

Belonging through Assessment: Pipelines of Compassion

QAA Collaborative Enhancement Project 2021

IJADE Conference, 11-13 Nov 2022

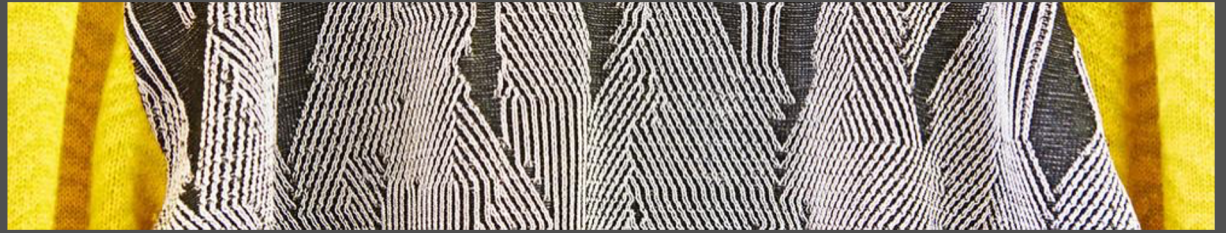
Vikki Hill
Prof. Sam
Broadhead
Liz Bunting
Dr Neil Currant
Dr Laura da Costa

Dr Marianne Greated
Peter Hughes
Robert Mantho
Dr Emily Salines
Dr Thea Stevens



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Belonging

'...a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important...' (Terrell Strayhorn, 2012, p. 4)

Compassion

'...noticing of distress and/or disadvantage to self or others, and a commitment to take action to reduce it' (Paul Gilbert, 2005)



Amanda Gorman
@TheAmandaGerman

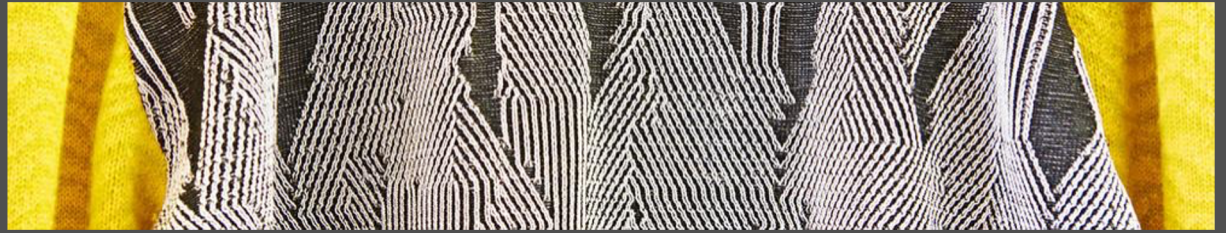
A friend gifted me this engraved compass and it took me several moments to remember I wrote this line in my book 🥹



12:46 AM · Jan 3, 2022 · Twitter for iPhone

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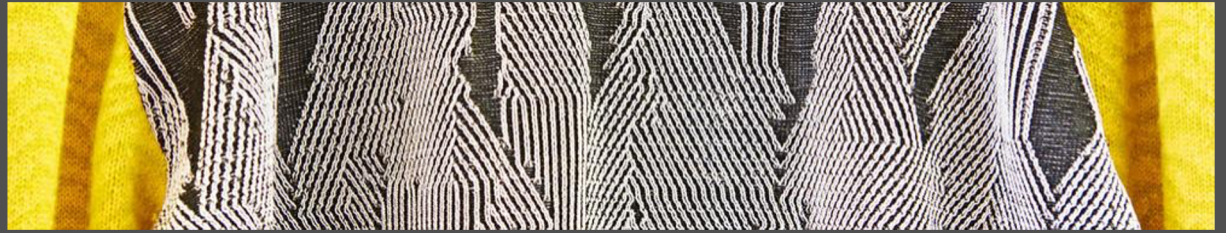
Project Aims

1. Identify areas of enhancement in assessment policies and practices to promote student sense of belonging and tackle issues of social justice.
2. Link this relational work with attainment gap/awarding differentials agendas in the creative arts.
3. Develop collaborative, dialogic, polyvocal and affective resources for staff development across the HE sector.



