Exams via feedback

Integrating portfolios and peer feedback

TLHE project 2016/17

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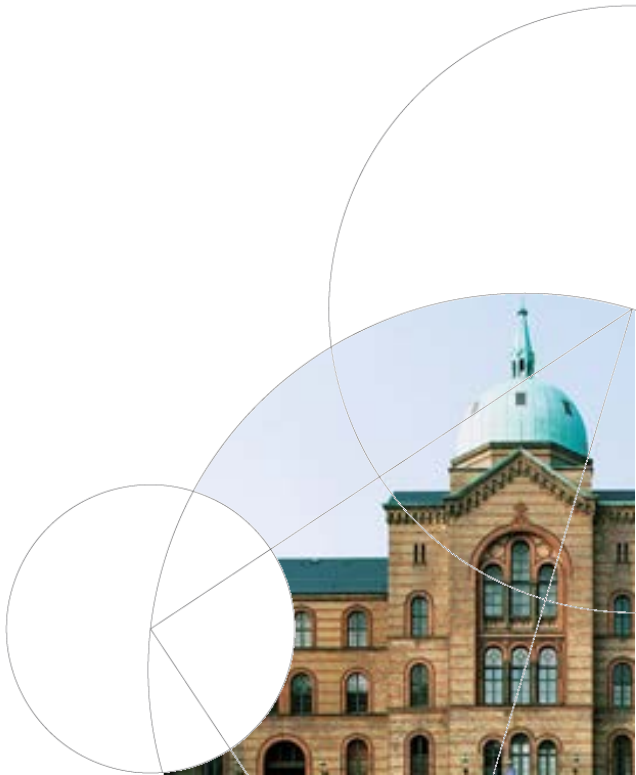
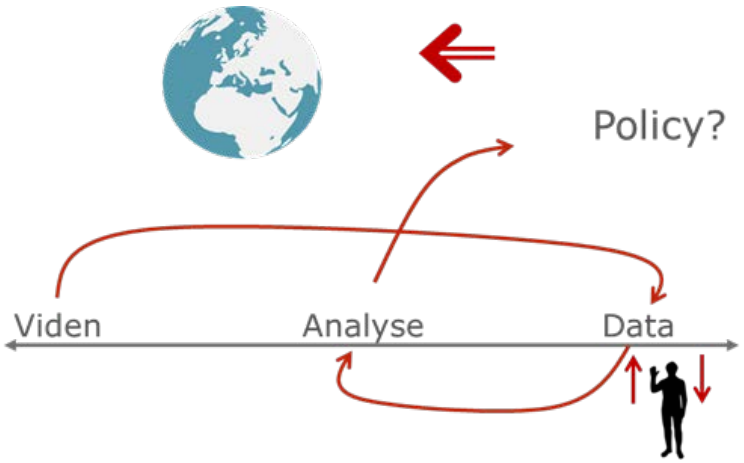
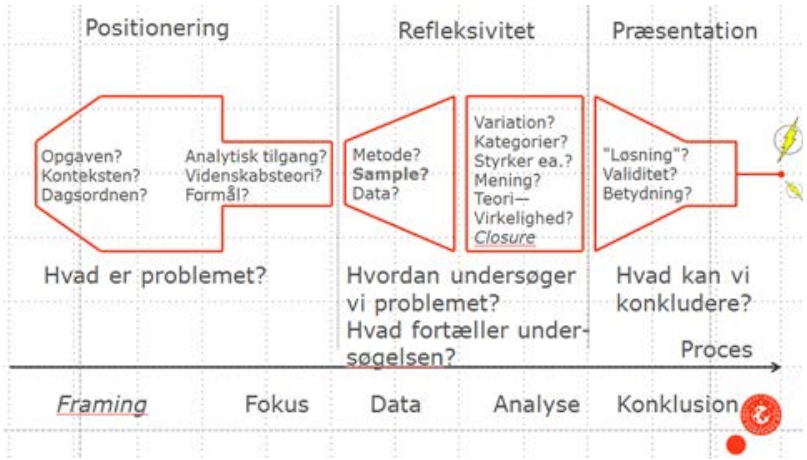


The case

- Sociological project design
- Compulsory MA-course, 7.5 ECTS
- Prior to starting up master's thesis (i.e., 9th semester)
- 7 x 3 hours + 3 port-folios + final written exam (10 p.)





