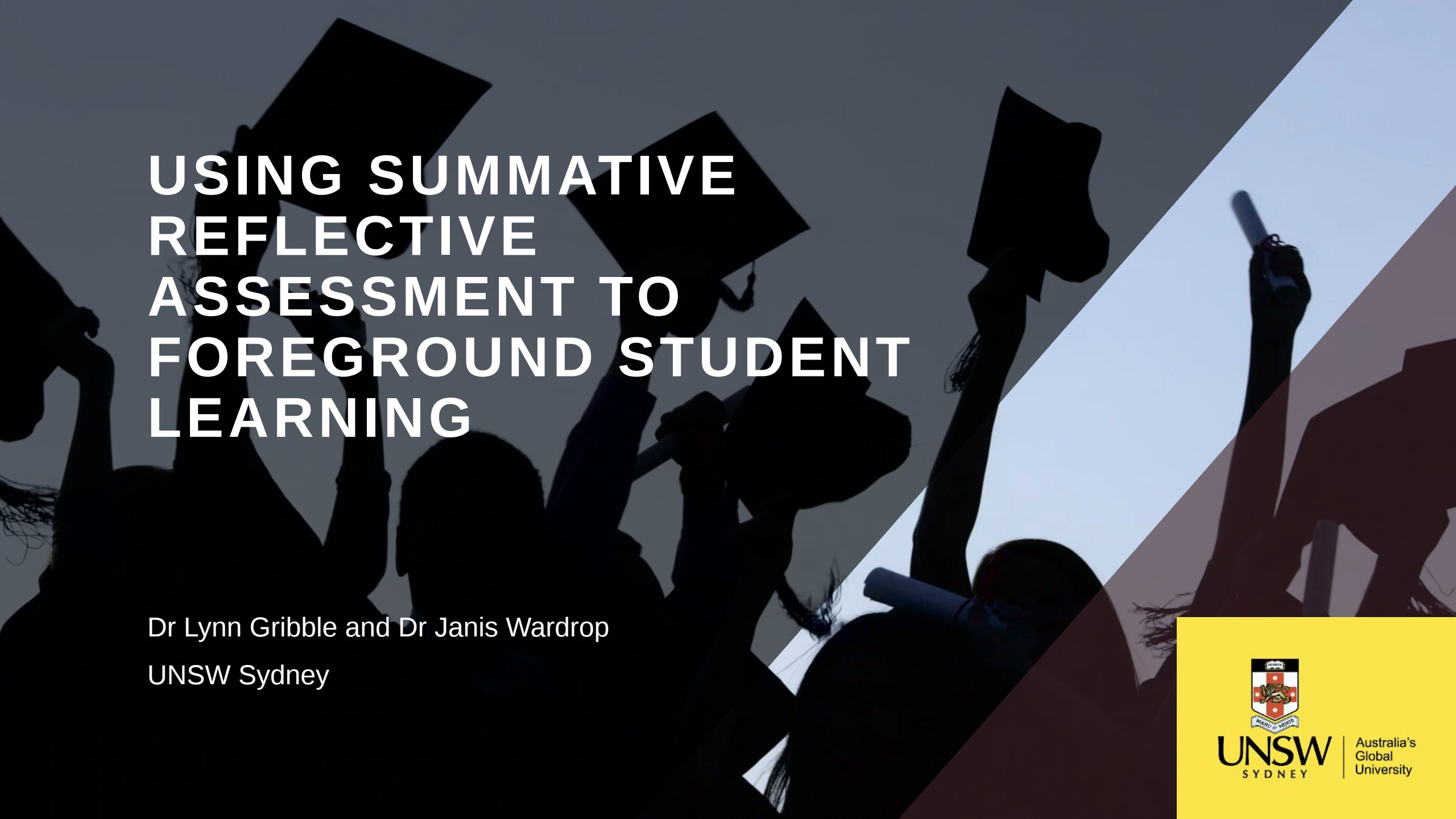


The background of the slide features a collage of silhouettes of graduates in academic regalia, celebrating by throwing their caps and holding up diplomas. The scene is set against a light blue sky. The slide is divided into three main color sections: a dark grey area on the left containing the title, a light blue diagonal section in the middle-right, and a yellow section at the bottom right containing the university logo.

