RAFT Project
Reimagining Assessment & Feedback Together
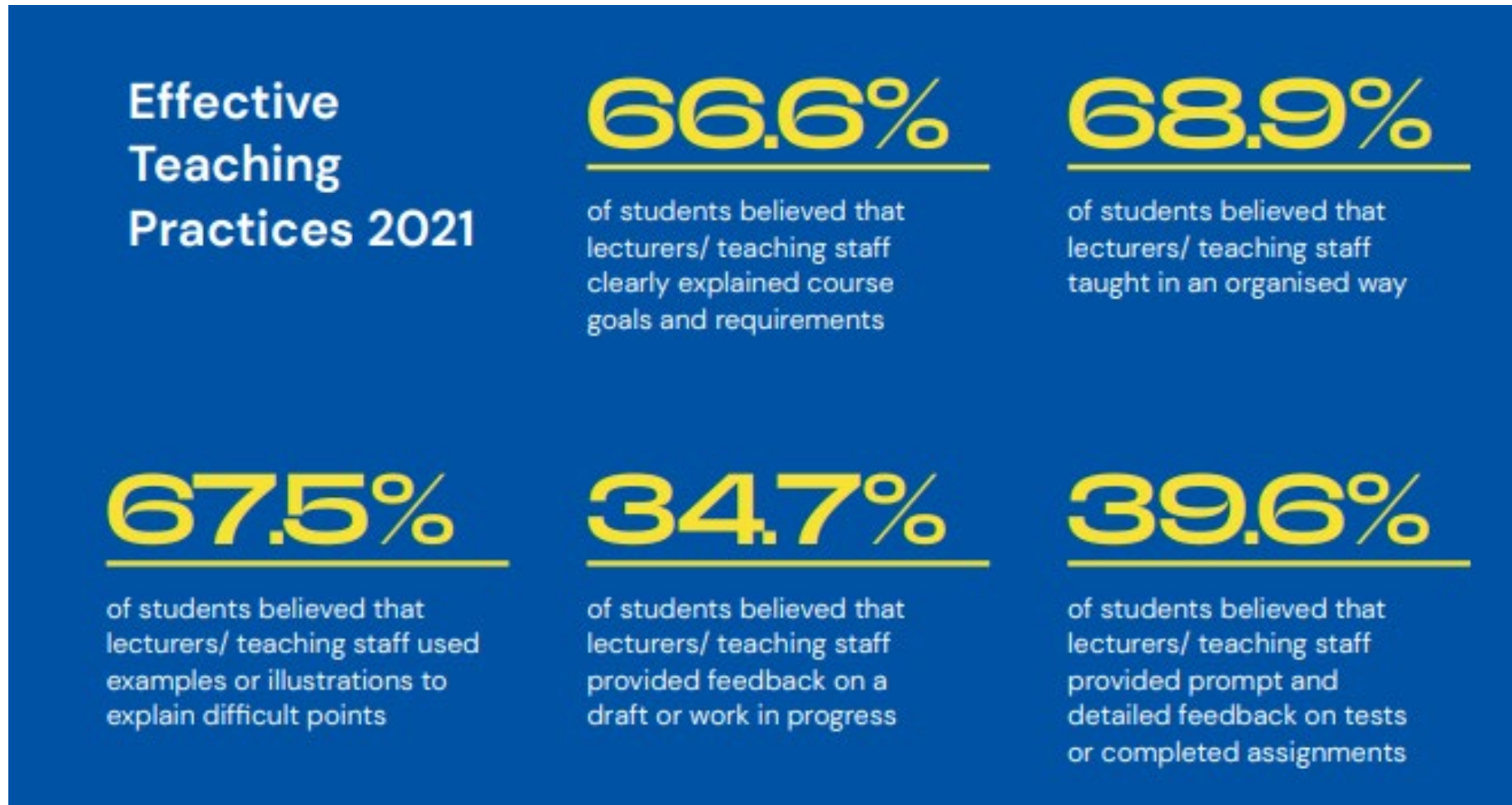## A SATLE Funded TLU Project at MTU

National Forum Seminar Series

Agenda | 19th May 2022

- Introduction | *Marese Bermingham* | Head of Teaching & Learning Unit | MTU Cork

