About the Re-imagining Assessment and Feedback Project

The study is supported by the National Forum for the Enhancement of Teaching and Learning in Ireland under the SATLE funding.

The project leads include Dr Carina Ginty (ATU Galway-Mayo), Dr Niamh Plunkett and Gavin Clinch (ATU Sligo) and Dr Deirdre McClay (ATU Donegal).

Programmes in Phase one (academic year 21-22) & two: (academic year 22-23)

Phase One	Phase Two
BA in Law and Criminal Justice (ATU Donegal),	BSc (Hons) in Construction Contracts Management (ATU Donegal),
BA in Sociology and Politics (ATU Sligo),	BSc Occupation Safety & Health (ATU Sligo),
BSc in Medical Science (ATU Galway - Mayo).	BSc Quality for Industry (ATU Galway - Mayo).

Project Team

Phase one programme leads:

Susan McDonnell and Maire Hanniffy (ATU Sligo)	Mary McGrath and Eleanor Rainsford (ATU Galway & Mayo)	Bronagh Heverin (ATU Donegal)

Phase two programme leads:

Blaithin McGrath and Mary Hannon (ATU Sligo)	Trish O'Connell, Marilla Keating and Ita Kelly (ATU Galway & Mayo)	Eleanor Diver and Emma Coyle (ATU Donegal)

Overview of research and outputs from phase two

Conducted an audit and review of the current assessment strategies on each of the three programmes

Questionnaire of students and academic staff on their experience with assessment, feedback and academic integrity

Focus group sessions with students from each of the programmes

Showcasing/networking events in Sligo and Donegal

Continuation of the assessment masterclass series

Upcoming events

Audit and review process

Worked with programme leads from each programme to conduct an audit and review of the current assessments being used

Academic staff from each programme shared the assessments they carry out on a single excel sheet

The purpose of this process was to get an insight into the assessment practices being used across the entire programme

Questionnaires

▶ **Two questionnaires were carried out this semester**

- one with students from each programme (65 responses)

- one with academic staff from each programme (23 responses)

▶ The question topics include:

- **Participant information** (age, gender, education)
- **Assessment** (variety of assessment types, timing, overall experience)
- **Feedback** (benefits, drawbacks, methods)
- **Formative assessment activities**
- **Authentic assessment**
- **Academic integrity** (understanding, communication, resources)

Student questionnaire - participants information

Programme of study

- BSc Quality for Industry (ATU Ga... 13
- BSc Occupation Safety and Heal... 44
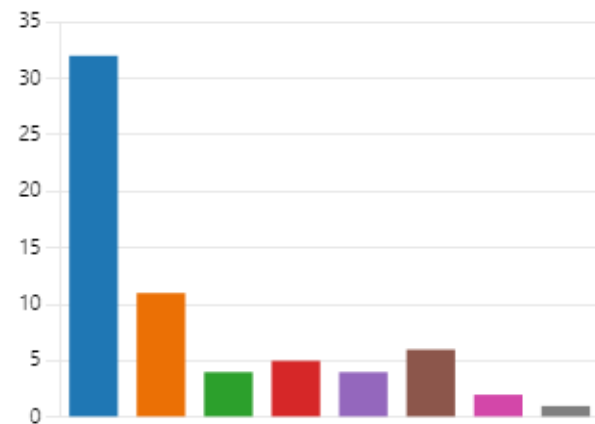- BSc in Construction Contracts M... 8

Gender

- Male — 29
- Female — 35
- Prefer not to say — 1
- Other — 0

Age range

- 18-22 — 32
- 23-27 — 11
- 28-32 — 4
- 33-37 — 5
- 38-42 — 4
- 43-47 — 6
- 48-52 — 2
- 53+ — 1

Variety of Assessment Types

All participants in the questionnaire answered Yes to having encountered a variety of assessments on their programme of study.

- 53 out of 65 participants indicated that they are satisfied with the variety of assessments used on their programme.
- 12 out of 65 indicated that they are not satisfied with the variety of assessments used.

Are you satisfied with the range of assessment types on this course?

More Details   💡 Insights

● Yes   53
● No   12

Variety of Assessment Types

Reasons for being satisfied with range of assessments	Reasons for being not satisfied with range of assessments
- Good variety – lots of different forms of assessment used	- Too many assessments around the same time
- Learn a lot about different things that can be carried over into the workplace	- Not enough information given about the assessments at times
- Build confidence for future working life	- Would like more non-graded MCQs for revision
- Variety of assessment types which gives each student a chance depending on their different ways of learning, understanding and ways of taking in information	- Some can be time consuming and take away from other modules
- They are creative and give students the chance to develop a good range of skills	- Not a fan of final exams as they require learning large amounts of info of by heart
- Helps to take pressure of final exams	
- Good variety of theory and practical	

Timing of Assessments

- Participants were asked if they were satisfied with the timing of assessments on their programme

● Yes	46	
● No	19	

Suggestions for improvement:

- Need to be spread out more

- More marks allocated to more time consuming tasks

- Better structure for assessments and timing

- More assessments closer to time of learning information

- Modules in same semester could coordinate submission dates to ensure students don't become overwhelmed with too many assessments due at same time

Overall Assessment Experience

Legend: Strongly disagree · Disagree · Neutral · Agree · Strongly Agree

- I feel that there is a good variety of assessments on this course
- Assessments have helped me gain a better understanding of my course materials
- Activities/Assessments that are not graded contribute to my learning
- Feedback which I have received on assessments has been meaningful and beneficial to my learning
- Working as part of a group helps to improve my teamwork skills
- I always understand what I am being asked to do for an assessment
- I put a lot of time into ensuring that my assignments are done to a good standard
- Assessments have helped support my learning
- The quantity/volume of assessment was appropriate for the percentage allocated to the module grade

