

Points to be noted when using this lecture material:

This lecture material includes images etc., used by the University of Tokyo with the permission from third parties, and images, etc., provided under respective licenses. Please follow the rules determined by the respective rights-holders when using the individual images.

Copyrighted works owned by the faculty members of the University of Tokyo may only be reused for non-profit or educational purposes. Please credit the following when using this material:

UTokyo Online Education:

UTokyo Global FFDP 2022 Gabriel Hervas





DAY 3  
Assessment & feedback

Dr. Gabriel Hervas (lecturer)  
Ms. Airi Kawakami (support)

Center for Research and Development of Higher Education  
The University of Tokyo

# Request regarding portrait rights, copyrights, and the use of personal information !

This course is recorded to be published online as review and teaching material, and to be used for research purposes with the aim of improving the course itself.

Therefore, we would like to ask for your cooperation and consent to:

Publish and use the videos and photos taken (may include identifiable faces).

Allow the Center for Research and Development of Higher Education and the University of Tokyo to use these materials on official media (websites, leaflets, research presentations, etc.) for the purposes early stated and for publicity and promotion of academic activities.



Held on 2022



Add to My List

**Teaching Development in Higher Education in English/  
UTokyo Global Future Faculty Development Program  
(UTokyo Global FFDP)**



UTokyo Global FFDP

# Suggestions & class policies

Please, reach us out if there is a circumstance that you feel will affect your **participation**, if you find yourself **overwhelmed**, if we can do **anything** to make this course more **accessible and inclusive**, etc. Do not hesitate. Let's talk!



We shall address each other using the **name** and gender **pronouns** they told us. Stay **positive** and keen to learn. Show interest in what others say and listen **actively**. Respectfully **"interrupt"** the facilitators as much as necessary. **Share** thoughts and ideas actively. Be **respectful, constructive**, and **speak** without reserve. In online communication, overreactions are welcome.



# Today's names in Zoom

---

Please, include before your name your group (G1 , G2, G3, G4)

Ex. G1 Calvin Hobbes (he/him)

