

# SOLSTICE & CLT Conference 2014

Online Assessment Feedback - Revisited

John Jackson, University of the Arts London

# Edge Hill University

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5<sup>th</sup> & 6<sup>th</sup> June 2014

# 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

# **BETTER LIVES**



*LCF Loves You: Street Casting*

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 Fashion

# LONDON COLLEGE OF GET YOUR HANDS DIRTY



London College of Communications





**Summer Shows**  
2014

Find out more about our Foundation, Undergraduate and Postgraduate shows

**Camberwell College of Arts**

About Camberwell

Courses

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

CCW - Camberwell



# 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

(\* Rogers, E.M., 2003. *Diffusion of Innovations*, 5th Edition, Free Press).



# Online Support

University Home > My Assessment



## 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](#)

### Getting Around

Click on the tabs at the top of the page to take you to the various assessment sections.

### Feedback Policy

The Assessment Feedback Turnaround Policy has been changed. Find out more here.

### Course Regulations

Important information about the requirements to pass your course.

### Staff Resources

Download the forms and other teaching resources.

# Feedback Flow Chart

	<b>Start of Academic Year</b>	
	Compile assessment timetable for the year	Course Leader
	Record submission, feedback and exam board dates	PLA
	Circulate assessment brief to students	Unit Leader
<b>3 Weeks</b>	<b>Submission Date (or date of performance/ presentation)</b>	
	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
	<b>Feedback Date</b>	Unit Leader/ PLA
	Distribute sample to External Examiner or arrange visit to view work ( <i>final year only</i> )	Course Leader/ PLA
	<b>End of Academic Year</b>	
	Circulate annual feedback statistics to course teams	Central Academic Registry
	Evaluate performance against targets in Annual Monitoring	Course Leader/ Programme Director

Criteria	Level of Achievement Indicators					
	Fail F	Marginal Fail E	Pass D	C	B	A
<b>1 Research</b> Systematic identification and investigation of a range of academic and cultural sources	Little or no information presented	Information presented does not relate sufficiently to the task; there may be evidence of rudimentary research	Adequate information has been gathered and documented from readily available sources applying standard techniques	Information is accurate, appropriately categorised and from a range of sources	Well informed judgements made of the relative value of connected information from a wide range of sources	Extensive independent research, accuracy, familiarity with the material, and sound judgements
<b>2 Analysis</b> Examination and interpretation of resources	Little or no evidence of examination of source material	Constituent elements may be incorrectly identified; analysis may be attempted but not justified	Key elements within relevant information are identified, but may lack accurate interpretation	Accurate interpretation of the relationships between constituent elements	Accurate interpretation and evaluation of relationships between elements	Accurate and perhaps personally based synthesis and evaluation of elements
<b>3 Subject Knowledge</b> Understanding and application of subject knowledge and underlying principles	Unable to evidence or articulate basic principles and knowledge related to the subject	Limited knowledge of the subject and its development	Evidence of understanding key aspects of the subject context, in current debates and / or historical background. References to some relevant movements / people	Accurate understanding of subject context. References to key movements and people	Accurate, extensive understanding of subject context. Evidence of appreciation of the relative significance of movements and people	Contributes to the subject debate by assimilating knowledge into a personal hypothesis (or elements of / the beginnings of one)
<b>4 Experimentation</b> Problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts	Little or no engagement with alternative ideas and processes	Unable to identify problems; does not understand the purpose of risk taking or exploration of alternatives	Operates within familiar and well established ideas, processes, media and / or materials; some evidence of exploration	Evidence of exploration of processes, media and materials; may lead to potential directions for future work	Evidence of conceptual risk taking / using own analysis to inform further cycles of inquiry and potential future directions	Unfamiliar conceptual territories may be explored



