

Perdita Stevens

**13:30**

efficient for the students too: eg in programming there's a wide variety of things they personally might like to focus on learning, not all of which we can possibly assess. The more efficient our assessment, the less time we require them to spend on "busywork" which may not support their learning goals, but may be essential for us to check they've learned the basics.

*Judy Robertson*

**13:31**

@perdita Good point

Perdita Stevens

**13:32**

@David no, looks interesting, if you have I'd love to hear more!

**Ross Ward**

**13:32**

@David, I've seen CBM for formative as it can provide some form of intrinsic feedback, but for summative it can be tricky because some personality traits are either geared towards over-confident, or not confident enough sometimes

David Sterratt

**13:34**

Thanks Ross. Perdita: I've not tried it.

Sharon Goldwater

**13:34**

not just personality traits but group characteristics (gender/social class)...

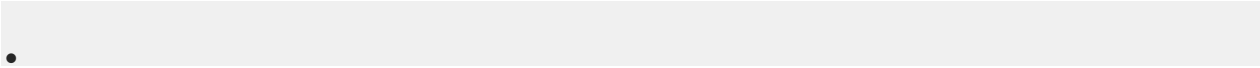
of course traditional exams might also be biased against some groups!

• **13:34**

Perdita Stevens

13:35

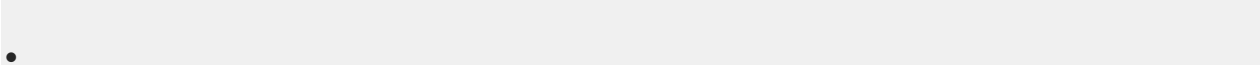
yup. Formative definitely seems the place. But "am I sure?" is such an important question for students to be able to answer and normally we hardly touch it



Sharon Goldwater

13:35

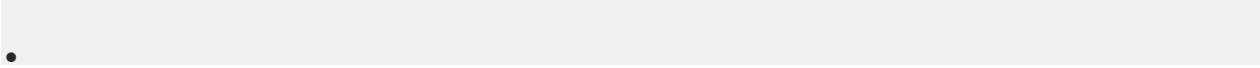
yes



Henry Thompson

13:35

Sorry -- GradeMark?



Perdita Stevens

13:36

criteria based marking, cf IPP I think?



**Ross Ward**

13:36

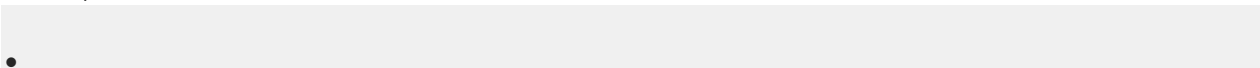
GradeMark is the old name for Turnitin Feedback Studio (the marking interface for Turnitin)



Henry Thompson

13:36

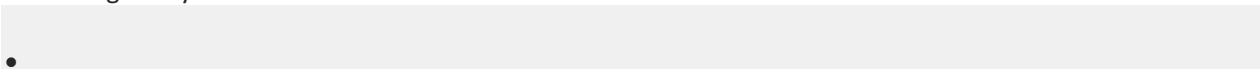
Ah, thanks Ross



Fiona McNeill

13:37

I think there's potential for CBM - used as formative assessment - to help demographics and individuals that lack confidence to begin to understand their own competence. But it would have to be done thoughtfully.



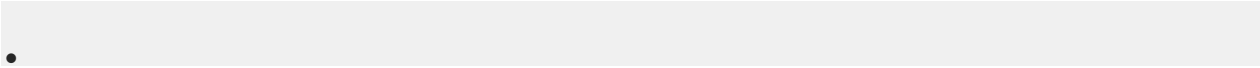
Perdita Stevens

13:37

yup

• 13:38

ah, NB CB stands for two quite different things in this chat!



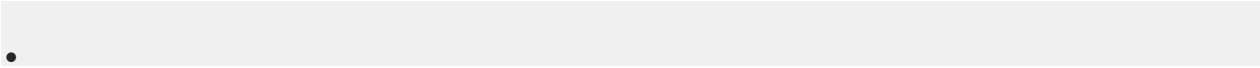
Henry Thompson

13:42

Right, "assessment literacy" was the phrase

• 13:45

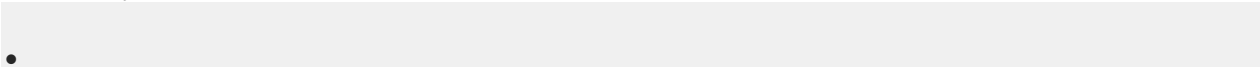
Thanks Tony, the point about "why" we quote and cite is the right way in is particularly helpful



Perdita Stevens

13:47

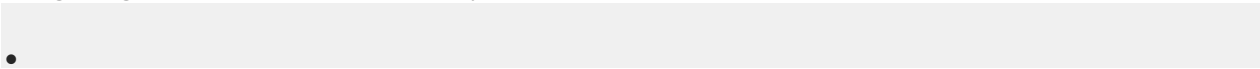
exactly!