Group 1

Group 2

Group 3

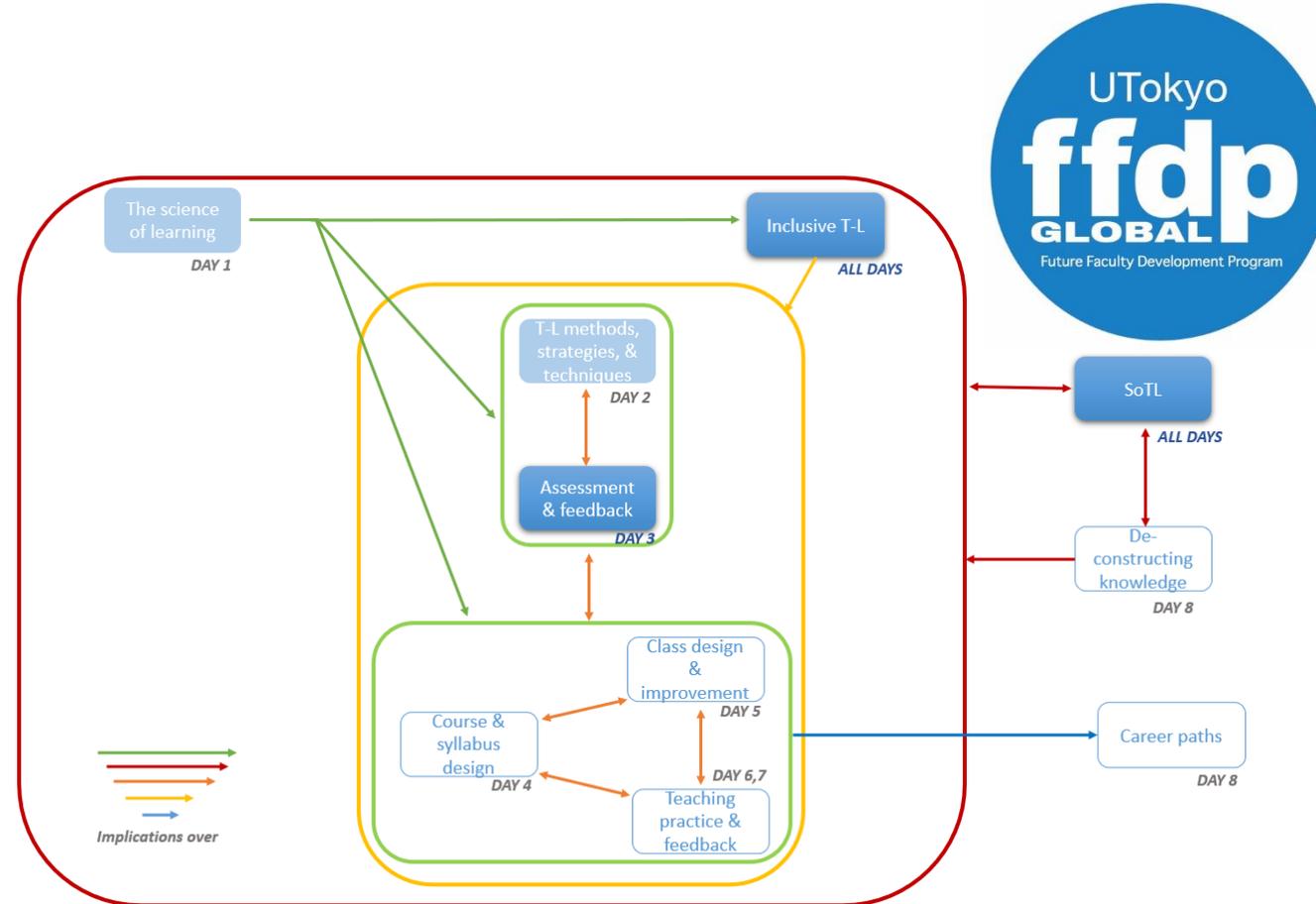
Group 4

# Agenda

- Following the previous session
- Formulating questions
- Assessment
- Feedback
- Rubrics
- Following next week

## Main activities

Responding/reviewing your own questions, review of video, challenges of peer-/self- assessment, rubric creation with “speed dating”



# This session: Under its skin and why

Time to learn, think and discuss about how to assess and offer feedback to our students.

## At a fundamental level!



### Why is it important?

They respond to what we learnt about learning (remember, feedback)

Assessment is one of the first aspects that **students check/use to value** a course

“Investing” in assessment offers dual benefits: for teachers and students.

We will GO THROUGH the experience of designing.

CATs are useful in class instruction/design (Days 5 to 7)

Assessing student learning outcomes is perceived as one of the top three challenges that faculty and institutions face.

Sorcinelli, M.D. (2007). Faculty Development: The Challenge Going Forward. *Peer Review*, 9(4), 4-9.

# Goals (of the session)

---

- To promote scholarly knowledge and educational reflection regarding assessment techniques and quality feedback and the differences and purposes of evaluating and assessing.
- To generate experiential learning opportunities about the use of rubrics for assessment and feedback and T-L techniques such as “speed dating”.
- To stimulate reflection, ownership and responsibility over groupwork.



# Intended learning outcomes



At the end of the session (including feedforward, tasks, etc.), participants would be able to (at a fundamental level):



- Recognize and argue regarding the nature, purposes, agents involved and value of assessment, evaluation, and feedback.
- Design assessment schemes including feedback and attending to the different purposes of assessing, the different potential agents involved, and the features of quality feedback.
- Design T-L sequences using “speed dating” as a technique.
- Create rubrics and multiple-choice questions, and pedagogically argue in relation to their merits, challenges and use.
- Critically approach and take ownership of their group contributions through self-assessment.

FOLLOWING THE PREVIOUS SESSION...



# Synthesis of the previous session

- Student-centered and active learning.
- Groupwork.
- Methods, strategies, techniques for AL.
  
- You also watched video about assessment & feedback, discussed criteria for groupwork, practice the jigsaw technique, participated in the forum, etc.



# In relation to what you learnt and wrote

1. Review last class (with your own questions) & today's videos (some aspects).

<https://forms.office.com/r/WdCxigqR6i>



**Formulating  
questions**

# Some ideas about questions and tests

- Feedback & ideas for MCQ:

1. Avoiding **double negatives**
2. Avoiding **unnecessary** text
3. Distractors clearly different and distractors **plausible**
4. Carefully use of **“all answers”**
5. Carefully arrange the **order** of the questions and answers
6. Carefully use terms such as **“potential”, “possible”, etc.**
7. Consider the **number** of **answers** (3/4)
8. Not just **remembering**. Application of knowledge/skills/values/attitudes
9. Open & close questions? Intermediate-constrained questions?

**Later task:** redo questions with previous feedback, these ideas, literature, etc.



**Formulating  
questions**

# Intermediate-constrained questions

- **Alternative** to open and close questions (less restrictive, time to assess, etc.)
- Explore for **automatic** feedback and gather more **information** about students' learning.
- An alternative? **Ramifications** in Microsoft Forms.

Images from:

Meir, E., Wendel, D., Pope, D. S., Hsiao, L., Chen, D., & Kim, K. J. (2019). Are intermediate constraint question formats useful for evaluating student thinking and promoting learning in formative assessments?. *Computers & Education*, 141.

... too few people now carry the gene for blonds to last beyond the next two centuries. The problem is that blonde hair is caused by a recessive gene.

