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Stamp it: Innovative physical interactive assessment LTA process

Abstract:

please note this is a collaborative presentation between Ruth Cochrane, Richard Firth

ABSTRACT:

We have developed and tested an innovative, analogue and interactive assessment process that aims to address some of the challenges of student feedback and assessment. Within the context of the creative industries we have found that students don't always recognise when feedback is being given. This is often reflected in the NSS results of creative institutions, including our own. In addition, our LTA approaches need to address the culture of the diversity of deliverables (drawn, written, verbal, made, filmed, acted), the diversity of the staff and teaching pedagogy, lengthy assessment times and the challenge of focusing abstract, conceptual feedback.

Our approach involves the use of an actual rubber stamp that can be used to 'anchor' a diverse range of tutor formative feedback (sketching, note making, use of visual diagrams). The stamp is used frequently during a module to comment on student sketch books, presentation boards and on 3D prototype models. The visual build-up of the stamp's presence during a student's documented work flow creates well defined links between formative and summative assessments, so that feed-forward from the former to the latter is clear.

Shaping our Learning and Teaching: Constructive alignment in action

Each element of the stamp represents a topic of learning and teaching, which visually corresponds to the LTA framework all of the activities covered on our programme. The stamp's content can also be linked to an automated digital excel spreadsheet that facilitates the rapid generation of summative feedback. This comprises of a clear, simple combination of infographic, grade and comments.

We have found that this system effectively redistributes both tutor effort and student emphasis, from summative to formative feedback. Overall, the system has proved to be extremely quick and efficient by mapping, sequencing and streamlining assessment varieties within modules.

While the system has been tested within a creative industries context (both nationally and internationally), we believe it has relevance and potential to be used and developed across the wider university community