

Assessment and feedback symposium, 04-05 March 2020



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

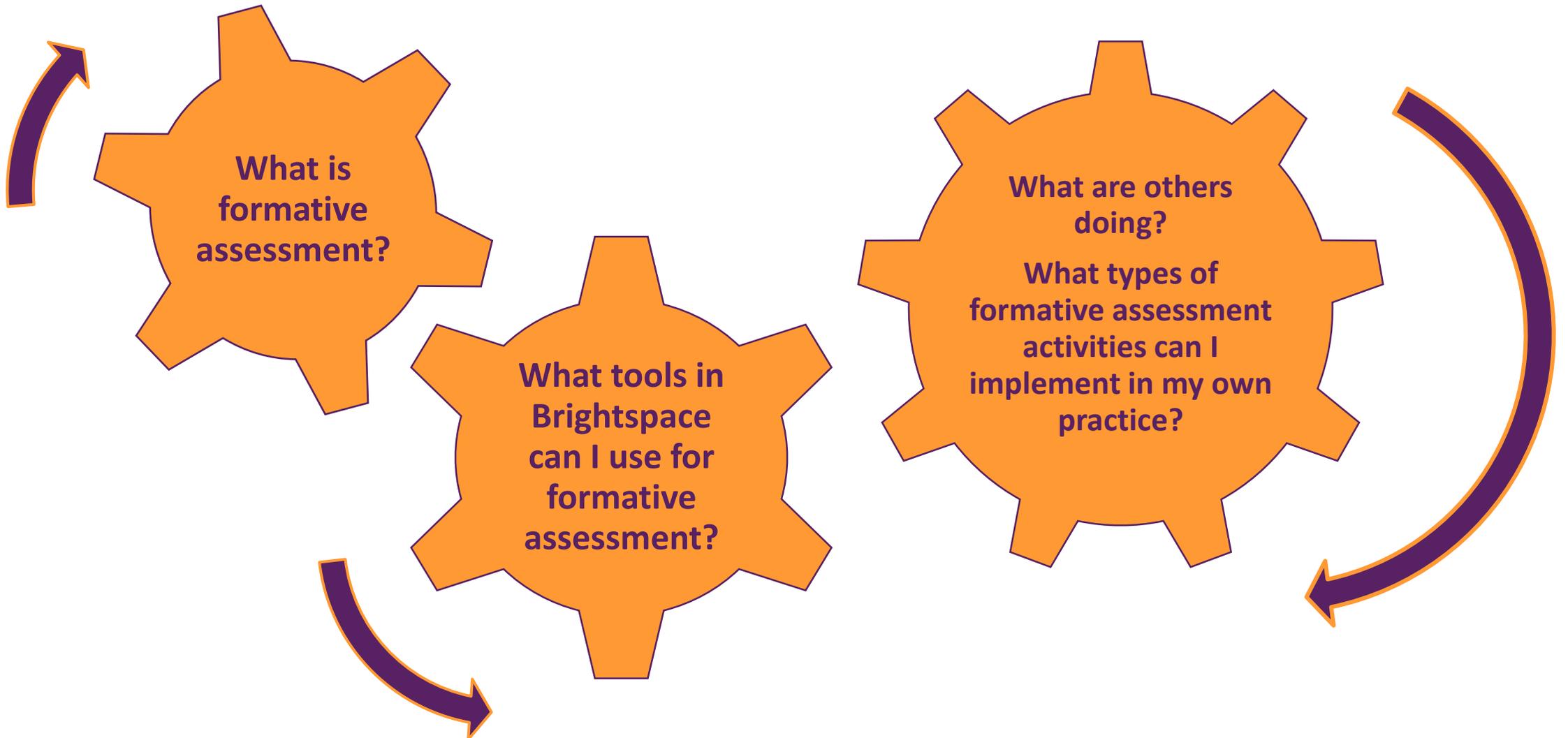
Learning and
Teaching Academy
Acadamaidh Ionnsachaidh
is Teagaisg

