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face to face feedback feed forward

Abstract:

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ABSTRACT:

We would like to present the initial findings of a study that focuses on the impact of integrating face to face assessment and feedback within undergraduate programmes. Our study uses an innovative assessment and feedback methodology that we have developed and tested with different programmes within the school of creative industries.

Face-to-face marking can create transparency between lecturer and student helping to inform and enhance an understanding of the assessment and feedback process between participants. It can also build trust and understanding between lecturer and student, which can also inform module and programme development and the student experience.

Our initial findings have shown that face-to-face marking has the added advantage of viewing first hand body language, facial expression, tone of voice. These 'in the moment' observations can help inform how students are reacting to their feedback and help the lecturer adjust what they say, how they say it, and when they say it, in response.

This assessment and feedback method has been tested and iterated over a couple of years within the school of creative industries. We have observed impacts on the speed and efficiency of assessment, and also how feedback and feed forward can be more focused and personable towards the student. We have also experienced opportunities to integrate the process into other lecture /student interactions such as PDPs., thus making learning, teaching and assessment a more holistic and improved student experience.

Our presentation aims to disseminate the early findings of the methodology and stimulate discussion on its relevance for programmes across the university.