USING SUMMATIVE REFLECTIVE ASSESSMENT TO FOREGROUND STUDENT LEARNING

Dr Lynn Gribble and Dr Janis Wardrop
UNSW Sydney

Our students
are:

Largely
international

Pre
experience

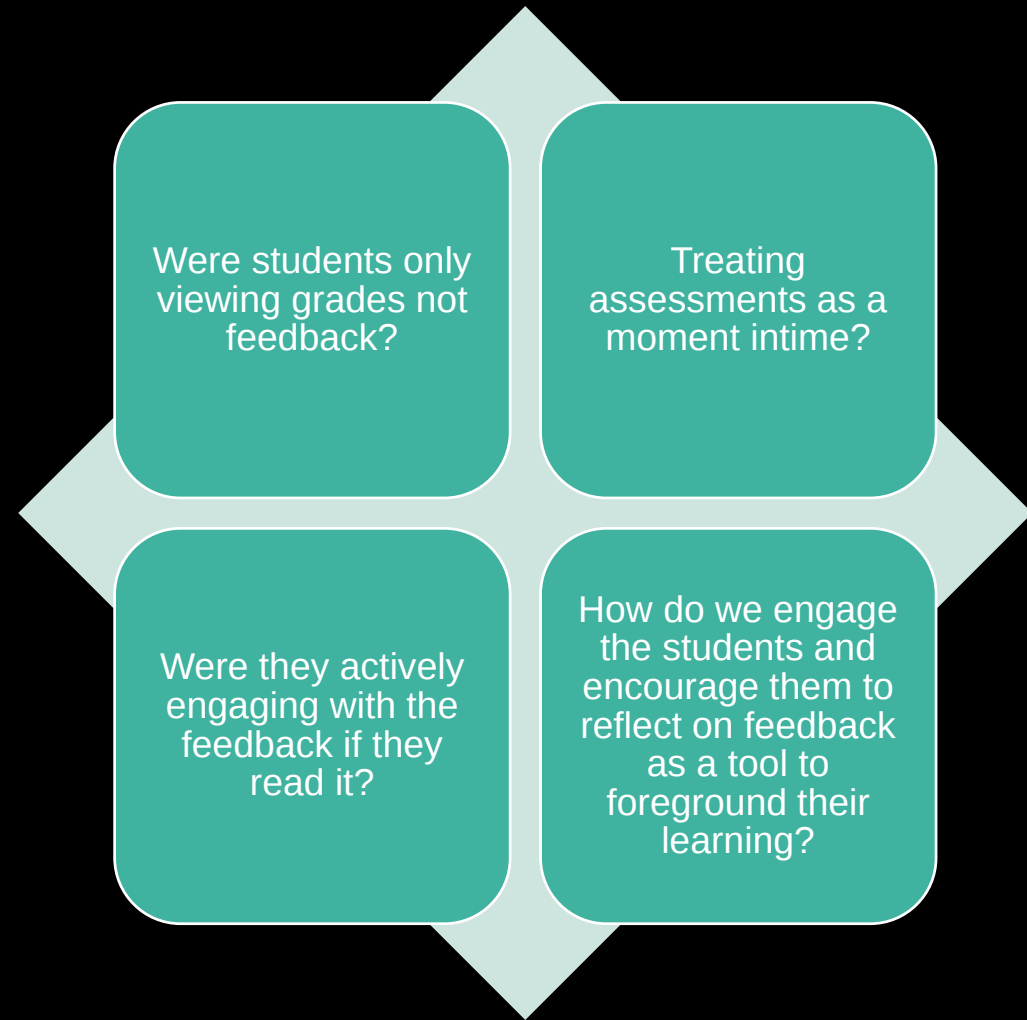
Compulsory
core

May lack
experience
writing

May be new
to
Management
Studies

May have
been “skilled
and drilled”

The problems:



Using reflection videos to foreground learning

1

Bring the
student to their
feedback

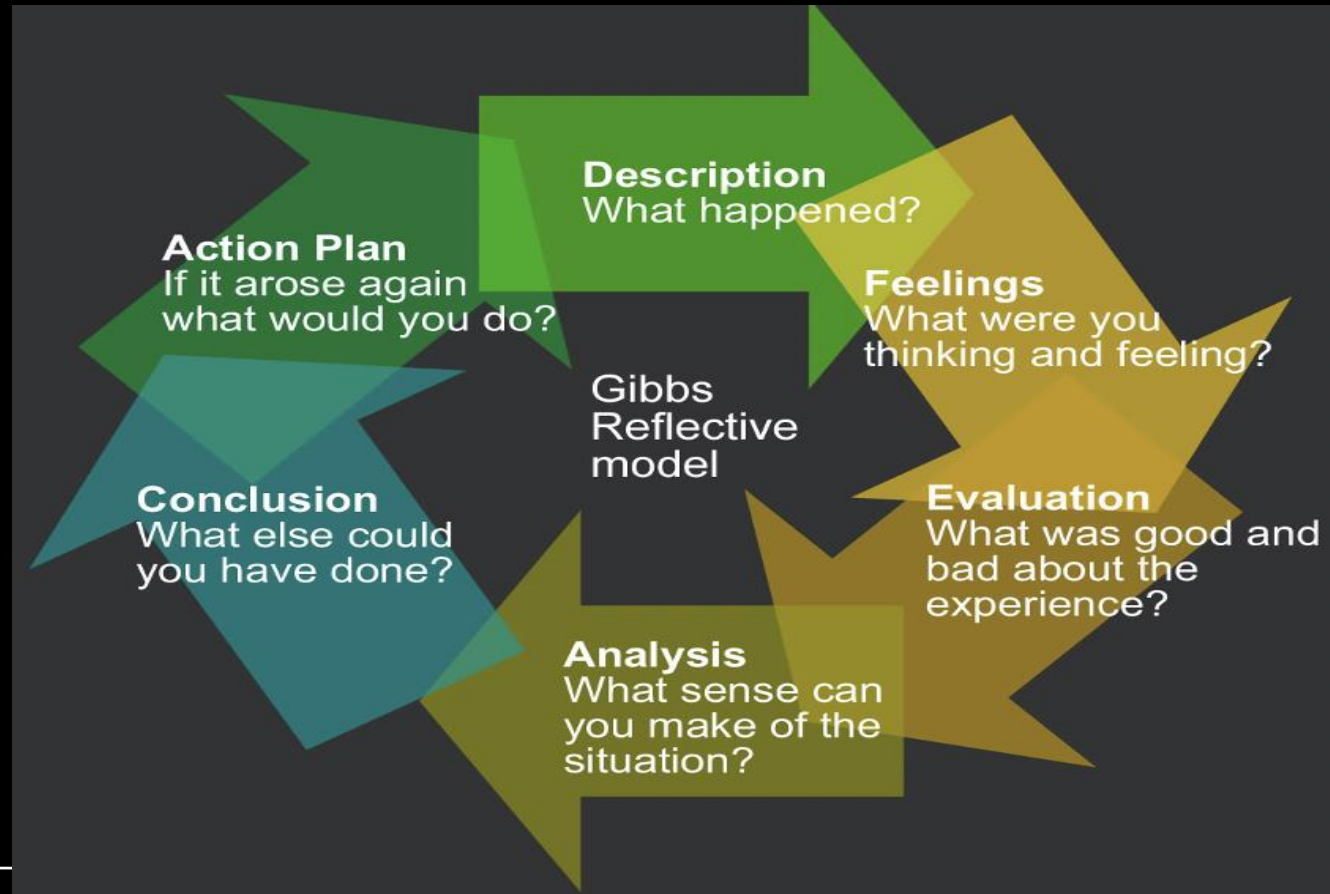
2

Encourage
engagement

3

Make meaning.

Final assignment to close the loop on feedback and foreground their future learning



‘Focus on what is important to you?’
Students owning
the content of
these videos

What were the overarching themes of the feedback in previous 2 assignments?