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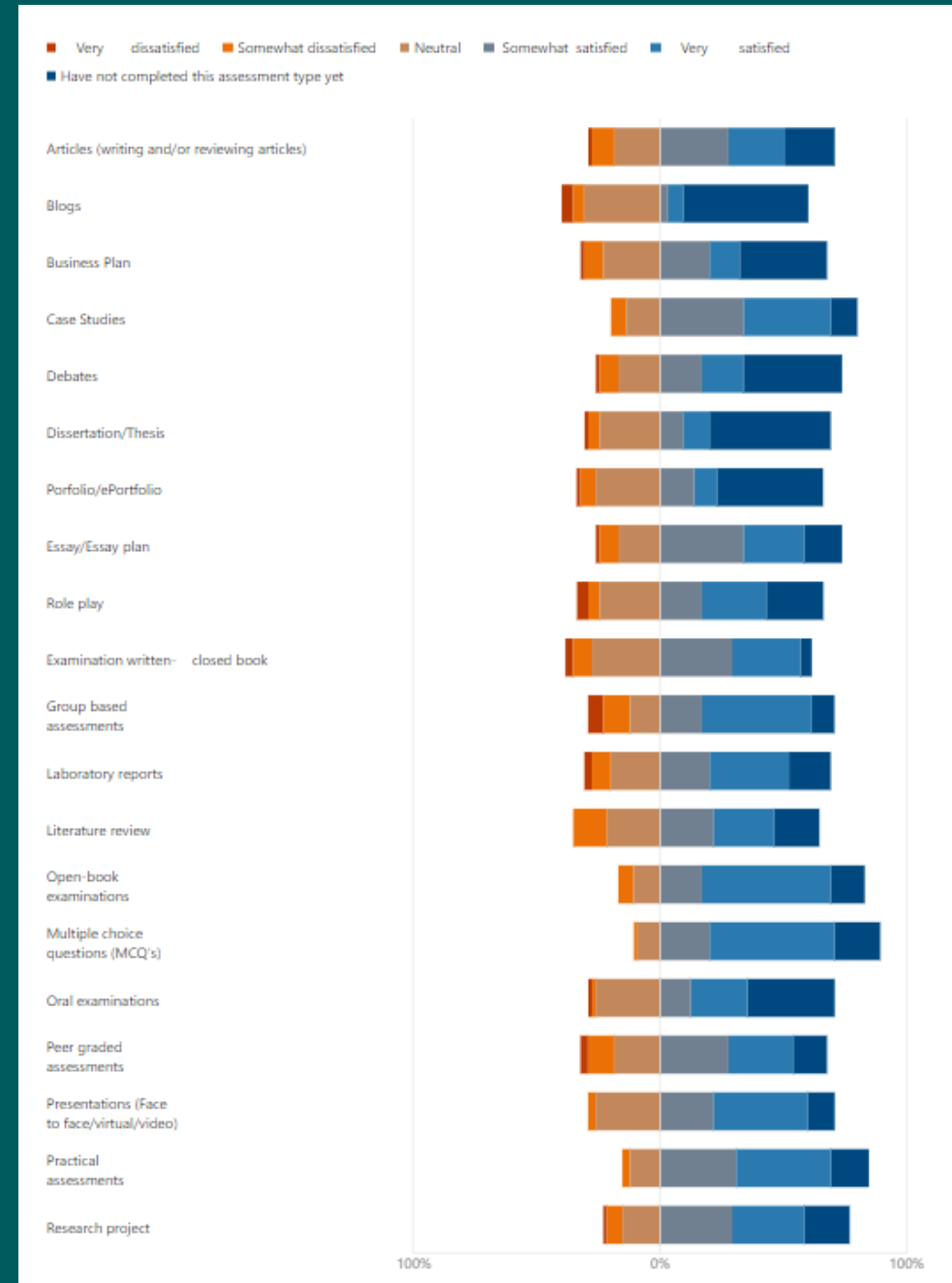
Satisfaction with Assessment Types

Question:

How satisfied are you that these different assessment types assess your knowledge of a subject/module?
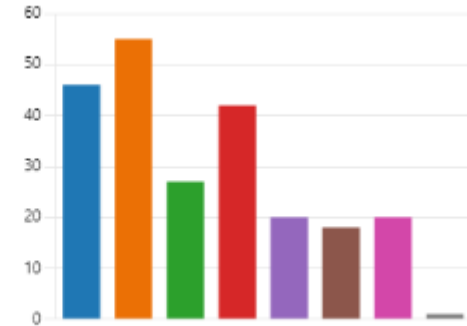
Feedback

Do you think receiving feedback regularly enhances your learning experience?

