Does a new digital tool of assessment affect teachers’ ways of giving feedback?

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Agenda

- Introduction to WiseFlow (digital tool of assessment)
- Guidelines for feedback at Danish UCs
- Feedback in WiseFlow
  - Multiple Choice / Multiple Request
  - Oral exams based on written assignments
  - Written assignments
- Rubrics (a future tool in WiseFlow)
Research question

- Does a new digital tool of assessment affect Metropolitan UC’s teachers ways of giving feedback to students?
More than paperless

Create exams and manage the flows.
Participate in safe, online and offline exams.
Assess, comment, grade and give direct feedback.
7 principles of feedback

- Be explicit about what is a good performance
- Arrange the students reflection upon their own learning
- Give high quality information to students about their learning
- Encourage dialogue between students and their teachers
- Motivate the students and strengthen their self-esteem
- Make it possible for the students to bridge the gap between the current and the desired performance
- Give information to the teachers which they can use to improve their own teaching
Empirical data
BA of Midwifery >> BA of Education
In the document (Annotations) - Highlighting passages
In the document (Annotations) - Symbols/icons
In the document (Annotations) – Free-hand drawing
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Comments
Final comments - individual or groupbased
Feedback – Multiple Choice of Multiple Request

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Feedback – Oral Exams (based on written assignments)
Feedback – Written Assignments

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# Rubric – Coming Feedback Tool

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Expert</th>
<th>Competent</th>
<th>Novice</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craftsmanship</td>
<td>Form is carefully planned, form is balanced. Edges are smooth, refined.</td>
<td>Form is somewhat planned, form is slightly asymmetrical. Most edges are</td>
<td>Form is unplanned &amp; lacks balance. Some edges are smooth but many are</td>
<td>Form lacks planning and effort. Surfaces are uneven thickness, burrs readily appear. Joining is insecure. Surfaces and edges are unrefined.</td>
</tr>
<tr>
<td></td>
<td>Walls are even thickness. Joining is secure and hidden. All surfaces</td>
<td>are smooth, without burns or wobbles.</td>
<td>un-refined. Joining is secure and hidden. Most surfaces are smooth,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are smooth, without burns or wobbles.</td>
<td></td>
<td>without any burns.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Design is unique, and displays elements that are totally their own.</td>
<td>Design is expressive, has some unique features. Has &quot;branched out&quot; to</td>
<td>Design lacks individuality. Has few details or is not appropriate for</td>
<td>Lacks many design elements of interest, has minimal additional features or copies the ideas of others. Not much attempt to show individuality.</td>
</tr>
<tr>
<td></td>
<td>Evidence of detail, pattern or unique applications.</td>
<td>some degree.</td>
<td>the form being expressed. Evidence of copying ideas.</td>
<td></td>
</tr>
<tr>
<td>Production/Effort</td>
<td>Uses class time to the maximum. Always on task. Time and effort are</td>
<td>Uses class time for work but is sometimes distracted by others. Work</td>
<td>Has difficulty focusing on the project much of the time. Easily</td>
<td>Hardy evidences caring about quality of the work. No additional effort is noted then to complete it.</td>
</tr>
<tr>
<td></td>
<td>evident the execution of the piece.</td>
<td>falls short of excellence.</td>
<td>distracted by others.</td>
<td></td>
</tr>
<tr>
<td>Work habits/attitude</td>
<td>Is respectful and open to positive suggestions. Cleans work area</td>
<td>Is respectful and accepts suggestions. Cleans work area most of the time.</td>
<td>Lacks openness of suggestions for improvement. Has difficulty being on</td>
<td>Leaves clean up to others. Has an &quot;attitude&quot; &amp; is not open to assistance or suggestions.</td>
</tr>
<tr>
<td></td>
<td>thoroughly.</td>
<td></td>
<td>task to cleaning up.</td>
<td></td>
</tr>
</tbody>
</table>