



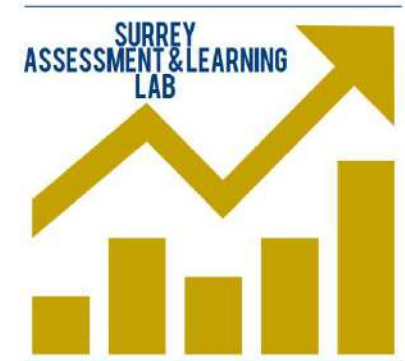
# How brave can we be? Re-imagining assessment and feedback in higher education

Professor Naomi Winstone

Surrey Institute of Education



@DocWinstone @SurreyIoE @SurreyLab

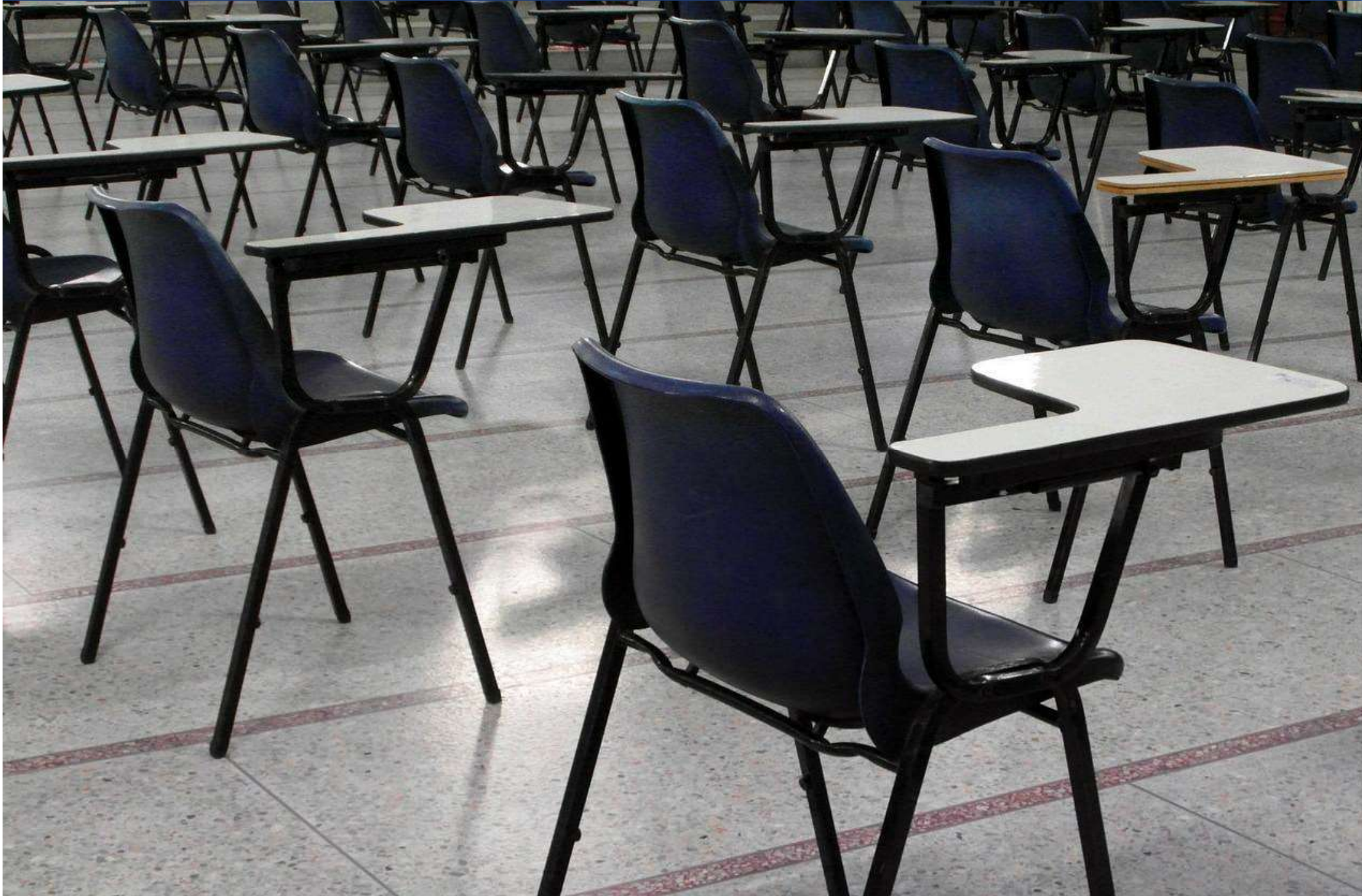


Thursday, 02 June 2022

- University assessment: past, present, and future
- Learning from the pandemic
- Framing the future:
  - Meaningful assessment and feedback
  - Compassion, collegiality and relational dimensions of assessment and feedback
  - Disentangling assessment and feedback
  - Learning-focused feedback
- Barriers and enablers to long-term change



# Assessment: The past





# Assessment: The present





# Assessment: The Future



## THE CONVERSATION

### Universities should learn from assessment methods used during the pandemic – and cut down on exams for good

Published: August 11, 2020 1.07pm BST

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Timed written examinations continue to dominate university assessment. In most professions, the need to recall and write down specific information from memory under timed conditions is rare. Yet every year across the world students are crammed into exam halls to do just that.

