

e-Assessment and Feedback for Effective Course Transformation (e-AFFECT)

Aim

The aim of the project is to transform **staff and student experience** of assessment and feedback **across** Queen's University through the effective use of technology.

STAKEHOLDERS	VALUE
Students	<ul style="list-style-type: none"> • A more dynamic learning and teaching environment through effective assessment and feedback • Input into design and delivery of assessment and feedback on their programme leading to DegreePlus accreditation
Academic staff	<ul style="list-style-type: none"> • Opportunity to transform assessment and feedback making best use of resources and technology • Opportunity to adopt practice developed and tested through the project
Senior Management	<ul style="list-style-type: none"> • Improvement in student experience and satisfaction as measured by ratings of assessment and feedback • Greater student engagement and attainment • Enterprise-wide change
Academic support	<ul style="list-style-type: none"> • Greater opportunity to work with academic staff, students and other services to improve assessment and feedback • Test a framework that will achieve institutional change • Implement University policies to enhance assessment and feedback and embed technology enhanced learning • Enhance and streamline assessment processes
Wider HE Community	<ul style="list-style-type: none"> • Institutional approach/model • Awareness of project • Sharing good practice, dialogue and collaboration



RSC
Regional Support Centre
Northern Ireland

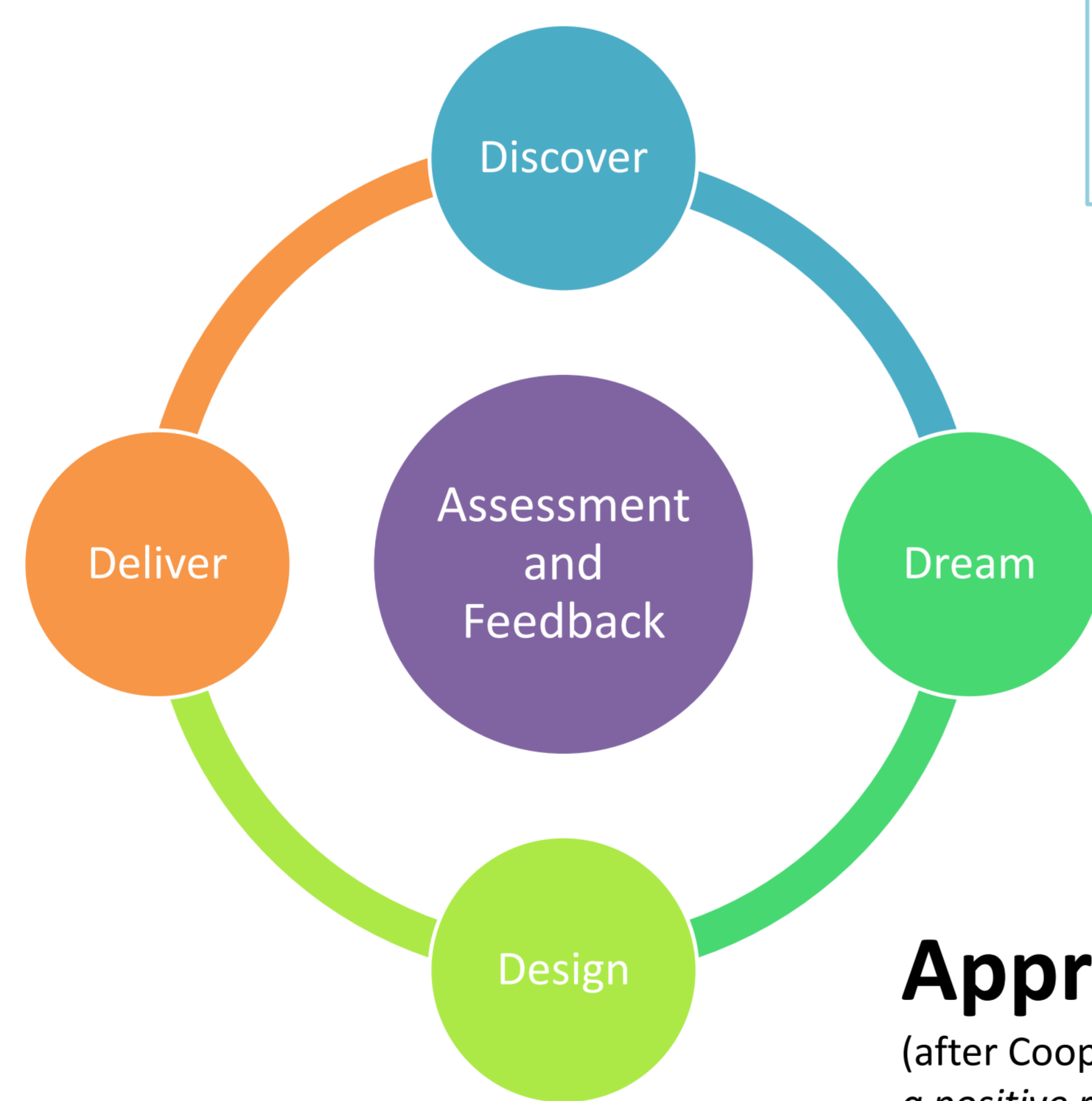
JISC

RSCs - Stimulating and supporting innovation in learning

e-Learning For All

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Transformational Matrix



Assessment for Teaching and Learning Audit Benchmarks (ATLAB)

to be used with kind permission Denise Whitelock and Simon Cross (2011)
Assessment Benchmarking: Accumulating and accelerating institutional know-how for best practice. *International Journal of e-Assessment (IJEA)*, Vol 1. No. 1

Phase 1: 4 Schools

Phase 2: up to 8 Schools

Phase 3: up to 8 Schools

Appreciative Inquiry

(after Cooperrider, D & Whitney, D 2005 *Appreciative Inquiry: a positive revolution in change* San Francisco)

BENEFITS

Toolkit to review assessment and feedback process and practice
Better student engagement with feedback
Improved student experience of assessment and feedback

EVIDENCE

Staff using the toolkit with support from Centre for Educational Development and Information Services
Staff and students reporting that feedback provided is used
Increased satisfaction rating in assessment and feedback across measurement tools (internal and external)

Project Team

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