<p><b>5 Technical Competence</b> Skills to enable the execution of ideas appropriate to the medium</p>	<p><b>F</b> Execution demonstrates poor judgement and very limited command of techniques</p>	<p><b>E</b> Uses limited rudimentary processes exercising little judgement</p>	<p><b>D</b> Skills are adequate to communicate ideas; accepted conventions and procedures are usually applied</p>	<p><b>C</b> Skills facilitate communication of ideas; evidence of checking / testing / finishing; conventions and procedures are used consistently and appropriately</p>	<p><b>B</b> Skills facilitate practice and the communication of ideas; full command of conventions and procedures is evident</p>	<p><b>A</b> Idea and technique are unified. Discernment and judgement are evident. Technical / craft skills may have contributed to conceptual advances</p>
<p><b>6 Communication and Presentation</b> Clarity of purpose; skills in the selected media; awareness and adoption of appropriate conventions; sensitivity to the needs of diverse audiences</p>	<p><b>F</b> Ineffective use of visual / oral / written communication conventions in the production and presentation of ideas</p>	<p><b>E</b> Partial lack of awareness and observance of conventions and standards; lack of clarity in structure selection and organisation of information; lack of awareness of audience</p>	<p><b>D</b> Conventions and standards are applied; structure is clear; information selection and organisation shows awareness of audience requirements and preferences</p>	<p><b>C</b> Communication media have been selected / used with good judgement; standards and conventions of use have been fully adhered to; decisions show awareness of the audience and the context</p>	<p><b>B</b> The nature and strengths of appropriate communication media have been exploited; information has been selected, organised and presented showing awareness of audience and context</p>	<p><b>A</b> Message and medium are unified with personal style; the communication is persuasive and compelling; it takes full account of diverse audience needs</p>
<p><b>7 Personal and Professional Development</b> Management of learning through reflection, planning, self direction, subject engagement and commitment</p>	<p><b>F</b> Consistent lack of evidence of reflection or planning for learning. No awareness of personal strengths and weaknesses in relation to task</p>	<p><b>E</b> Sporadic evidence of reflection and planning for learning but not followed through consistently. Incomplete awareness of personal strengths and weaknesses</p>	<p><b>D</b> Evidence that reflection and planning have led to increased subject engagement and commitment. Developing an awareness of strengths and weaknesses</p>	<p><b>C</b> Evidence that a cycle of reflection and planning has been iterative and productive. Actively works to develop strengths and mitigate weaknesses</p>	<p><b>B</b> Reflection and planning is self directed, iterative, habitual and evidenced clearly. Strengths have been built on, weaknesses have been mitigated</p>	<p><b>A</b> Takes full responsibility for own learning and development through iterative cycles of well articulated purposeful analysis and planning, supported by extensive evidence</p>
<p><b>8 Collaborative and / or Independent Professional Working</b> Demonstration of suitable behaviour for working in a professional context alone, or with others in diverse teams</p>	<p><b>F</b> Does not collaborate with others; unproductive working alone; shows no knowledge of related profession</p>	<p><b>E</b> Collaborates reluctantly; struggles to produce work alone; has unrealistic view of professional life</p>	<p><b>D</b> Awareness of main standards required of relevant profession. Able to work both collaboratively and independently</p>	<p><b>C</b> Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. Productive when working in a team or working alone</p>	<p><b>B</b> Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. May work well in a team, provide effective leadership, and demonstrate a well rounded profile working alone</p>	<p><b>A</b> 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</p>



# ASSESSMENT PROCESS & PLATFORMS PROGRAMME

*Working towards a better assessment experience*

## 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!

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 [elarning-support@arts.ac.uk](mailto:elarning-support@arts.ac.uk) to explore using the tool and receiving initial training for your team.

### Please note:

*The Assessment Tool is currently under development and progress updates will be available via this [UAL Assessment website](#).*

### Getting Around

Click on the tabs at the top of the page to take you to the various assessment sections.

### Return to Moodle

[Return to the Moodle home page.](#)



# 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.*

Background

Developments

Resources

## '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).

*'My Assessment Feedback'*

A simple way to access your assessment feedback via Moodle.

## My Assessment Feedback

A simple guide for students

## 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 @:  
<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.

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## Demo

 [My Assessment Feedback](#)



## University of the Arts London Undergraduate Assessment Feedback Sheet

[Home](#)

Select a student from the list.