Workshop: Using Brightspace for formative assessment

Carolin Radtke, Educational Development Unit

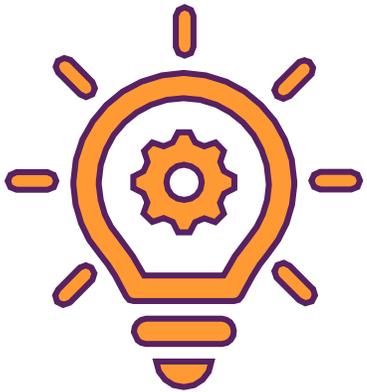


Introduction





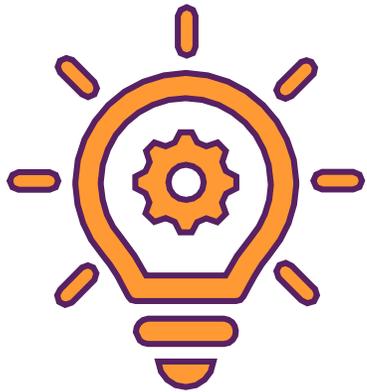
UHI Learning and Teaching Enhancement Strategy



- “The Learning and Teaching Enhancement Strategy (2017-2021) is a values-based strategy designed to provide a 'common language' to support the development, sharing, and enhancement of learning, teaching and assessment practice across the university.” ([Learning and Teaching Academy website](#))
- There are “Twelve [Learning and Teaching Enhancement Values](#) that provide the basis of the strategy itself, and of a common language for learning and teaching enhancement” ([Learning and Teaching Academy website](#))

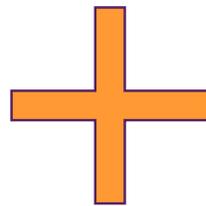


UHI Learning and Teaching Enhancement Strategy



Assessment and feedback for learning

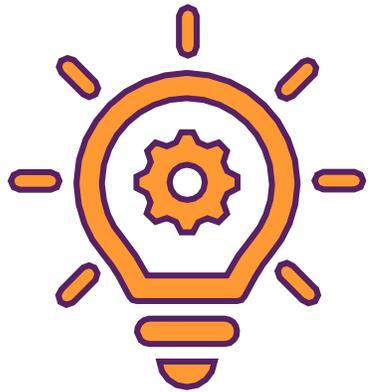
Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.



- Learning for employment
- Learner choice and personalisation
- Providing a connected learning experience
- Evidence-based educational practice
- Engaging our students as researchers
- Active and creative use of technology
- Integrated and sustainable teaching practice
- Supporting the learner as an individual



Jisc Report (2020) – The future of assessment: five principals, five targets for 2025



Authentic

- “... preparing the learner for what they are going to do next, meeting employer needs and testing knowledge and skills in a more realistic, contextualised and motivating way.” (Jisc 7)

Appropriately automated

- “... easing teachers’ marking and feedback workload, and providing quicker, more detailed and more actionable feedback.” (Jisc 7)

Continuous

- “... rich in practice opportunities and reflecting the fact that students today need to be capable of lifelong learning, to adapt to changes in the world of work and across their lives rather than succeeding at one high-stakes, high-stress exam.” (Jisc 7)



What is formative assessment?



Discussion:

What is formative assessment to you?



Please consider this in relation to the principles of authentic, appropriately automated and continuous assessment from the Jisc report.



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What is formative assessment?



Knight (2001)

- Summative assessment is assessment of learning

“Assessments are frequently used to sum up a person’s achievement. In these cases, there is a summative purpose behind tasks learners are set.” (Knight, 3)

- Formative assessment is assessment for learning

“ Assessments are also used to identify what learners need to do in order to improve their work. This second approach to assessment, which is intended to inform students about how to do better is often called formative assessment.” (Knight, 7)



What is formative assessment?



