



Assessment & Feedback

Working with students

Kirsten Hamilton-Maxwell, PhD, B.Optom(Hons), FHEA

Deputy Director of Teaching & Learning, Assessment & Feedback Lead

School of Optometry and Vision Sciences, College of Biomedical & Life Sciences, Cardiff University


Centre for Education Innovation Learning and Teaching Conference, 6 July 2016

Working with students



The good

- Consistently high overall student satisfaction (95%+)
- 100% graduate employment
- Very high pass rate in the professional qualifying examination for optometry
- And much more...



The not so good

- Assessment & feedback was not well received
- Nothing we had tried seemed to make a difference

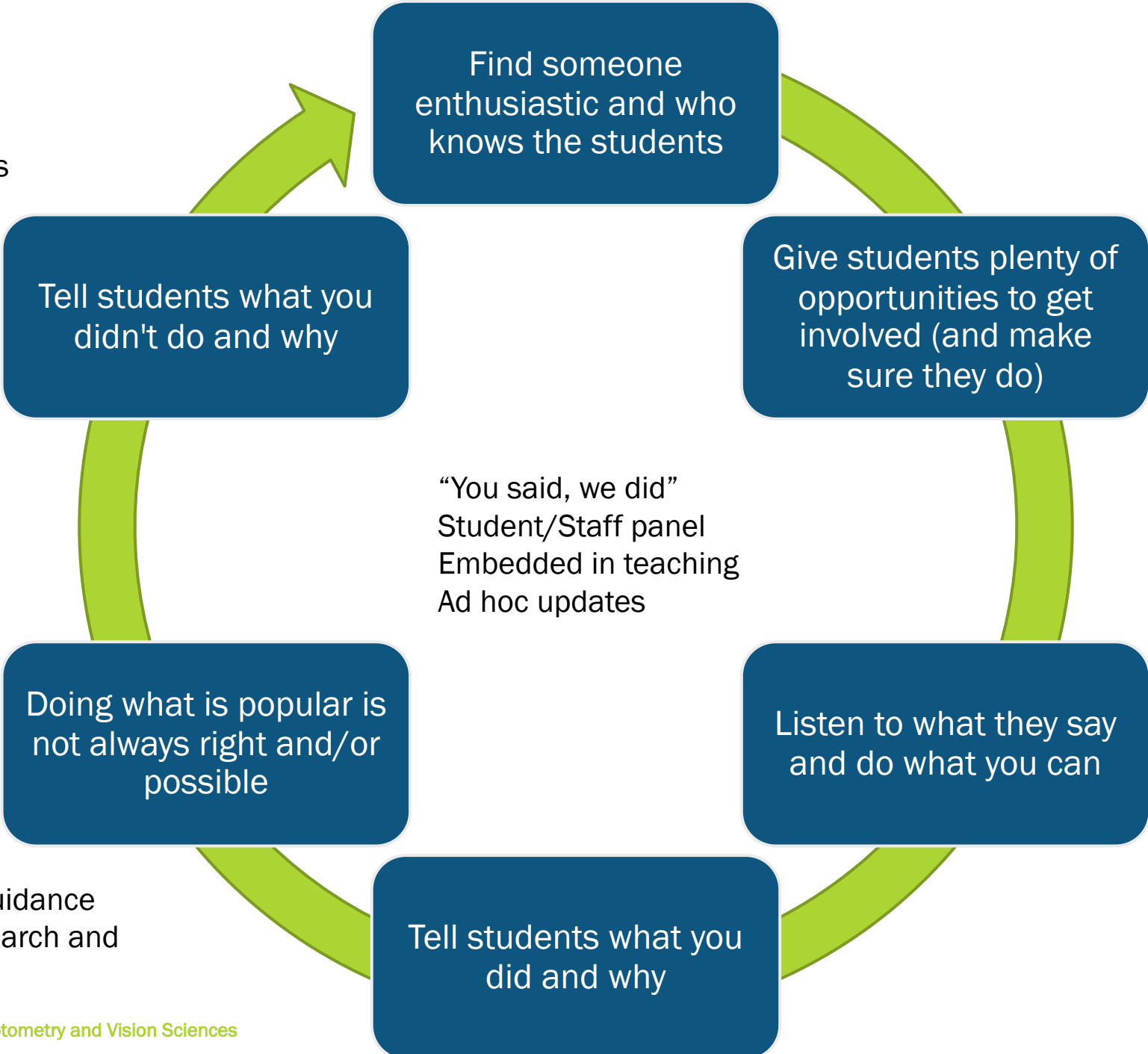
▶ Why?

- Not working with students
- ▶ We weren't asking for much feedback
 - We knew relatively little about issues affecting students
- ▶ We weren't doing much with the feedback
 - Missed opportunities for improvement
- ▶ We weren't good at explaining ourselves
 - No chance to highlight good practice or benefits of A&F methods
 - Lack of information caused misunderstandings and anxiety

Many good reasons

- Academic, financial, logistical, etc.
- Already tried it!

Correct misunderstandings



Engage the silent majority

“Formal”

- Student surveys
- Student/staff panel

“Informal”

- Focus groups
- Quick surveys
- Informal chats

“You said, we did”
Student/Staff panel
Embedded in teaching
Ad hoc updates

Also consider...

- Academic staff
- Professional bodies
- University policy and guidance
- Literature/original research and scholarship

Take action

- Senior leadership
- Module leaders

Reassurance and clarification

- You don't always need to “do” anything

Thanks for listening!

- ▶ Kirsten Hamilton-Maxwell
 - Deputy Director of Teaching & Learning, Assessment & Feedback Lead
 - School of Optometry and Vision Sciences, College of Biomedical & Life Sciences, Cardiff University
 - Hamilton-MaxwellKE@cardiff.ac.uk

