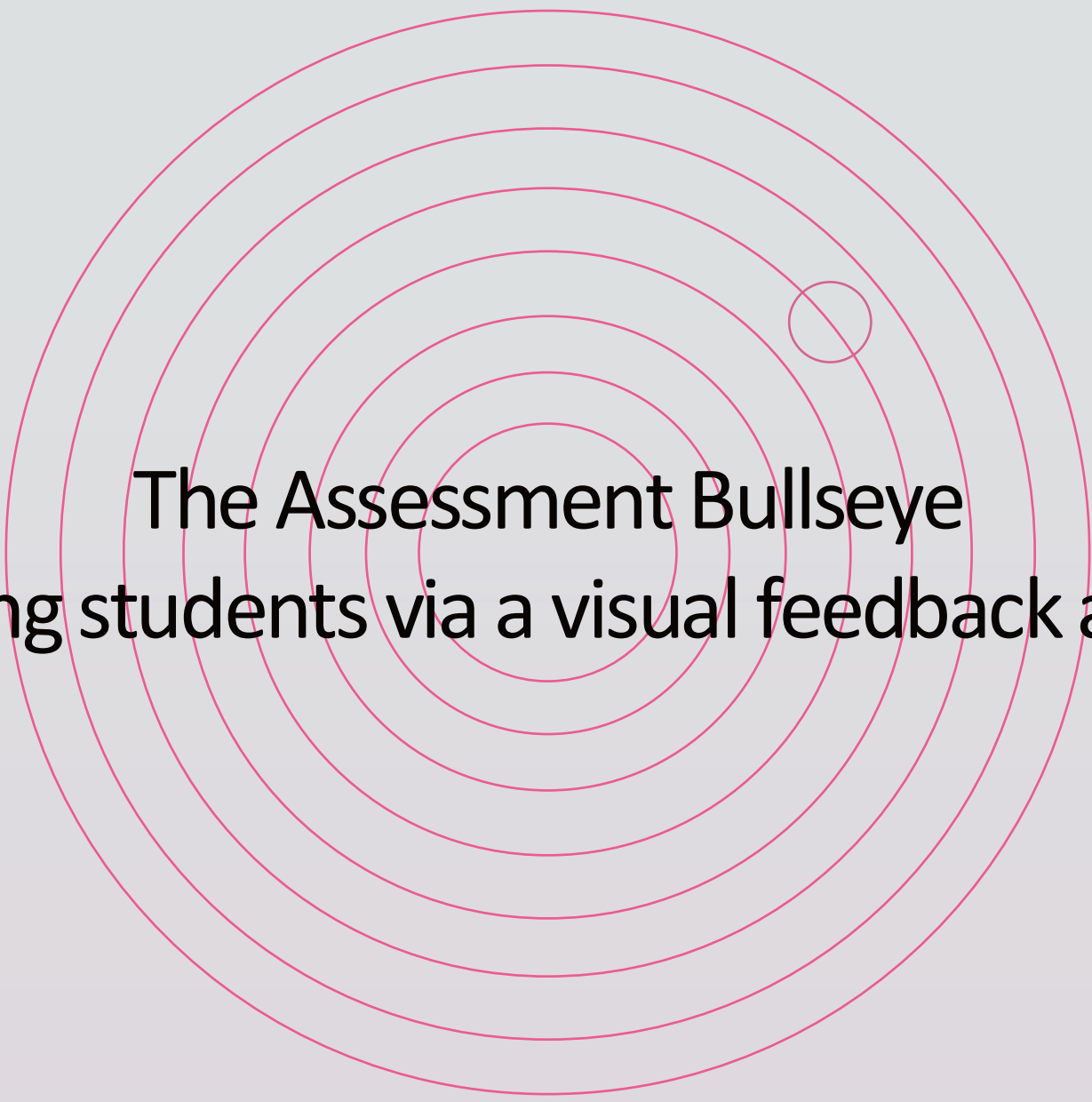




The Assessment Bullseye

Engaging students via a visual feedback artefact

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EVANS



BOUD



SADLER



NICOL



WINSTONE



BROWN



JESSOP



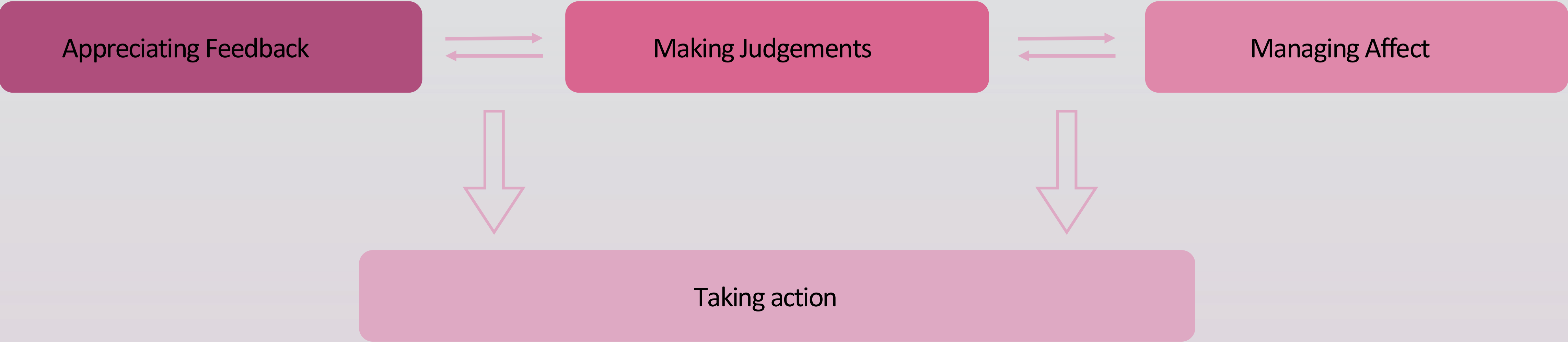
CARLESS

information about the gap between actual and reference levels is considered as feedback only when it is used to alter the gap. [...] students have to:

