London’s leading art and design schools.

CCW - Camberwell
Chelsea College of Arts is one of London’s most prestigious art and design schools.

We provide our students with a stimulating space and supportive atmosphere so they can explore their creativity.

Courses

Chelsea College of Arts specialises in four subject areas: Fine Art, Graphic Design Communication, Interior and Spatial Design and Textile Design

Open Days

Book a place on one of our Open Days and come and visit Chelsea College of Arts

CCW - Chelsea
Wimbledon College of Arts is one of London’s leading specialist art colleges.

Our Fine Art and Theatre and Screen courses encourage practical experimentation as a way to learn the skills needed for a successful career in the arts.

Courses
Wimbledon College of Arts offers a range of courses across two specialist areas: Fine Art and Theatre and Screen

Open Days
Book a place on one of our Open Days and come and visit Wimbledon College of Arts

CCW - Wimbledon
Background

- UAL introduced changes in assessment.
- ‘Marking criteria’ implemented across UAL from September 2011
- How students receive their grades and feedback is a crucial part of this.
- ‘Online Assessment/Feedback Tool’ (‘OAT’) introduced on a very small number of courses November/December 2011 (optional and ‘work in progress’)
Objectives

Ensure feedback is:

- legible
- accessible
- timely

And:

- minimise unnecessary administration
- should be straightforward to use!
- applicable to many types of assessment
'Diffusion of Innovations'* Approach

Design & implementation sought to minimise problems often associated with adoption of 'new' innovations by focusing on developing a tool that would:

- demonstrate significant relative advantage
- be compatible with user expectations & needs
- minimise complexity
- ensure its trialability
- ensure its observability

Online Support

My Assessment

Welcome to the UAL assessment website

Assessment is an important part of your course. The grades you receive in the final stage will determine your degree classification. However, before that, feedback helps you to understand what is expected of your work, what you have achieved so far and how you can improve your work in the future.

This website tells you everything you need to know about how you will be assessed and the requirements of your course, including:

- The types of assessment on your course
- Assessment briefings
- The University's Marking Criteria
- Submission requirements and assessment deadlines
- Assessment grading and the Marking Scale
- How we check the standards of marking and assessment on your course
- Assessment feedback and results
# Feedback Flow Chart

## Start of Academic Year
- Compile assessment timetable for the year
  - Course Leader
- Record submission, feedback and exam board dates
  - PLA
- Circulate assessment brief to students
  - Unit Leader

## 3 Weeks
- **Submission Date (or date of performance/presentation)**
  - Mark in situ OR distribute work to 1st & 2nd markers
    - Unit Leader
  - Mark work
    - Markers and Moderators
  - Moderate sample
    - Markers and Moderators
  - Agree final feedback and indicative grade for each student
    - Markers and Moderators

## Feedback Date
- Distribute sample to External Examiner or arrange visit to view work (final year only)
  - Course Leader/ PLA

## End of Academic Year
- Circulate annual feedback statistics to course teams
  - Central Academic Registry
- Evaluate performance against targets in Annual Monitoring
  - Course Leader/ Programme Director
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level of Achievement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fail</td>
</tr>
<tr>
<td>1 Research</td>
<td>F  Little or no information</td>
</tr>
<tr>
<td></td>
<td>presented</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2 Analysis</td>
<td>F  Little or no evidence of</td>
</tr>
<tr>
<td></td>
<td>examination of source material</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Subject Knowledge</td>
<td>F  Unable to evidence or</td>
</tr>
<tr>
<td></td>
<td>articulate basic principles</td>
</tr>
<tr>
<td></td>
<td>related to the subject</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Experimentation</td>
<td>F  Little or no engagement</td>
</tr>
<tr>
<td></td>
<td>with alternative ideas and</td>
</tr>
<tr>
<td></td>
<td>processes</td>
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<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>5 Technical Competence</strong> Skills to enable the execution of ideas appropriate to the medium</td>
<td><strong>F</strong> Execution demonstrates poor judgement and very limited command of techniques</td>
</tr>
<tr>
<td><strong>6 Communication and Presentation</strong> Clarity of purpose; skills in the selected media; awareness and adoption of appropriate conventions; sensitivity to the needs of diverse audiences</td>
<td><strong>F</strong> Ineffective use of visual / oral / written communication conventions in the production and presentation of ideas</td>
</tr>
<tr>
<td><strong>7 Personal and Professional Development</strong> Management of learning through reflection, planning, self direction, subject engagement and commitment</td>
<td><strong>F</strong> Consistent lack of evidence of reflection or planning for learning. No awareness of personal strengths and weaknesses in relation to task</td>
</tr>
<tr>
<td><strong>8 Collaborative and / or Independent Professional Working</strong> Demonstration of suitable behaviour for working in a professional context alone, or with others in diverse teams</td>
<td><strong>F</strong> Does not collaborate with others; unproductive working alone; shows no knowledge of related profession</td>
</tr>
</tbody>
</table>
About

The Assessment Process and Platforms Programme aims to improve the assessment experience for students and staff.