The coronavirus pandemic gave universities no choice but to radically rethink assessment. Many formal examinations were

#### Authors



**Naomi Winstone**

Reader in Higher Education,  
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**David Boud**

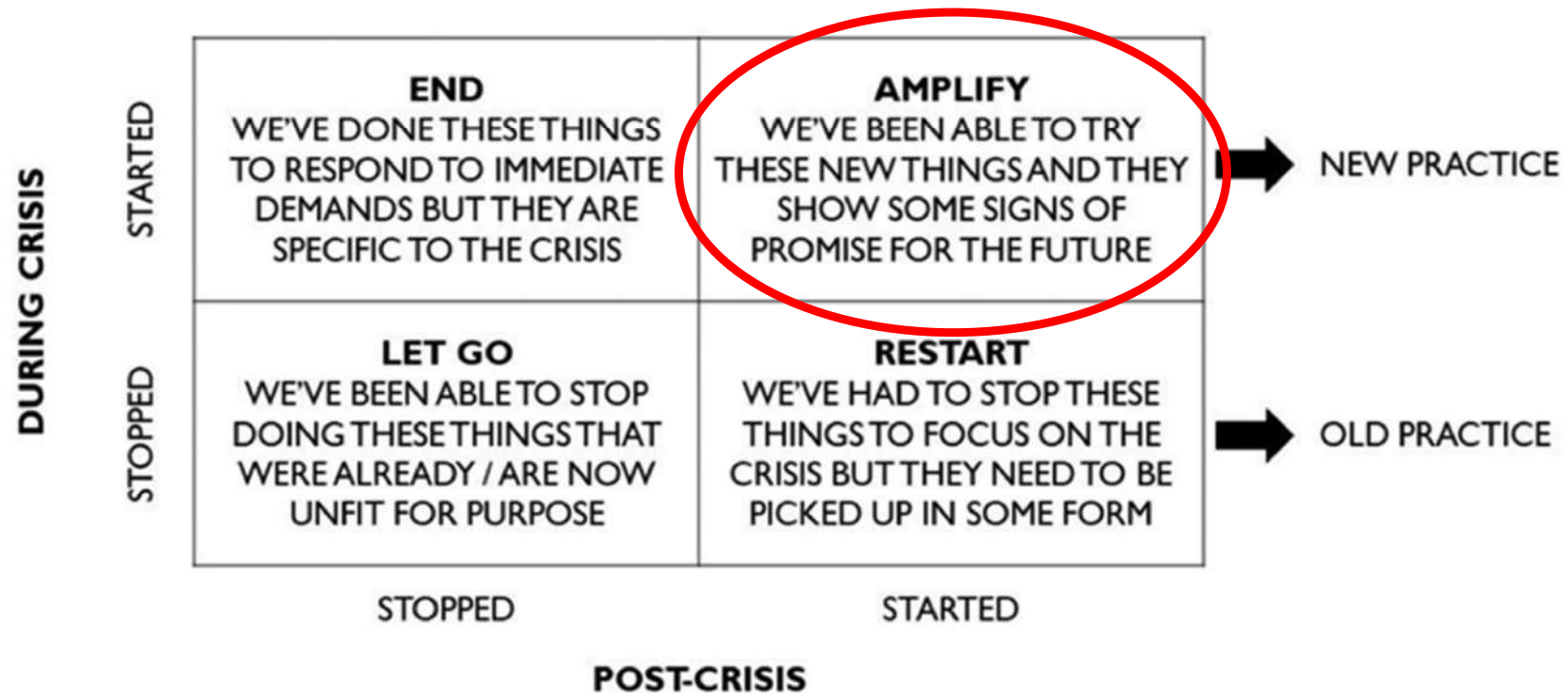
Alfred Deakin Professor and  
Director, Centre for Research on  
Assessment and Digital Learning,  
Deakin University

# Learning from the pandemic

WHAT PRACTICE  
ARE WE SEEING IN  
COMMUNITIES,  
INSTITUTIONS,  
POLICIES?