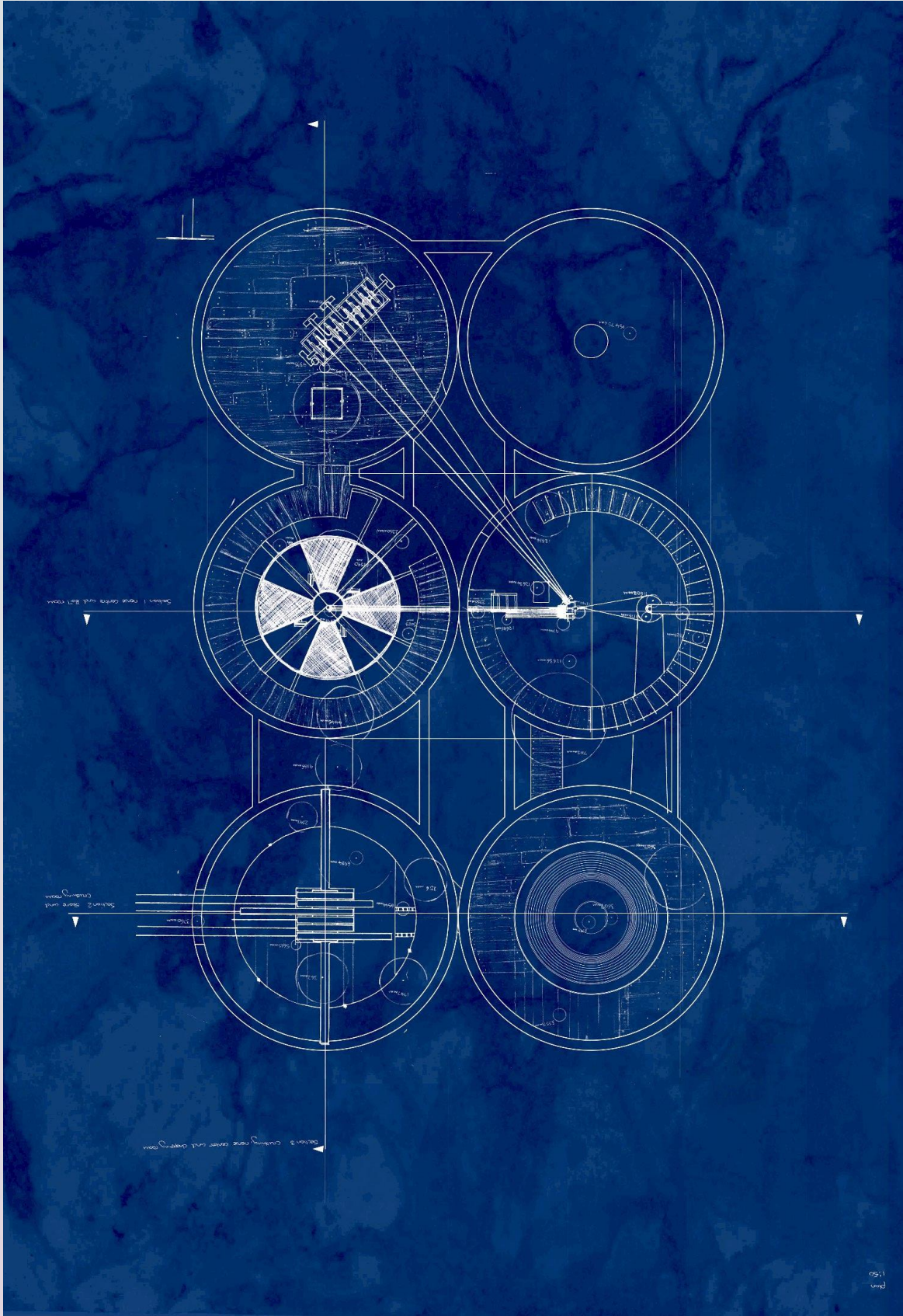
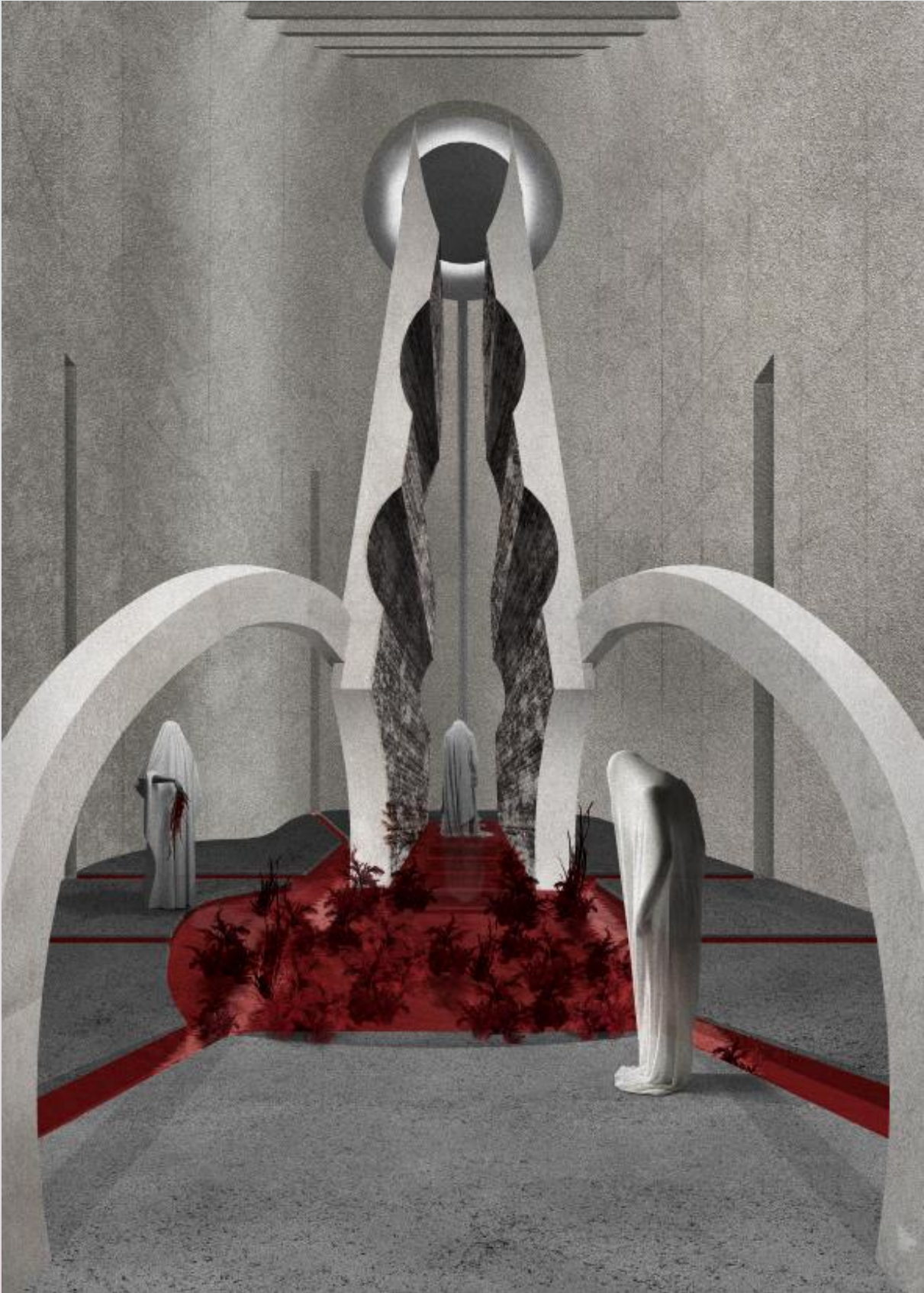
(a) possess a concept of the standard (or goal, or reference level) being aimed for, (b) compare the actual (or current) level of performance with the standard, and (c) engage in appropriate action which leads to some closure of the gap.

