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Assessment method	Advantages	Disadvantages	Feedback
Annotated bibliographies	<ul style="list-style-type: none"> <li>Useful way to have students engage with the literature</li> <li>Candidates can show their depth of study</li> <li>Plagiarism is limited</li> </ul>	<ul style="list-style-type: none"> <li>The extent of the literature may mask the depth of thinking about the sources</li> <li>Give criteria re number of sources; plus, some elements to prioritise</li> </ul>	<ul style="list-style-type: none"> <li>Face to face discussion of existing annotated bibliographies helps students to create their own</li> </ul>
Artefacts	<ul style="list-style-type: none"> <li>High on validity and authenticity</li> <li>Useful evidence of achievement to show employers</li> <li>Recorded artefacts can make excellent exemplars for future students</li> </ul>	<ul style="list-style-type: none"> <li>Different judges may have their own idea of what constitutes excellence</li> </ul>	<ul style="list-style-type: none"> <li>Feedback dialogues can be used as part of the assessment of artefacts</li> </ul>
Assessed seminars	<ul style="list-style-type: none"> <li>Seminars can be prepared and led by students</li> <li>A series of seminars gives each student the chance to present</li> <li>Assessment can relate to depth of knowledge, communication skills and the ability to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>A range of topics with equal difficulty is hard to produce</li> <li>Over a series, later presenters can be disadvantaged</li> <li>Difficult to assess audience participation</li> <li>Early presenters may switch off, or cease attending</li> </ul>	<ul style="list-style-type: none"> <li>Tutor dialogue possible, along with peer feedback as peers act as audience members</li> </ul>

<i>Case studies</i>	<ul style="list-style-type: none"> <li>• Authentic, real-world scenarios</li> <li>• Candidates can show creativity and originality in constructing case studies</li> <li>• Candidates can show creative problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication can dominate the assessment</li> <li>• A range of case studies with equal difficulty is hard to produce</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback dialogue possible with individuals or groups, from tutors and peers</li> </ul>
<i>Computer-aided assessment</i>	<ul style="list-style-type: none"> <li>• Very efficient for large cohorts and multiply presented courses</li> </ul>	<ul style="list-style-type: none"> <li>• Hard to design good computer-aided assessment</li> <li>• Needs networked machines if data is to be collected for assessment purposes</li> <li>• Needs expertise in question design, subject content and technology</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback dialogue possible in class or group contexts, otherwise any feedback can't be considered dialogic.</li> </ul>
<i>Critical incident accounts</i>	<ul style="list-style-type: none"> <li>• Students can choose particular incidents, analyse them in depth, show creativity and problem-solving</li> <li>• Can be word-constrained</li> <li>• Authentic</li> </ul>	<ul style="list-style-type: none"> <li>• A range of incidents with equal difficulty is hard to produce</li> <li>• Writing skills may overshadow interpretation and imagination skills</li> <li>• Some students may already be familiar with particular types of incident</li> </ul>	<ul style="list-style-type: none"> <li>• Possibility of dialogue if feedback can be face to face</li> </ul>
<i>Dissertations/ theses</i>	<ul style="list-style-type: none"> <li>• Constitute a defining measure of the level and scope of an individual's achievements</li> <li>• Include a critical review of the state of the field: allows students to see the "big picture"</li> </ul>	<ul style="list-style-type: none"> <li>• Focus needed to assess on the level of in-depth thinking, creativity and originality, rather than the look of the presentation</li> <li>• Can be very isolating for the student</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback dialogues (especially with supervisors) a huge part of the guidance and learning involved in the presentation of a thesis</li> </ul>