## Understanding crisis-response measures

Collective Sense-making



RSA (2020) [www.thersa.org](http://www.thersa.org)

Understanding crisis-response measures

- 
- Don't test my memory
  - Make it authentic
  - Feedback opportunities
  - Feedback modes





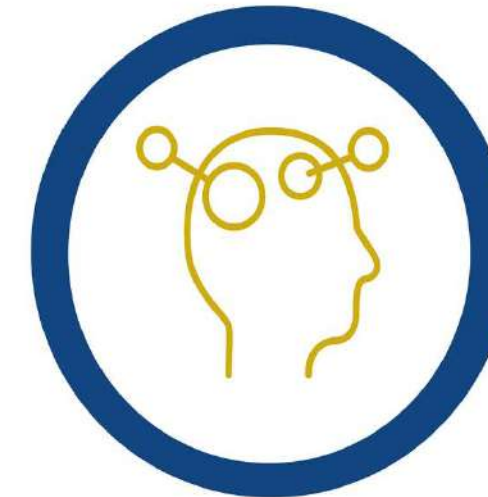
Meaningful assessment and  
feedback



Relational dimensions of  
assessment and feedback



Disentangling assessment  
and feedback



Learning-focused feedback



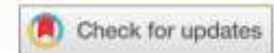


Meaningful  
assessment  
and feedback





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VOL. 43, NO. 5, 840–854  
<https://doi.org/10.1080/02602938.2017.1412396>

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## Authentic assessment: creating a blueprint for course design

Verónica Villarroel<sup>a</sup> , Susan Bloxham<sup>b</sup>, Daniela Bruna<sup>a</sup> , Carola Bruna<sup>c</sup> and Constanza Herrera-Seda<sup>d</sup>

<sup>a</sup>Center for Research and Improvement of Education (CIME), Faculty of Psychology, Universidad del Desarrollo, City of Concepción, Chile; <sup>b</sup>Faculty of Education, University of Cumbria, City of Carlisle, UK; <sup>c</sup>Department of Biochemistry and Molecular Biology, Faculty of Biological Sciences, Universidad de Concepción, City of Concepción, Chile; <sup>d</sup>Faculty of Psychology, Universidad del Desarrollo, City of Concepción, Chile

Realism

Cognitive  
challenge

Evaluative  
judgement



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## Advantages of authentic assessment for improving the learning experience and employability skills of higher education students: A systematic literature review



Zahra Sokhanvar<sup>a</sup>, Keyvan Salehi<sup>b,\*</sup>, Fatemeh Sokhanvar<sup>c</sup>


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Learning  
Experience

Employability  
Skills





Search...

ASSESSMENT, LEARNING AND TEACHING IN HIGHER EDUCATION

**SALLY BROWN**

**Kay Sambell and Sally Brown:  
Covid-19 Assessment Collection**




<https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>





ASSESSMENT & EVALUATION IN HIGHER EDUCATION  
2021, VOL. 46, NO. 2, 286–296  
<https://doi.org/10.1080/02602938.2020.1769022>

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 Check for updates

## Authentic feedback: supporting learners to engage in disciplinary feedback practices

Phillip Dawson<sup>a</sup> , David Carless<sup>b</sup>  and Pamela Pui Wah Lee<sup>c</sup> 

<sup>a</sup>Centre for Research in Assessment and Digital Learning, Deakin University, Melbourne, Australia; <sup>b</sup>Faculty of Education, University of Hong Kong, Hong Kong, Hong Kong; <sup>c</sup>Faculty of Medicine, University of Hong Kong, Hong Kong, Hong Kong

Realism

Cognitive  
challenge

Affective  
challenge

Evaluative  
judgement

Enactment  
of feedback



Relational  
dimensions  
of  
assessment  
and  
feedback



# Closer from afar

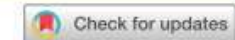


MEDICAL TEACHER  
2020, VOL. 42, NO. 7, 781–786  
<https://doi.org/10.1080/0142159X.2020.1779206>

MEDICAL  
TEACHER



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## Could COVID-19 be our 'There is no alternative' (TINA) opportunity to enhance assessment?

Richard Fuller<sup>a</sup>, Viktoria Joynes<sup>a</sup>, Jon Cooper<sup>b</sup>, Katharine Boursicot<sup>c</sup> and Trudie Roberts<sup>d</sup>

<sup>a</sup>School of Medicine, University of Liverpool, Liverpool, UK; <sup>b</sup>Health Education England, Leeds, UK; <sup>c</sup>Duke-NUS Medical School, Duke University, Singapore, Singapore; <sup>d</sup>Medical Education Unit, University of Leeds, Leeds, UK

Communication

Flexibility

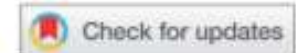
Compassion

Collegiality







Disentangling  
assessment  
and feedback



# The need to disentangle assessment and feedback in higher education

Naomi E. Winstone <sup>a</sup> and David Boud <sup>b,c,d</sup>

<sup>a</sup>Department of Higher Education, University of Surrey, Guildford, UK; <sup>b</sup>Centre for Research in Assessment and Digital Learning, Deakin University, Melbourne, Australia; <sup>c</sup>Faculty of Arts and Social Sciences, University of Technology Sydney, Ultimo, Australia; <sup>d</sup>Centre for Research on Work and Learning, Middlesex University, London, UK