Intended learning outcomes

- ILO 01: Preparation of Master's thesis (adds time to Master's, prepares epistemologically/theoretically/methodologically/thematically/socially/etc. for Master's ..)
- ILO 02: Learning to design a sociological project (e.g., a Master's thesis, a research application, a research project, an evaluation ..)

Course setup

- seven weeks over one semester
- three hours/week: about one hour lecturing and two hours with exercises in peer groups
- students participating in a peer group with one—three other students throughout the course
- opportunity to present course work at a closing one-day seminar

Course programme: snapshot_01

	Lectures	Curriculum	Students' preparation for peer exercises and feedback	Exams
Module 1	I Definition of course structure and expected student participation II Introduction to sociological project designs III Peer groups	Becker (1998), chap. 1	A very short presentation of a project idea, e.g., for your master's thesis Focus: field of study, theoretical and methodological approach, problem statement ..	
Module 2	Surveying a project at start-up Establishing a general view of a research field by reviewing existing literature and employing this view analytically to the further development of the project	Becker (1998), chap. 2	Bring a book or an article, relevant for your project, and prepare a short (10 minutes) presentation of the book or article Discuss the articles with your peers	Portfolio exam no. 1: Based on a short discussion and presentation of the literature review criteria, write a short literature review Max.: 5 pages Deadline: 23 September

Course programme: snapshot_02

Module 3	Applying theory to a project Working epistemo-logically with scientific concepts	Becker (1998), chap. 4	Peer feedback on Portfolio exam no. 1 Narrate a relevant epistemological perspective for your project (e.g., based on your literature review) and discuss it with your peers	
Module 4	Sampling	Becker (1998), chap. 3	Present a sampling strategy (10 minutes) and discuss it with your peers	Portfolio exam no. 2: Outline your sampling strategy and establish this strategy's validity for your project Max.: 5 pages Deadline: 7 October
Module 5	The central argument	Becker (1998), chap. 5	Peer feedback on Portfolio exam no. 2 Present the central argument (10 minutes) and discuss it with your peers	

