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# Crynoldebau / abstracts

Some Thoughts on Opportunities for Formative Assessment and Effective Feedback

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Our feedback to students occurs in two distinct ways. We can easily forget that the first is teaching at all. It is informal, voluntary, initiated by the student, conducted privately and not assessed. An example is a chat in the corridor or an unsolicited email that begins, 'In my essay, I'm thinking of looking at x and saying y. Is that OK?' The second, by contrast - typically a seminar paper or presentation - is formal, obligatory, initiated by the teacher, conducted publicly and makes use of assessment criteria. Based on my own practice and experience as a teacher and lecturer, I consider the advantages and potential disadvantages of making occasional and selective use of a hybrid in which students are asked to make a formal and public presentation that is not directly assessed. How do students respond? How flexible is the model? What role do their peers play in the process? What teaching and learning occurs? How does the model accord with John Biggs’ ideas on constructive alignment?