Full Name	Student ID	Feedback Status
<a href="#">Cumberland, Hubert</a>	<a href="#">abc13000000</a>	Completed
<a href="#">Cubicle, Milford</a>	<a href="#">abc13000001</a>	No feedback
<a href="#">Stewart-Baxter, Marjory</a>	<a href="#">abc13000002</a>	Completed
<a href="#">Hofstadter, Leonard</a>	<a href="#">abc13000010</a>	No feedback
<a href="#">Cooper, Sheldon</a>	<a href="#">abc13000011</a>	No feedback
<a href="#">Wolowitz, Howard</a>	<a href="#">abc13000012</a>	No feedback
<a href="#">Koothrappali, Raj</a>	<a href="#">abc13000013</a>	No feedback
<a href="#">Rostenkowski, Bernadette</a>	<a href="#">abc13000014</a>	No feedback
<a href="#">Farrah-Fowler, Amy</a>	<a href="#">abc13000015</a>	No feedback

University of the Arts London  
Undergraduate Assessment Feedback Sheet

[Home](#)

Select a new student

Assessment Details

Student Name	Milford Cubicle (abc13000001)
Type of Assessment	Summative
Date of Assessment	25/11/2013
Course	OAT - My Assessment Feedback - Demo.
College	LCF
Course Unit Title/Code	
Course Unit Level	
Assignment/Project Title	Assessment One

Marking Criteria Where criteria do not apply, select 'Not applicable'.	Level of Achievement Indicators						Criteria Specific Comments (optional)
	Fail	Fail	Pass	Pass	Pass	Pass	
<b>(1) Research</b> Systematic identification and investigation of appropriate sources. * * <input type="radio"/> Not applicable	F <input type="radio"/>	E <input type="radio"/>	D <input type="radio"/>	C <input type="radio"/>	B <input checked="" type="radio"/>	A <input type="radio"/>	Well informed judgements made of the relative value of connected information from a wide range of sources.
<b>(2) Analysis</b> Examination and interpretation of resources. * * <input type="radio"/> Not applicable	F <input type="radio"/>	E <input type="radio"/>	D <input type="radio"/>	C <input type="radio"/>	B <input type="radio"/>	A <input type="radio"/>	
<b>(3) Subject Knowledge</b> * *	F <input type="radio"/>	E <input type="radio"/>	D <input type="radio"/>	C <input type="radio"/>	B <input type="radio"/>	A <input type="radio"/>	Not applicable

<p><b>(4) Experimentation</b>          Problem solving, risk taking and testing of ideas and materials in the realisation of concepts. *<sup>1</sup></p> <p><input checked="" type="radio"/> Not applicable</p>	F <input checked="" type="radio"/>	E <input checked="" type="radio"/>	D <input checked="" type="radio"/>	C <input checked="" type="radio"/>	B <input checked="" type="radio"/>	A <input checked="" type="radio"/>	
<p>(5) Technical Competence  <small>*<sup>1</sup></small></p>	F <input type="radio"/>	E <input type="radio"/>	D <input type="radio"/>	C <input type="radio"/>	B <input type="radio"/>	A <input type="radio"/>	Not applicable
<p>(6) Communication and Presentation  <small>*<sup>1</sup></small></p>	F <input type="radio"/>	E <input type="radio"/>	D <input type="radio"/>	C <input type="radio"/>	B <input type="radio"/>	A <input type="radio"/>	Not applicable
<p>(7) Personal and Professional Development  <small>*<sup>1</sup></small></p>	F <input type="radio"/>	E <input type="radio"/>	D <input type="radio"/>	C <input type="radio"/>	B <input type="radio"/>	A <input type="radio"/>	Not applicable
<p><b>(8) Collaborative and / or Independent Professional Working</b>          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) *<sup>1</sup></p> <p><input checked="" type="radio"/> Not applicable</p>	F <input checked="" type="radio"/>	E <input checked="" type="radio"/>	D <input checked="" type="radio"/>	C <input checked="" type="radio"/>	B <input checked="" type="radio"/>	A <input checked="" type="radio"/>	