Irons (2007)

“Formative assessment

Any task or activity which creates feedback (or feedforward) for students about their learning. Formative assessment does not carry a grade which is subsequently used in a summative judgement.” (Irons, 7)

“Formative feedback

Formative feedback is any information, process or activity which affords or accelerates student learning based on comment relating to either formative assessment or summative assessment activities.” (Irons, 7)

“The primary focus of formative assessment (and formative feedback) is to help students understand the level of learning they have achieved and clarify expectations and standards. It is important that formative assessment activities and formative feedback should be aligned to module learning outcomes and where possible indicate where and how they contribute to programme learning outcomes.” (Irons, 17)



What is formative assessment?



Black and William (2009):

Five key strategies

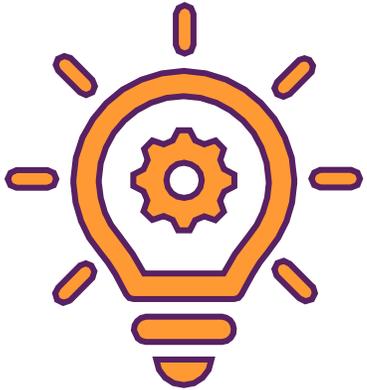
1. Clarifying and sharing learning intentions and criteria for success;
2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding;
3. Providing feedback that moves learners forward;
4. Activating students as instructional resources for one another; and
5. Activating students as the owners of their own learning.



Some considerations



- Times Higher Education:
 - Teaching intelligence improving students' assessment literacy
(Feb 2020)
 - Teaching intelligence: making assessment inclusive
(Aug 2019)
 - Continuous assessment 'may be more stressful' for students
(Feb 2020)





Formative assessment in Brightspace

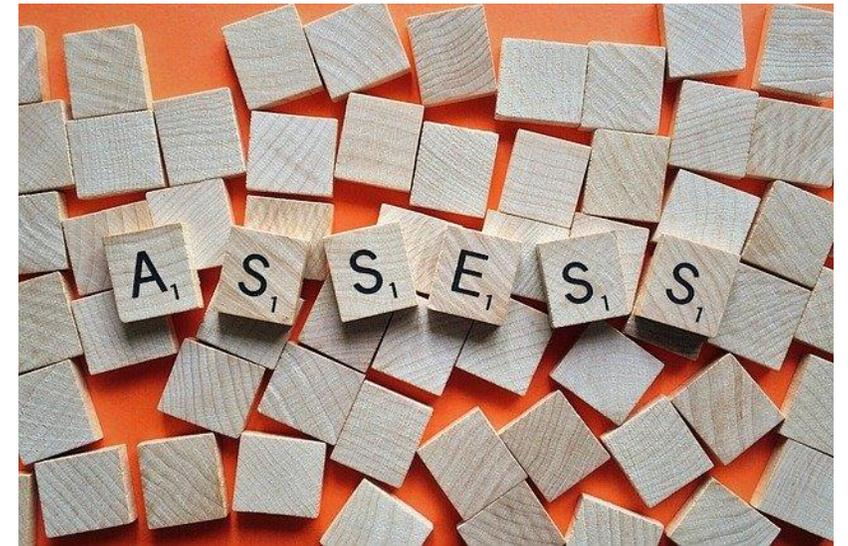


Discussion:



What type of formative assessment activities do you already do in your teaching?