(Royce Sadler, 1989: 121)



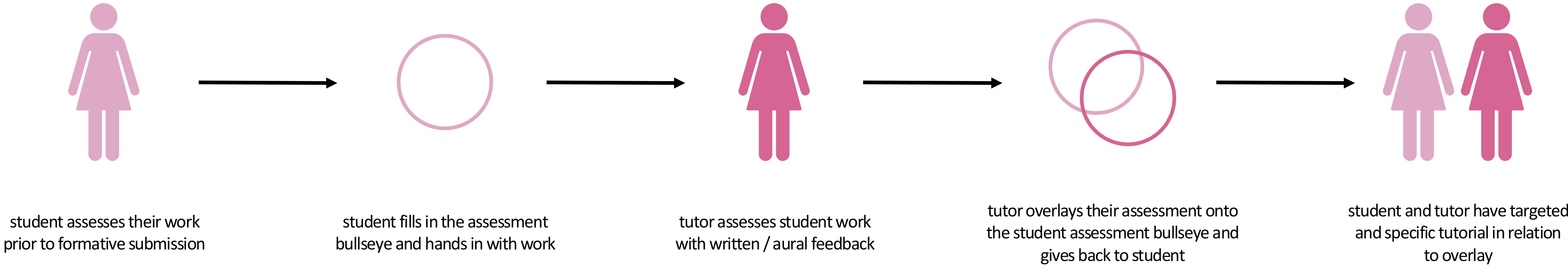


Context
A Visual Discipline



1. In what way does a visual feedback system influence a student's understanding of the process of feedback and assessment?
2. Can a visual feedback system influence students' interpretation of their progress in relation to feedback from tutors?
3. In what way does the system encourage or discourage the ability of a student to self-assess their work?

Design
Self Assessment Process



Design
Visualising 'the Gap'