- Assessment & Feedback Landscape | *Dr Tom O'Mahony, Teaching & Learning Unit* | MTU Cork

- Poll

- SATLE | RAFT | Contextual Overview

- The challenges faced with Placement at MTU School of Business | *Catherine Murphy*

- Breakout Room

- The solutions developed for Placement at MTU School of Business | *Denise McSweeney, Elaine O'Brien & Catherine Murphy*
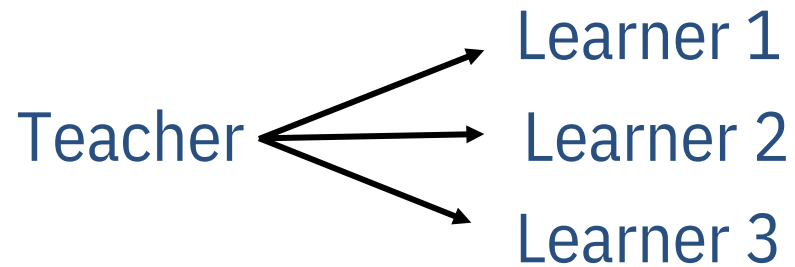
- Next Steps | *Michelle Collins*

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A&F in Higher Education in Ireland

Results from National Survey of Student Engagement

Effective Teaching Practices 2021

66.6% of students believed that lecturers/ teaching staff clearly explained course goals and requirements

68.9% of students believed that lecturers/ teaching staff taught in an organised way

67.5% of students believed that lecturers/ teaching staff used examples or illustrations to explain difficult points

34.7% of students believed that lecturers/ teaching staff provided feedback on a draft or work in progress

39.6% of students believed that lecturers/ teaching staff provided prompt and detailed feedback on tests or completed assignments

Feedback Models

Model does not scale

Do learners engage with the feedback?

Do learners understand the feedback?

Teacher → Learner 1
Teacher → Learner 2
Teacher → Learner 3

Are there opportunities to apply the feedback?

Creates dependent learners

Rubrics & Exemplars

Rubric – grading sheet with criteria that will be used for assessment and descriptions of standard expected for each grade classification

Exemplars – pieces of work that provide concrete examples of the expected standard or the variation in standard e.g. poor, average and excellent

Using Rubrics & Exemplars

Model 1   Model 2

	Model 1	Model 2
Thinking about assessment requirements	Share Rubric and Exemplars	Develop a draft
		Share rubric and exemplars
Developing an understanding of the standard	Workshop grade exemplars or identify strengths, weaknesses	
		Workshop comparing draft with exemplars & rubric
Identify performance gaps	?	
Generate feedback	?	Co-develop an improvement plan

Impact & Challenges

"Students' consistently positive perceptions of the usefulness of exemplars represents an argument for their increased use."
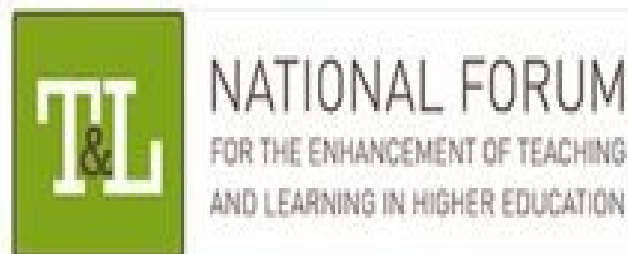
10 out of 15 studies demonstrate a measurable improvement in performance

<div align="right">(To, Panadero & Carless, 2021)</div>

How to encourage & motivate learners to engage with rubrics and exemplars?

Do learners recognize this as feedback (assessment and feedback literacy)?

Pilot Project Supported by

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RAFT Team

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Teaching and
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Industry Placement Managers

RAFT Team

Catherine Murphy and Denise McSweeney,
Department of Accounting and Information Systems

Michelle Collins and Elaine O'Brien,
Department of Marketing and International Business

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RAFT – Industry Placement

- Pilot across two industry placement programmes in the School of Business.
  - Bachelor of Business (Hons) in Information Systems.
  - Bachelor of Business (Hons) in Marketing.
- Approx. 200 students.
- Academic staff at MTU prepare and supervise students on placement.