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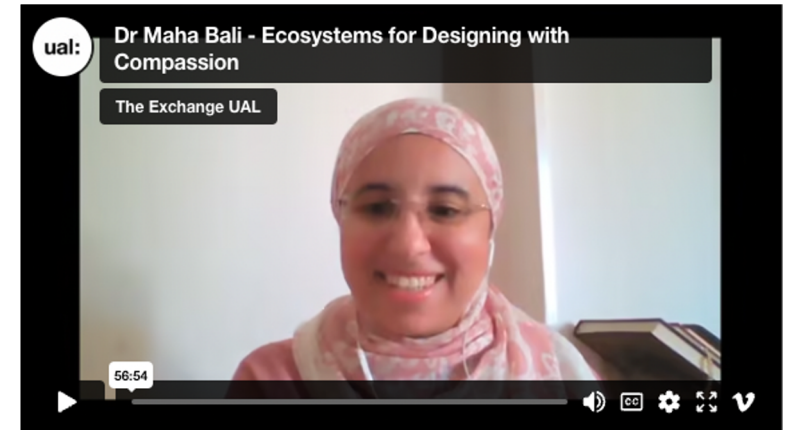
Key outputs

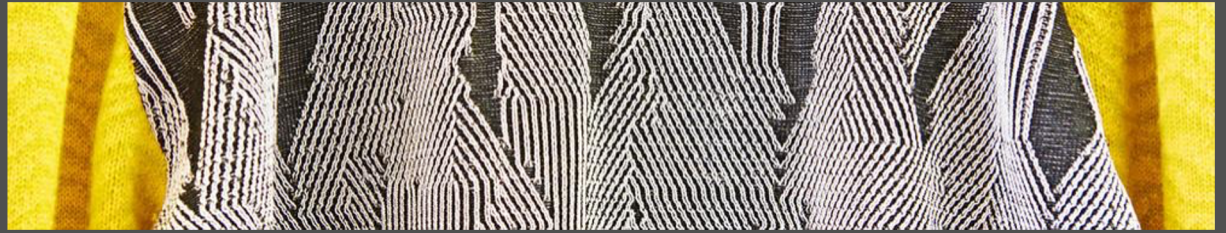
1. A symposium on compassionate assessment
2. A briefing paper on the project's activity
3. A blog documenting the organic development of materials and providing a space for exchange of ideas

<https://belongingthroughassessment.myblog.arts.ac.uk/>

4. A participatory digital resource for three research strands:

- * Pass/fail grading
- * Trauma-informed policy
- * Compassionate feedback





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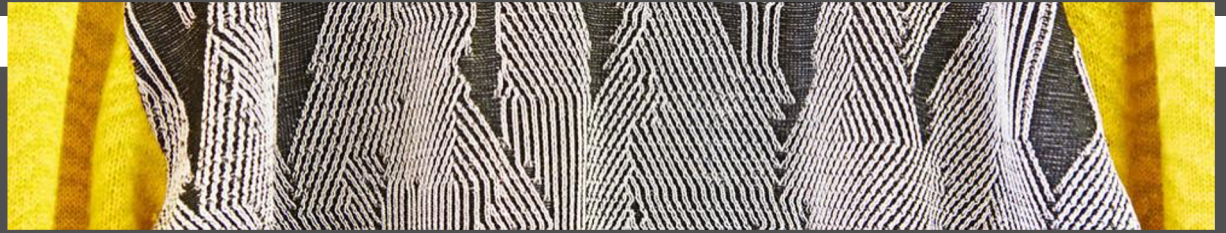
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Pass / Fail Grading

- Analysis of Pass / Fail changes as a result of 'no detriment' policies during Covid - LAU / UAL.
 - Change to pass / fail 1st year.
- Students recognise that their previous educational experiences have to a degree conditioned them to work within a graded system, such that removal of that can be destabilising.
- Over time, students appreciated that pass/fail grading helped reduce stress and anxiety around their transition into university.
- Pass/fail grading enabled some students to feel free to experiment, play, have more freedom and take risks in their creative practice.
- Letter or number grading can create a more competitive rather than collaborative environment.