\*<sup>1</sup> 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

Grade  ▼ **\*\*Where a grade is included it is subject to ratification.\*\***

Assessor

Date

- Draft
- Completed

Save



Show archived feedback

Select an assessment

	Assessment Feedback
<input type="radio"/>	13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1 <b>ISHE Study Skills Exercise</b>
<input type="radio"/>	13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1 <b>ISHE: Essay</b>
<input type="radio"/>	13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1 <b>MCC 1: Essay</b>
<input type="radio"/>	13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1 <b>Applied Studies: Filmmaking</b>
<input type="radio"/>	13/14 BA (Hons) Media and Cultural Studies LCC Full-time Year 1 <b>MCC 2: Essay</b>

View feedback

Student View

Student Name	Hubert Cumberland	Course and college	OAT - My Assessment Feedback - Demo. - Chelsea
Student ID	abc13000000	Course Unit Title/Code	Fine Art Review
Type of Assessment		Course Unit Level	
Date of Assessment	02/07/2014	Assignment/Project Title	Exhibition

Marking Criteria	Level of Achievement Indicators						Criteria Specific Comments
	Fail	Fail	Pass	Pass	Pass	Pass	
<b>(1) Research</b> Systematic identification and investigation of appropriate sources. <sup>*1</sup>	F	E	⊖	⊖	B	<b>A</b>	Extensive independent research, accuracy, familiarity with the material, and sound judgements.
<b>(2) Analysis</b> Examination and interpretation of resources. <sup>*1</sup>	F	E	⊖	⊖	<b>B</b>	A	Accurate interpretation and evaluation of relationships between elements.
<b>(3) Subject Knowledge</b> Understanding and application of subject knowledge and underlying principles. <sup>*1</sup>	F	E	⊖	⊖	B	<b>A</b>	Contributes to the subject debate by assimilating knowledge into a personal hypothesis (or elements of / the beginnings of one).
<b>(4) Experimentation</b> <sup>*1</sup>	F	E	⊖	⊖	B	A	Not applicable
<b>(5) Technical Competence</b> Skills to enable the execution of ideas appropriate to the medium. <sup>*1</sup>	F	E	⊖	⊖	B	<b>A</b>	Idea and technique are unified. Discernment and judgement are evident. Technical / craft skills may have contributed to conceptual advances.

<b>(6) Communication and Presentation</b> <small>*1</small>	F	E	D	C	B	A	Not applicable
<b>(7) Personal and Professional Development</b> Management of learning through reflection, planning, self direction, subject engagement and commitment. <small>*1</small>	F	E	D	C	<b>B</b>	A	Reflection and planning is self directed, iterative, habitual and evidenced clearly. Strengths have been built on, weaknesses have been mitigated.
<b>(8) Collaborative and / or Independent Professional Working</b> 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) <small>*1</small>	F	E	D	C	B	<b>A</b>	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