The programme is made up of four large projects, each of which focuses on improving a particular area of student assessment from the submission of assessment through to the marking of assessment and the provision of assessment feedback.

The four projects currently running are:

- Online Submission
- Feedback Turnaround Time Policy
- OAT (Online Assessment Tool) Upgrade and Roll Out
- Assessment Process Improvement

SUBSCRIBE TO BLOG VIA EMAIL HERE!

Email Address

Subscribe

UPDATES ABOUT...

Assessment Process Improvement (3)
Feedback Turnaround Time (2)
Online Assessment Tool (2)
Online Submission (4)
Uncategorized (1)
My Online Assessment

The Online Assessment Tool (OAT) is being custom developed in UAL for UAL. So far it has been used to provide grading and feedback to over 10,000 students in the 2012-2013 Academic Year (as of 24 April 2013).

OAT enables tutors to:

- Grade assignments against the University Marking Criteria online.
- Give students clear, accessible and timely electronic feedback.
- Export moderated grades in spreadsheet format.

This offers several key benefits to students, including:

- Timely feedback - making it particularly valuable for students executing subsequent work.
- Very legible feedback.
- Detailed feedback that is accessible remotely.

In March 2013 an updated version of OAT was made available in Moodle. This retains the look and feel of the previous version whilst incorporating a number of usability improvements suggested by users. It also introduces an additional double marking option (the development team is seeking testers for this latest feature). In progress developments include a simple page from which students will be able to access all their feedback - including historical feedback currently accessed via Blackboard. This latest feature should become available in June 2013.

If you are responsible for an academic team and OAT is not currently available on your Blackboard or Moodle course, please contact John Jackson (CLTAD) via elearning-support@arts.ac.uk to explore using the tool and receiving initial training for your team.
OAT Support

Includes:

● a ‘help’ blog
● a staff support area in Moodle
● screencasts
● course team training
● email / telephone support
Online Assessment Tool (OAT) Help
A help resource for UAL users of the 'Online Assessment Tool (OAT)’ via ‘My Assessment Feedback’ in Moodle.

‘My Assessment Feedback’ a simple student guide
By JOHN JACKSON | Published: NOVEMBER 3, 2013

This short presentation shows how to access your assessment feedback via the ‘My Assessment Feedback’ link in Moodle.

For you to be able to do this ‘My Assessment Feedback’ will have been specially enabled for your course (many but not all courses currently use it).
Introduction

To tell us what you think about OAT and to suggest ways in which it could be improved / developed please tell us via the OAT Staff Feedback Survey!

Background
What is the 'Online Assessment Tool' - 'OAT'?

Where and how?
Where and how is it enabled?

A simple guide
This is a simple starter guide for tutors using 'OAT' to provide feedback and grading to students ("assessors" rather than "superusers").

PopUps
OAT opens in a new window - this is important as you will need to know how to manage your pop-up blocker - and so will your students!

Further help and support
Where to go if you have further questions and/or would like further support in using OAT.

'OAT in Moodle' - online presentation
What 'superusers' need to know - and people requesting and enabling 'OAT' in their courses.

OAT Blog
This is a public blog providing basic information about accessing and using the Online Assessment Tool (OAT). It is designed for students and 'light' staff users of OAT (for example tutors who just need to know how to access and complete a grading / feedback form).
This is a demo course to enable you to test the Online Assessment Tool (OAT) within Moodle. OAT is accessed within Moodle via the 'My Assessment Feedback' Link.

Further OAT related help is available in Moodle for tutors and administrators in the Online Assessment Tool (OAT) Help area.

There is also an open blog providing essential information to staff and students which is at: http://oat.myblog.arts.ac.uk.

In this demo area you can create assessment feedback templates and write and publish feedback to specially created students.