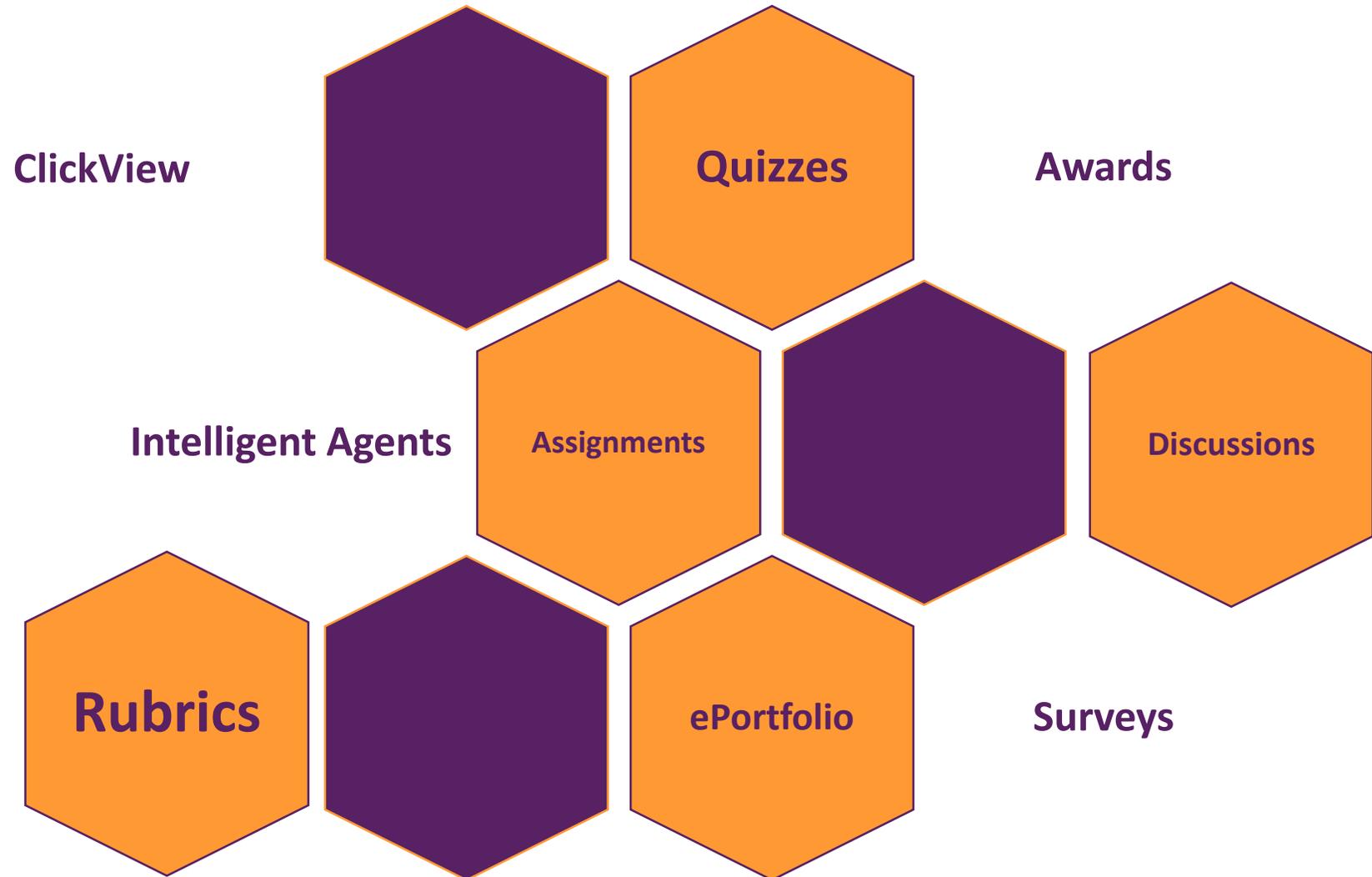
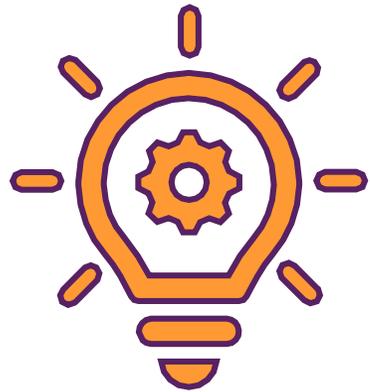
Which tools (in Brightspace or elsewhere) do you use for formative assessment?



