

ASSESSMENT FEEDBACK



AF 4 Promote development of students' self-evaluation skills

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Lecturer / Teacher Focused (LT)

- T1** Ensure students have full access to resources and course information so that they can self-regulate their own learning.
- T2** Provide a range of resources so that students can check their own understanding.
- T3** Use ipsative approaches to get students to gauge where they currently are, and to help them to develop strategies to enhance their performance, and to measure self-development rather than development in relation to others.
- T4** Unpack key concepts like critical reflection through modelling and the provision of a range of tools to assist with this process.

Student Focused (S)

- S1** Support students to identify useful networks of support (e.g. individuals; resources; memberships of organisations etc.) that can support their own learning journeys.
- S2** Support learners to self-regulate their own learning through an understanding of how they learn, what their current strengths and limitations are, and what strategies would be most useful to support their development.
- S3** Support learners to see connections across modules to support their learning.
- S4** Ask students to specify specific areas they would like feedback on.
- S5** Get students to reflect on their responses to feedback. Train students in how to seek out and act on feedback.
- S6** Create opportunities for students to assess their peer's work.
- S7** As part of summative assessment, ask students to reflect on their giving of feedback to others; and their own seeking and acting on feedback abilities.
- S8** Get students to grade their own mark and to defend the grades allocated.
- S9** Ask students to reflect on how they can apply learning acquired beyond the module of study.

Programme / Director Questions (PD)

- PD1** How are students being supported to self-regulate their own learning and to help themselves?
- PD2** How are programmes supporting students' development of self-assessment skills?
- PD3** How are programmes helping students to understand what critical reflection is, and how to achieve this?
- PD4** How can technology support students to develop their self-assessment skills?
- PD5** In getting students up to speed with the requirements of assessment feedback and as part of self-regulatory development – how is this being addressed as part of induction into higher education?
- PD6** How are you engaging students in assessing their own work?