Assessment Task 2

LO5

NS

F

E

D

C

B

A

LO1

NS

F

E

D

C

B

A

LO2

NS

F

E

D

C

B

A

Assessment Task 1

LO4

NS

F

E

D

C

B

A

LO3

NS

F

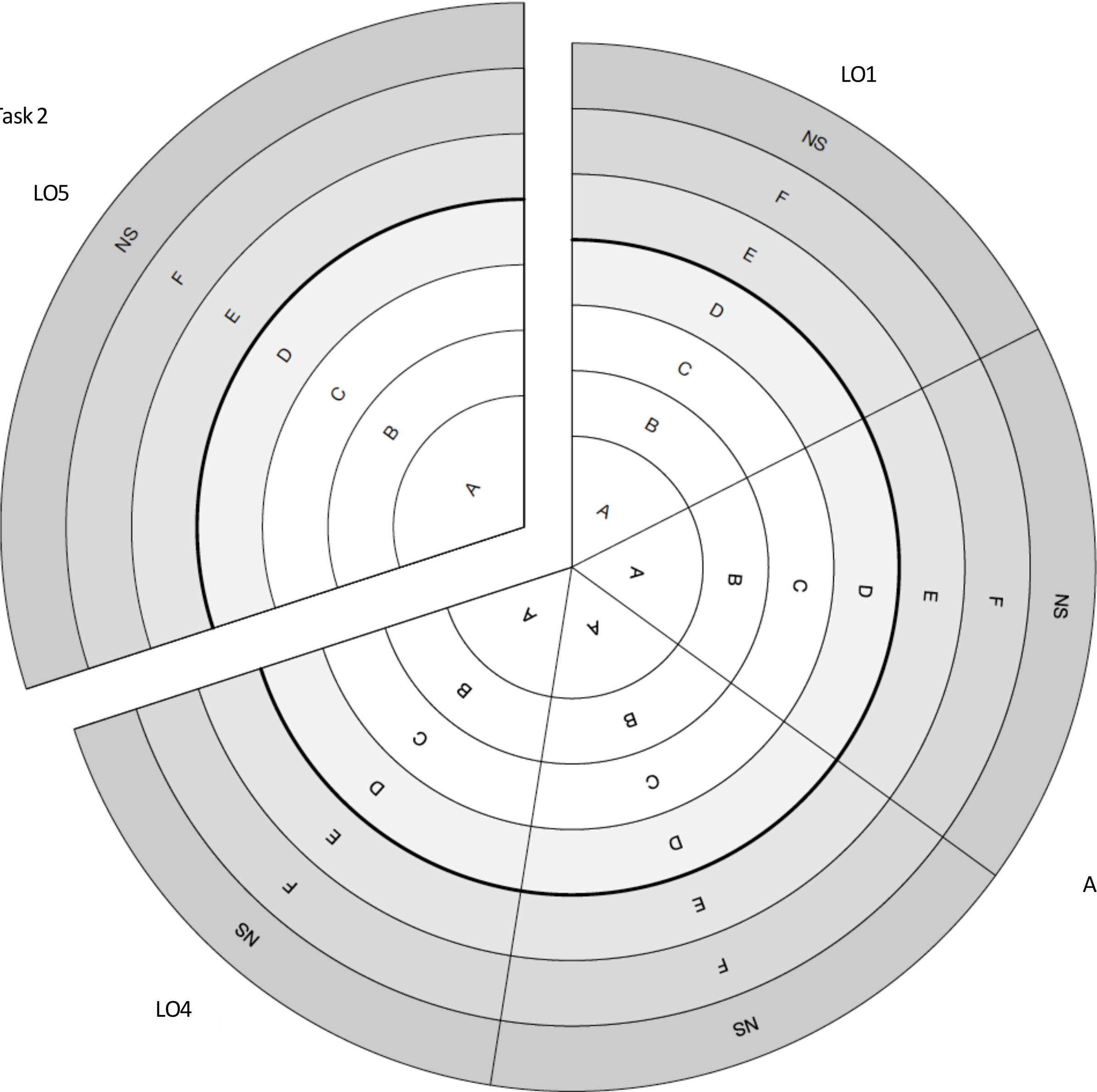
E

D

C

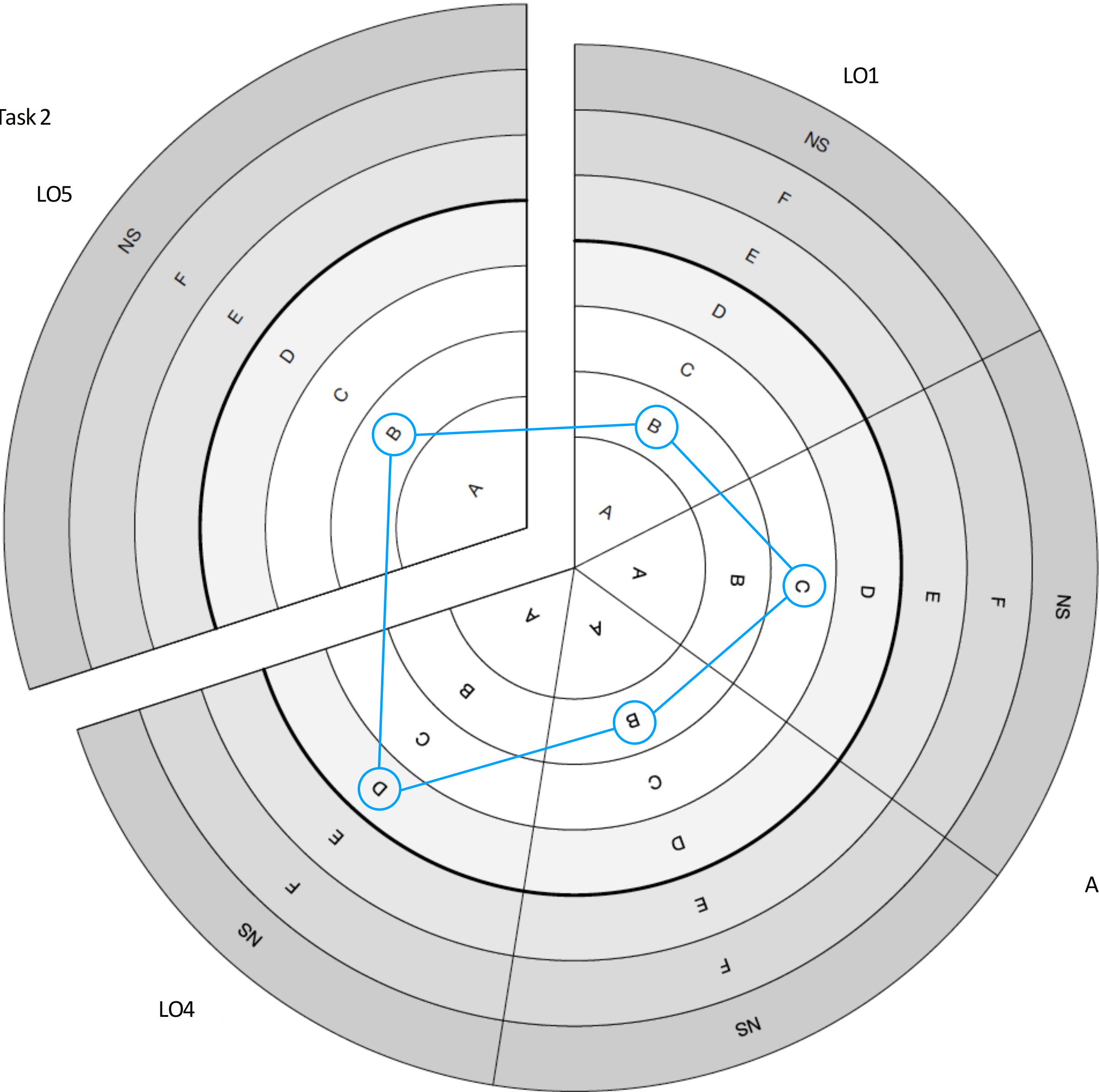
B

A



Design
Visualising 'the Gap'