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Brightspace Tools for formative assessment





Brightspace Tools for formative assessment

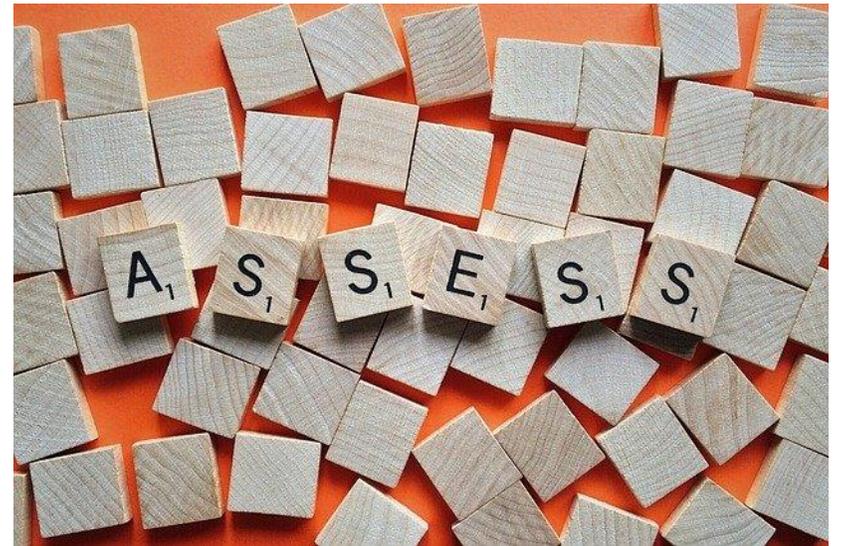


Discussion:

Which of these tools in Brightspace do you know/are you using already?



How could you use these tools for formative assessment and feedback?



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Brightspace Tools for formative assessment

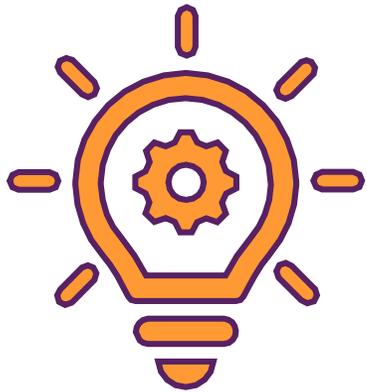


Quizzes:

- Use Submission Views to control when feedback is released
- Use Quiz statistics to see what students are struggling with

Assignments:

- Instead of a file or text submission, ask students to record a short audio or video which they can submit, i.e., to reflect on learning material
- Use the Brightspace assignment annotation tool to provide students with feedback and feedforward



Discussions:

- Have students work in groups in discussion for a or topics to solve problems
- Set up private discussion fora for students to journal in

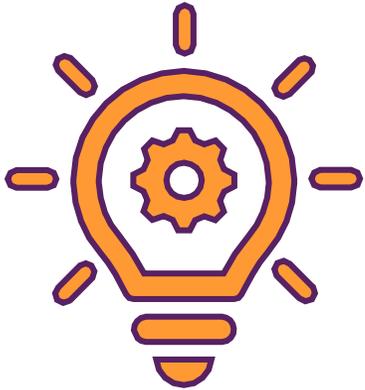


Brightspace Tools for formative assessment



ePortfolio:

- Let students collect and reflect on evidence of their learning in the ePortfolio
- Set up rubrics which student can attach to their evidence for peer review



Rubrics:

- Let students get more comfortable and accustomed to rubrics by letting students use them for peer review exercises

Intelligent Agents and Awards

- Attach Intelligent Agents and/or Awards to activities in Brightspace to keep students engaged and to automate feedback

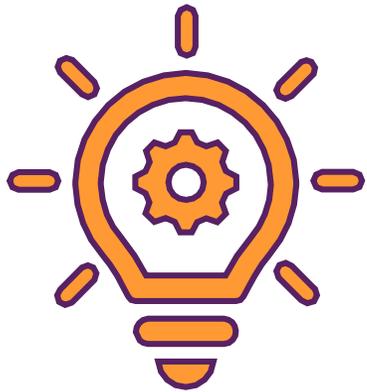


Brightspace Tools for formative assessment



Surveys

- Use surveys to get students' feedback on their understanding of learning materials as well as their experience in your module/unit