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Geraldine O'Neill Research

Background & Findings

- Research explored the assessment and feedback experiences of higher education staff and students in the area of work integrated learning.

- Her research aimed to develop solutions to the challenges of **authenticity** and **consistency** in assessing work-based learning.

Breakout Room

The question for discussion is....
'What are the challenges that you have experienced or are experiencing in trying to manage assessment and feedback for your students while <u>on</u> placement'.

Nominate a speaker in each room to provide feedback.

Breakout Room

Video will resume shortly

Please consider the following

The question for discussion is....
'What are the challenges that you have experienced or are experiencing in trying to manage assessment and feedback for your students while <u>on</u> placement'.

The Key Challenges

Assessment & Feedback on Industry Placement

Lead by lack of timely and actionable **feedback** in the tripartite relationship.

- Employers' perspective
  - Too early – no structure – no guidance.
- Students' perspective
  - Not actionable – not able to identify room for improvement.
- Academics' perspective
  - Inconsistent input from industry partners – lack of clarity around student progress while on placement.

The Areas to be Addressed

- How can we provide actionable feedback?
- How can we manage consistency across multinationals, SMEs, start-ups, charities, NGOs, government agencies, etc.?
- How can we enhance student learning and maximise potential for students?
- How can we identify challenges for students while on placement?
- All the while maintaining academic standards.

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PLAC7020 Industry Placement Module

Working within the constraints of the module assessment schedule

Key areas of focus

CV and Interview Preparation – 10%

Interview and Presentation to Academic Supervisor – 20%

Employer Feedback – 50%

Reflections – 20%

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20% of 30 Credit PLAC7020 Industry Placement

Interview and Presentation to Academic Supervisor

Evaluative Judgement

'Evaluative judgement is important for learning because it helps students to identify areas that need improvement, track their progress over time, and develop insights into acceptable standards of quality performance in their future profession'
(Sadler, 2005; Boud & Falchikov, 2006; Boud & Soler, 2016 cited in Ajjawi et al 2020).

The Solution

The Skills Development Action Plan – completed **Week 6** of 15 week placement

Students are assessed on learning outcomes linked to employability skills development.

- Communication, teamwork, initiative, problem solving, and application of discipline specific knowledge.

Allow students to identify:

- Current proficiency
- Target proficiency
- Bridge the gap

Skills Development Action Plan

MTU

Instructions: During your interim progress meeting with your workplace supervisor, identify the following skills gap and outline an action plan of how you are going to improve.

	Current Proficiency	Target Proficiency	Actions I am going to take to improve to Target Level
LO2: Written Communication. I demonstrate clear and effective written communication to all stakeholders across all online and offline channels	**Select Below:** Developing 50 - 59 **Describe here:** Getting more and more confident with my email communication, and feel I hold a standard similar to fellow employees. Have not yet wrote or filled out many documents, so I suspect there would be room for improvement when I find myself working on more documentation, but I'm still confident in my abilities in the formality of that type of written communication. My role can specifically entail respectfully rejecting people's work before they can make further progress, so I will need to become more clear and not too apologetic through writing to keep everyone's work at the correct standards.	**Select Below:** Exemplary 70+ **Describe here:** To have great clarity in language in written communication so that there is not any confusion with stakeholders, which is especially important if it is during a time of urgency. To find a balance between firmness and politeness when exchanging emails with change coordinators looking for changes to be approved.	Monthly reporting, tracking stats monthly, using dashboards to give more clarity in your point and reasoning through your written communication, helps back up your points and reasoning. Be more aware of accessibility, to think more for employees who may have disabilities, all-inclusive communication. Begin research into how this will be possible in Outlook and other mediums with written communication. Learn through experience the most effective way to communicate to each receiver, what is the best way to 'get though' to each recipient. Complete training module pathways on PepU Degreed related to this learning outcome, such as 'Internal Communication' and 'Effective Communication' Progessively take ownership of the CAB meeting, taking on certain sections as the weeks

Scaffolding the Skills Development Action Plan

- Workplace supervisor feeds into the Skills Development Action Plan during a meeting between the student and their supervisor.