What does this mean for you through the lens of a growth mindset?

What one lesson had the biggest impact on you? and why? Make meaning of how it impacted you.

We employed
technology to
support them
and us

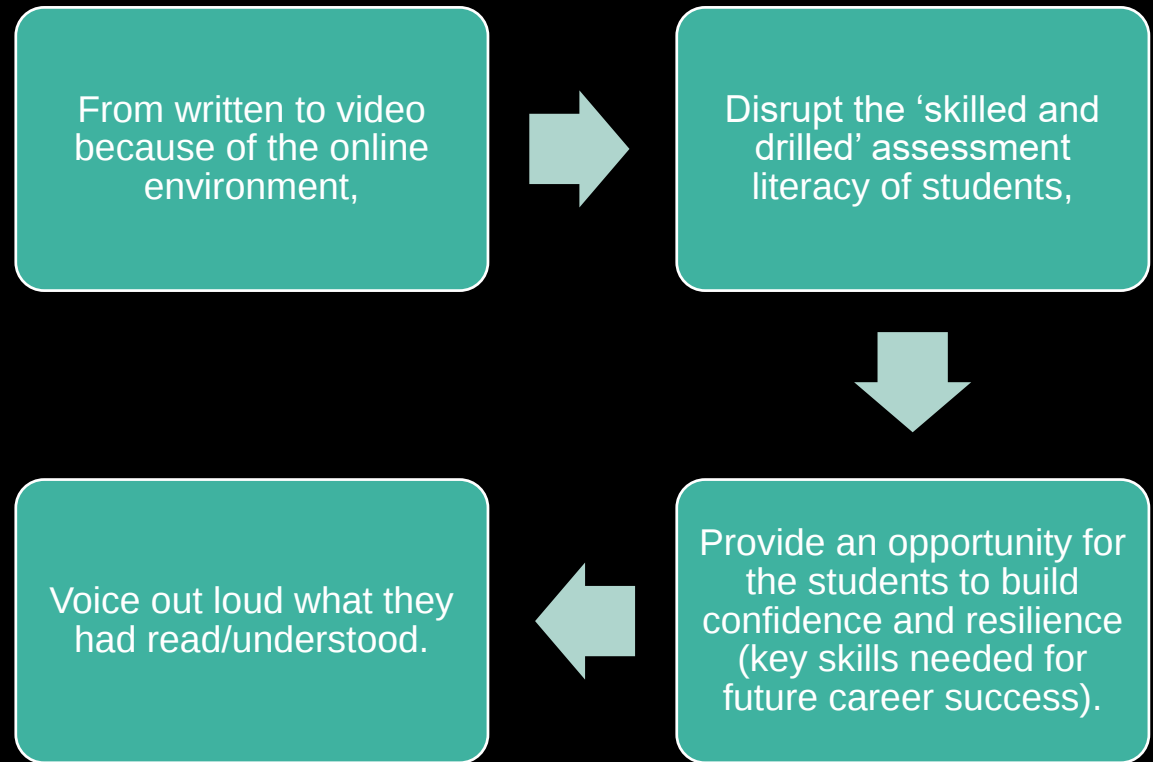
LMS tools to drive student behaviour

```
graph TD; A[LMS tools to drive student behaviour] --> B[Grade based feedback is generated – it assumes they have read the feedback and talks them through the meaning of the outcome.]; B --> C[LMS generated reminders set for 5 days if feedback not viewed: a) reminder when they next log onto the platform and b) are redirected to their feedback without choice immediately.];
```

Grade based feedback is generated – it assumes they have read the feedback and talks them through the meaning of the outcome.

LMS generated reminders set for 5 days if feedback not viewed: a) reminder when they next log onto the platform and b) are redirected to their feedback without choice immediately.

Pedagogical roots of the course design.



Starts a dialogical process



With teachers and learners sharing their interpretations of the intended messages of teacher feedback



Closes the loop for tutors in understanding how their feedback has been received and interpreted as a form for feedback for them.



Becomes a tool for tutors to improve their skills in providing feedback.