ClickView

- Annotate videos with further information or quiz questions to give students a chance to test their understanding and to keep them engaged



Image from [ClickView](#)



Formative assessment in Brightspace – some examples



University of
HUDDERSFIELD
Inspiring global professionals

Using Quizzes for Retrieval Learning Kay Smith & Sarah Swift

Business & Accounting, University of Huddersfield

D2L
DESIRE2LEARN



What are you doing in Brightspace?

Retrieval Quizzes Structure

- At the end of each week, there is a quiz which is a pool of 100 questions, each student gets 20, with unlimited attempts.
- At the end of each unit, students get questions that one, and the one before it, and so on.
- There are badges awarded for different achievement bands: gold, silver and bronze.

Advantages & Outcomes

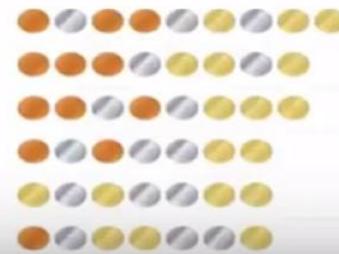
1. Students liked the formative assessment element of these quizzes and the immediate feedback.
2. Use quiz statistics to see how the cohort was getting along, target students who weren't doing well, and focus on key areas where everyone was falling down.
3. Using badges really encouraged students to do the quizzes more than once: this increased a lot during exam time.
4. Correlation between top scoring students and their formative quiz attempts was huge.
5. Average marks increased by 8%

- Improved overall scores for summative assessment as average mark for In Class Test increased: -

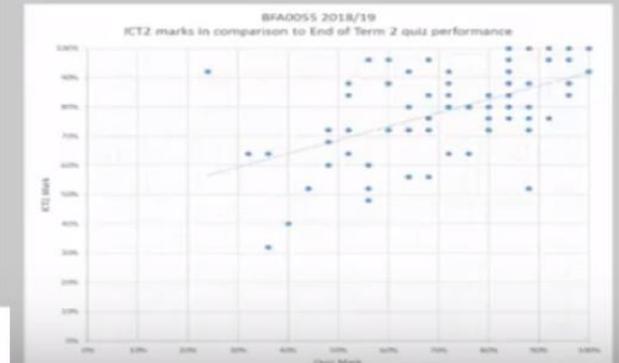
2018/19 75%

2017/18 67%

Module Awards



- Formative scores correlated to summative scores





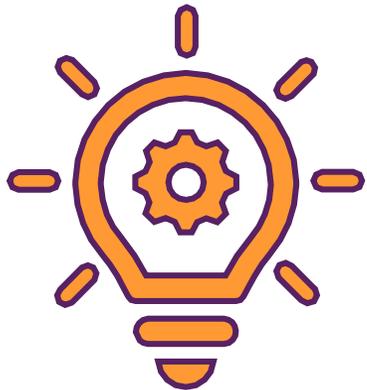
Formative assessment in Brightspace – some examples



Using Quizzes and Intelligent Agents

How is Brightspace being used?

- Formative assessment quizzes (linked to the Intelligent Agents)
- After an attempt students receive instant feedback (set up via the submission views in Brightspace)
- If the student did well, the IA will send a personalised message congratulating them and pointing them to the next steps in their learning journey
- If the students did not well, the IA will send a personalised message pointing students to content they might like to review, and encouraging them to complete another attempt



What are the advantages?

- Instant, personalised feedback for the students encouraging them to either try again or to continue in their learning journey
- Quiz statistics can serve as a diagnostic tool for the lecturer



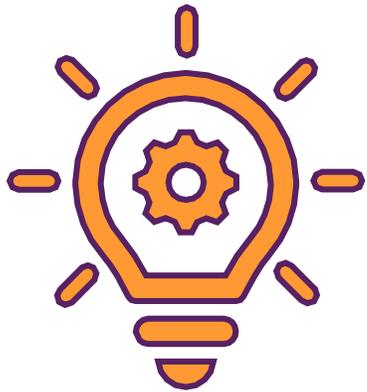
Formative assessment in Brightspace – some examples



Using the ePortfolio, Competencies and Rubrics

How is Brightspace being used?