*Currently, we suggest, assessment often ‘strangles’ the learning function of feedback. We need to reposition feedback as more than an afterthought, to something that is meaningful in its own right, not just something that happens alongside assessment.*





## **PROBLEMS CREATED BY THE ENTANGLEMENT OF ASSESSMENT AND FEEDBACK**

- Students focus on grades rather than developmental information
- Teachers focus comments on grade justification rather than development
- Feedback information comes too late to be of use
- Feedback is an afterthought in course design
- Forms of documenting feedback can impair its quality
- Anonymous grading inhibits feedback processes



## **STRATEGIES FOR PRESERVING THE LEARNING FUNCTION OF FEEDBACK**

- Adaptive release of grades
- Student elicitation of feedback information
- Reallocating time spent on detailed comments to a different part of the course cycle
- Designing for implementation of feedback information
- Separate anonymous grading from personalised feedback
- Foster ongoing curation of feedback

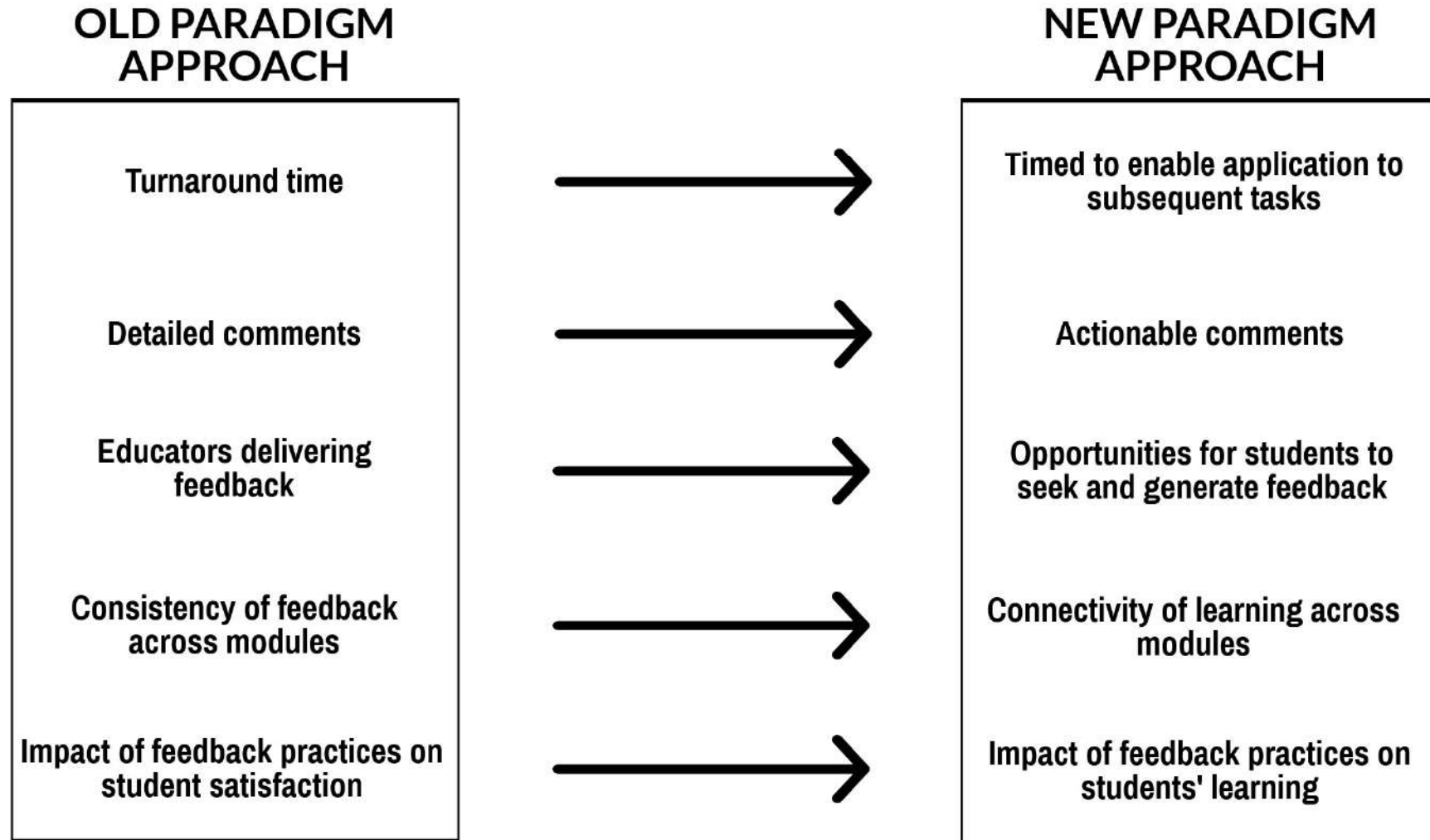


Learning-  
focused  
feedback



# The 'new paradigm'

Winstone & Carless (2019)