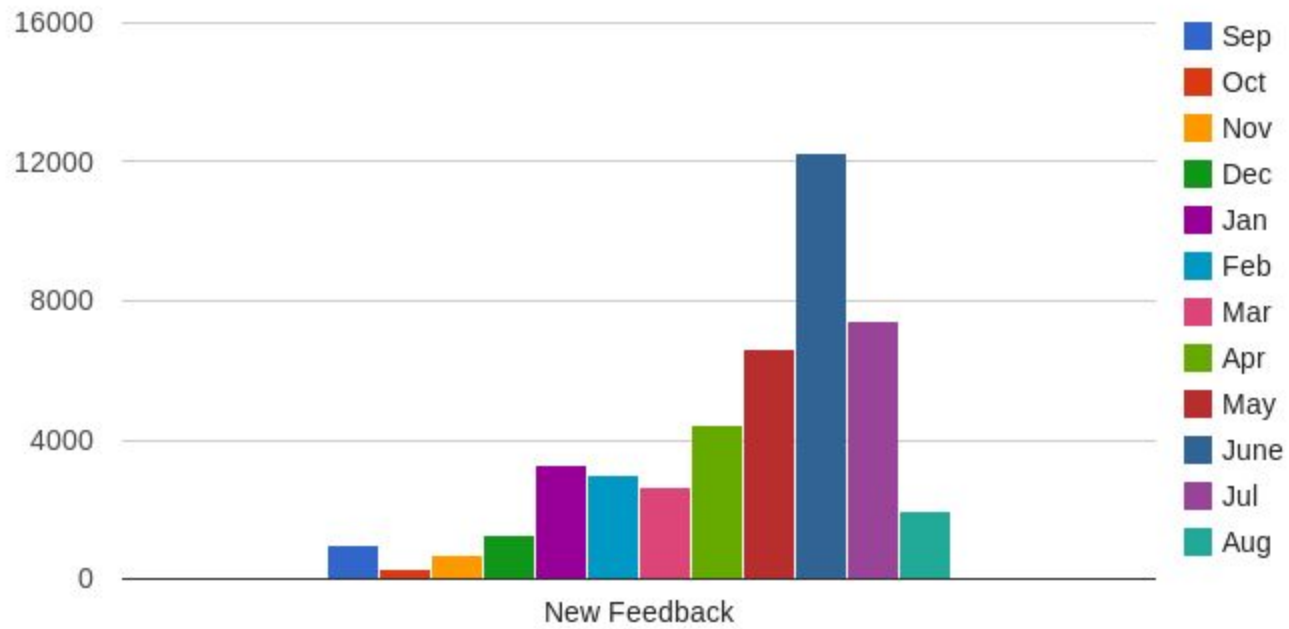
	11/12*	12/13	13/14**
No. Courses	115	322	419
Feedback pub.	8889	42,797	37,279
Feedback created	11,615	50,255	44,441
Students	4763	11,179	13,803
Staff	181	523	626