- Students submit evidence of their learning via the ePortfolio tool
- Students associate their evidence with learning outcomes previously set up by the lecturer in the Brightspace Competency tool
- Students peer review each other's evidence using rubrics previously set up by the lecturer in the Brightspace Rubrics tool
- At the end of the semester, students collate their evidence and submit it to the lecturer for summative evaluation



What are the advantages?

- Students evidence their feedback when they are ready
- Students peer review each other's evidence using rubrics which will help them further develop their evaluation literacy, and encourages them to critically engage with the feedback and feedforward of their peers
- Students engage in activities similar to their future workplace



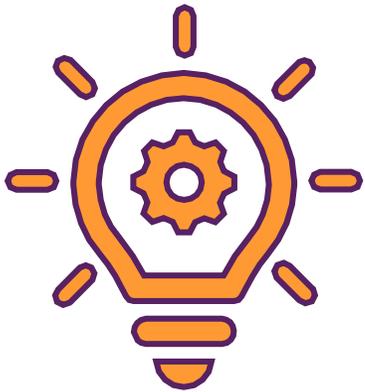
Formative assessment in Brightspace – some examples



Using the Assignment tool for reflective audio submissions

How is Brightspace being used?

- Instead of a written assignment, students record themselves and submit their recording
- Students can also record a short video of themselves
- You can also do a mix – students could submit a piece of writing as well as a short audio or video clip to accompany the submission

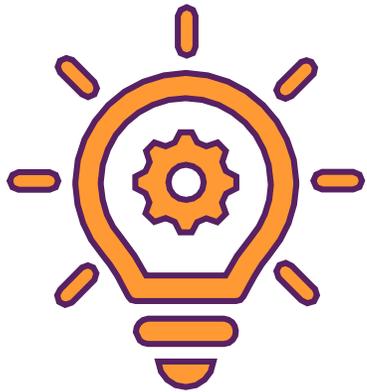


What are the advantages?

- Gives all students, even the shy ones, a chance to speak
- Great alternative assessment method to keep assessment types varied and engaging

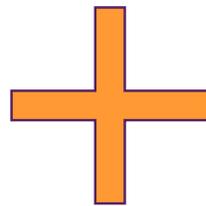


UHI Learning and Teaching Enhancement Strategy



Assessment and feedback for learning

Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.



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Formative assessment in your module/unit



Assessment and feedback for learning

Assessment practice will be rich and varied, and place an emphasis on students undertaking forms of assessment that present relevant learning opportunities. Formative assessment and feedback should allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their studies.

Learning Objective

Summative Assessment

Formative Assessment

Brightspace tool that can be used for formative assessment



Tip 1 – Categories (in Assignments and Quizzes)



Assignments

New Assignment

Edit Categories

More Actions

 Bulk Edit

<input type="checkbox"/>	Assignment	New
	No Category	
<input type="checkbox"/>	Summative assessment 1 ▾	
<input type="checkbox"/>	Formative assessment 1 ▾	
<input type="checkbox"/>	Formative assessment 2 ▾	
<input type="checkbox"/>	Audio reflection 1 ▾	
<input type="checkbox"/>	Formative assessment 3 ▾	
<input type="checkbox"/>	Summative assessment 2 ▾	
<input type="checkbox"/>	Audio reflection 2 ▾	
<input type="checkbox"/>	In-class presentation ▾	