- Yes — 63
- No — 2

Types of feedback received

- Verbal individual feedback — 46
- Written individual feedback — 55
- Peer feedback — 27
- Feedback discussions in class — 42
- Verbal group feedback — 20
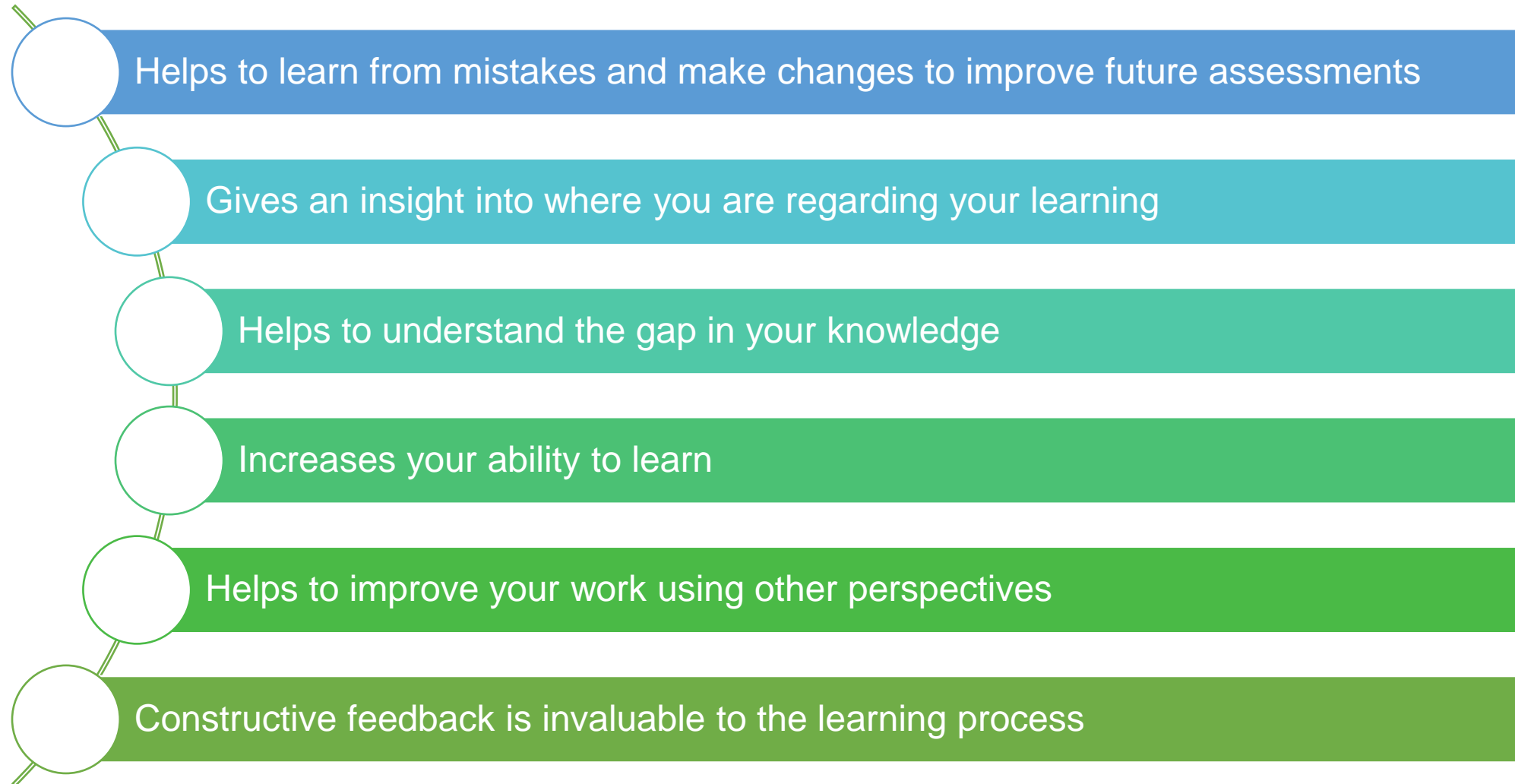- Written group feedback — 18
- Rubric/marking scheme — 20
- Other — 1

Timing of feedback

- Within a week — 6
- Between 1-2 weeks — 17
- Between 2-3 weeks — 22
- After a month — 16
- Other — 4

Reasons why Feedback Enhances Learning

- Helps to learn from mistakes and make changes to improve future assessments
- Gives an insight into where you are regarding your learning
- Helps to understand the gap in your knowledge
- Increases your ability to learn
- Helps to improve your work using other perspectives
- Constructive feedback is invaluable to the learning process

Drawbacks of Feedback

- It can sometimes be given too late

- The communication between the student and lecturer, if the student is unsure of the feedback they get back, they won't ask for clearer guidance

- Feedback can be too generic and need to be interpreted

- Can sometimes be taken too personally

- Can knock your confidence

- Can often be all negative

Suggestions to improve feedback

- Incorporate more positive feedback

- More individual feedback

- More verbal feedback

- Try to give feedback before giving another task or assessment that is similar

- Keep feedback clear and easy to understand

- More written feedback to be able to refer back to

Authentic Assessment

Authentic assessment is a form of assessment which involves students conducting 'real world' tasks in meaningful contexts (Swaffield, 2011). Fostering an increased focus on, and better understanding of, authentic assessment therefore aligns with the aim of empowering and engaging students through assessment. The development of engaging and diverse assessments also aligns with the key principles of an inclusive assessment approach (universal design; CAST, 2011), which supports the growing diversity of students in the Irish higher education sector.

Participants were asked if they have completed any assessments that they thought were authentic:
- (n=47) responded Yes
- (n=18) responded No

Authentic Assessment Examples

Enquiry based learning (EBL)	Risk and safety assessments	Manual handling	Mock interviews	Role play
Presentations	Group work assessments	Case studies	Work placement	Assessments using different software e.g., MS Project and PowerPoint
	Research projects	Guest lectures	Scenario based assessments	

Academic Integrity

Do you feel that you have a clear understanding and know your responsibilities regarding Academic Integrity?