Q3.10. Assuming that blonds are just as likely to survive and reproduce as anyone else, does this claim make sense? Explain:

Use the dropdowns below to complete your answer.

No, this claim does not  $\downarrow$  make sense.

Over time, recessive blond alleles will  $\downarrow$  not change much in frequency  $\downarrow$  because

the blond allele will still occur in non-blond heterozygotes  $\downarrow$

Reset

Check Answer

Q31. Imagine researchers following up on Searley's study brought some flat periwinkles from Appleton Island into the lab to test for heritability. What results could they observe that would support the hypothesis that shell thickness is heritable in these snails? Consider results they could directly observe without using molecular techniques.

Drag words or phrases into the yellow area to complete the sentence. Each word/phrase can be used once, more than once, or not at all.

If all snails have thick-shelled offspring in the presence of crabs, then this is good evidence that shell thickness is heritable.

WORDS	LETTERS	PHRASES
always	all snails	increase(s) in average shell thickness
usually	some snails	grow thicker shells
crabs	thin-shelled snails	have thin-shelled offspring
and	thick-shelled snails	have thick-shelled offspring
but	the snail population	have offspring of random shell thickness
in	in the presence of crabs	
with	in the absence of crabs	
		FACTORS

# ASSESSMENT/EVALUATION



# Assessment. In resume

- In groups, fulfill the following table with very brief responses (18 min) (“in-class task” slide 1)

	Diagnostic	Formative	Summative
<b>Main purpose</b>			
<b>What we determine with it</b>			
<b>When we use it</b>			
<b>Who could assess</b>			
<b>Feedback needed</b> (yes or no)			
<b>Grading</b> (yes or no)			



# Video review – Self-review

13. In relation to teaching and learning, is there any difference between assessment and evaluation? \_\_\_\_\_

- Yes, there are differences 12 ✓
- No, they are synonyms 2
- I don't know/ I don't have a cl... 10



	Diagnostic	Formative	Summative
<b>Purpose</b>	Diagnosing previous knowledge (skills, values, attitudes, etc.) to adjust the T&L process	Improving the T&L process contributing to further learning	Measuring achievement to grade/accredit
<b>What we determine with it</b>	Previous knowledge (etc.), learning needs, etc. <i>Do they know what they need to know to begin to learn?</i>	Learning progress & learning needs. <i>Are they learning what/how we expect them to be learning?</i>	Learning achievement. <i>Have they (and at what degree) achieved the expected learning?</i>
<b>When we use it</b>	Before (course, class, task, etc.)	Across/continuously (course, class, task, etc.)	End (course, class, task, etc.)
<b>Who could assess (in general)</b>	Self- & teacher	Self-, peer-, teacher	Teacher (also peer-, self-)
<b>Feedback needed (yes or no)</b>	Possible, not “necessary” explicitly. Feedback as the adjustment to the T-L process	Most necessary and qualitative	No “mandatory” feedback (unless combined with formative)
<b>Grading (yes or no)</b>	Not involved	Not involved (unless combined with summative)	Involved
<b>Others</b>	Useful to uncover interests, etc.	Low stakes	“Traditional” idea of evaluation. High stakes