<i>Essays</i>	<ul style="list-style-type: none"> <li>Measures ability to construct argument and to write fluently, coherently and at length</li> <li>Examiners very familiar with marking exams</li> </ul>	<ul style="list-style-type: none"> <li>Not authentic in workplace context</li> <li>Easy to plagiarise</li> <li>Marking time consuming</li> </ul>	<ul style="list-style-type: none"> <li>Tutor feedback in writing, and face-to-face feedback dialogue with students</li> <li>Peer feedback possible</li> </ul>
<i>Exams</i>	<ul style="list-style-type: none"> <li>Fair</li> <li>Familiar to students</li> </ul>	<ul style="list-style-type: none"> <li>Not best way to assess</li> <li>Speed can hinder learners</li> <li>Marking time consuming</li> <li>Learners can't edit/correct</li> <li>Possible to cheat</li> </ul>	<ul style="list-style-type: none"> <li>No dialogue possible</li> <li>Time lag for learners to find out results</li> </ul>
<i>In-class MCQ with clickers and confidence ratings</i>	<ul style="list-style-type: none"> <li>Good for large groups</li> <li>Students can see answers display on screen and thus how they fit into the whole class results</li> <li>Tests can be repeated after some teaching, and students can see how their learning and confidence have improved</li> </ul>	<ul style="list-style-type: none"> <li>Needs laptop/computer fitted with specific software</li> <li>Students without phones require clickers</li> <li>Technology can fail</li> <li>Question setting needs practice to come up with questions with credible distractors</li> </ul>	<ul style="list-style-type: none"> <li>Provides rapid feedback</li> <li>Confidence rating helps to increase students' perceptions of how confidently or not they know the best choice for each question</li> </ul>
<i>Individual oral tests or interviews</i>	<ul style="list-style-type: none"> <li>Allows probing questions to check for understanding</li> <li>Authentic: many careers and professions depend on face-to-face skills at answering questions and giving persuasive explanations</li> <li>Students must answer in "real-time"</li> </ul>	<ul style="list-style-type: none"> <li>Some candidates can be let down by nerves</li> <li>Students with speaking problems (e.g. stammering) may be misinterpreted as lacking knowledge</li> <li>Hard to analyse retrospectively unless recorded</li> <li>Difficult to guarantee fairness between candidates, especially when</li> </ul>	<ul style="list-style-type: none"> <li>Feedback dialogue is possible, but in the context of assessment, care is needed regarding 'leading' feedback steering candidates towards better answers or explanations</li> <li>The immediacy of feedback can be useful, for example facial</li> </ul>

		<ul style="list-style-type: none"> <li>variations in levels of probing occur</li> <li>• Difficult to timetable with large cohorts</li> <li>• May require two assessors to guard against appeals</li> </ul>	<ul style="list-style-type: none"> <li>expression and body language of assessors, as well as their comments</li> <li>• When group contexts are used, students can learn from dialogues arising from answers from fellow students</li> </ul>
<i>In-tray exercises</i>	<ul style="list-style-type: none"> <li>• Strong on authenticity</li> <li>• Reliability of assessment is high as there will be best practice to follow</li> <li>• Focus on thinking not just writing</li> <li>• Fair as all students have same exercises</li> <li>• A bank of previous exercises makes a great resource and students can become familiar with the format</li> </ul>	<ul style="list-style-type: none"> <li>• Gets away from measuring speed of writing but speed of reading could be a difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Used with class groups, feedback dialogues can concern the most effective ways to deal with the situations in the exercises</li> </ul>
<i>MCQ with feedback responses</i>	<ul style="list-style-type: none"> <li>• Excellent for quick testing of factual material</li> </ul>	<ul style="list-style-type: none"> <li>• Hard to design high quality MCQs for summative assessment</li> <li>• Questions require piloting to check for facility values and discrimination indices</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback on correct/incorrect choices can be instant. Allows rapid formative feedback</li> <li>• Dialogue possible in class with peer discussion</li> </ul>
<i>Objective Structured Clinical Exams (OSCEs)</i>	<ul style="list-style-type: none"> <li>• Authentic, good for testing high-level skills</li> <li>• Assessment can be quick, especially with rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Design time-consuming</li> <li>• Nerves can affect candidates</li> </ul>	<ul style="list-style-type: none"> <li>• Formative OSCEs very good for feedback from tutors and peers</li> </ul>
<i>Open book exams</i>	<ul style="list-style-type: none"> <li>• Not as reliant on memorising</li> <li>• Shows how learners can use supplied information</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to design good open book questions</li> <li>• Students can buy/bring in prepared answers</li> </ul>	<ul style="list-style-type: none"> <li>• Usually no dialogue possible, just marks</li> </ul>

