

Assessment and Feedback Superchargers Workshop – Participant Guide

1. Workshop intended outcomes

The workshop is designed for disciplinary programme teams who are seeking to redesign assessment and feedback to promote student learning, engagement, and satisfaction. As a result of the Assessment and Feedback Superchargers workshop, participants will have:

1. Applied evidence-based principles drawn from a review of assessment and feedback literature (Pitt and Quinlan, 2022) to propose changes to local practices.
2. Designed supercharged assessment and feedback practices that address a common challenge in higher education.
3. Collaborated with disciplinary/programme colleagues to consider within- and between-module changes across an entire year of a programme.
4. Experienced an assessment and feedback activity that incorporates key evidence-based principles.
5. Created a plan to apply and incorporate their learning from the assessment and feedback superchargers workshop into their curricula.

2. Preparing for the workshop

Before the workshop, please read the executive summary and recommendations from Pitt and Quinlan's (2022) *Impacts of higher education assessment and feedback policy and practice on students: a review of the literature 2016-2021*, part of the Advance HE Member Benefit series, found here: <https://www.advance-he.ac.uk/knowledge-hub/impacts-higher-education-assessment-and-feedback-policy-and-practice-students-review> Please bring the following to the workshop:

1. a device on which you can access information about your programme
2. a pen or pencil and notebook for your own individual notes.

3. Participating effectively

In your work together, start by introducing yourselves and agreeing to the following:

- respect the diversity of experiences and identities in the room
- pay attention to each other, welcome feedback, and think about the impact of what we say
- reflect on our own learning, connections to the material, and how our ideas and opinions are formed
- consider the needs of others in terms of access to materials and discussions
- stay curious

4. Instructions

Object of the game:

Achieve the intended learning outcomes by exploring a range of examples of practices that might address the challenges in the scenario. Collectively identify ways to enhance assessment and feedback in your programme, drawing on examples from the cards.

Roles:

The **Dealer** deals the cards in Round 1, shuffles cards to start round 3, and keeps time throughout.

The **Notetaker** notes which cards are played on the Programme Level Action Plan document and take notes of ideas suggested during the discussion to help the group prioritise actions in Part B.

All members of the group, including Dealer and Notetaker, are **Players**.

Part A: Playing the Card Game (90 minutes)

- 1) Read your subgroup's assigned scenario
- 2) Round 1 (45 minutes)
 - a) The nominated dealer reads out each Card 0 for the 3 pertinent decks of cards for your scenario. Card 0 explains the evidence-based principle that is the theme of each deck.
 - b) The round begins with the nominated dealer randomly dealing out cards from the 3 pertinent decks for your scenario to all the game players. In your hand, you will have 4 to 6 different cards (from the three decks) containing examples of practices that implement the principle for that deck. Take a few minutes to read these cards and decide which one you want to play in this round. Choose a card with the most interesting, important and/or feasible approach for your programme to implement – one that you think the group will benefit most from discussing.
 - c) The first player plays their chosen card, by reading it aloud and laying it in the centre of the game board.
 - d) The group discusses the card and completes the activities outlined (about 5-7 minutes per card – the dealer should keep time, ensuring all players can play a card in round 1). The game continues in this round with each player playing their chosen card.
 - e) Once all players have played 1 card, move to round 2.
- 3) Round 2 (45 minutes)
 - Players may either play another card from their originally dealt hand or pick a 'random card' from any of the other 5 decks on the game board. But be careful, the first card you choose must be played and discussed (at least briefly!) with the group. The game continues in this round with each player playing a card

from their original allocation or their 'random' chosen card. Once all players have played 1 card, move to round 3.

4) Round 3 (30 minutes)

- All previously dealt, un-played cards are returned to the decks on the game board and the dealer shuffles each deck. Players draw a maximum of 3 cards from the 8 decks. Players can draw from the yet-un-played cards from the 3 most pertinent decks or any of the other 5 decks that interest them. Take a few minutes to look through your new three cards and decide which card they wish to play in this round. The first player plays their chosen card, the group will then discuss the card and complete the activities outlined. The game continues in this round with each player playing their chosen card.

Gameplay guidance

You will need to move swiftly through the playing of the cards, concentrating on cards that are most relevant to your context. If a card is played that group thinks is not relevant, useful, or feasible, the group can move quickly on to the next played card.

Keep a record of which cards you have used in the game on the Programme Level Action Plan Sheet. Also make notes of your discussion, highlighting priority actions for your programme. NOTE: It is not necessary (or desirable!) to implement all the practices suggested on the cards. The cards offer inspiration for how you can implement each key evidence-based principle. Feel free to combine practices to best engage your students.

Break (10 minutes)

Part B: SubGroup Reflection (15 minutes)

1. Drawing on your notes of the most promising practices, identify your top 3 priority actions that will inform your action plan.
2. Be prepared to present and explain your top 3 actions to the rest of the group.

Part C: Group Presentations (35 minutes)

1. Each group will have 5 minutes to briefly summarise their scenario and present their priority actions to the rest of the workshop participants. Allow 3 minutes for clarifying questions after each presentation.

Part D: Subgroup reflection 2 and revision of plan (10 minutes)

1. Reconvene as a subgroup. Discuss what you might change, considering what other subgroups have presented and any questions. Construct your Programme Level Action Plan.
2. Record your priority actions in the Padlet (workshop facilitator will advise the address).

Part E: Whole Group Discussion and Programme Level Action Plan (35) minutes

1. Reflect on the most important lessons from your subgroup discussion and compare and contrast across subgroups.
2. Building on the year-by-year designs in response to each scenario, develop a plan for revising assessment and feedback across the whole programme.