Demo

My Assessment Feedback
<table>
<thead>
<tr>
<th>Full Name</th>
<th>Student ID</th>
<th>Feedback Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumberdale, Hubert</td>
<td>abc13000000</td>
<td>Completed</td>
</tr>
<tr>
<td>Cubicle, Milford</td>
<td>abc13000001</td>
<td>No feedback</td>
</tr>
<tr>
<td>Stewart-Baxter, Marjory</td>
<td>abc13000002</td>
<td>Completed</td>
</tr>
<tr>
<td>Hofstadter, Leonard</td>
<td>abc13000010</td>
<td>No feedback</td>
</tr>
<tr>
<td>Cooper, Sheldon</td>
<td>abc13000011</td>
<td>No feedback</td>
</tr>
<tr>
<td>Wolowitz, Howard</td>
<td>abc13000012</td>
<td>No feedback</td>
</tr>
<tr>
<td>Koothrappali, Raj</td>
<td>abc13000013</td>
<td>No feedback</td>
</tr>
<tr>
<td>Rostenkowski, Bernadette</td>
<td>abc13000014</td>
<td>No feedback</td>
</tr>
<tr>
<td>Farrah-Fowler, Amy</td>
<td>abc13000015</td>
<td>No feedback</td>
</tr>
</tbody>
</table>
### Assessment Details

- **Student Name:** Milford Cubicle (abc130000001)
- **Type of Assessment:** Summative
- **Date of Assessment:** 25/11/2013
- **Course:** OAT - My Assessment Feedback - Demo.
- **College:** LCF
- **Course Unit Title/Code:**
- **Assignment/Project Title:** Assessment One

### Marking Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level of Achievement Indicators</th>
<th>Criteria Specific Comments (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematic identification and investigation of appropriate sources.</td>
<td>F</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
<td>Well informed judgements made of the relative value of connected information from a wide range of sources.</td>
</tr>
<tr>
<td><strong>(2) Analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination and interpretation of resources.</td>
<td>F</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td><strong>(3) Subject Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>(4) Experimentation</td>
<td>F</td>
<td>E</td>
</tr>
<tr>
<td>---------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Problem solving, risk taking and testing of ideas and materials in the realisation of concepts.</strong> *1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(5) Technical Competence</th>
<th>F</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not applicable</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(6) Communication and Presentation</th>
<th>F</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not applicable</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(7) Personal and Professional Development</th>
<th>F</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not applicable</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(8) Collaborative and / or Independent Professional Working</th>
<th>F</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates suitable behaviour for working in a professional context alone, or with others and in diverse teams (an increasing reality of the creative industries and in an international context).</strong> *1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Not applicable</td>
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</tr>
</tbody>
</table>

*1 Please refer to course handbook for additional information.
The feedback you are given should be informed by the criteria and should help you plan and execute work in the future as well as understand how your grade was arrived at. Grades are arrived at through markers' holistic judgement informed by the criteria.

**General comments and advice on how to improve your work in the future**

---

**Grade**: Select here. 
**Assessor**: John Jackson 
**Date**: 01/06/2014
<table>
<thead>
<tr>
<th>Assessment Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1</td>
</tr>
<tr>
<td>ISHE Study Skills Exercise</td>
</tr>
<tr>
<td>13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1</td>
</tr>
<tr>
<td>ISHE: Essay</td>
</tr>
<tr>
<td>13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1</td>
</tr>
<tr>
<td>MCC 1: Essay</td>
</tr>
<tr>
<td>13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1</td>
</tr>
<tr>
<td>Applied Studies: Filmmaking</td>
</tr>
<tr>
<td>13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1</td>
</tr>
<tr>
<td>MCC 2: Essay</td>
</tr>
</tbody>
</table>

Student View
<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Level of Achievement Indicators</th>
<th>Criteria Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematic identification and investigation of appropriate sources.</td>
<td>Fail</td>
<td>E</td>
</tr>
<tr>
<td><strong>(2) Analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination and interpretation of resources.</td>
<td>Fail</td>
<td>E</td>
</tr>
<tr>
<td><strong>(3) Subject Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding and application of subject knowledge and underlying principles.</td>
<td>Fail</td>
<td>E</td>
</tr>
<tr>
<td><strong>(4) Experimentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fail</td>
<td>E</td>
</tr>
<tr>
<td><strong>(5) Technical Competence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills to enable the execution of ideas appropriate to the medium.</td>
<td>Fail</td>
<td>E</td>
</tr>
</tbody>
</table>
### Communication and Presentation

#### (7) Personal and Professional Development
Management of learning through reflection, planning, self direction, subject engagement and commitment.