# BREAK 1

## 8 MIN



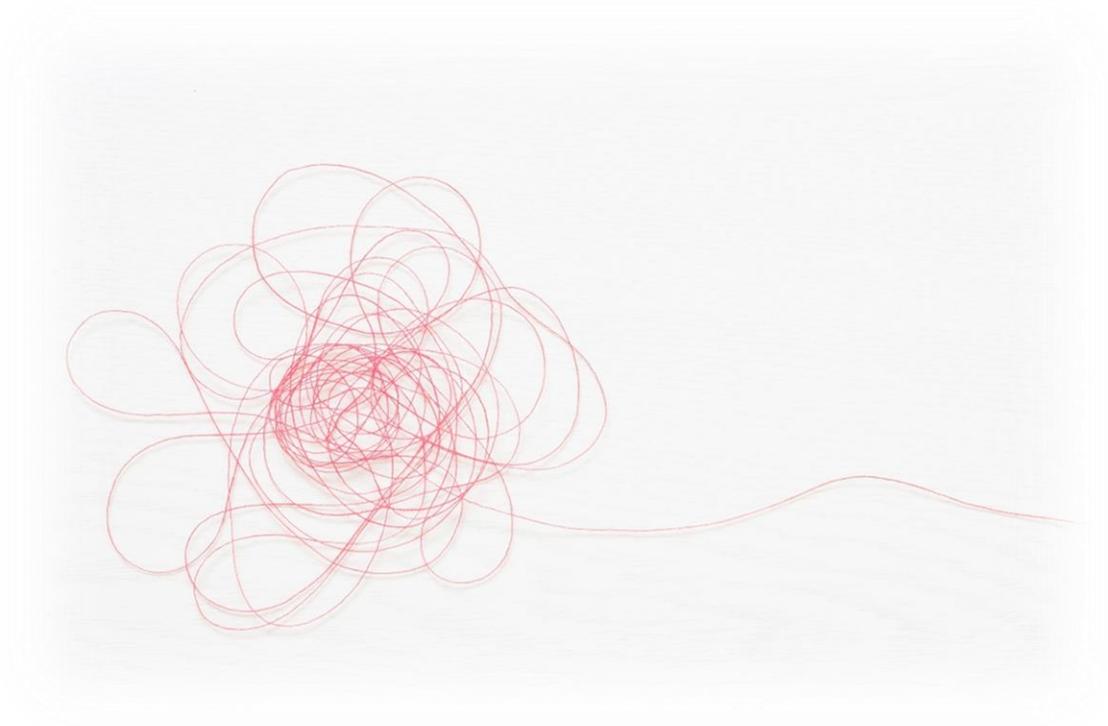
# Who. Self- and peer- assessment

- **Why?** Contribution to learning (approach to learning, through offering feedback, etc.). **Not only** transversal skills.
- **Issues?** Arbitrariness/lack of argumentation, lack of honesty, non-commitment, non-constructive, etc.
  - **Subjectivity  $\neq$  arbitrariness**
  - Lack of know-how? Necessary knowledge/skills to assess?
- Ideas:
  - **Criteria:** known, relevant, not **overlapping**, and connected to learning outcomes.
  - **Involvement** of students in the design of assessment. **Ownership** can lead to **reliability**.
  - Assessing assessment and opportunities to **discuss procedures** and **practice**.
  - **Qualitative** feedback vs grades. Seeking explicit **argumentation**.
  - **Blind** assessment (anonymous).
  - **Different** students/groups assessing each task (trios over pairs).
- Rubrics.



# Some “issues” with assessment

- Addressing/avoiding **complaints** (in general, about grades)
- **Misconduct** (cheating, plagiarism)
- “Online” context for **traditional** tests/exams



**Follow-up & forum discussion  
(voluntary)**

# FEEDBACK (STUDENTS & PEERS!)



# (Formative) feedback

- Which do you consider to be the feature of quality feedback?



# Ideas for quality formative feedback

- 1) Connected to **learning outcomes** (of this and future tasks)
- 2) Addresses task/learning (**result/task level, process level, self-regulation level**) rather than the individual (**self-level**). Avoids halo/horn effect (impression of the person affecting the assessment).
- 3) **Timely**, but **sustainable**.
- 4) **Responsive** and “**user-friendly**”: specific, clear, personal.
- 5) Mentions **strengths** but can be **corrective** (aspects to improve; questions rather than assertions as an option).
- 6) Open to **interaction** and a degree of **reciprocity**.
- 7) Looks to the future (**feedforward**). **Actionable**.
  - 1) Offers **connections** with subsequent practices and learning.
  - 2) Focus on **improvement** (future) not only in performance (past)
  - 3) Encourages self-regulation and is **suggestive**, allowing students to **take actions** on it.

Feedback in class about MCQ, at the end, action with it

16. Regarding feedback, which of the following statements do you consider to be true?

4% of respondents (1 of 24) answered this question correctly.



# (Formative) Feedback

Looks “back” (until now)

*Contributes to confirm, adjust, restructure (knowledge, skills, ways of doing/learning, etc.)*

AND

Looks “forward” (from now on)

*Provides ideas to continue learning, connections with future learning... (ideas for students to take actions on it)*



**Back to the  
future**

# More ideas for feedback

- **Group** feedback (with anonymous **examples**)
- **Multi-source** feedback
- Feedback **culture** and networks through feedback **workshops** to practice providing AND receiving
- Ideas also for when receiving feedback: taking time, reviewing attentively, place in the position of the provider, separate feedback and relationship, balance self-confidence and humility, remember goals, discuss feedback (see van der Leeuw & Sloatweg, 2013).
- **Exemplar** assignments (offer a “correct response/procedure”) so that students review their work
- **Further actions from** feedback (respond, redo, elaborate further actions plan, etc.)
- Tutorship session on drafts with **agreements** on future improvements
- **Tailored**. Students decide an aspect for which they need feedback



BREAK 2  
8 MIN



# PRACTICE WITH RUBRICS



# Rubric

Group 1  
Group 2  
Group 3  
Group 4

## 1. GROUPS: Create a rubric to assess groupwork (slide 2 “in-class task”) (17min)

1. Decide the most relevant **criteria** (less than 5), and the **standards**/levels of achievement.
2. Create a **description** for two consecutive standard of one criterion (**the top two**).