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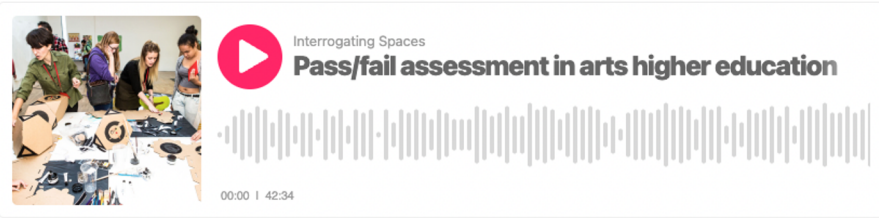


[All episodes](#)

Interrogating Spaces

Pass/fail assessment in arts higher education

DECEMBER 01, 2021 UAL TEACHING, LEARNING AND EMPLOYABILITY EXCHANGE SEASON 2 EPISODE 6



00:00 | 42:34

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<https://interrogatingspaces.buzzsprout.com/683798/9644305-pass-fail-assessment-in-arts-higher-education>

QAA Membership Podcast: Students' vi...
MEMBERSHIP

Watch Later Share



MORE VIDEOS

6:08 / 58:47

YouTube

https://youtu.be/XoWC_Zhpj-A

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Trauma-informed policy

Analysis of assessment regulation from all three institutions:

- Do the policies embody compassion for staff and students?
- Do they minimise harm?

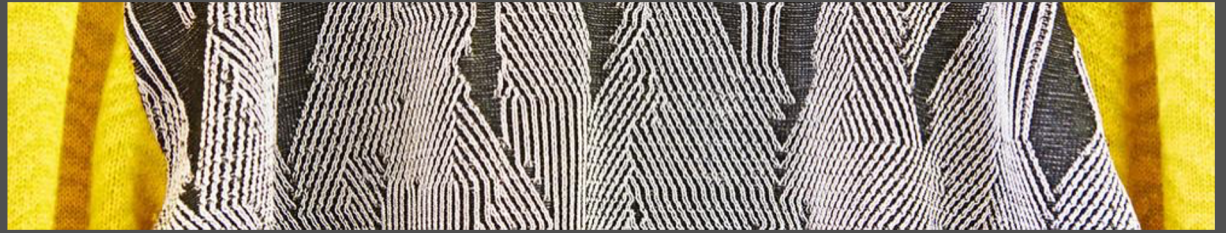
Equity-centred, trauma-informed education to support sense of belonging

- Defining trauma
- Impact of trauma on student learning

Framework for compassionate assessment regulation

- Based on Hummer et al. (2009) four principles of trauma-informed care:
Connect, Protect, Respect, Redirect
- Rethinking policies





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Compassionate Feedback

Devise guidance and support for approaches to compassionate feedback within art and design

What might compassionate feedback might look like?

What advice might we give to ourselves, our colleagues, and students for a compassionate approach to feedback?

Explore how existing structures and processes may be adapted and modified to enable compassionate feedback

How can we take into account the potential cost for staff - 'emotional labour of feedback' (Spaeth, 2018)

How can we make the assessment process manageable and compassionate to restore 'joy' in assessment (McArthur 2018)

What we learnt

Belonging is understanding individual requirements and diverse experiences; qualities of compassion - mirroring, listening, honesty, transparency; acknowledging power position by guiding rather than dictating and building compassion into structures

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GSA Breakout workshop

Discussion based workshop, framed around short presentations and working sessions which explore topic through discussion.