\* as of 8 June 2012

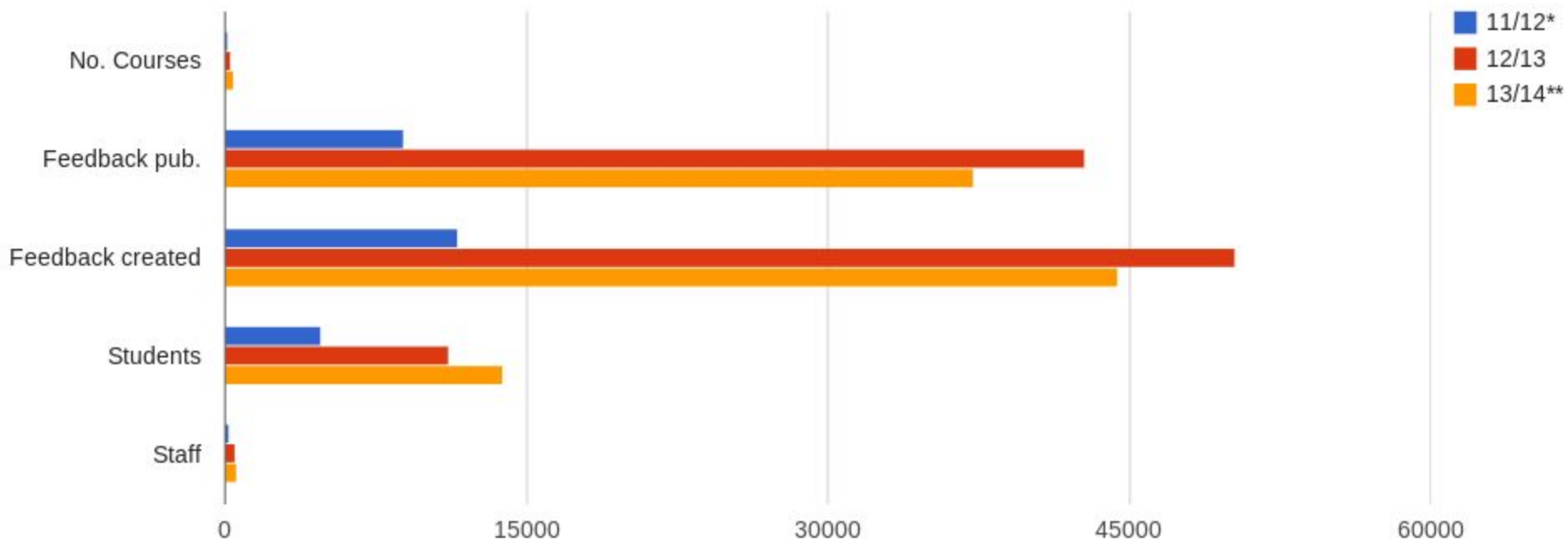
\*\* as of 21 May 2014



### 12/13 - Assessment Feedback Per Month



### Comparative Statistics



# 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](mailto: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?**

	Yes	Maybe	No
Multiple (independent) markers *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Option to mass print completed feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field for internal verifier name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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](mailto: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

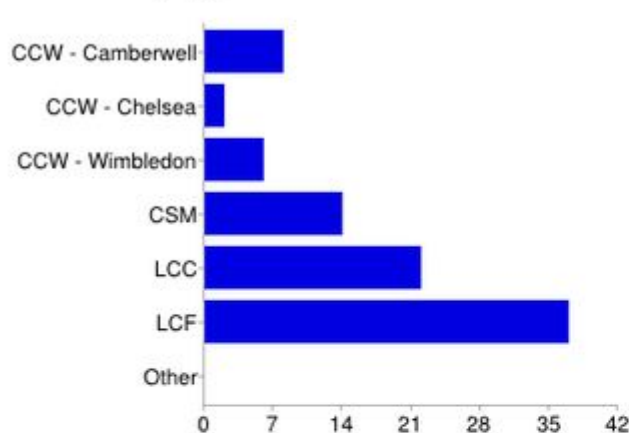
**If you answered 'Yes' to the above question how can we contact you?**

Please give your name and preferred contact method/details below.



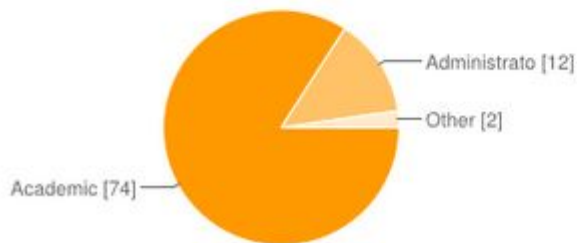
# Recent Staff Feedback (89 responses):

## Your College(s):



College	Count	Percentage
CCW - Camberwell	8	9%
CCW - Chelsea	2	2%
CCW - Wimbledon	6	7%
CSM	14	16%
LCC	22	25%
LCF	37	42%
Other	0	0%

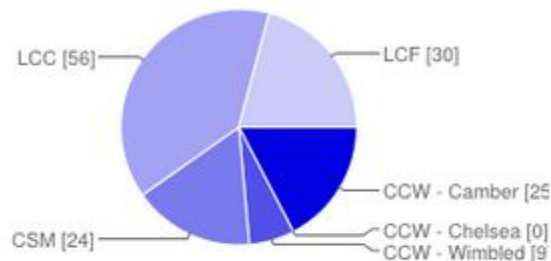
## What is your main role?



Role	Count	Percentage
Academic	74	84%
Administrator	12	14%
Other	2	2%

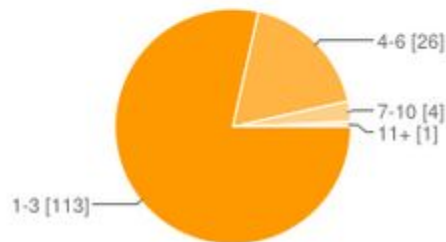
# Recent Student Feedback (144 responses):

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



# Student User - Quotes (2012)

- Can be accessed anywhere!
- Reliable. Fast.
- It 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 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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