	<b>Standard 1</b> (grade)	<b>Standard 2</b> (grade)	<b>Standard 3</b> (grade)	<b>Standard 4</b> (grade)	<b>Standard 5</b> (grade)
<b>Criteria 1</b> (points)	YES	YES	NO	NO	NO
<b>Criteria 2</b> (points)	NO	NO	NO	NO	NO
<b>Criteria 3</b> (points)	NO	NO	NO	NO	NO
<b>Criteria 4</b> (points)	NO	NO	NO	NO	NO
<b>Criteria 5</b> (points)	NO	NO	NO	NO	NO

# Speed-dating

1. **Individually**, check the rubrics of the other 3 groups to offer them feedback (6 min) (just access the other groups' in-class task, slide 2). Select just **1/2 elements** to refer.

2. "Speed dating": two groups meet and offer/receive quick feedback (2min/group).

**Multiple source feedback**

Sequence:

- |                                                                    |                                                                 |
|--------------------------------------------------------------------|-----------------------------------------------------------------|
| 1. G1 meets G2 (G1 gives feedback <b>first</b> 2 minutes; then G2) | G3 meets G4 (G3 gives feedback <b>first</b> 2 minutes; then G4) |
| 2. G1 meets G3 (G1 gives feedback <b>first</b> 2 minutes; then G3) | G2 meets G4 (G2 gives feedback <b>first</b> 2 minutes; then G4) |
| 3. G4 meets G1 (G4 gives feedback <b>first</b> 2 minutes; then G1) | G2 meets G3 (G2 gives feedback <b>first</b> 2 minutes; then G3) |

(Select the most important element to refer. Questions at the end, if there is time)

Finally, you would ask the groups to adjust the rubrics with the feedback received



# CLOSING UP & BEFORE NEXT WEEK



# Synthesis of today

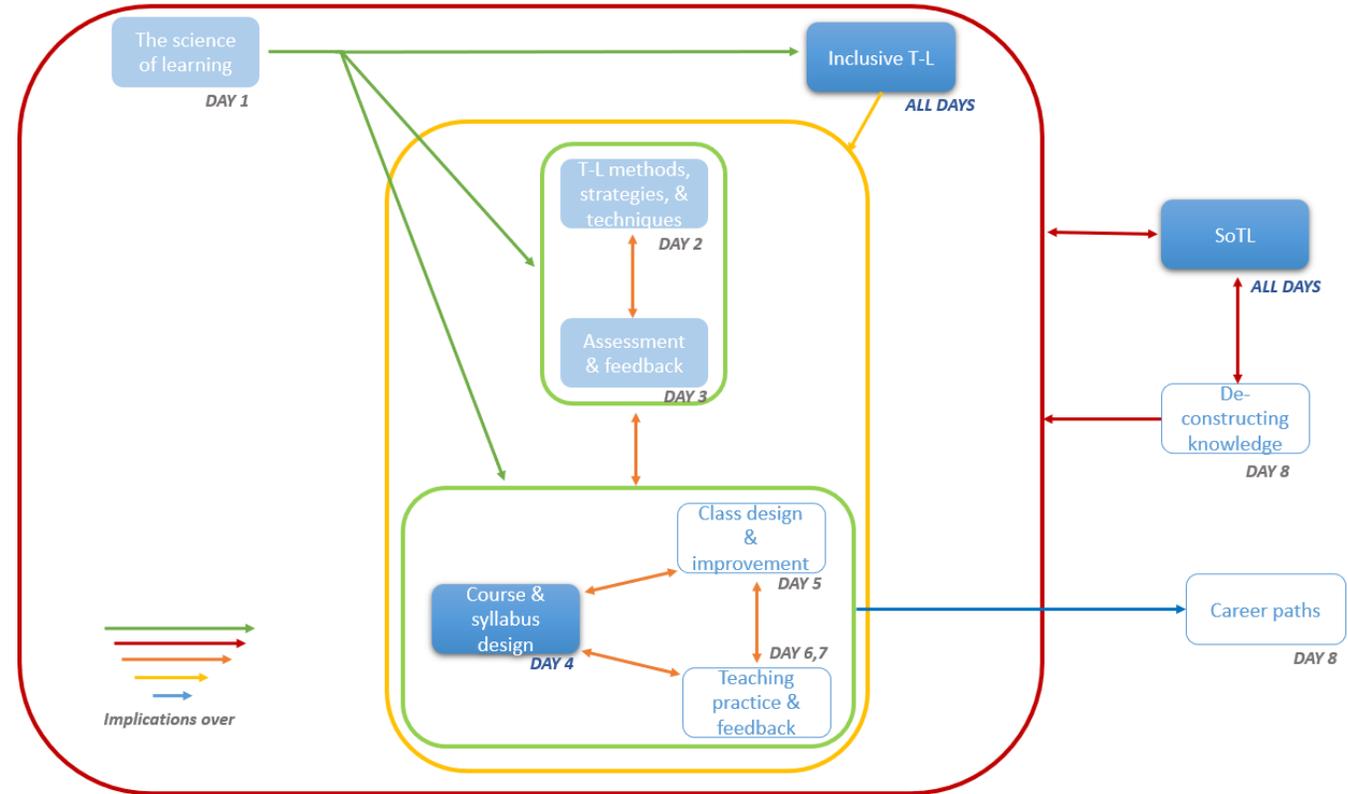
- Formulating questions
- Assessment, feedback, CATs, rubrics
- Responding your own questions, review of video, challenges of peer-/self- assessment, rubric creation with “speed dating”
- Design involving:
  - Flipped classroom; **Materials with gaps.**
  - Learning by doing: speed-dating, rubrics
  - Peer-discussion & feedback
  - **Self-assess before assessing others (groupwork)**
  - Connection between sessions.
  - Building on students’ ideas.