## FEEDBACK RECIPIENCE SKILLS

WINSTONE ET AL. (2017)





# Developing Recipience Skills



- (1) Feedback guide
- (2) Feedback workshop
- (3) Feedback portfolio

<http://tinyurl.com/hea-deft>

## The Developing Engagement with Feedback Toolkit (DEFT)

Dr Naomi E. Winstone – University of Surrey

Dr Robert A. Nash – Aston University

Winstone & Nash (2016). *The Developing Engagement with Feedback Toolkit (DEFT)*. York, UK: Higher Education Academy.

Higher Education (2022) 83:57–77  
<https://doi.org/10.1007/s10734-020-00632-0>

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## Discipline-specific feedback literacies: A framework for curriculum design

Naomi E. Winstone<sup>1</sup>  · Kieran Balloo<sup>1</sup>  · David Carless<sup>2</sup> 

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## Discipline-specific feedback literacies

Winstone, Balloo, & Carless (2021)



Responding to task briefs  
and client requirements



Reflection on and evaluation  
of professional practice



Promoting behaviour  
change

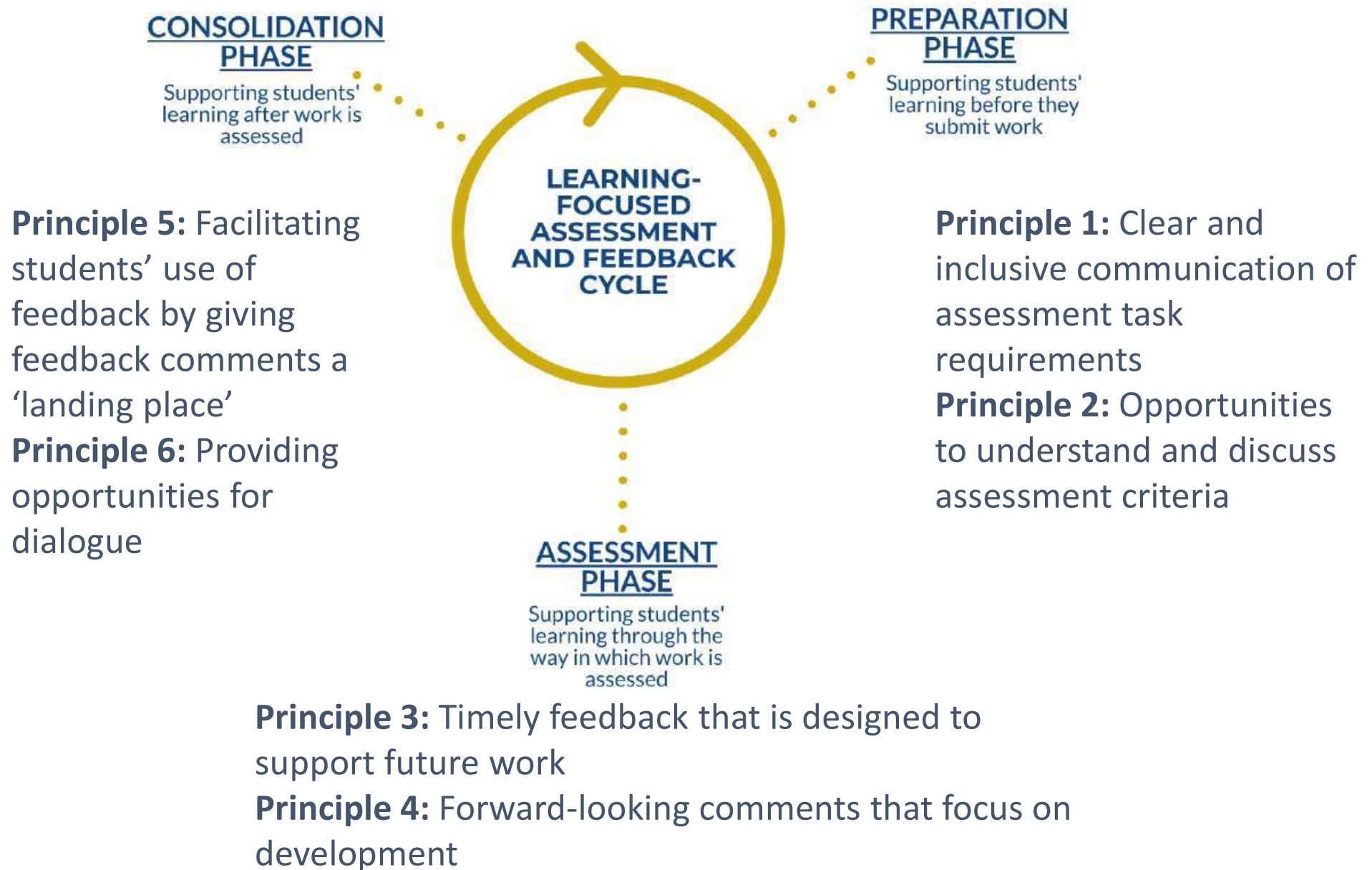


The mechanisms of learning  
and helping others learn and  
develop

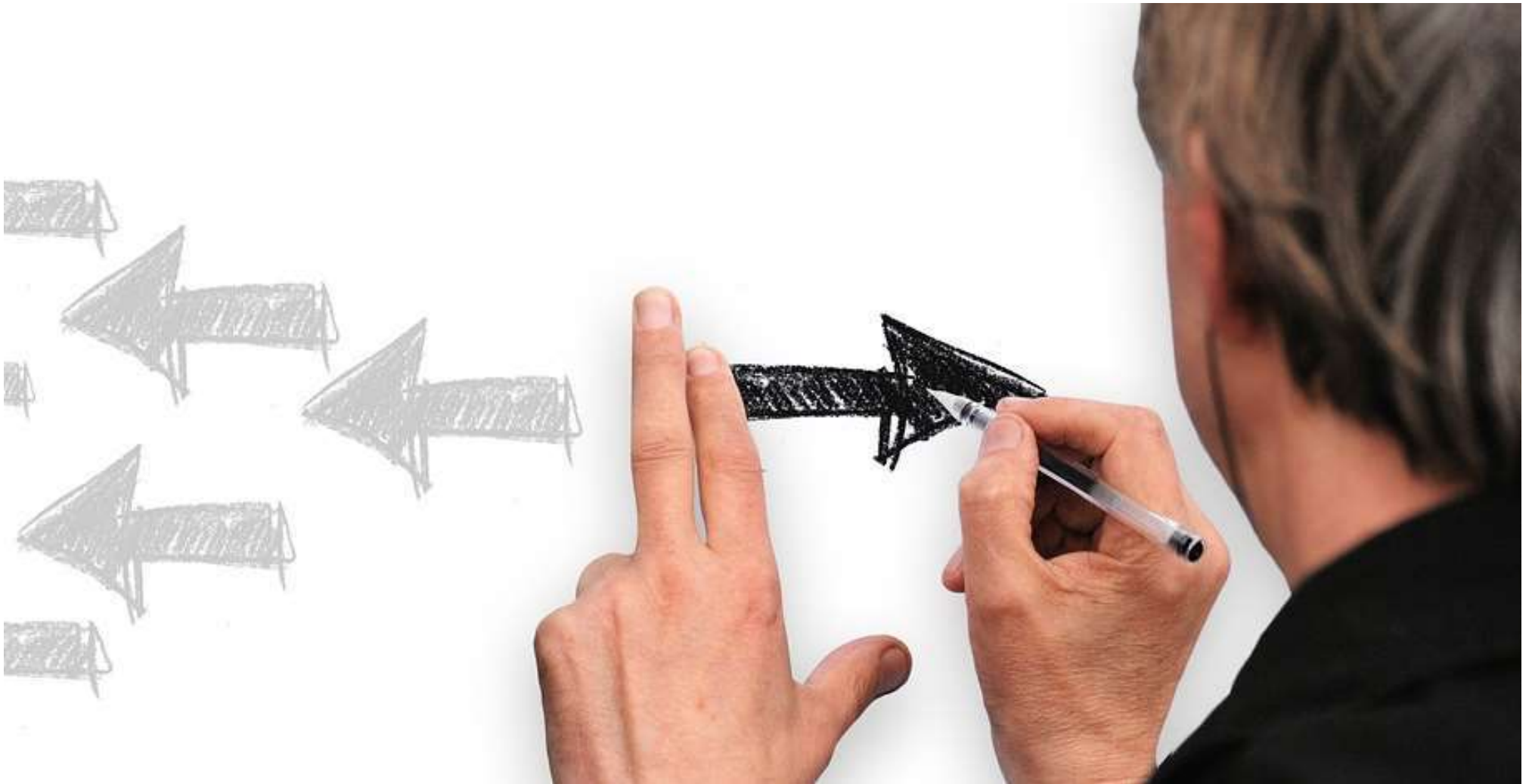


Learning about cognate  
concepts

# Learning-focused feedback



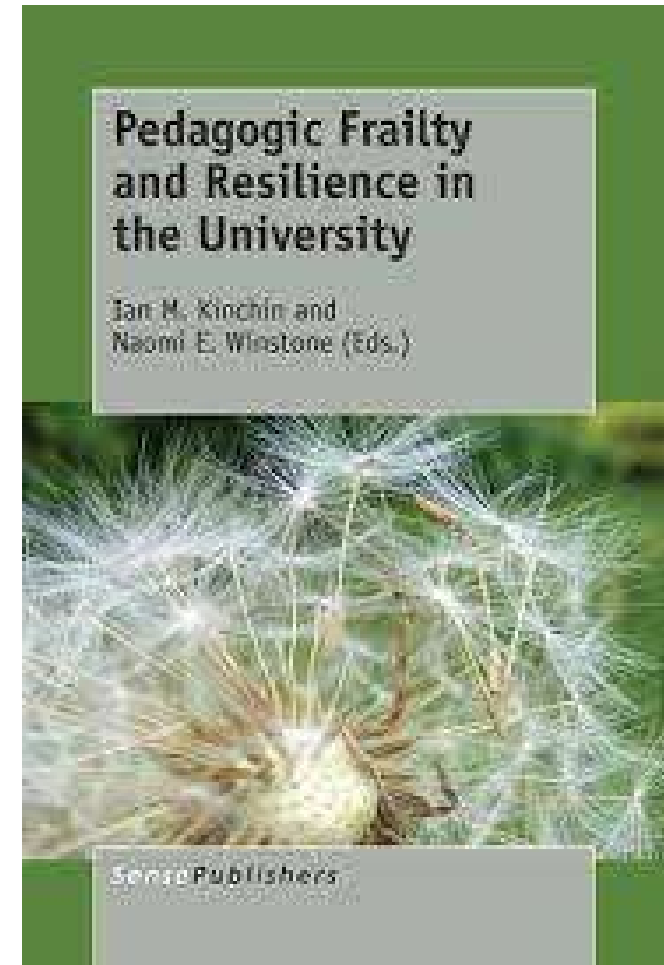




How do we create an environment that  
supports change?

Winstone (2017)

- Risk aversion
- The *status quo* bias
- Risky shift and social contagion
- Importance of a secure working environment



Winstone, N.E. (2017). The three 'R's' of pedagogic frailty: Risk, Resilience and Reward. In I. M. Kinchin and N.E. Winstone (Eds.), *Pedagogic Frailty and Resilience in the University* (pp. 33-48). Rotterdam: Sense.



INNOVATIONS IN EDUCATION AND TEACHING INTERNATIONAL  
<https://doi.org/10.1080/14703297.2021.1880462>

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## Diversifying assessment methods: Barriers, benefits and enablers

Geraldine O'Neill <sup>a</sup> and Lisa Padden<sup>b</sup>

<sup>a</sup>UCD Teaching and Learning, University College Dublin, Dublin, Ireland; <sup>b</sup>UCD Access and Lifelong Learning, University College Dublin, Dublin, Ireland