VS

Assignments

New Assignment

Edit Categories

More Actions

 Bulk Edit

<input type="checkbox"/>	Assignment	New
	Summative Assessments	
<input type="checkbox"/>	Summative assessment 1 ▾	
<input type="checkbox"/>	Summative assessment 2 ▾	
	Formative Assessments	
<input type="checkbox"/>	Formative assessment 1 ▾	
<input type="checkbox"/>	Formative assessment 2 ▾	
<input type="checkbox"/>	Formative assessment 3 ▾	
	Audio Reflections	
<input type="checkbox"/>	Audio reflection 1 ▾	
<input type="checkbox"/>	Audio reflection 2 ▾	
	In-class presentation	
<input type="checkbox"/>	In-class presentation ▾	



Tip 2 – Linking assessments into the content area



Search Topics

Overview

Bookmarks

Course Schedule

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Module Information 2

Learning Resources 4

Topic 1 4

Assignments 2

Add a module...

Topic 1 Print Settings

Add dates and restrictions...

Add a description...

Upload / Create Existing Activities Bulk Edit

Reading week 1 PDF document

Video week 1 Web Page

Formative Quiz about Video week 1 Quiz

Audio reflection 1 Assignment

Add a sub-module...

Formative Assessments

Summative Assessments

Search Topics

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Summative assessment 1 Assignment

Summative assessment 2 Assignment

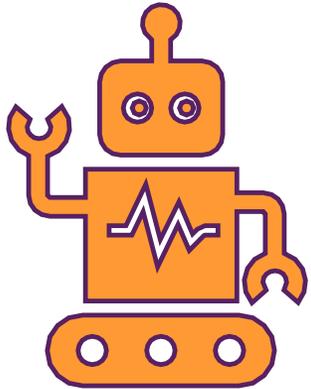
Add a sub-module...



Tip 3 – Intelligent Agents and Awards



- **Intelligent Agents** can send notifications to a student, if the student...
 - ... failed a quiz / has a late assignment / did not author any posts in discussion topic
 - ... has passed a quiz / has submitted an assignment / has authored a post in a discussion forum
- **Awards and Intelligent Agents** can be used to ...
 - ... issue certificates or badges to learners
 - ... reward learners for successful engagement with content an activities such as quizzes and assignments
 - ... create a hands-off method of instant feedback, for instance after students have taken a quiz





Tip 4 – Reviewing stats (in Quizzes)



Evaluate statistics to see how students did on your quizzes and to see where students went wrong so you can provide targeted help.

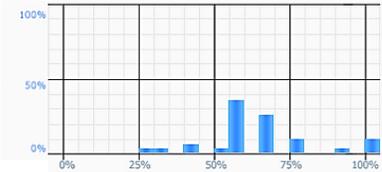
Question	Average Grade	Standard Deviation	Discrimination Index	Point Biserial
Question 1	 45.16 %	50.59 %	37.50 %	0.34
Question 2	 38.71 %	49.51 %	50.00 %	0.25
Question 3	 58.06 %	50.16 %	37.50 %	0.21
Question 4	 67.74 %	47.52 %	25.00 %	0.23
Question 5	 25.81 %	44.48 %	25.00 %	0.07
Question 6	 80.65 %	40.16 %	12.50 %	0.05
Question 7	 80.65 %	40.16 %	37.50 %	0.51
Question 8	 74.19 %	44.48 %	37.50 %	0.46
Question 9	 41.94 %	50.16 %	12.50 %	0.02
Question 10	 67.74 %	47.52 %	62.50 %	0.57
Question 11	 51.61 %	50.80 %	-25.00 %	0.07
				0.18

User Stats Question Stats Question Details

User Statistics

Export to CSV Export to Excel

Score Distribution:



Percentage of Users

Average Grade

Class Average:  63.98 % (St)

The Class Average is calculated on first attempts flagged as graded.

Loch Ness is ... of Inverness.

- north  0 (0 %)
- south  2 (100 %)
- east  0 (0 %)
- west  0 (0 %)

Average Grade: 1 / 1 (100 %)
Standard Deviation: 0.00 %
Point Biserial: n/a
Discrimination Index: 0.00 %



Questions?



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References



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