Yes 43
No 22
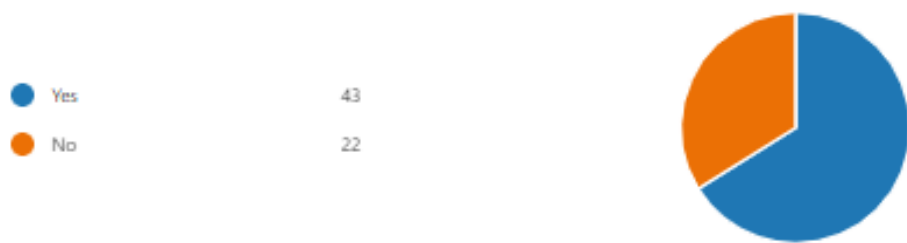
In your opinion, do you feel that students have a clear understanding of what is expected from them in terms of Academic Integrity?

Yes 34
No 31

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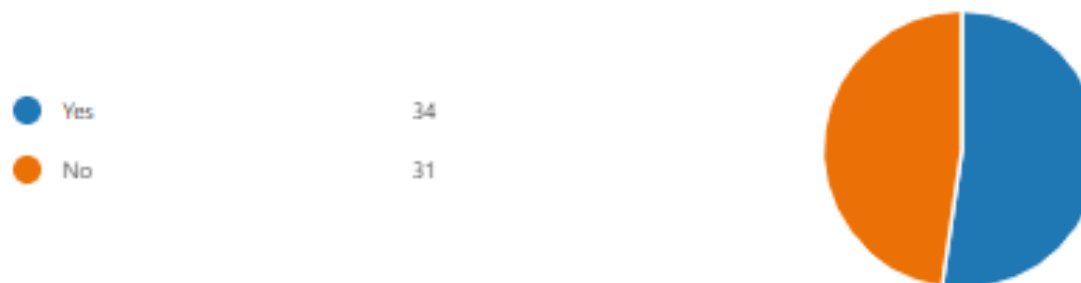
Academic Integrity

In your own words, please describe what you believe the term Academic Integrity means and discuss your understanding of the term (1)

Not cheating or plagiarising documents

Helps you to write formal assignments that will help you when your out on the workplace.

What lecturers expect

Teachers, student's, staff members and community are all equal give respect to them, and they play an important roles to make community better

Give respect to lecturers and classmates, get respect from lecturers and classmates

Being capable to meet deadlines

Doing work without chatting and standing behind your own work no matter how good/bad it is

I think it means that you must always complete your own work to your own best standard. no copying or copying and pasting others work and referencing all work completed

I don't know

In your own words, please describe what you believe the term Academic Integrity means and discuss your understanding of the term (2)

Not copying or plagarising work from sources that you have not referenced in your assignments

Ability to learn, retain information and pass on in future for tasks in a workplace scenario

How strong you are academically

Academic integrity, I would think would involve the ethics involved in the way each student approaches their course

Working with your own resources

Learning from your own work and not passing it off others work as your own

I think academic integrity means trying to complete assessments using the knowledge I've gained to the best of my ability

Refers to a fair education for all

Means you must act with honesty, trust, fairness, respect, and responsibility and that the work you produce must uphold these values

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Academic Integrity

Are you familiar with any resources within ATU that provides information regarding Academic Integrity?

● Yes   22

● No   43

Resources listed:

- **Academic writing support centre**
- **Academic learning badge**
- **Libraries in ATU**
- **Urkund**
- **Student union**
- **Academic integrity badge**

Have you any suggestions to help improve student understanding of Academic integrity?
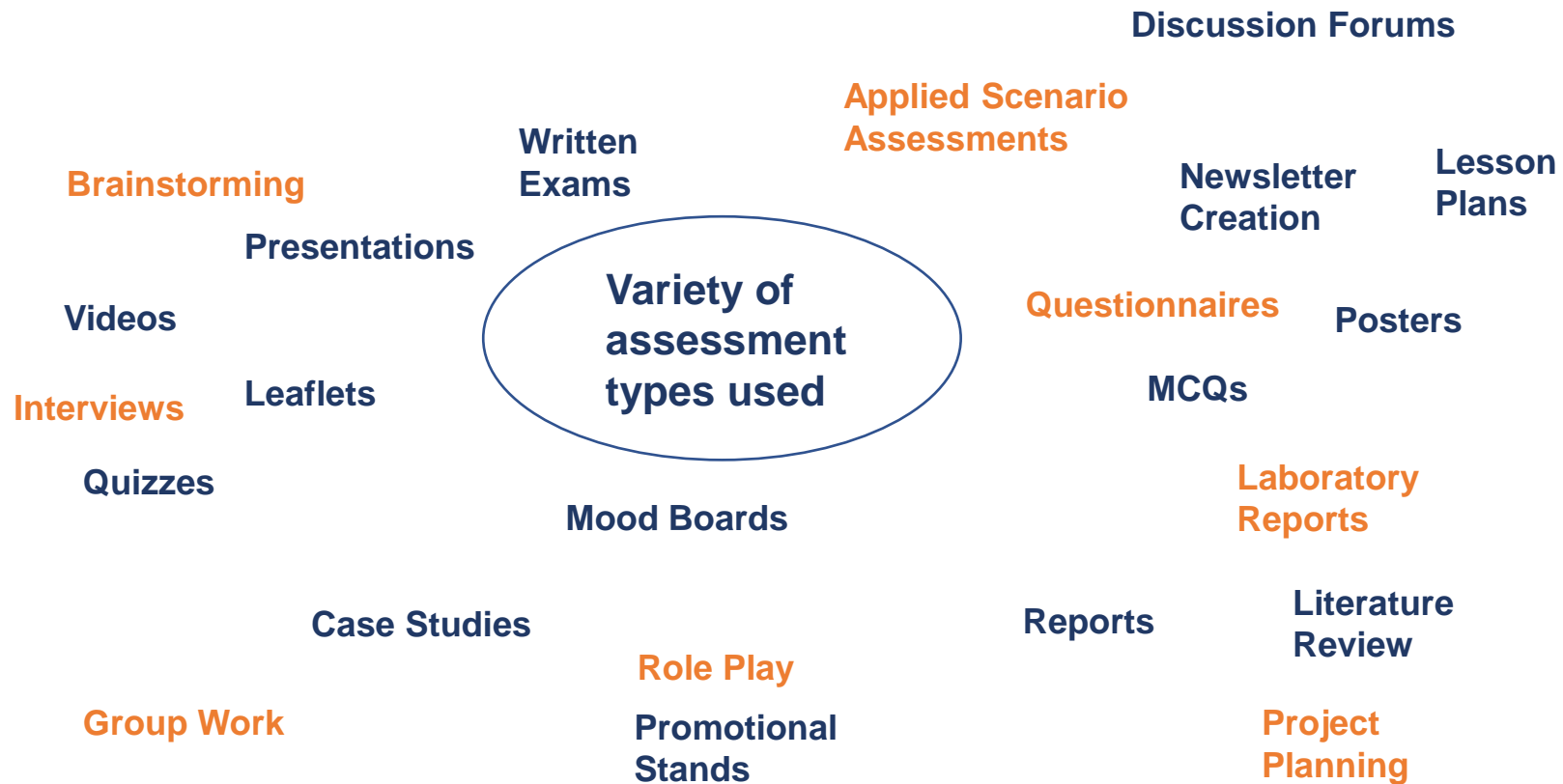
Incorporate explaining it into lectures

