

ASSESSMENT FOR LIFE AND THE LOVE OF LEARNING: USING ASSESSMENT AND FEEDBACK TO FOSTER STUDENTS' SELF-EFFICACY AND CAPABILITIES

Evaluar para la vida y el amor por el aprendizaje: el uso de la evaluación y el feedback
para potenciar la autoeficacia y las capacidades de los estudiantes

Avaliação para a vida e o amor pela aprendizagem: usando avaliação e feedback para
potenciar a autoeficácia e capacidades dos estudantes

Sally Brown

Emerita professor, Leeds Beckett University & Independent consultant. Telephone: 00 44 191 2662369 /
7979 598781. E-mail: s.brown@leedsbeckett.ac.uk

Abstract

Assessment of student learning in Higher Education plays a core role, concerned with both recognition of student achievement and engendering learning through practice and feedback. Assessment is known to drive students' learning, not just in terms of providing a framework for activity, but also giving them incentives for engagement (Race, 2019). This keynote will provide a range of perspectives on why well-designed, effective and thoughtful assessment and feedback significantly impact on students' capacity to learn effectively, and on their ultimate capabilities as graduates contributing to employment contexts and as well as productive and purposeful citizens.

Keywords: *Authentic assessment; dialogic feedback; engagement; joy; self-efficacy*

Resumen

La evaluación del aprendizaje de los estudiantes en Educación Superior tiene un papel fundamental, ya que se refiere tanto al reconocimiento de sus logros como a la generación de aprendizaje mediante la práctica y el *feedback* (retroalimentación). Se sabe que la evaluación dirige el aprendizaje de los estudiantes, no solo en términos de proporcionar un marco para la actividad, sino que también les da incentivos para su implicación (Race, 2019). Esta conferencia desarrollará un abanico de perspectivas

sobre por qué una evaluación y un feedback bien pensados, diseñados, y efectivos, tienen un impacto significativo en la capacidad de los estudiantes para aprender de forma efectiva. Así como, en último término, sobre sus capacidades finales como graduados, contribuyendo en los contextos laborales, y como ciudadanos productivos y con un propósito.

Palabras clave: *Evaluación auténtica; feedback dialógico; implicación; placer; autoeficacia*

Resumo

Avaliação da aprendizagem dos alunos no ensino universitário desempenha um papel crucial, o qual está relacionado com o reconhecimento das conquistas do aluno e com o gerar aprendizagem através das práticas e feedback. Avaliação é conhecido por conduzir a aprendizagem dos alunos, não apenas em termos de fornecer um quadro teórico para a atividade, mas também por lhes dar incentivos para que se envolvam (Race, 2019). Esta palestra irá providenciar várias perspectivas sobre como uma avaliação bem delineada, efetiva e ponderada, juntamente com o feedback potenciam significativamente a capacidade dos alunos aprenderem eficazmente. Este impacto estende-se às capacidades finais como graduados, com contributos para o contexto de trabalho e para que se tornem cidadãos produtivos e com um propósito.

Palavras-chave: *Avaliação autêntica; feedback dialógico; envolvimento; prazer; autoeficácia*

Assessment for life and the love of learning: using assessment and feedback to foster students' self-efficacy and capabilities

Good assessment and feedback are highly relevant to ensuring that graduates can demonstrate the knowledge, behaviours, qualities and attributes that their programmes promise, and can provide an energising function through motivating students to engage fully. Too often, sadly, it has the opposite effect. We need to ensure that students feel that the assessment process is not just about gauging their performance in high stakes exams and other assignments, but also a benevolent process designed to assure they make process and gain both knowledge and skills.

As curriculum designers and assessors we need to help students make sense of how assessment works by developing their assessment literacy, not only so that they can optimize their performance in various assessed instruments, but also so that they can deepen their love of learning as students, and far beyond. Assessment must be constructively aligned within the specified programme, with close reference to the specified criteria, valid, reliable, transparent, authentic, inclusive, timely and incremental, designed to motivate students to learn, to develop graduate and citizenship capabilities and to fostering students' self-efficacy and sense of ownership. Traditional assessment is rarely a joyous experience, and tends to over-use a very limited range of approaches, restricting their potential achievements and limiting their future horizons by its narrow scope. However, when students are highly engaged and care deeply about outcomes of their purposeful work, assignments can be powerful and motivating instruments of learning.

As well as offering research-informed guidance on how to design and practice effective assessment techniques, a significant focus of this presentation will be to explore how students' confidence and self-efficacy can be enhanced through formative and dialogic processes of feedback, designed to be constructive and developmental, taking account of the affective impact of critique, and helping students with low esteem to build resilience through 'a diet of early successes' and positive reinforcement (Dweck, 2000).

Feedback, which Carless and Boud (2018) define as "a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies' can be a crucial tool for supporting students' transformative practice, so long as it is action orientated and leads to students not only recognizing what they need to change in order to improve their work, but also to take steps to do so. As Sadler (2010) argues, "approaches that emphasize feedback as telling are insufficient because students are often not equipped to decode or act on statements satisfactorily, so key messages remain invisible". Here I will explore how we can make feedback a process through which students can move beyond generalized messages and guidance towards action, while being manageable in scale and scope for the assessors who undertake it.

References

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