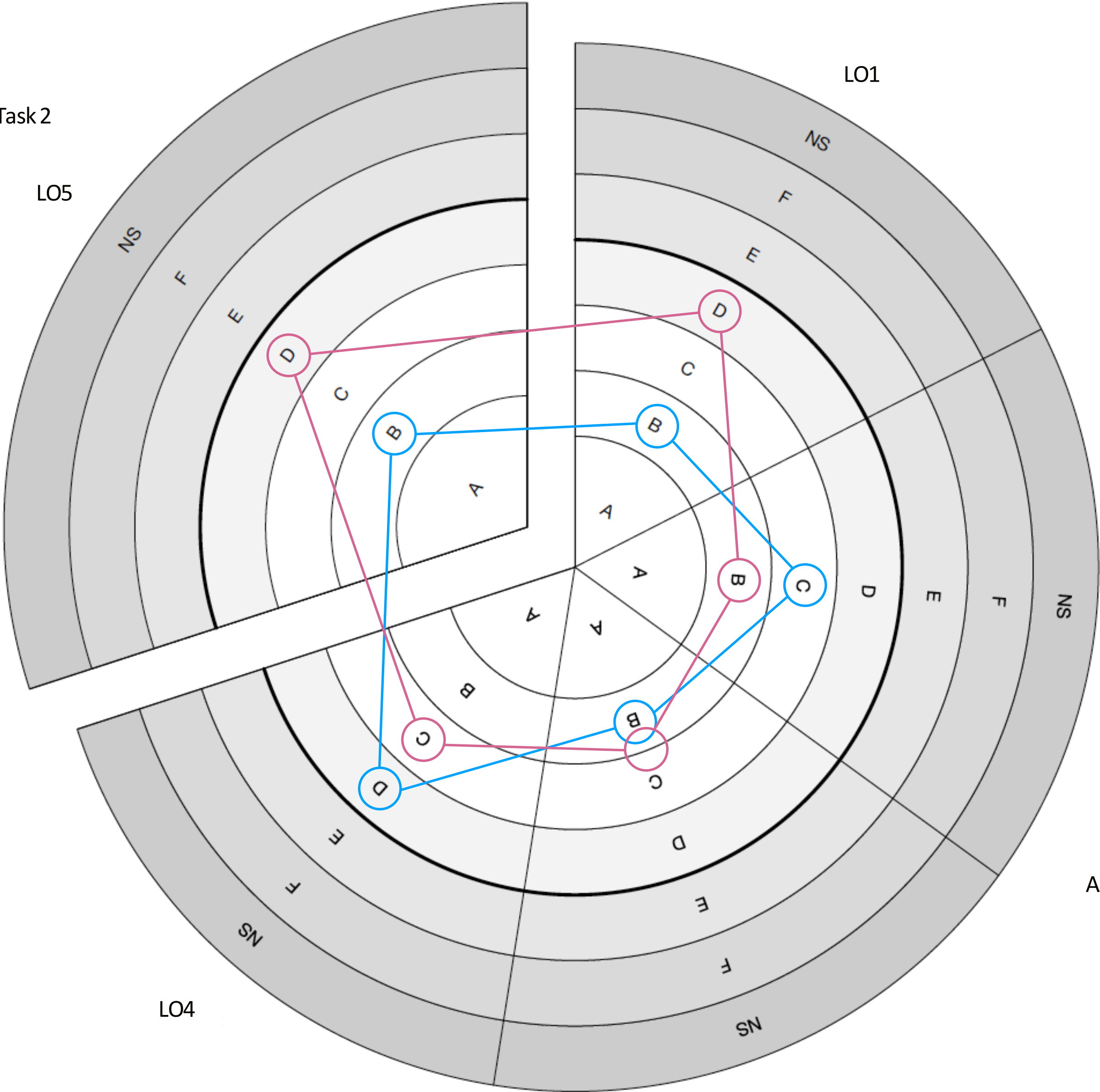
Assessment Task 2



Assessment Task 1

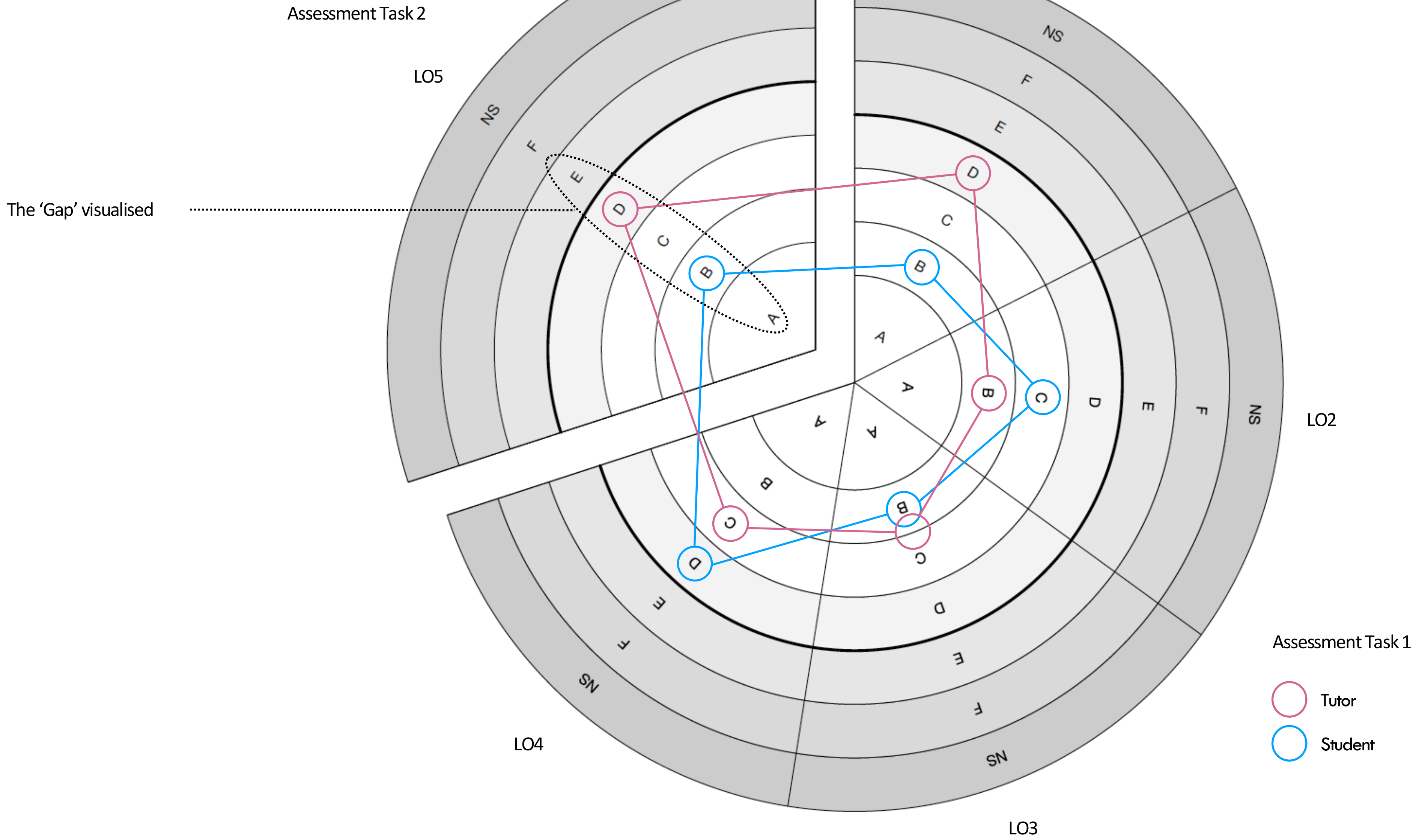
Design
Visualising 'the Gap'

Assessment Task 2



Assessment Task 1

Design
Visualising 'the Gap'



Research Methodology

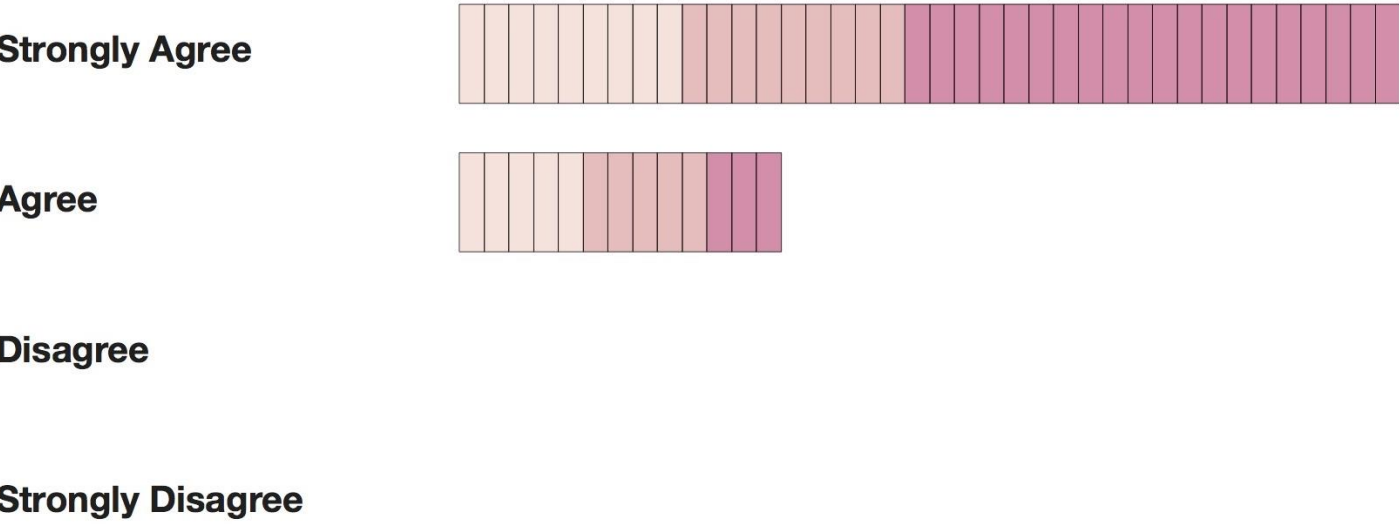
Initial Research



Research Methodology

Initial Research

1. Was the Assessment Bullseye clear and easy to use?



2. Was the process of assessing your own project before the formative review helpful in understanding your progress and the way we assess you?