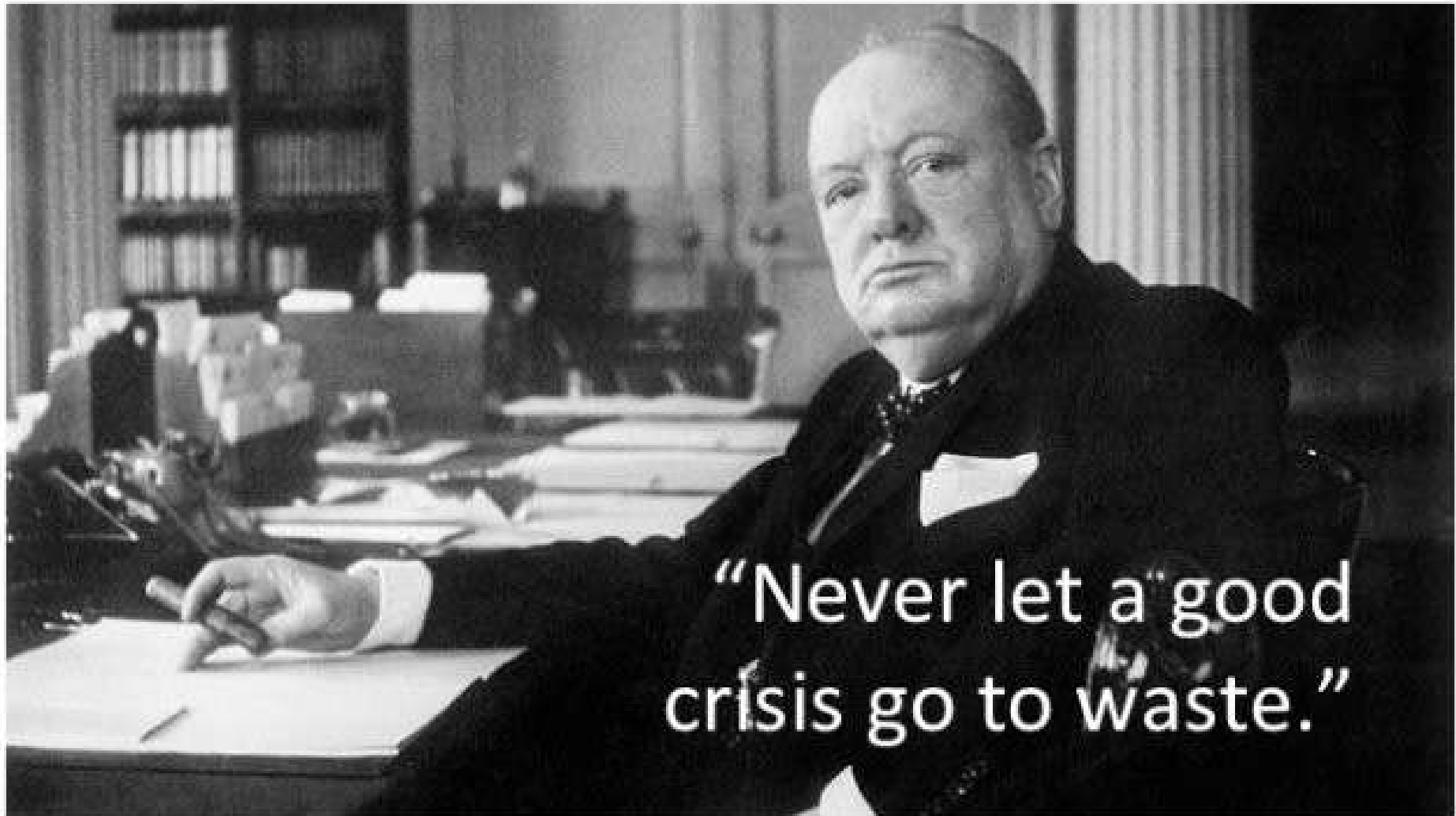
### **Barriers:**

- Lack of time
- Lack of resource
- Fear of grade inflation
- Lack of examples from discipline

### **Enablers:**

- Resources
- Examples

# Summary



# Acknowledgements

Images from Pixabay

## Research Assistants:

Mike Parker

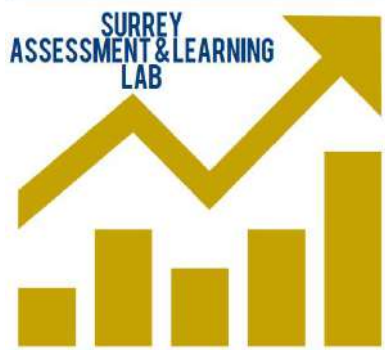
James Rowntree

Georgina Mathlin

Emily Papps

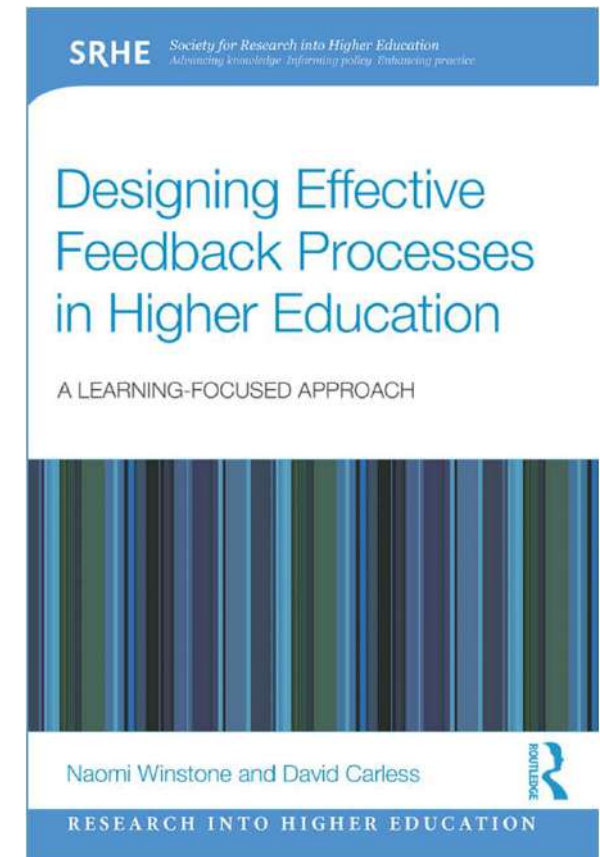
Jessica Bourne

Joshua Best



[https://www.surrey.ac.uk/departments-higher-education/learning-lab](https://www.surrey.ac.uk/departments/higher-education/learning-lab)

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