Digital Feedback in an Art and Design University
John Jackson, University of the Arts London
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John Jackson
Educational Developer
University of the Arts London
The next generation of creative talent

The most exciting new work from UAL’s freshest graduates at our Summer Shows
Some background
Assessment Briefings

You will be given a brief for all your assessments. For formative assessments, this may be in writing or may be given to you verbally in a teaching session. Where the assessment counts towards your final award (summative assessment), you will always receive the brief in writing and it will be posted on your Course Moodle site.

The brief will tell you what work is required for assessment, including any particular requirements such as word count, the number of copies to be handed in etc. It will also include the date, time and location for submitting your work – or in the case of performances, presentations etc., when and where you need to attend. Your assessment brief will include the marking criteria that will be used to assess your work and show you how these criteria relate to the learning outcomes for that unit.

The brief will also tell you when you can expect to receive written feedback on your work.

Marking Criteria

Your work will be assessed using the UAL Marking Criteria which have been developed to help tutors give you clear and helpful feedback on your work. The criteria help you understand what you have accomplished, how your grade was arrived at, and how you can improve your work in future.

There are eight standard marking criteria:

- Research
- Technical competence
- Subject knowledge
- Communication and presentation
- Experimentation
- Personal and professional development
- Analysis
- Collaborative and/or independent professional working

These criteria are ‘mapped’ onto the learning outcomes of your course units (you can find these in the unit descriptors in your course or unit handbook). Not all the criteria will be relevant to every assignment and this will be clearly indicated on your assessment brief. Markers will consider your work as a whole – the individual criteria are not weighted (i.e. a particular proportion of your grade is not linked to each criterion). However, some criteria may be given more emphasis at some times than others, and this will be made clear to you in the assessment brief.

You can find the standard undergraduate and postgraduate marking criteria on the Marking Criteria pages.
"OAT 2" launches

On November 17th 2014 the second release of the Online Assessment/Feedback Tool became available in Moodle. This can be accessed via the new Assessment Feedback link at the top/right in Moodle – to the right of 'Timetable'.

There is a guide for 'Superusers' which introduces 'OAT 2' and explains the differences – and how to administer it / add additional users etc.

This is visible here:

![OAT 2](image-url)
Online Assessment Tool (OAT) Help

A help resource for UAL users of the 'Online Assessment/Feedback Tool (OAT).

Background

The new Online Assessment Tool (OAT) launched in November 2014 has so far (as of 6 June 2016) been used to publish assessment feedback to over 25,000 students at UAL. Almost 140,000 instances of feedback have been published (with over 8000 instances of feedback ready for publishing). OAT is currently used on over 950 courses (over 2250 units). Students have this academic year viewed feedback on OAT over 410,000 times!

OAT offers several key benefits to students, including feedback that is:

- Timely – making it particularly valuable for students executing subsequent work.
- Legible.
- Detailed and accessible.

Using OAT course teams can:

- Grade assignments against the University Marking Criteria online.
- Give students clear, accessible and timely electronic feedback.
- Send provisional grades to QL.

When feedback is published to students via OAT the system sends an email to students notifying them that new feedback is waiting for them and at the same time sends provisional grades to QL.
'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

Moodle and Turnitin Emails

Please check your email Clutter, Junk and Deleted folders for emails sent via Moodle. Office 365 appears to be placing these emails into those folders.

If you have any queries regarding this please contact IT servicedesk@arts.ac.uk.

Welcome to Moodle

Moodle is part of UAL’s Virtual Learning Environment (VLE). The VLE is a collection of platforms that are used to enhance teaching and learning at the university. MyBlog.arts, Workflow, BB Collaborate, Turnitin and Assessment Feedback are the other platforms that make up the VLE.
Online Assessment Feedback Tool

Please note a University Network Account is required to access this service.

Username:
Password:
Submit

Important Information
Please note that 13/14 feedback is available in your Moodle course.