Run in person sessions on it

Provide refresher information sessions on it yearly

Put up information posters

Discuss it more often in class

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Academic Staff Questionnaire

Discussion Forums

Applied Scenario Assessments

Written Exams

Brainstorming

Newsletter Creation

Lesson Plans

Presentations

Variety of assessment types used

Videos

Questionnaires

Posters

Interviews

Leaflets

MCQs

Quizzes

Laboratory Reports

Mood Boards

Case Studies

Reports

Literature Review

Role Play

Group Work

Promotional Stands

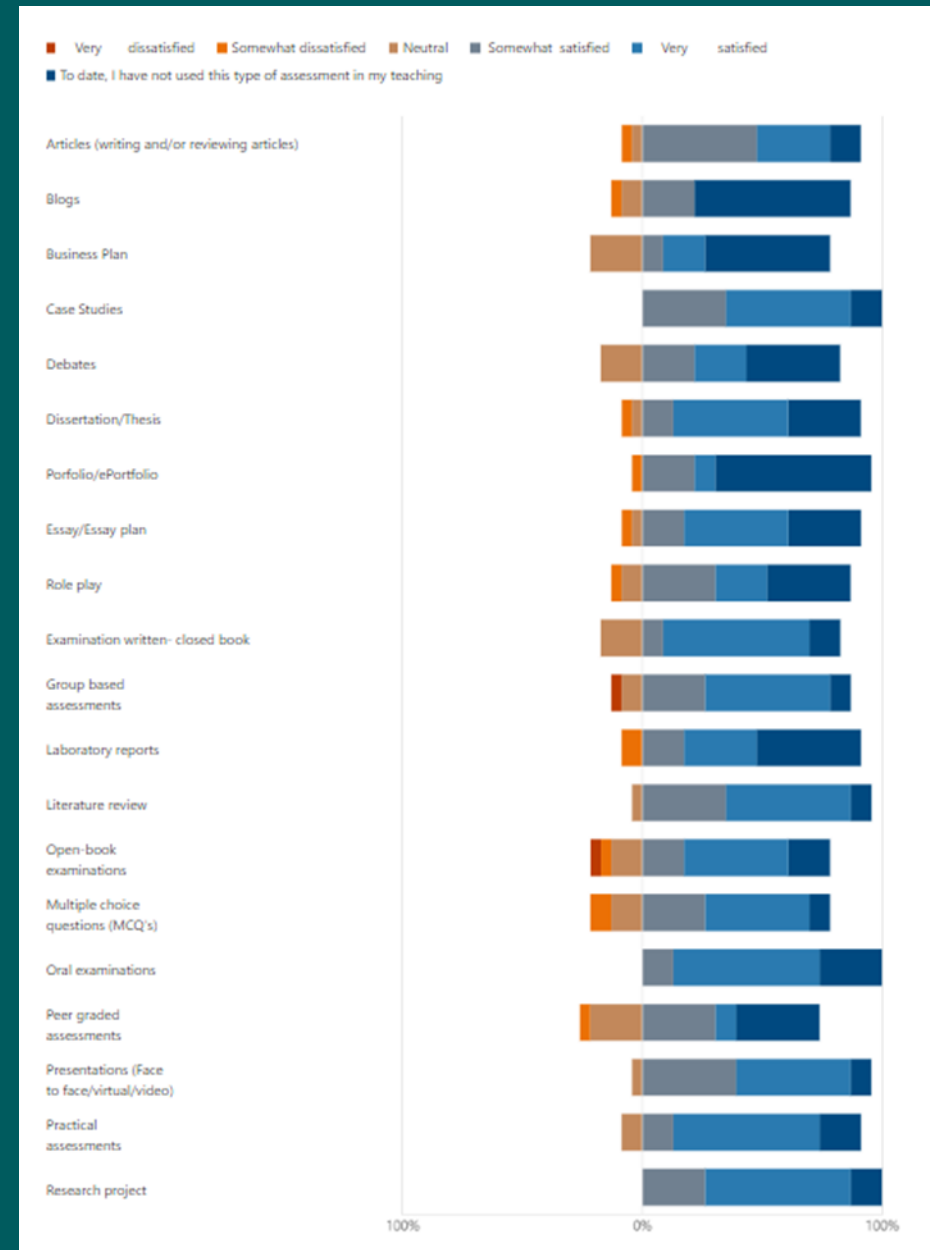Project Planning
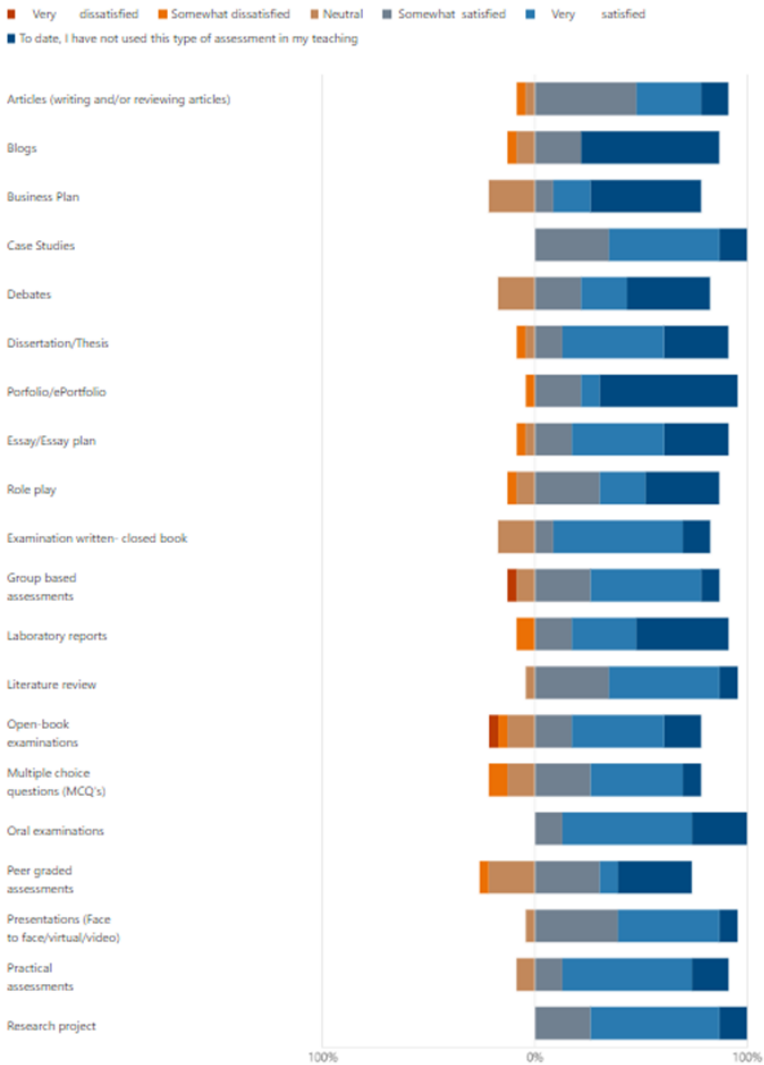
Satisfaction with Assessment Types

Question:

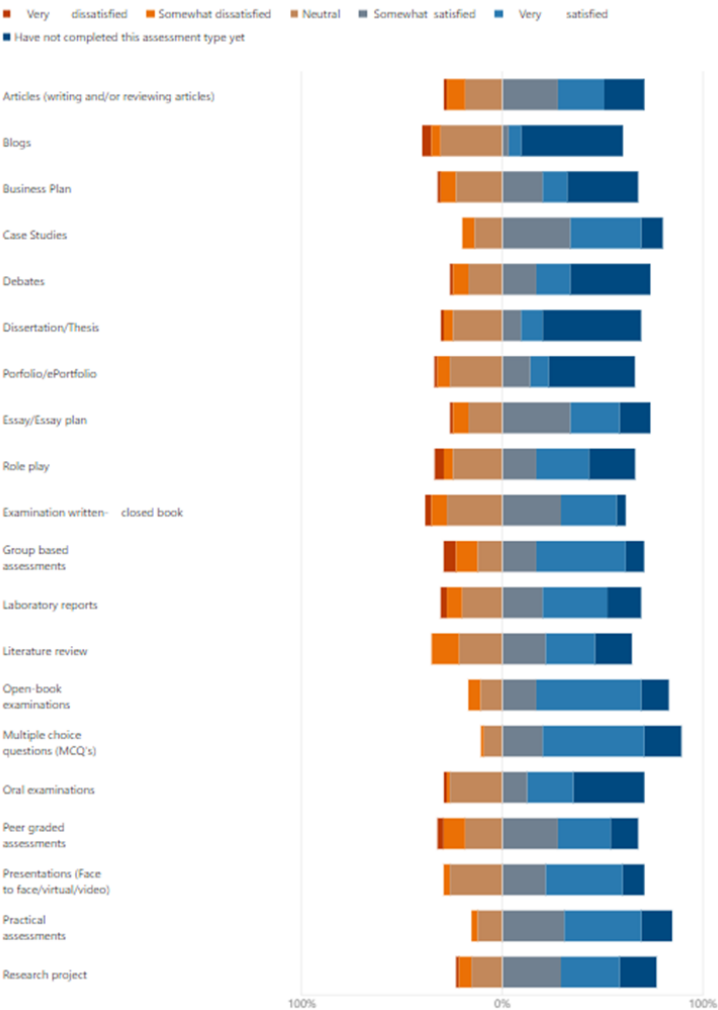**How satisfied are you that these different assessment types assess students' knowledge of a subject/module?**