3. Did the overlay of your own assessment and your tutor’s assessment on the ‘Bullseye’ make feedback clearer?



4. Would aural (recorded) feedback instead of written feedback be more useful to you?



L4 = 14

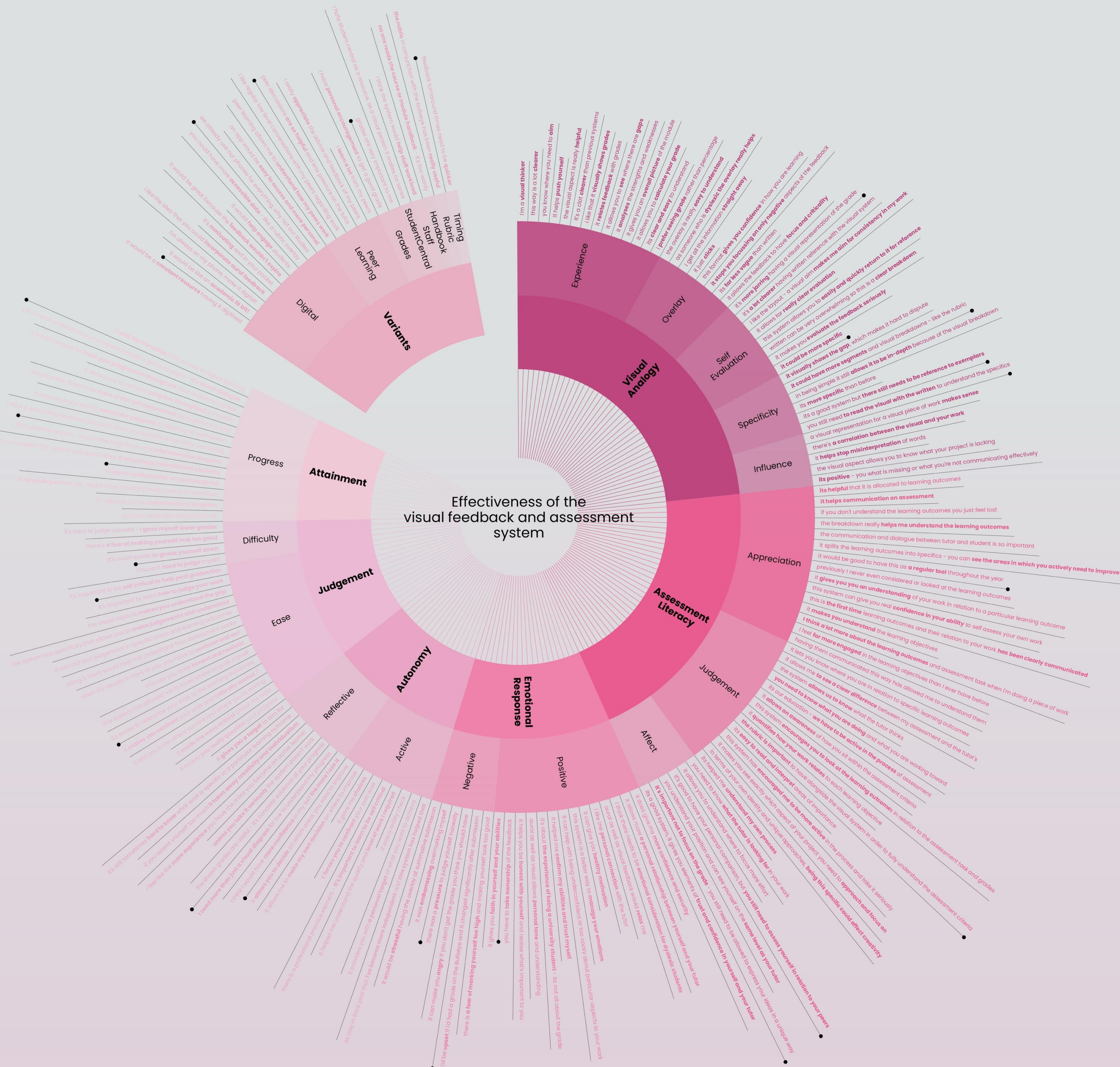
L5 = 14

L6 = 23

Total = 51

Research Methodology

Focus Group



Activity

Trying it out!

The Brief

You have 5 minutes to draw "Assessment & Feedback"

Aims:

1. To effectively communicate and represent assessment and feedback in a visual way
2. To not be precious, and have fun!

Learning Outcomes:

LO1 - Demonstrate and accurately communicate a type of assessment & feedback

LO2 - Demonstrate the application of inventive communicative techniques

LO3 - Demonstrate a visual representation without verbal description

Timing:

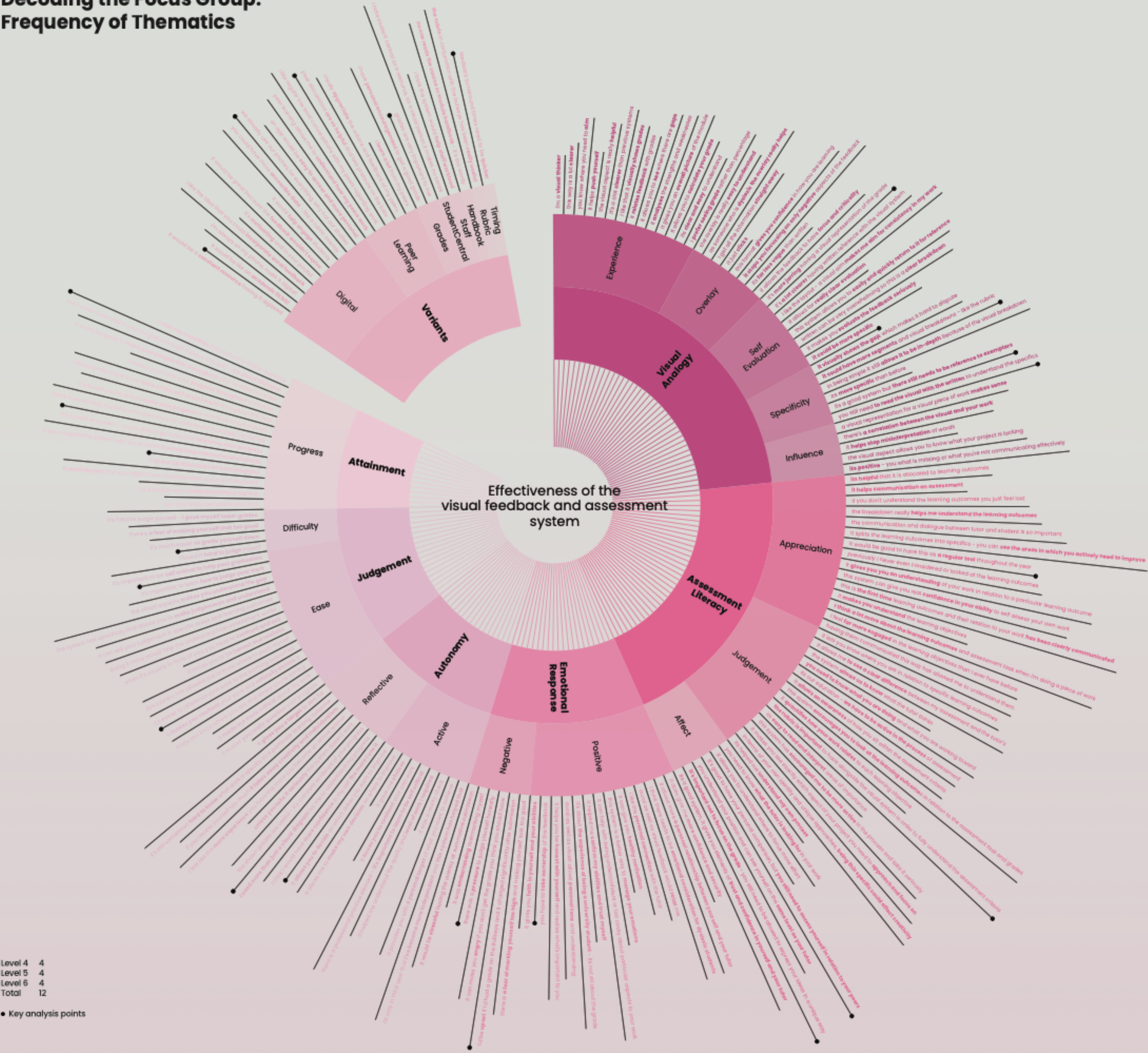
5 minutes to draw

1 minute to self assess

1 minute to peer assess

3 minute to discuss the results of visually assessing

Decoding the Focus Group: Frequency of Thematics



● Visual Analogy

Overall the use of a visual analogy in the assessment and feedback process has received positive results. Students often find the visual analogy easy to understand and comprehend in relation to personal progress and specific work. Many of the comments referred to the students being 'visual learners' and there being a clarity seeing a visual representation of progress in relation to learning outcomes. However, there was clear commentary on the visual system being a complementary type to be read in tandem with written feedback for further clarification. This specificity also applied to some comments regarding further visual information on the assessment bullseye itself, although this may take away the simplicity of the analogy.

● Assessment Literacy

A surprising aspect to the focus group discussion came from some of the students regarding feedback and assessment literacy. There was a clear uptake in the use of assessment and feedback language during the conversation, specifically in their understanding of the module learning outcomes, the importance to self assess and having the ability to judge the feedback against their own work. There was a clear sense of engagement and appreciation in self assessing themselves with some stating they would prefer more opportunities throughout the year, specifically amongst their peers. However, the new module assessment rubric was vital to some in relation to their understanding of the assessment process and some were reluctant to see the shown grades as important.

● Emotional Response

Overall students found the new system a positive experience toward their studies, with some explaining how it has given them a healthy motivation, faith in their abilities to self assess and the ability to take ownership of their work. However, there were comments pertaining to the pressures of self assessment and the potential embarrassment and disappointment this could entail if the their assessment was far from the tutor's. This also applied to the apprehension some felt if they were to receive a mark at formative stage on the Bullseye that didn't translate at summative stage.

● Autonomy / Judgment

There was both active and reflective commentary on whether or not the new visual system enabled autonomy and refined judgement on their work and progress. Many comments evidenced the uptake of students already taking action on the visual feedback, stating that it allowed them to make their own decisions and become more self critical with their work. However, some reflected on how this system could quash creative and individualistic approaches to creative projects and comments pertaining to the fact that feedback needs to be more personalised and individual due to the nature of the discipline.

● Attainment

In terms of attainment, students clearly commented on the system's benefits to be able to visually cross reference and understand their progress with more clarity. There was keen interest in the notion of being able to track their attainment and progress throughout a module, but also throughout their higher education. The visual system allowed for there to be a simple and quick way to reference formative progress. However, the students also commented on the importance of dialogue between student and tutor.

● Variants

Two key conversations arose from the focus group that although linked, were not asked in the questioning. Students felt that to have a type of visual self assessment system digitised and on their mobile devices would be hugely beneficial in terms of access, flexibility and would cover many of the themes raised in the discussion. Their reluctance to use StudenCentral due to its complex interface was also raised. The other key point was the importance of peer learning and the benefits of peer dialogue in relation to motivation and understanding their own process and work.

NearPod Activity of feedback