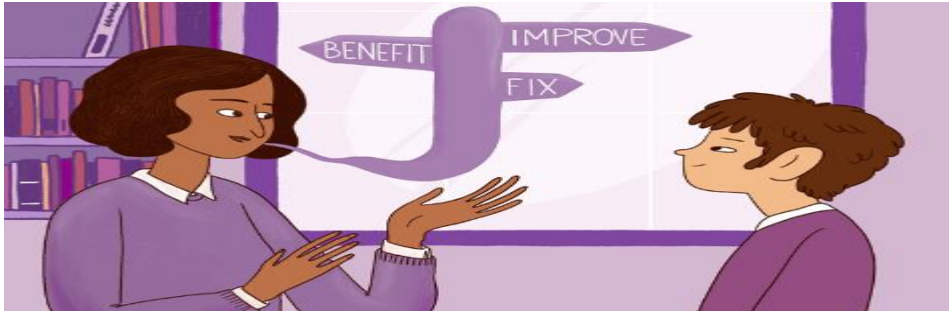


## Assessment and feedback Case Study:



This case study will focus on providing assessment Feedback to students for the MA level dissertation Final Feedback on OAT. As we know literature is ripe with the importance of feedback assessment for Graduate and postgraduate level students (MacLellan, 2001).

This assessment feedback that we give to our Postgraduate students at the end of their Major Assessment Project (MAP) is essential. The marking criteria on the work is mapped against learning outcome, which is also already being communicated to students through their learning assessment (Nicol and Macfarlane-Dick, 2006)

The quality and detail of MAP feedback is of utmost importance since the MAP is a project being supervised for the last 4 months. Once students submit their final work, we will provide comprehensive feedback on the submission. The criteria to consider and reflect on feedback is as follows:

### Designing the Feedback

- 1- Feedback based on each chapter.
- 2- Detail of each chapter needs to be mapped to the required learning.
- 3- **Chapter 1** is the initial chapter which requires students to lay the scene of research and demonstrate the rational and importance of area. Criteria to consider:
  - a. They also need to demonstrate they have found the actual research gap which demonstrates the rationality and importance of research.
  - b. The research aim and objectives are important in mapping out the clear direction to the focal research.
- 4- **Chapter 2** is mainly focused on Literature review, key points to consider:
  - a. The use of Venn diagram already been communicated on lectures.
  - b. Use of relevant key theories.
  - c. Linking the three key areas.
  - d. Creating a critical literature review and well relevant to the topic.
- 5- **Chapter 3** is looking into the research methods and applied practices:
  - a. Mapping the students work to important key demonstration of research onion.
  - b. Acknowledging the understanding of research philosophy.
  - c. Applying relevant research methods and explaining the rationality of using certain ones.

- d. Explaining the process of systematic data collection through primary data collection.
  - e. Further explanation on sampling.
- 6- **Chapter 4** is looking into data analysis:
- a. Demonstrating either appropriate statistical or qualitative analysis to make sure the primary data has been analysed and the research questions and hypothesis has been addressed.
  - b. A key chapter in giving the answers to research questions.
- 7- Chapter 5 is summarising the findings:
- a. Making sure the findings are aligned with previously reviewed literature.
  - b. You refer to your findings.
  - c. You refer to your first chapter and discuss the research met aim and objectives.
- 8- **Overall criteria** in dissertation:
- a. Logical flow,
  - b. Aim and objectives being met.
  - c. All chapters being well linked.
  - d. Critical literature review.
  - e. Clear and systematic approach to data collection.
  - f. Creativity and confidence on Research Methods and presentation.

#### **Delivering the Feedback:**

The feedback provided to students are based on the above criteria. They have been supervised over few months to write a research project which delivers on those key areas. Feedback for Map needs to be detailed, chapter based and linked to all areas highlighted above.

#### **Reflecting on the session:**

Importance of double and blind marking. This assessment will have two markers which will be the supervisor and the second assigned marker. They will blind mark and cross check their marking. The feedback needs to be clear and constructive.

A comprehensive process. I usually share my last year feedback with students to give them an idea of assessment criteria and areas they should consider when writing their dissertation. In the end make sure the following have been regarded:

- **Consistency;**
- **Reliability** : Through parity marking that we agree on common points (Ellington and Earl, 1997)
- **Validity:** making sure we are measuring the same thing as first and second marker yet again the importance of parity and detailed feedback come to light ((Knight, 2007);
- **Transparency:** through detailed feedback you could demonstrate how the student has addressed important criteria.
- **Inclusivity:** Meaning making reasonable adjustment for students with Disability including Dyslexia etc. (Rust, 2007).

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<https://edu.rsc.org/feature/improving-feedback/3010444.article>