

Moving feedback forward

Semester: spring 2023

Professional development in-depth course in higher education teaching and learning. The course is aimed at supporting the professional development of university teachers from all disciplinary areas at Stockholm University who have previously completed training in higher education teaching, UL1 or equivalent. The course can be taken independently or in combination with the course UL2 Bas (4.5 credits)

Effort involved

The course corresponds to 2 weeks full time study, equivalent to 3 ECTS.

Aim and intended learning outcomes

The main aim of the course is to contribute to the basic teaching proficiency required for employment as a higher education teacher. Based on higher educational research and on exchange of experiences with other university teachers at Stockholm University the course gives participants the tools and knowledge needed to:

- Be able to synthesize state-of-the-art research on formative assessment and feedback practices.
- Analyze existing syllabi and practices using a curriculum mapping approach
- Design research informed and aligned formative feedback and assessment practices

Course Outline

The module is offered as an online asynchronous learning module.

During the module you will:

- Read a selection of literature and write a report
- Give feedback on another participant's report
- Conduct a curriculum mapping on formative assessment and feedback practices across a minimum of two courses offered at your department
- Design research informed formative assessment and feedback practices which may be used in your teaching, or at your department.

Assessment

The assessment is comprised of three components. In order to pass participants will synthesize a selection of literature, analyze course documents and design novel formative assessment practices which may be used in their own context.

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Literature (Participants will choose from a selection of the following)

Boud, D. & Dawson, P. (2021). What feedback literate teachers do: an empirically-derived competency framework. *Assessment & Evaluation in Higher Education*.

<https://doi.org/10.1080/02602938.2021.1910928>

Chan, C. K. Y., & Luo, J. (2022). Exploring teacher perceptions of different types of ‘feedback practices’ in higher education: implications for teacher feedback literacy. *Assessment & Evaluation in Higher Education*, 47(1), 61-

76. <https://doi.org/10.1080/02602938.2021.1888074>

Eskreis-Winkler, L., Milkman, K. L., Gromet, D. M., & Duckworth, A. L. (2019). A large-scale field experiment shows giving advice improves academic outcomes for the advisor. *Proceedings of the national academy of sciences*, 116(30), 14808-14810. <https://doi.org/10.1073/pnas.190877911>

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in higher education*, 31(2), 199-218. <https://doi.org/10.1080/03075070600572090>

Winstone, N. E., & Boud, D. (2020). The need to disentangle assessment and feedback in higher education. *Studies in Higher Education*, 1-12.

<https://doi.org/10.1080/03075079.2020.1779687>

Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5-25. <https://doi.org/10.1080/0969594X.2010.513678>

Dawson, P., M. Henderson, P. Mahoney, M. Phillips, T. Ryan, D. Boud, and E. Molloy. (2019). “What Makes for Effective Feedback: Staff and Student Perspectives.” *Assessment & Evaluation in Higher Education* 44 (1): 25–36. <https://doi:10.1080/02602938.2018.1467877>

Henderson, M., Ryan, T., & Phillips, M. (2019). The challenges of feedback in higher education. *Assessment & Evaluation in Higher Education*, 1-16.

<https://doi.org/10.1080/02602938.2019.1599815>

Lau, A. M. S. (2016). ‘Formative good, summative bad?’—A review of the dichotomy in assessment literature. *Journal of Further and Higher Education* 40 (4), 509-525.

<https://doi.org/10.1080/0309877X.2014.984600>

McCallum, S., & Milner, M. M. (2020). The effectiveness of formative assessment: student views and staff reflections. *Assessment & Evaluation in Higher Education*, 1-16.

<https://doi.org/10.1080/02602938.2020.1754761>

Course leader

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