# Next session

## Course & syllabus design (& improvement)

How can we design and improve our courses and syllabi to enhance students' learning?



# Before next session (or later)...

Self-assess groupwork & propose ideas for rubric June 5<sup>th</sup>

Watch video (& voluntary forum participation)

Redo two MCQ and argue the changes: July 17<sup>th</sup>

**Actionable feedback**

Reflect about today's practices (rubrics & speed-dating): July 17<sup>th</sup>

**Bring syllabus**

Bring the syllabus of a course that you could think about teaching in the future (you should be familiar with some of the contents at a certain degree). We will work on it during the following sessions (enhancing it, using it to design a lesson, etc.)

Let's check it them  
together



# Peer-observation & feedback opportunity (voluntary)

- June 9 (online)
  - 10:25 to 12:10: class observation
  - 12:20 to 13:50: peer-feedback
- Participants **belonging to UTokyo** with an interest in participating, please, share your interest in the following link (limit, June 3<sup>rd</sup>): <https://forms.office.com/r/VvBVqb9W28>
- Remember, we are always open for personal **consultations**. Contact us via e-mail: **Gabriel Hervás** - @ [utokyo\\_fd@he.u-tokyo.ac.jp](mailto:utokyo_fd@he.u-tokyo.ac.jp)



Thank you!

See you: June 7<sup>th</sup>

Dr. Gabriel Hervas

[gabriel@he.u-tokyo.ac.jp](mailto:gabriel@he.u-tokyo.ac.jp)

Center for Research and Development of Higher Education

The University of Tokyo



“Just” talk 😊



# References

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques*. Wiley.
- Barkley, E. F., & Major, C. H. (2015). *Learning assessment techniques: A handbook for college faculty*. Jossey-Bass.
- Barton, G. & Ryan, M.E.(2014). Multimodal approaches to reflective teaching and assessment in higher education. *Higher Education Research & Development*,33(3), 409-424
- Beets, P. A. (2012). Strengthening morality and ethics in educational assessment through ubuntu in South Africa. *Educational Philosophy and Theory*, 44(sup2), 68-83.
- Biggs, J. & Tang, C. (2011). *Teaching for Quality Learning at University*. Buckingham: Open University Press/McGraw Hill.
- Birenbaum, M. & Feldman, R.A. (1998). Relationships between learning patterns and attitudes towards two assessment formats. *Educational Research*, 40(1), 90-98.
- Boud, D., Ajjawi, R., Dawson, P. & Tai, J. (eds.) (2018). *Developing evaluative judgment in Higher Education. Assessment for knowing and producing quality work*. Routledge
- Bryan, C. & Clegg, K. (Eds.) (2006). *Innovative assessment in higher education*. Routledge.
- Cano, E. & Ion, G. (eds.) (2017). *Innovative practices for Higher Education assessment and measurement*. IGI Global.
- Carless, D. (2014). Exploring learning-oriented assessment processes. *Higher Education*, 69(6), 963–976.
- Carless, D. (2020). Longitudinal perspectives on students' experiences of feedback: A need for teacher–student partnerships. *Higher Education Research & Development*, 20(3), 425-438.
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325.
- Carless, D., Bridges, Ka Yuk Chan, Glofcheski (Eds.) (2017). *Scaling up assessment for learning in higher education*. Springer.
- Cobeña, G. T. B., García, L. A. P., Pin, S. C. S., & Montes, L. C. Z. (2021). The formative assessment as systematic practice in higher basic education students. *International Research Journal of Management, IT and Social Sciences*, 8(2), 132-140.
- Conejo, R., Guzmán, E. & Trella, M. (2016). The SIETTE Automatic Assessment Environment. *International Journal of Artificial Intelligence in Education*, 26, 270–292.