1: What is your understanding of compassionate feedback?

2: How can we enact compassion when giving feedback?

Interrogating Spaces

Compassionate Feedback

OCTOBER 11, 2022

UAL TEACHING, LEARNING AND EMPLOYABILITY EXCHANGE

SEASON 3

EPISODE 1



Interrogating Spaces

Compassionate Feedback



00:00 | 35:59

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<https://interrogatingspaces.buzzsprout.com/683798/11480939-compassionate-feedback>

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GSA Prompts workshop

Short workshop aimed at low-impact gathering of snapshot feedback using prompts based on the following areas.

Assessment Design

Relational Aspect

Promoting Student Agency

Tone and Language

Equity

Compassionate feedback

Ideas for prompting reflection on compassionate approaches to feedback

Enhancing assessment for equity

Why this resource?

This resource supplements the podcast '[Compassionate Feedback](#)' and lists the ideas and suggestions made by the contributors to the podcast as well as additional ideas arising from discussions involving colleagues from Glasgow School of Art as part of the 2021 QAA Collaborative Enhancement Project entitled '[Belonging through Assessment: Pipelines of Compassion](#)'. It is meant to serve as a springboard for discussions rather than as a guide on how to enact compassionate feedback.

How can you use this?

The list can be used by individual tutors, as they reflect on their practice, or in team discussions, or in discussions with students.

You may think of additional or different approaches to compassionate feedback; and you may notice some apparent contradictions, or tensions, between different prompts. This is because there is not one single way of approaching compassionate feedback. Again these are only prompts and suggestions to help you start thinking about what your approach might be.

Design

Is feedback happening at times when it can be useful to students?

Does formative feedback play a prominent role in the student journey?

Can formative feedback acknowledge past learning, and support students in achieving their learning goals?

How is students' engagement in assessment supported (e.g. self- and peer-assessment, co-creation)?

Are students supported to decode assessment structures and approaches?

Is assessment done with students, rather than done to them?

Relational Aspect

Think about who the student is, what is special about them, what challenges they may have overcome, and what their goals and interests are - and reflect this in the feedback.

See things from the student's perspective.

How does feedback convey that you hold the student in high regard, that you care about their learning and that you believe in them?

Invest time in creating a welcoming space for all students.

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Next steps

Final launch event:

- Virtual, January date tbc

<https://www.eventbrite.co.uk/e/qaa-launch-event-tickets-403402747477>

Digital resource:

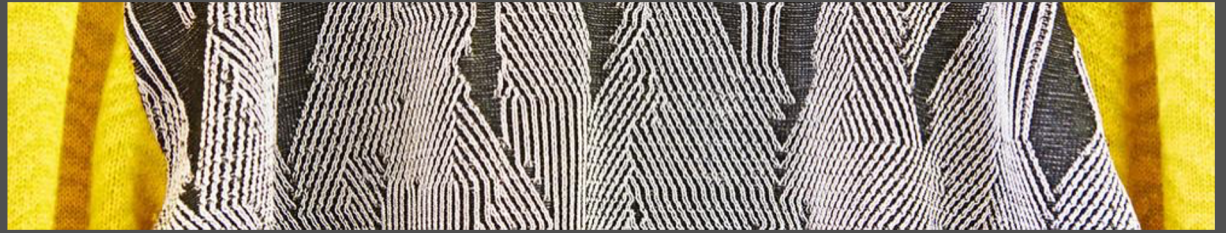
- Sections on each strand
- Indicators of compassionate policies and practices:
 - A series of questions enabling a critical reflective practitioner approach
 - Appropriate for qualitative inter- and intra-institutional benchmarking

Website:

- <https://belongingthroughassessment.myblog.arts.ac.uk/>



<https://pixabay.com/photos/bird-of-paradise-flower-strelitzia-6632515/>



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References

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Questions?