Help & Support
Please email your queries to elearning-support@arts.ac.uk
### My Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>6501DA311215/16</td>
<td>MA Fine Art Chelsea Full-time Year 1</td>
<td>Superuser</td>
</tr>
<tr>
<td>6504DP403215/16</td>
<td>MA Graphic Design LCC Part-time Year 2</td>
<td>Superuser</td>
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<tr>
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<td>MA Photography LCC Full-time Year 1</td>
<td>Superuser</td>
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<td>MA Documentary Film LCC Full-time Year 1</td>
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<tr>
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<td>MA Communication Design CSM Extended Full-time Year 2</td>
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<tr>
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<td>MA Academic Practice in Art, Design and Communication</td>
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<td>MA Strategic Fashion Marketing LCC Part-time Year 2</td>
<td>Superuser</td>
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<tr>
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<td>Executive MBA (Fashion) Fast Track LCC Part-time Year 1</td>
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<td>65115F962216/16</td>
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<td>MA Fashion Media Production LCC Part-time Year 2</td>
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<td>6544A411215/16</td>
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<td>6548A492216/16</td>
<td>MA Fine Art Wimbledon Extended Full-time Year 2</td>
<td>Assessor</td>
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<td>65232A492216/16</td>
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</table>
**Online Assessment Feedback Tool**

**Student Name**: Millford Culsia  
**Student ID**: ABC15000001  
**Assessment Type**: Formative  
**Course ID**: J00031JX0115/16  
**Unit ID**: J0001000000113/16

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Level of Achievement Indicators</th>
<th>Criteria Specific Comments</th>
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</thead>
<tbody>
<tr>
<td>(1) Research</td>
<td>F E D C B A</td>
<td>Extensive independent research, accuracy, familiarity with the material, and sound judgements.</td>
</tr>
<tr>
<td>(2) Analysis</td>
<td>F E D C B A</td>
<td>Accurate interpretation and evaluation of relationships between elements.</td>
</tr>
<tr>
<td>(3) Subject Knowledge</td>
<td>F E D C B A</td>
<td>Understanding and application of subject knowledge and underlying principles.</td>
</tr>
<tr>
<td>(4) Experimentation</td>
<td>F E D C B A</td>
<td>Problem solving, risk taking and testing of ideas and materials in the realisation of concepts.</td>
</tr>
</tbody>
</table>
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 mark was arrived at. Marks are arrived at through markers holistic judgement informed by the criteria. General comments and advice on how to improve your work in the future

<table>
<thead>
<tr>
<th>Grade</th>
<th>Select here...</th>
</tr>
</thead>
</table>

** Please see important notes about your grade below.

Marker: John Jackson

Internally Moderated: [ ]

Internal Moderator: 

Date: 09/06/2016

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** The above grade is indicative until confirmed by the Exam Board.

The grade may change if:
- You have submitted past the deadline
- You have validated Excluding Circumstances

The grades for your cohort are moderated by the External Examiner(s)

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Several Iterations

Initial ‘pilot’ plugged in to Blackboard
Tweaked version plugged into Moodle
Almost universal - Moodle link - QL integration
Now

Extremely heavily used
Very robust infrastructure
Popular / accepted by staff & students
Future competing priorities / managing expectations
Challenges
Competing Priorities
Managing Expectations
OAT - UAL Staff Feedback 2016

Please tell us what you think about UAL's Online Assessment Feedback Tool (OAT) - accessible via the 'Assessment Feedback' link in Moodle and also directly at http://oat.arts.ac.uk.

Your views will influence how OAT continues to be developed.

Many thanks
John

JOHN JACKSON
X 2069
j.jackson@arts.ac.uk

*Required

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

What is your main role? *

- Academic
- Administrator
- Other: ________________

To approximately how many students have you provided grading and feedback via OAT in 15/16? *

We are interested in the "total" number of students this academic year - 15/16.

Choose ▼

What worked particularly well for you and your students?

Your answer

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

Your answer
Student Voices

“It’s easily accessible for future reference”
“It’s quicker, I can read it before the tutorial”
“It allowed the tutors more space to give constructive criticism & it didn’t require students to go personally to the college …”
“It’s instant, private and convenient. Because it’s online … it’s something I can refer to more permanently & at my leisure”
“Like that I can read it and open it in private”
“By publishing feedback via the OAT all students get their feedback. When it was paper it relied on them attending the face to face feedback session”
“Simplicity of form, online accessibility”
“Good system better than paper”
“The system feels robust and dependable at this point, like it can be trusted. The interface is clear & easy to use. I was also relieved when I once made an error resulting in data loss & was able to call and roll back a record to a previous state”
“It just seems to function as I would expect”
Another View

“Go back to sensible written marking which is communicated personally to students - as they do at Oxford/Cambridge”
What Next?
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Funding for creative talent  See our Summer Shows