Course programme: snapshot_03

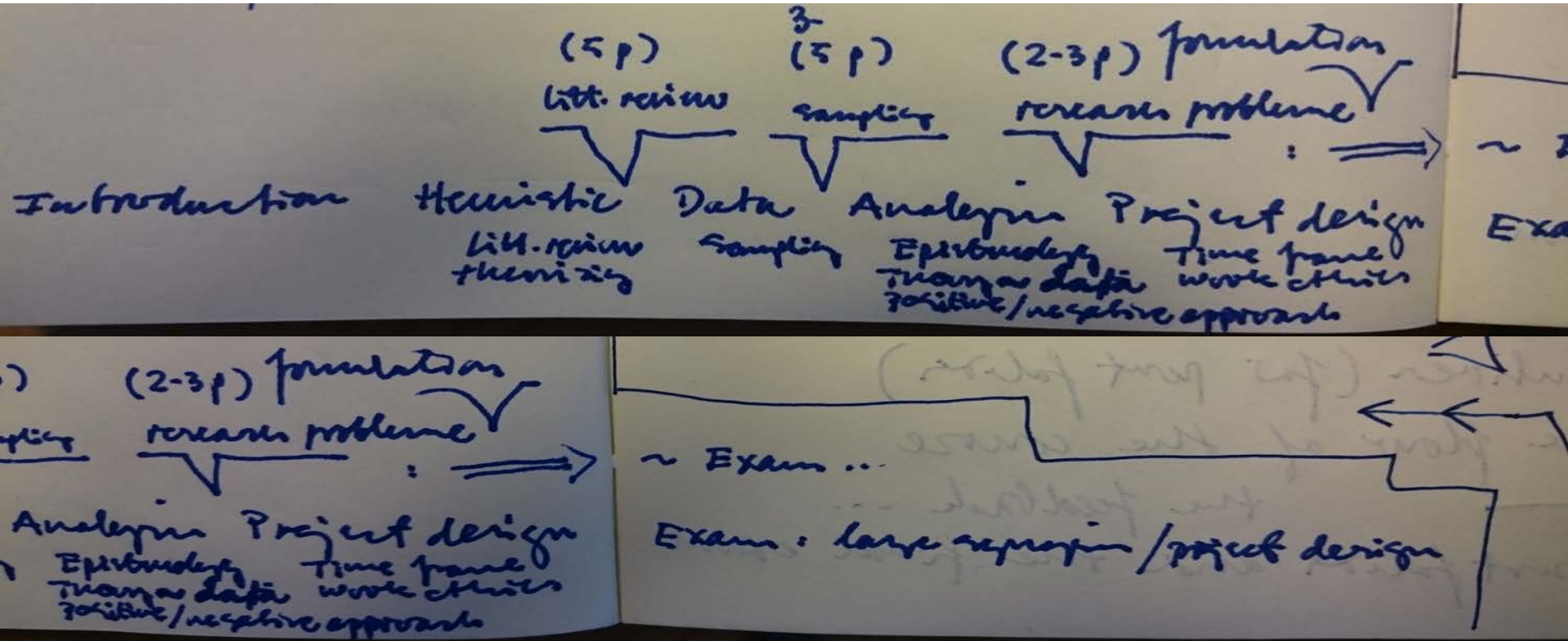
Module 6	Logic and analysis	Abbott (2004), chap.6	Outline a project design (e.g., by referring to the model from day 1) and discuss it with your peers	
Module 7	Validity and general project handling	Maxwell (1992)	Define your project's research objective, including a number of operationalized research questions and discuss it with your peers. Explain how your research objective is grounded epistemo-logically and how your project will obtain scientific validity	Portfolio exam no. 3: Now, completely introduce your project and, based on the literature review (exam 1) and sampling strategy (exam 2), write your project's problem statement/research objective and put it into a number of opera-tionalized research questions Deadline: You decide together with your peers when to hand in the portfolio and when to give and receive feedback to/from your peers

Portfolios, exam and assessment

- three portfolios +/= a written exam
- portfolios are optional
- exam is compulsory (12-scale)
- internal censor