# Satisfaction with Assessment Types – Side by side comparison

Academic Staff

Legend: Very dissatisfied · Somewhat dissatisfied · Neutral · Somewhat satisfied · Very satisfied · To date, I have not used this type of assessment in my teaching

Categories (top to bottom): Articles (writing and/or reviewing articles), Blogs, Business Plan, Case Studies, Debates, Dissertation/Thesis, Porfolio/ePortfolio, Essay/Essay plan, Role play, Examination written- closed book, Group based assessments, Laboratory reports, Literature review, Open-book examinations, Multiple choice questions (MCQ's), Oral examinations, Peer graded assessments, Presentations (Face to face/virtual/video), Practical assessments, Research project

Student

Legend: Very dissatisfied · Somewhat dissatisfied · Neutral · Somewhat satisfied · Very satisfied · Have not completed this assessment type yet

Categories (top to bottom): Articles (writing and/or reviewing articles), Blogs, Business Plan, Case Studies, Debates, Dissertation/Thesis, Porfolio/ePortfolio, Essay/Essay plan, Role play, Examination written- closed book, Group based assessments, Laboratory reports, Literature review, Open-book examinations, Multiple choice questions (MCQ's), Oral examinations, Peer graded assessments, Presentations (Face to face/virtual/video), Practical assessments, Research project

Feedback

Types of feedback used

🔵	Verbal individual feedback	16
🟠	Written individual feedback	21
🟢	Peer feedback	7
🔴	Feedback discussions in class	14
🟣	Verbal group feedback	16
🟤	Written group feedback	5
🟣	Rubric/marking scheme	13
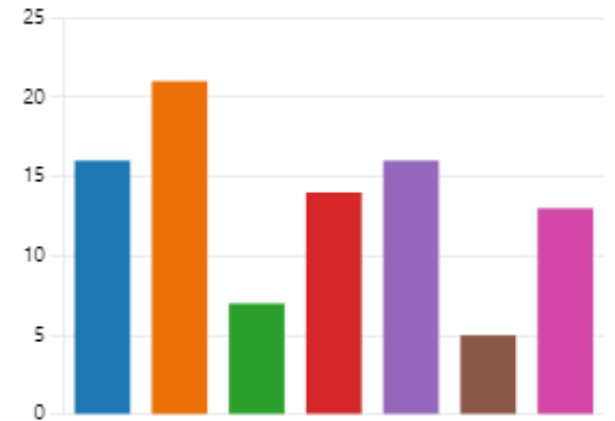
Timing of feedback

🔵	Within a week	2
🟠	Between 1-2 weeks	10
🟢	Between 2-3 weeks	8
🔴	After a month	1
🟣	Other	2

Benefits Of Feedback

Its an essential part of the learning process

Gives insight to the student on areas they can improve

Feedback helps students to both learn and judge their own progress - its invaluable!

Opportunity for students to fill gaps in their learning. Opportunity for lecturer to identify why certain areas cause difficulty for students

Ensure students are on the right path regarding their learning/understanding. Give direction for future learning/assignments/course work
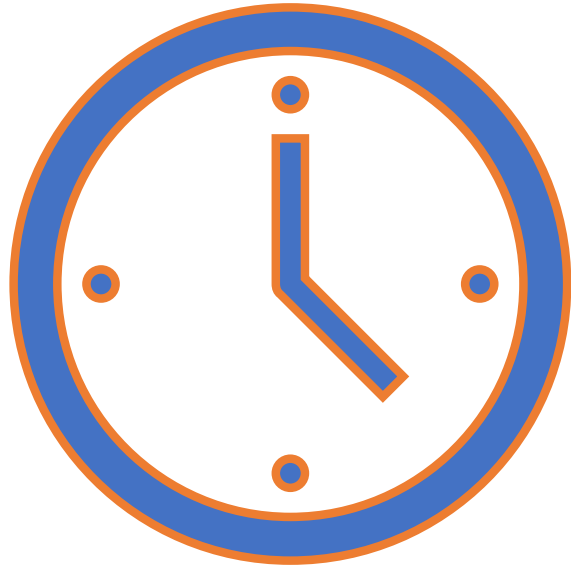
Challenges of giving feedback

- Giving it in timely fashion
- Lack of student engagement with feedback
- Busy workload and large class groups
- Group assessments can be difficult for giving feedback
- **TIME**

Academic Integrity

Do you feel that students have a clear understanding of what is expected from them in terms of Academic Integrity?