- Students present an overview of the plan to their academic supervisor and receive feedback

- Students provided with Exemplars and Rubrics

50% of 30 credit PLAC7020 Industry Placement

Employer Feedback

Benefits of Authentic Feedback

'For feedback literacy to be transferrable from university to the workplace, students need opportunities to **engage in feedback practices** that resemble those that take place in the workplace.

Feedback literate graduates who have experienced 'authentic' feedback practices of their discipline may be **better prepared to participate effectively in feedback in their graduate workplace**.' (Dawson et al, 2021)

Employer Feedback Challenges

- 50% of 30 credits – heavily weighted therefore requires careful guidance and structure.
- Focus Group Research – **timely** and **actionable** feedback required.
- Varying levels of industry input.
- Placement Manager Insights – **inconsistent** and **unstructured** to date.

Focus on Feedback/Feedforward

Scaffolding the Skills Development Action Plan

Student self-assesses on Skills Development Action Plan

Workplace Supervisor completes Interim Feedback Form

Academic Supervisor meeting with Student and Workplace Supervisor to discuss Action Plan and Feedback

Workplace Supervisor completes Final Grade Form

Week 6-7

Week 8-15

Week 6

Week 8-11

Week 15

Student and Workplace Supervisor meet to discuss Skills Development Action Plan and Feedback

Student actions items identified on Skills Development Action Plan

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Assessing Learning Outcomes

Self-assessment, workplace and academic supervisor questions

Example Learning Outcome

LO3   Communicate in a professional manner within the workplace and when representing the workplace online and offline.

Interim Feedback Form

4. Written Communication. (LO3) *

	Exemplary 70+%	Very Good 60-69%	Developing 50-59%	Satisfactory 40-49%	Unsatisfact ory <40%
The student demonstrates clear and effective written communicati on to all stakeholders across all online and offline channels . (LO3)	○	○	○	○	○

5. Please provide feedback for the student to support the above. *

Enter your answer

Final Grade Form

7. Select mark from the drop-down below to grade the student in relation to **Written Communication** (LO3) *

Select your answer ⌄

8. Please provide feedback for the student to support the above. *

Enter your answer

20% of 30 credit PLAC7020 Industry Placement
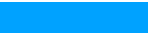
Reflections

"We do not learn from experience. We learn from reflecting on experience" (Dewey, 1910)
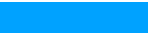
Weekly Logs

S1 'always reaching out to them on a Friday being like what aspect you know, what kind of perspective you taking from this. Need to change it up from last week. what can we say, give me some ideas'

S3 'no active feedback so you have to submit and hope for the best'

S6 'Afraid I wasn't putting in the right thing or telling you what you wanted to hear'

- (Nguyen et al., 2014).
- Thoughts and actions
- Attentive, Critical exploratory and iterative actions
- An underlying conceptual framework
- A View on change
- The Self.