<table>
<thead>
<tr>
<th>F</th>
<th>E</th>
<th>D</th>
<th>G</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
</table>

Reflection and planning is self directed, iterative, habitual and evidenced clearly. Strengths have been built on, weaknesses have been mitigated.

#### (8) Collaborative and / or Independent Professional Working
Demonstrates suitable behaviour for working in a professional context alone, or with others and in diverse teams (an increasing reality of the creative industries and in an international context)

<table>
<thead>
<tr>
<th>F</th>
<th>E</th>
<th>D</th>
<th>G</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
</table>

Integrates a sense of own identity productively into real or simulated professional situations. Can work comfortably as a team member, in a leadership role, or alone.

*1 Please refer to course handbook for additional information.

---

**Feedback**

The feedback you are given should be informed by the criteria and should help you plan and execute work in the future as well as understand how your grade was arrived at. Grades are arrived at through markers' holistic judgement informed by the criteria.

**General comments and advice on how to improve your work in the future**

Area for extensive feedback ................................

---

**Grade**

A (Pass) *(Note: This is an indicative grade which is subject to moderation and ratification by the Board of Examiners.)*

**Grader(s)**

John Jackson

**Date**

02/06/2014
### Some Statistics

<table>
<thead>
<tr>
<th></th>
<th>11/12*</th>
<th>12/13</th>
<th>13/14**</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Courses</td>
<td>115</td>
<td>322</td>
<td>419</td>
</tr>
<tr>
<td>Feedback pub.</td>
<td>8889</td>
<td>42,797</td>
<td>37,279</td>
</tr>
<tr>
<td>Feedback created</td>
<td>11,615</td>
<td>50,255</td>
<td>44,441</td>
</tr>
<tr>
<td>Students</td>
<td>4763</td>
<td>11,179</td>
<td>13,803</td>
</tr>
<tr>
<td>Staff</td>
<td>181</td>
<td>523</td>
<td>626</td>
</tr>
</tbody>
</table>

* as of 8 June 2012
** as of 21 May 2014
12/13 - Assessment Feedback Per Month

New Feedback

- Sep
- Oct
- Nov
- Dec
- Jan
- Feb
- Mar
- Apr
- May
- June
- Jul
- Aug
Observations

- 13/14 a time of rapid “socio-technical flux”
- Staff/students now accessing OAT via Moodle
- Although still optional, OAT is now being used by courses who may not be “enthusiastic early adopters”
- OAT is still under development
- It is still generally viewed very positively
How do we know what users think?

We ask them:

- via online questionnaires
- in person
- focus groups
- other course feedback
OAT in Moodle - UAL Staff Feedback

Please tell us what you think about UAL’s Online Assessment Tool (OAT), developed by CLTAD; now available in Moodle.

Your views will influence how OAT continues to be developed - this is a *crucial* time in planning further OAT developments!

Many thanks
John
JOHN JACKSON
X 2069
j.d.jackson@arts.ac.uk

*Required

Your Name:
This is not compulsory - but may be useful.

Your College(s): *
Please tick where you are working.
☐ CCW - Camberwell
☐ CCW - Chelsea
☐ CCW - Wimbledon
☐ CSM
☐ LCC
☐ LCF
☐ Other: ____________________________

What is your main role?
☐ Academic
☐ Administrator
☐ Other: ____________________________
To approximately how many students have you provided grading and feedback via OAT? 
We are interested in the *total* number of students so far ...

What worked particularly well for you and your students?

What improvements &/or new features would you like to suggest?

How useful could these potential new developments be for you?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple (independent) markers *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option to mass print completed feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field for internal verifier name</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you be prepared to further discuss potential future OAT developments?
If so, please give below your preferred way of being contacted.

○ Yes
○ No
'My Assessment Feedback' - your views needed!

Please use this simple form to tell us what you think about the Online Assessment / Feedback Tool (OAT) - available in Moodle via the 'My Assessment Feedback' link in your course.

This is still under development and so your views and suggestions will be vital in helping us to identify, plan and introduce further improvements.

