

Evidence Summary 3.3.5

This section of my website provides a range of examples showing how I disseminate and embed good practice identified through assessment. Audio feedback for lesson plans and actual teaching, along with detailed written assignment feedback, highlight how I focus purposefully on assessment for learning (Gibbs, 2010). I find audio feedback is a quick and useful way to give student feedback, that I can upload onto Canvas allowing almost immediate student access. In this section I also provide details of my optional academic writing workshops which I have revised and refined over many years, and that have been very well received by students.

The impact of my approaches is suggested in many student feedback comments, where the amount and quality of my timely assignment and lesson plan feedback is recognised and valued. The following student comment extract sums up my influence 'it's detailed and directly outlines your strengths and what you need to work on'. Concerning the amount of written feedback I provide, mainly as track change comments in student assignment responses (an example of such an assignment is included in this section), I suspect I typically give more than my colleagues. My belief seems to be confirmed in this student response 'I was surprised by the amount of feedback given on my assignment, especially as I received a good mark. It shows that John took the time to really read my work and explain where marks were lost and what could've been improved'. Also, 'John gives far more feedback than other convenors', 'it was great to see John put in a lot of effort to write feedback for the assessment' and 'above and beyond feedback'. The words 'in-depth', 'extremely', 'constructive', 'detailed', and 'supportive', used in the student extracts also suggest the high quality of my assignment and lesson plan feedback.

Students also valued the optional writing workshop I make available each semester, outside of, and in addition to their normal taught units. For example, one student comments 'a separate workshop that John run in regards to Essay writing and reference was extremely useful'. In recent years I have recorded these face-to-face workshops recognising some students, for a variety of reasons, are unable to attend offerings in person. It would seem my efforts to teach referencing and writing skills consistently over years of teaching at my university, differ from those of my colleagues, as this student suggests 'we never get taught how to reference or complete essays correctly'.

My combination of audio feedback, clear and concise assessment guidance notes, optional academic writing workshops and the use of well-considered track change comments in written assignments, is highly effective in helping my students experience success and achieve the best possible grades.

References

Gibbs, G. (2010). *Using assessment to support student learning*. Leeds Met Press.