# References

- Covington, M.V., von Hoene, L.M., & Voge, D. (2017). *Life beyond grades: Designing college courses to promote intrinsic motivation*. Cambridge University Press.
- Crossley, S. A., Kyle, K. & McNamara, D. S. (2016). The tool for the automatic analysis of text cohesion (TAACO): Automatic assessment of local, global, and text cohesion. *Behavior Research Methods*, 48, 1227–1237
- Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of educational research*, 83(1), 70-120.
- Evans, C., & Waring, M. (2011a). Exploring students' perceptions of feedback in relation to cognitive styles and culture. *Research Papers in Education*, 26, 171–190.
- Evans, C., & Waring, M. (2011b). Student teacher assessment feedback preferences: The influence of cognitive styles and gender. *Learning and Individual Differences*, 21, 271–280.
- Evans, C., & Waring, M. (2011c). Enhancing feedback practice: A personal learning styles pedagogy approach. In S. Rayner & E. Cools (Eds.), *Style differences in cognition, learning, and management: Theory, research and practice* (pp. 188–203). Routledge.
- Fink, A. (2003). *The survey handbook*. Sage.
- Fisher, D., & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom* (2nd Ed.). ASCD.
- Fletcher, R.B., Meyer, L.H., Anderson, H., Johnston, P., & Rees, M. (2012). Faculty and Students Conceptions of Assessment in Higher Education. *Higher Education*, 64(1), 119-133.
- Harks, B., Rakoczy, K., Hattie, J., Besser, M., & Klieme, E. (2014). The effects of feedback on achievement, interest and self-evaluation: the role of feedback's perceived usefulness. *Educational Psychology*, 34(3), 269-290.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
- Gierl, M. J., Bulut, O., Guo, Q., & Zhang, X. (2017). Developing, Analyzing, and Using Distractors for Multiple-Choice Tests in Education: A Comprehensive Review. *Review of Educational Research*, 87(6), 1082–1116.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing Paradigm in Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Sage.

# References

- Guba, E. G., & Lincoln, Y. S. (1990). *Fourth generation evaluation* (2nd Ed.). Sage.
- Gysling, J. (2016). The historical development of educational assessment in Chile: 1810–2014. *Assessment in Education: Principles, Policy & Practice*, 23(1), 8-25.
- Ion, G., Cano-García, E., & Fernández-Ferrer, M. (2017). Enhancing self-regulated learning through using written feedback in higher education. *International Journal of Educational Research*, 85, 1–10. <https://doi.org/10.1016/j.ijer.2017.06.002>
- Jones, I., & Wheadon, C. (2015). Peer assessment using comparative and absolute judgement. *Studies in Educational Evaluation*, 47, 93-101.
- Jonsson, A. (2013). Facilitating productive use of feedback in higher education. *Active Learning in Higher Education*, 14, 63–76.
- Knight, S., Gibson, A., & Shibani, A. (2020). Implementing learning analytics for learning impact: Taking tools to task, *The Internet and Higher Education*, 45. <https://doi.org/10.1016/j.ihereduc.2020.100729>
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Sage.
- Mahabeer, P., & Pirtheepal, T. (2019). Online formative assessment tools: lecturers' experiences of using Moodle at a university in South Africa. *Journal of Educational Studies*, 18(1), 43-63
- Manzi, J., García, M. R., & Taut, S. (2021). *Validity of Educational Assessments in Chile and Latin America*. Springer.
- Meir, Eli; Wendel, Daniel; Pope, Denise S.; Hsiao, Ling; Chen, Deborah; Kim, Kerry J. (2019). Are intermediate constraint question formats useful for evaluating student thinking and promoting learning in formative assessments?. *Computers & Education*, 141.
- Newman, L. R., Roberts, D. H., & Frankl, S. E. (2019). Twelve tips for providing feedback to peers about their teaching. *Medical teacher*, 41(10), 1118-1123.
- Nilson, L. B. (2015). *Specifications grading. Restoring rigor, motivating students and saving faculty time*. Stylus.
- Oakley, B., Rogowsky, B., & Sejnowski, T. J. (2021). *Uncommon sense teaching*. TarcherPerigee.
- Ochoa, X., & Dominguez, F. (2020). Controlled evaluation of a multimodal system to improve oral presentation skills in a real learning setting. *British Journal of Educational Technology*, 51(5), 1615-1630.
- Ossenberg, C., Henderson, A., & Mitchell, M. (2019). What attributes guide best practice for effective feedback? A scoping review. *Advances in Health Sciences Education*, 24(2), 383-401.
- Pereira, D., Flores, A., & Niklasson, L. (2016). Assessment revisited: a review of research in Assessment and Evaluation in Higher Education. *Assessment & Evaluation in Higher Education*, 41(7), 1008- - 1032.