Stuart Anderson

13:47

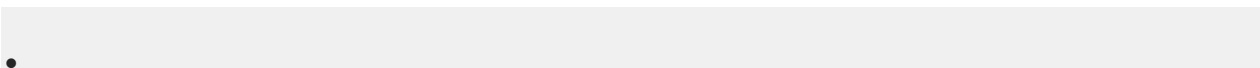
@celestine in relation to dissertations - getting students to review old anonymised dissertations to pick up issues is a nice way of sensitising students to lots of issues (in this case particularly referencing etc) and getting them familiar with what is expected in a dissertation.



Perdita Stevens

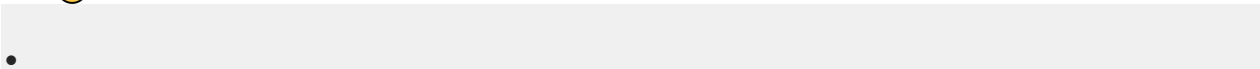
13:48

or 400



Henry Thompson

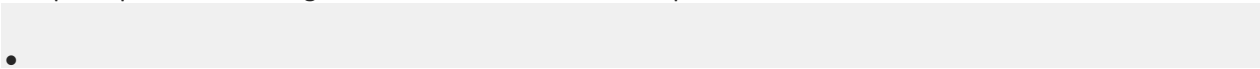
13:48



David Sterratt

13:48

Another point about exams: they do encourage learning about concepts at the same time, and therefore, perhaps understanding of the connections between topics.



Perdita Stevens

13:49

exams are the worst possible assessment except for all the others

•

*Judy Robertson*

13:51

that was a bumper crop of Education MSc students this year. The dissertation organiser is a pile of jelly

•

Fiona McNeill

13:51

Is there any research (there must be?) into how different results for individual students are across different forms of assessment? Anecdotally, I've found that students that do well in different sorts of assignments also tend to do well in exams and vice versa, even though they are assessing rather different things.

•

*Alex Lascarides*

13:53

I like exams because I like the fact that exams happens some weeks after the end of the course, and while revising students have a chance to think more deeply and learn connections they wouldn't have learned if they were doing assessment during the course, with all submission deadlines by week 11 of the semester!

• 13:53

Fiona: in a course where the assessment is all programming, and the exam is testing things that are more reflective and discursive, the correlation is not that great...

• 13:54

I think we often confuse when teaching happens with when learning happens. The revision weeks are great for learning.

•

Perdita Stevens

13:54

also, it's really dispiriting for students to know that other students are cheating and getting away with it.

• 13:55

Alex: teaching <> learning \*yes\*#

•

*Michael Herrmann*

13:55

the relation between confidence and understanding may not be monotonous

•

Perdita Stevens

**13:55**

definitely, but identifying areas where you are confident and wrong is crucial!

•

*Michael Herrmann*

**13:56**

good point!

•

Stuart Anderson

**13:56**

@Alex - do you think reflection gets squeezed out because we overassess?

• **13:56**

@Alex - squeezed out during the main part of the course?

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*Alex Lascarides*

**13:57**

Stuart: No. I think there is no substitute for \*time\*; sometimes the penny drops 2 weeks later exactly because you haven't been thinking about it for the last 2 weeks!

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David Sterratt

**13:57**

Thanks Ross

•

*Judy Robertson*

**13:58**

Also research about men in CS being overconfident wrt their ability.

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**Ross Ward**

**13:59**

@Stuart - I only ever realised the importance of reflection until after I graduated... probably because reflection didnt carry any marks



I dont think I had good assessment literacy until Y3&Y4 in my degree!

David Sterratt

13:59

Thanks Neil

Celeste

13:59

Slides: [edin.ac/2BayoVq](https://edin.ac/2BayoVq)

*Alex Lascarides*

13:59

Oh, yes please Judy!

Perdita Stevens

13:59

great thanks!

*Alex Lascarides*

13:59

Thank you Neil and Celeste



Sharon Goldwater

14:00

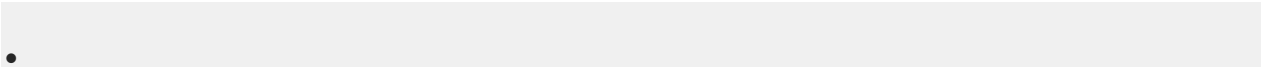
thanks!

*Michael Herrmann*

14:00

thank you

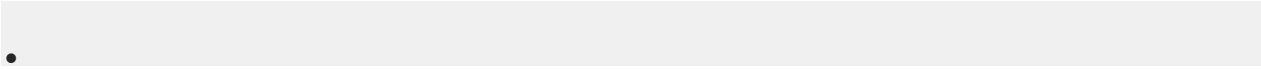




Stuart Anderson

14:00

@celeste Sorry, you don't have access.



Henry Thompson

14:01



David Sterratt

14:01