<i>Portfolios</i>	<ul style="list-style-type: none"> <li>Allows learners to present wide-ranging evidence of achievement, and to show originality and creativity alongside mastery of subject knowledge.</li> <li>Portfolios can be maintained over a considerable time scale, and show development, and can be useful evidence of achievement to show to prospective employers.</li> </ul>	<ul style="list-style-type: none"> <li>Takes time to mark, and assessment reliability can be quite low as different assessors tend to look for different things when assessing wide-ranging evidence of achievement</li> </ul>	<ul style="list-style-type: none"> <li>Feedback dialogue not really possible unless face-to-face discussion is available with assessors, or when students compare each other's portfolios</li> </ul>
<i>Posters</i>	<ul style="list-style-type: none"> <li>Posters can be authentic in workplace context</li> <li>Allows for a range of achievement in a visual format</li> <li>Posters can be compared with each other</li> <li>Peers/professionals/employers can assess</li> <li>Assessment can include probing questions on the material in the poster</li> </ul>	<ul style="list-style-type: none"> <li>Time-consuming to assess</li> <li>Visuals can distract when assessing</li> <li>Set limits on size/colours/fonts etc</li> <li>Oral component could challenge some students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback dialogues are possible, and students can also learn from feedback discussions arising from other students' presentations</li> </ul>
<i>Practical work</i>	<ul style="list-style-type: none"> <li>Direct evidence of students' practical abilities</li> <li>Employers value these skills</li> </ul>	<ul style="list-style-type: none"> <li>Observation can be time consuming</li> <li>Different observers may measure student capability differently</li> </ul>	<ul style="list-style-type: none"> <li>Feedback dialogue possible, especially with observers who hold the specific practical skills</li> </ul>
<i>Presentations</i>	<ul style="list-style-type: none"> <li>Assess oral communication skills alongside subject mastery</li> <li>Oral skills often important in employment</li> <li>Peer-assessment can be utilised</li> </ul>	<ul style="list-style-type: none"> <li>Time-consuming</li> <li>Lack of oral communication skills could take away from subject knowledge</li> <li>Expected standards could become higher</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for feedback, but can be difficult to manage so as not to interrupt presentations</li> <li>Students in groups can learn</li> </ul>

	<ul style="list-style-type: none"> <li>• Can include spontaneous QA from assessor</li> <li>• Can include spontaneous QA from audience</li> </ul>	<ul style="list-style-type: none"> <li>• over successive presentations</li> <li>• Marks can be associated with quality of slides, rather than content.</li> <li>• Hard to analyse retrospectively unless recorded</li> </ul>	<ul style="list-style-type: none"> <li>• from feedback given to others</li> </ul>
<i>Projects</i>	<ul style="list-style-type: none"> <li>• Good for in-depth investigations/research skills</li> <li>• Can showcase originality and creativity</li> <li>• Students can develop use of literature</li> </ul>	<ul style="list-style-type: none"> <li>• Time-consuming to assess</li> <li>• Assessment reliability hard to maintain</li> <li>• When combined with presentation, communication skills can influence assessment</li> <li>• Hard to ensure student effort is evenly distributed</li> <li>• Tight deadlines necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback dialogues throughout project work, allowing specific formative feedback discussions with individual or groups</li> </ul>
<i>Reflective journals</i>	<ul style="list-style-type: none"> <li>• Deepens learning by reflection, can demonstrate analysis, creativity and originality</li> <li>• Can help students develop reflective approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment may be based too much on writing skills rather than reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Assessors can talk to students about their view of the reflections</li> </ul>
<i>Reports</i>	<ul style="list-style-type: none"> <li>• Authentic in workplace context</li> <li>• Can measure practical and field work</li> </ul>	<ul style="list-style-type: none"> <li>• Practical/field work often done collaboratively, but reports often individual write-ups, so assessment may be of a different skill</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback monologues fairly easy</li> <li>• Dialogue possible in face-to-face discussions with individuals or groups</li> </ul>
<i>Short answer question exams</i>	<ul style="list-style-type: none"> <li>• Wide range of subject material can be tested</li> <li>• Decision-making focused, not just information</li> </ul>	<ul style="list-style-type: none"> <li>• No opportunity to tie things together</li> <li>• “Easy” questions must not</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback only possible if papers are used as class exercises</li> </ul>

		overbalance overall marking	
<i>Simulations</i>	<ul style="list-style-type: none"> <li>• Good for a range of practical skills and competences</li> <li>• Highly authentic in certain professions and contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to design but good for high numbers of candidates</li> <li>• A range of simulations with equal difficulty is hard to produce</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face dialogues very good for giving feedback on simulations</li> </ul>
<i>Take-away papers</i>	<ul style="list-style-type: none"> <li>• More like a short-term assignment</li> <li>• Can allow time for drafting</li> </ul>	<ul style="list-style-type: none"> <li>• Students may find it difficult to stop drafting and submit</li> <li>• May be difficult for students with many time commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Usually no dialogue possible, just marks</li> </ul>
<i>Work-based learning</i>	<ul style="list-style-type: none"> <li>• Can showcase students' work readiness skills</li> <li>• Can be an important bridge between academic studies and the workplace, developing the skills they need in the work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Can be hard to make it realistic and authentic</li> </ul>	<ul style="list-style-type: none"> <li>• Great amount of feedback possible: students learn from feedback from supervisors, work colleagues, and their peers</li> </ul>

Adapted for the [REAP](#) Project by Sinead Spain and Geraldine Exton, from Race, P (2020) "A draft table: assessment, feedback and contract cheating in perspective" online, available: <https://phil-race.co.uk/2020/02/a-draft-table-assessment-feedback-and-contract-cheating-in-perspective/> [accessed November 4, 2020]