MSc Blended and Online Education

AN EXEMPLAR

A PROGRAMME APPROACH TO ASSESSMENT AND FEEDBACK

Good feedback practice:
1. Helps clarify what good performance is (goals, criteria, expected standards);
2. Facilitates the development of self-assessment (reflection) in learning;
3. Delivers high quality information to students about their learning;
4. Encourages teacher and peer dialogue around learning;
5. Encourages positive motivational beliefs and self-esteem;
6. Provides opportunities to close the gap between current and desired performance;
7. Provides information to teachers that can be used to help shape the teaching.


MAP WEEK-BY-WEEK, MODULE-BY-MODULE ASSESSMENT ACTIVITY

BUILD UP A PICTURE OF PROGRAMME ACTIVITY

TAKING A VISUAL APPROACH

The MSc BOE has benefited from plotting assessment and feedback across the programme, providing further transparency for participants at the beginning of their module studies, and indicating to the programme team demands of time and resource across the academic calendar.

ENGAGING LEARNING AT KEY POINTS

Through development and reapproval of the MSc BOE, the programme team have been motivated to 'design into' modules formative feedback points, provided frequently and throughout study. Points of feed forward, towards summative assessment, are normally offered once, and early on.

ASSESS OPPORTUNITIES FOR 'FEED FORWARD'

IS FF CONSISTENTLY POSITIONED ACROSS THE PROGRAMME?

Where possible, summative assessment through MSc BOE modules is now marked and returned to participants within the full fifteen weeks of study. A visualisation of activity across the programme has helped the team to 'design in' summative assessment points which are realistic for participants and for the team.

INFORMING FUTURE PRACTICE

Visualise module summative points

Consider how this looks across the programme

Poster by Laurence Patterson, Anne Tierney, Julia Fotheringham and Fiona Smart