# References

- Pinheiro Cavalcanti, A., et al. (2021). Automatic feedback in online learning environments: A systematic literature review. *Computers and Education: Artificial Intelligence*, 2. <https://doi.org/10.1016/j.caeai.2021.100027>
- Ponce, H. R., Mayer, R. E., Figueroa, V. A., & López, M. J. (2018). Interactive highlighting for just-in-time formative assessment during whole-class instruction: effects on vocabulary learning and reading comprehension. *Interactive Learning Environments*, 26(1), 42-60.
- Pryor, J., & Lubisi, C. (2002). Reconceptualising educational assessment in South Africa—testing times for teachers. *International Journal of Educational Development*, 22(6), 673-686.
- Radianti, J., Majchrzak, T. A., Fromm, J., & Wohlgennant, I. (2020). A Systematic Review of Immersive Virtual Reality Applications for Higher Education: Design Elements, Lessons Learned, and Research Agenda. *Computers & Education*, 147.
- Ramani, S., Könings, K. D., Ginsburg, S., & van der Vleuten, C. P. (2019). Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships. *Medical teacher*, 41(6), 625-631.
- Rohrer, D., Dedrick, R. F., & Stershic, S. (2015). Interleaved practice improves mathematics learning. *Journal of Educational Psychology*, 107(3), 900-908.
- Simpson-Beck, V. (2011). Assessing classroom assessment techniques. *Active Learning in Higher Education*, 12(2), 125–132.
- Sorcinelli, M.D. (2007). Faculty Development: The Challenge Going Forward. *Peer Review*, 9(4), 4-9.
- Steen-Utheim, A., & Hopfenbeck, T. N. (2018). To do or not to do with feedback: A study of undergraduate students' engagement and use of feedback within a portfolio assessment design. *Assessment & Evaluation in Higher Education*, 44(1), 80–96.
- Stobart, G. (2010). Making a difference: Evaluating the impact of innovations in assessment. In J. Gardner, W. Harlen, L. Hayward and G. Stobart (Eds.), *Developing teacher assessment* (pp. 141-154). Open University Press/McGraw-Hill.
- Struyven, K., Dochy, F., & Janssens, S. (2005). Students' perceptions about evaluation and assessment in higher education: a review. *Assessment & Evaluation in Higher Education*, 30(4), 325–341.
- Swan, A., Rashid, H., Meka, J., Amiel, J., & Pluta, W. (2021). Twelve tips for embedding assessment for and as learning practices in a programmatic assessment system. *Medical Teacher*, 43(3), 300-306.

# References

- Tsai, Y.-S., et al. (2018). Supporting higher education to integrate learning analytics. Research report November 2018. Available at <https://sheilaproject.eu/wp-content/uploads/2018/11/SHEILA-research-report.pdf>
- van der Leeuw, R. M., & Slootweg, I. A. (2013). Twelve tips for making the best use of feedback. *Medical teacher*, 35(5), 348-351.
- Vásquez, A., Nussbaum, M., Sciarresi, E., Martínez, T., Barahona, C., & Strasser, K. (2017). The impact of the technology used in formative assessment: The case of spelling. *Journal of Educational Computing Research*, 54(8), 1142-1167.
- Wheadon, C., de Moira, A. P., & Christodoulou, D. (2020a). *The classification accuracy and consistency of comparative judgement of writing compared to rubric-based teacher assessment*. Retrieved at <https://osf.io/preprints/socarxiv/vzus4/download>
- Wheadon, C., Barmby, P., Christodoulou, D., & Henderson, B. (2020b). A comparative judgement approach to the large-scale assessment of primary writing in England. *Assessment in Education: Principles, Policy & Practice*, 27(1), 46-64.
- Winstone, N. E., & Carless, D. (2020). *Designing effective feedback processes in higher education*. Routledge.
- Winstone, N. E., Nash, R. A., Parker, M., & Rowntree, J. (2017). Supporting learners' agentic engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational Psychologist*, 52(1), 17-37.

# Web-references/documents with ideas

- Classroom Assessment Activities (CATs):

<https://facultyinnovate.utexas.edu/cats>

<https://facultyinnovate.utexas.edu/sites/default/files/ChecksforLearning-DuringInstruction.pdf>

[https://vcsa.ucsd.edu/files/assessment/resources/50\\_cats.pdf](https://vcsa.ucsd.edu/files/assessment/resources/50_cats.pdf)

<https://teaching.berkeley.edu/resources/course-design-guide/design-effective-assessments/alternatives-traditional-testing>

<https://www.cmu.edu/teaching/assessment/assesslearning/CATs.html>

<https://cft.vanderbilt.edu/guides-sub-pages/cats/>

- Online exams:

<https://academic-senate.berkeley.edu/issues/coronavirus/best-practices-remote-examinations>

- Getting feedback from students

<https://bokcenter.harvard.edu/getting-feedback>