● Yes   13

● No   8

Reasons given for:

YES	NO
Students receive several reminders about plagiarism including the student charter procedure which is shared with them on induction, in class and during the academic year	I think it is a big phrase for students and I think that it can mean different things. I think it needs to be broken down in year 1 but then it needs to be an underpinning concept across a programme that binds students in their behaviour
I believe there is an awareness however this may not be a priority when completing assignments etc.	Continuous plagiarism issues
Plagiarism is explained to students by way of examples	Students have some difficulty in grasping the concept of plagiarism
As part of modules they complete they are made aware of the need for referencing sources of information and best practice in research	At times students do not reference other peoples work or their is level of copying

Challenges faced with managing Academic Integrity on assessments

Chatbots

Enforcing it

Is it all their own work, did they cut and paste, do they understand fully what they are submitting

Setting original assessments that cannot be completed by AI or other method

Can be time consuming checking Turnitin/Urkund reports for large students' numbers

Trying to stop students coping from each other

Project outputs - Showcases

Showcasing events:

As part of the project, we organised two showcasing events which took place in Sligo and Donegal

The programme leads shared and discussed assessment practices.

There was group discussions around the assessment practices and team members shared their feedback and ideas.

Dr. Sean Daffy gave a presentation to the programme team about using ePortfolios.

Project outputs – Assessment masterclass series

Available here:

Masterclass in Raising Awareness of Current Issues and Improving Inclusion in Academic Integrity with Dr. Mary Davis

Dr Mary Davis

Dr Mary Davis is Academic Integrity Lead and Principal Lecturer for Education and the Student Experience in the Business School, Oxford Brookes University, UK. She has been a researcher of plagiarism and academic integrity since 2005. She co-authored the study skills book 'Referencing and Understanding Plagiarism' and has written book chapters including 'How much can you copy?' 'Inclusion in academic integrity: improving policy, pedagogy and practice', 'How do we guide students about proofreading? Institutional policies, study skills advice and teaching'. She is currently working on improving inclusive practice in academic integrity, approaches to AI tools and other pedagogical projects related to supporting staff and students with academic integrity. She is a member of the Board of Directors of the International Centre for Academic Integrity and keynote at the forthcoming European Network for Academic Integrity Conference 2023.

Read more about Mary's research HERE

About the session:

This session aims to raise participants' awareness of current issues in academic integrity and promote inclusive practice through discussion of the following areas:
1. Embedding UDL guidelines in institutional academic integrity policies
2. Bringing in an educational route to institutional academic conduct procedures
3. Embedding UDL in academic integrity teaching
4. Creating a culture of academic integrity for everyone
5. Raising awareness of custom writing services
6. Approaching Artificial Intelligence tools (eg ChatGPT) with caution, transparency and experimentation

Masterclass in Academic Integrity with Rebecca Awdry

Rebecca Awdry
Senior Education Consultant
based in Melbourne, Australia

Rebecca is an active researcher in the field of academic integrity and has been researching in this space for almost 15 years. Her work has involved the management of an international research project exploring the nuanced elements of assignment outsourcing. She has recently completed a PhD on the topic through the Centre for Research in Assessment and Digital Learning at Deakin University, Australia. Currently, Rebecca is working on a research project with Monash University exploring the factors associated with online exams that tempt or lead students to cheat.

Creating meaningful change for Academic Integrity

This 2-hour workshop will take place on MS Teams across the ATU and it is hosted by the Teaching and Learning Centre (Galway-Mayo). It forms part of the National Academic Integrity awareness week in Ireland.

The workshop will discuss a range of topics including:
- Rebecca will begin by discussing her own research project around the threats to Academic Integrity
- Why and how do students choose to outsource assessments
- Academic Integrity best practices
- Factors that enhance Academic Integrity and reduce temptation to cheat
- Creating a more secure environment
- Detection, tips and tricks to prevent issues

Masterclass in Exploring Education for Sustainability Assessment Opportunities

Masterclass facilitators:

Dr. Dermot O Donovan — ATU Connemara
Dr. John Scahill — ATU Mayo
Dr. Mark Kelly — ATU Galway City

Transformational education for sustainability calls for a shift away from just focusing on the acquisition of knowledge and skills to an more holistic emphasis on values, attitudes, and behaviours. This requires constructively aligned teaching, learning and assessment activities designed to meet key education for sustainability competencies and learning outcomes. Teaching and assessment practices can provide opportunities for learning experiences that will embrace alternative viewpoints, critical reflection, and real-world challenges. This workshop will explore some approaches within a framework of Assessment OF, FOR and AS Learning for Sustainability.

Teaching and assessment practices that provide these transformational experiences for students require opportunities to hear alternative viewpoints, reflect on experiences, and address real-world challenges. ESD can be accessed in the formal curriculum, extracurricular and co-curricular activities and in work-based learning or working with community groups. The developmental and integrative nature of the competencies will benefit from an assessment strategy that incorporates self and/or peer assessment, synoptic assessment, and assessment for and as learning.

Upcoming Events

EDEN Conference – "Re-imagining assessment and feedback for student success in ATU: students as partners in inspiring assessment transformation and feedback practices"

AHE Conference – "Re-imagining Assessment and Feedback for Student Success in ATU – Authentic Assessment exemplars from within ATU"

Thank you: Dr. Trish O'Connell, Dr. Debbie Corcoran, Dr. Susan McDonnell, Blaithin McGrath, Mary Hannon, Eleanor Diver and Emma Coyle for their contributions

Upcoming Events

Assessment Hackathon

Wednesday September 6th
Places limited to 50 participants per location

THE BIG IDEA

How can we design academically integral, authentic, and sustainable assessment for all in the age of Artificial Intelligence?

Facilitators:
Professor Gilly Salmon (Sligo),
Sheila MacNeill (Donegal)
 Sue Beckingham (Galway).
Learning Technologists (All locations)
Teaching and Learning supports (All locations)

Scan QR to reserve your place at the Assessment Hackathon

N→TU TORR Transforming Learning

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Thank You! ☺

Q&A