Many thanks!
John

JOHN JACKSON
Educational Developer (eLearning)
CLTAD / University of the Arts London
j.d.jackson@arts.ac.uk - x2069

*Required

Where are you currently studying? *

- CCW - Camberwell
- CCW - Chelsea
- CCW - Wimbledon
- CSM
- LCC
- LCF

For how many of your assessments have you received feedback via 'My Assessment Feedback'? *

- 1-3
- 4-6
- 7-10
- 11+

What do you like about receiving assessment feedback in this way?
Please let us know what you particularly like about the Online Assessment / Feedback Tool.


How could this Online Assessment / Feedback Tool be improved?
Are there particular ways in which it could be improved - as regards usability and/or features?

Do you have any other comments / questions / suggestions?
If so, please let us know in the space below.

Would you be interested in further discussing the Online Assessment / Feedback Tool?
This may involve us contacting you to explore your suggestions / ideas further.

- Yes
- No

If you answered 'Yes' to the above question how can we contact you?
Please give your name and preferred contact method/details below.
Recent Staff Feedback
(89 responses):

**Your College(s):**
- CCW - Camberwell: 8 (9%)
- CCW - Chelsea: 2 (2%)
- CCW - Wimbledon: 6 (7%)
- CSM: 14 (16%)
- LCC: 22 (25%)
- LCF: 37 (42%)
- Other: 0 (0%)

**What is your main role?**
- Academic: 74 (84%)
- Administrator: 12 (14%)
- Other: 2 (2%)
Recent Student Feedback
(144 responses):

Where are you currently studying?

- CCW - Camberwell: 25 (17%)
- CCW - Chelsea: 0 (0%)
- CCW - Wimbledon: 9 (6%)
- CSM: 24 (17%)
- LCC: 56 (39%)
- LCF: 30 (21%)

For how many of your assessments have you received feedback via 'My Assessment Feedback'?

- 1-3: 113 (78%)
- 4-6: 26 (18%)
- 7-10: 4 (3%)
- 11+: 1 (1%)
Staff User - Quotes (2014)

- The OAT system has worked very well and has streamlined the assessment process. Staff enjoy the ease with which marks and feedback can be entered and students appreciate the ability to review their written feedback prior to feedback tutorials.
- It helps parity and overview of learning outcomes.
- It is a simple straightforward system. In only a few steps one can locate and fill in the assessment sheet.
- Ability to send feedback electronically. Ability to verify when feedback has been sent.
- From my point of view I like to provide feedback online, it is quick, easy and doesn't waste paper …
- Easy to access anywhere.
Staff User - Quotes (2012)

- Studio assessment - speeded up this process!
- The tool has significantly reduced the amount of time spent and repetitive tasks the team had to do regards generation of assessment feedback.
- The way the team has used the new tool has allowed for quality procedures (double marking, internal moderation, etc) to be built into assessment practice much easier.
- This is the start of a robust pedagogically sound system for assessment and feedback.
Areas for Improvement

- Continue to keep it simple!
- Streamline access!
- Integrate further with core UAL systems
- Improvements to:
  - printing(!)
  - notifying students
  - managing users
  - form editing - multiple markers / autosave etc
  - reporting options
- Visual improvements
Student User - Quotes (2014)

- Much more useful than last year in my opinion
- It’s not very easy to find … it is good because you can compare your grades for the year and access them wherever
- Clear written record of feedback, nice to have documented
- It’s an improvement on having to collect feedback in person
- It’s good and I appreciate the written comments
- It is always on time … it gives us a right track to follow for the next assessment
- I like it keeps all assessments in one place, easily accessible and printable
Can be accessed anywhere!

Reliable. Fast.

It's nice to have it available wherever and whenever if I need to remember what critique I received and need to improve for new, ongoing projects. It's also nice to have for later when you one day probably have lost the original sheet.

I live far away from uni so this helps me get feedback without having to travel all the way there just to receive a piece of paper. It's also quicker.

I think it is excellent and very useful. It saves me lots of time from going into uni to collect the essay and find out the grade.
Areas for Improvement

- Make it easier to find in the new VLE!
- Resolve pop-up issues in the new VLE!
- Ensure students are notified feedback is available!
- Improvements to clarity of feedback (suggested occasionally)
Interim Conclusions (2012 / 2014)

- OAT is popular amongst the academic staff and students who have used it so far
- This is evidenced by online surveys, emailed feedback, oral feedback and course committee meetings
- OAT automates administration tasks allowing more time for thoughtful and useful feedback
- Further developments should increase functionality whilst retaining simplicity

- Major new release currently under development!
Contact

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