Table 1 Major authors and their definitions or models of reflection

Author(s)	Year	Definition or model
Dewey[1]	1933	'Active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends'
Argyris & Schön[41,42]	1974, 1978	Double-loop learning 'occurs when error is detected and corrected in ways that involve the modification of an organisation's underlying norms, policies and objectives'
Schön[17,36]	1983, 1987	'Questioning the assumptional structures of knowing-in-action' and thinking 'critically about that thinking that got us to fix this opportunity'
Boyd & Fales[20]	1983	'The process of internally examining and exploring an issue of concern, triggered by an experience, and which creates and clarifies meaning in terms of self, and which results in a changed conceptual perspective'
Kolb[57]	1984	Reflection is conceptualised as one stage and pole of the four-stage cycle of Kolb's experiential learning
Boud et al.[18]	1985	'Generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation'
Korthagen[45]	1985	ALACT model: '1. Action. 2. Looking back at the action. 3. Awareness of essential aspects. 4. Creating alternative methods of action. 5. Trial'
Brookfield[19]	1990	A process comprising three interrelated phases: '1. identifying the assumptions that underlie our thoughts and actions; 2. scrutinising the accuracy and validity of these in terms of how they connect to, or are discrepant with, our experience of reality; 3. reconstituting these assumptions to make them more inclusive and integrative'
Mezirow[40]	1991	'The process of critically assessing the content, process, or premise(s) of our efforts to interpret and give meaning to an experience. [...] Premise reflection involves us becoming aware of why we perceive, think, feel or act as we do and of the reasons for and consequences of our possible habits'
Atkins & Murphy[9]	1993	'1. Awareness of uncomfortable feelings and thoughts; 2. Critical analysis of feelings and knowledge; 3. New perspective'
Hatton & Smith[39]	1995	'Deliberate thinking about action with a view to its improvement'
Moon[59]	1999, 2004	'A form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution'
Kember et al.[43,44]	2000, 2008	Reflection and critical reflection are viewed as two levels on a four-scale continuum of reflective thinking Reflection 'operates through a careful re-examination and evaluation of experience, beliefs and knowledge' and 'leads to new perspectives'; critical reflection, the highest level of reflection, 'involving perspective transformation', 'necessitates a change to deep-seated, and often unconscious beliefs and leads to new belief structures'
Mann et al.[7]	2009	'Purposeful critical analysis of knowledge and experience, in order to achieve deeper meaning and understanding'
Sandars[6]	2009	'A metacognitive process that occurs before, during and after situations with the purpose of developing greater understanding of both the self and the situation so that future encounters with the situation are informed from previous encounters'

New Reflections

Week 14 Reflection - Growth Mindset ✓ Published ✎ Edit ⋮

Carol Dweck is a pioneering researcher in the field of motivation, why people succeed (or don't) and how to foster success. Watch her talk on Growth Mindset. Do you have a fixed or growth mindset? Using Gibbs reflective cycle reflect on an incident that illustrates your mindset.

The power of believing that you can improve | Carol Dweck
Copy link
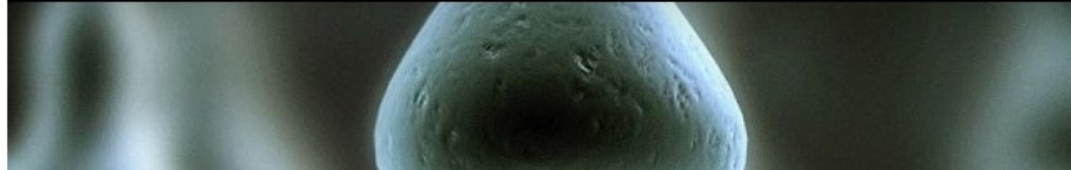
Week Minus 1 Reflection - Build the Vision
1.25 Pts

Week 1 Reflection - Not the First Person to have a First Week!
1.25 Pts

Week 2 Reflection - Success Breeds Success
1.25 Pts

Week 3 Reflection - Look back to see how far you have come
1.25 Pts

Week 4 Reflection - What makes a great leader?
1.25 Pts

Week 5 Reflection - Teamwork
1.25 Pts

Week 6 Reflection - Feedback from You and your Supervisor
1.25 Pts

Week 7 Reflection - Forget big change, start with a tiny habit
1.25 Pts

Week 8 Reflection - What are you proud of on your placement?
1.25 Pts

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New Reflections

- Video | Mid Placement Meetups |Themed Weeks.
- Rubric | Exemplar.
- Feedback provided at midpoint.

Learnings to Date

- Engagement with rubrics, exemplars, etc. a challenge.
- Additional guidance for workplace supervisors.
- Providing individual feedback is onerous on the lecturer.
- Interim Feedback Form and Skills Development Action Plan creates opportunity for employer and student to discuss progress.
- Empowering students through choice of submission type (UDL) and self-assessment.

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Informal Student Feedback

"I am more inclined to **re-watch a video submission** than rereading written assignments".

"I don't feel **disadvantaged anymore**. I can convey information better in video format".

"It has been a few weeks since I completed my Skills Development Action Plan and **it is interesting to see how far I have come**".

Next Steps

- Focus Groups to be conducted in June 2022.

- Semester 2 2022/23 – changes to be implemented.

- Share resources and learnings with MTU Learning Community and beyond.

- Research output to be released.

Questions

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Thank you!

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References

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