

Case Study A3: Assessment & Feedback

Student self assessment, operating within formative feedback, is important within the structure of an induction to enable students to see their progression and be able to benchmark learning. Self assessment allows students to assess their own personal performance. Throughout inductions, I create space for students to work alone and develop their knowledge, allowing space for self assessment in regards to needing more support on different sections in the induction. Imperial College London defines formative feedback as a way 'to provide feedback to learners and teachers on strengths and weaknesses of student performance while there is still time to take action for improvement' (Imperial London, no date). This works well within physical inductions as you can correct student performance to ensure safe and effective learning. As well as this, there are points where students work together as a group to answer questions I have posed to them.

The aim of this way of working is to be flexible and supportive for students of all abilities and experience levels. In UAL's Enhancing assessment for equity document (Academic Enhancement Model and Attainment Team, 2022) they focus on student agency within feedback and assessment by giving students opportunities to act. This focus allows students to be in control of their learning by empowering them through assessment and feedback. These pauses for self assessment not only help to give feedback on how students are progressing, but also allow for a varied approach and speed of learning and developing of knowledge. The utilisation of information varies between students and this enables the individual to have power and control over individual approaches to active learning. Rushe and Salter's research (2020) into active learning talks about how it can deepen participants learning by including tasks that require interaction. I believe not only does this mean learning with interactions but also feedback.

In the podcast Interrogating Spaces (UAL Teaching, Learning and Employability Exchange, 2022), Liz Bunting also discusses this redistribution of power and value of diverse knowledge to promote our authentic selves and reduce the impact of structural oppression on students. 'We can build relationships within our learning communities... things that nurture supportive and emotional climates and make space for connectedness.' Allowing space for implicit formative feedback in an informal setting enables students to ask for more assistance and value their personal development. Promoting conversation and feedback helps to make students feel comfortable and have ownership in the space. I also find this approach can help to create less pressure for students to 'keep up' with their peers as they have opportunity to take more power.

I believe this approach to inductions has allowed more students to feel comfortable and confident within our workshop to come back and use it in the future. We have recently seen an influx in students returning after completing more recent inductions to experiment and develop skills in the workshop.

Even though this approach has positives I could see how some students could find this approach daunting. A lack of confidence could mean that some students would not be able to self assess as easily or ask for assistance when they need it. To combat this, I try to approach students within their workstations to help ask questions that might prompt feedback or assessment on whether they have absorbed or developed their knowledge. As well as this, peer to peer learning can come into effect by asking students next to them for help or advice on different parts of the induction. Allowing self reflection periods gives these students time to move at their own pace.

In a talk Exploring Compassionate feedback featured on QAA's Collaborative Enhancement Project's blog (2022), Emily Salines and Thea Stevens talk about a project on compassionate feedback for assessment with an important point to conclude 'looking at assessment not as something that is done to students, but something that is done with students and this partnership as a way of fostering compassion on a sense of belonging'.

Imperial College London (no date) *Formative Feedback and Assessment*. Available at: https://www.imperial.ac.uk/edudev/resources/Giving_Feedback_PPT_Presentation.pdf (Accessed: 15/03/23).

Academic Enhancement Model and Attainment Team (2022) *Enhancing Assessment for Equity*. Series or publication number. Available at: https://www.arts.ac.uk/__data/assets/pdf_file/0020/223418/AEM3_AssessmentEquity.pdf (Accessed: 15/03/23).

Rushe, S & Salter, D. (2020) 'Exploring the impact of a task-based faculty development certificate program.', Vol. 13 (2020): Guiding the Journey: Learner - Teacher - Learner, 131 - 139. Available at: <https://doi.org/10.22329/celt.v13i0.6008>

UAL Teaching, Learning and Employability Exchange. (October 2022) *Interrogating Spaces* [Podcast]. October 2022 Available at: <https://open.spotify.com/show/52uxqA5FgJZRNIJPdSNHAa> (Accessed: 15/03/23).

QAA Collaborative Enhancement Project. (2022) 'Feedback', *Belonging Through Assessment: Pipelines of Compassion*, Day/month of posted message. Available at: <https://belongingthroughassessment.myblog.arts.ac.uk/feedback/> (Accessed: 15/03/23).