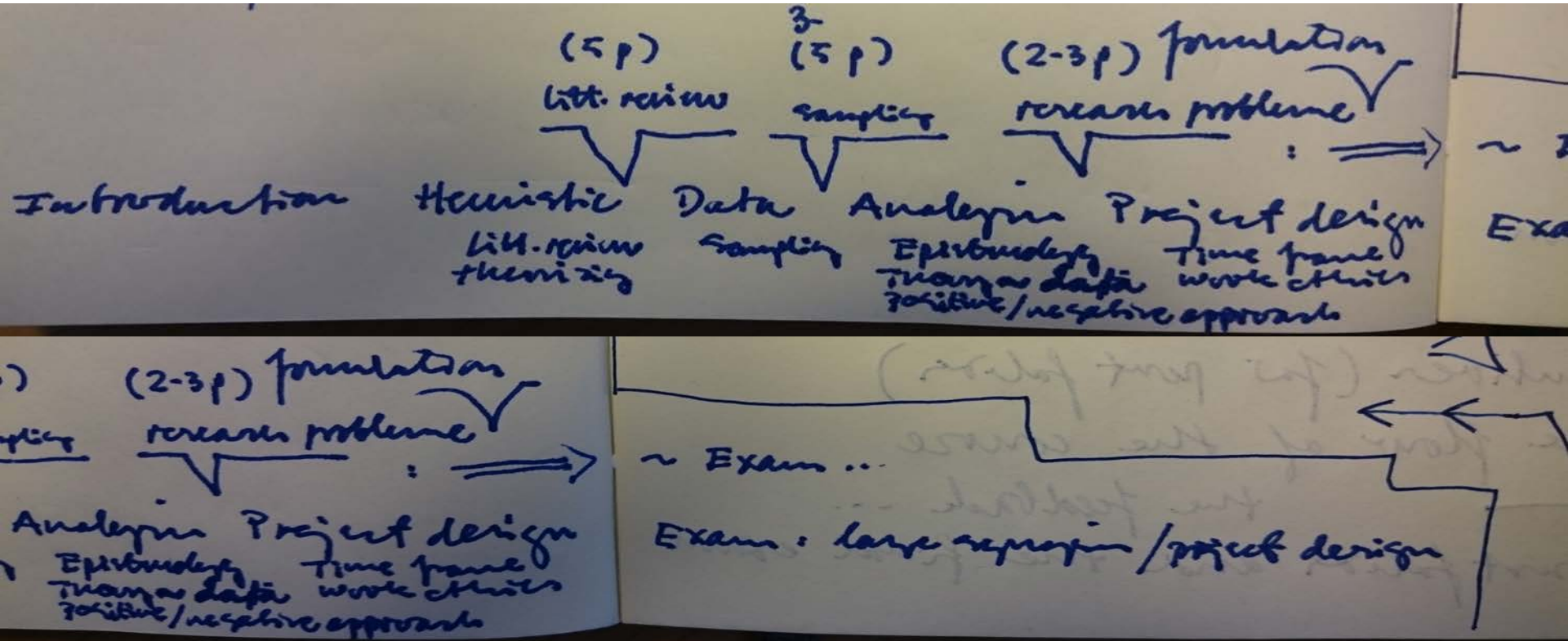
Course portfolios

- overall, aimed at the designing process: idea—knowledge—sampling—problem ..
- using student-to-student and teacher-to-students feed-back



Course portfolios → final exam

- important that students can integrate portfolios in their exams
- therefore, feedback (including teacher-to-student) must aim towards final exam



Feedback prerequisites

Seven principles for »self-regulated learning«
(Nicol & Macfarlane-Dick, 2006:205ff; Nicol, 2009:342)

1. Clarifying »good performance«
2. Facilitating reflectivity
3. Informing students about their »learning«
4. Dialogue between students and teacher
5. Encouraging students' motivational believes and self-esteem
6. Aligning desired performances with current performances
7. Informing teacher about the teaching's outcome

The teacher's contribution and profit

1. Clarifying »good performance«

The **teacher** clarifies doctrines for good performance by 1) going through Nicol's principles, 2) introducing peer feedback methods and 3) describing the final assessment criteria

The **teacher** feels the pulse of the teaching allowing her or him to continuously shape the teaching

7. Informing teacher about the teaching's outcome

Method: social interaction

Primarily, within peer groups, focusing on portfolios and exercises related to portfolios

4. Dialogue between students and teacher

Additionally, between students and teacher, through "live feedback" towards the end of the teaching days

Feedback's aim for the students

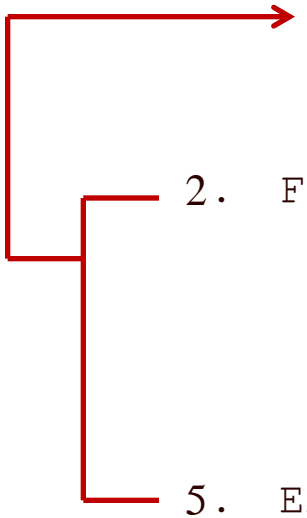
2. Facilitating reflectivity

3. Informing students about their »learning«

5. Encouraging students' motivational believes and self-esteem

6. Aligning desired performances with current performances

Feedback's aim for the students



Facilitating reflectivity with encouragement of motivational believes

2. Facilitating reflectivity

5. Encouraging students' motivational believes and self-esteem

Feedback's aim for the students

3. Informing students about their »learning«

6. Aligning desired performances with current performances

Feedforward with feedback

Facilitating reflectivity with encouragement of motivational believes

Teacher's account and shaping of the course

1. Clarifying »good performance«
2. Facilitating reflectivity
3. Informing students about their »learning«
4. Dialogue between students and teacher
5. Encouraging students' motivational believes and self-esteem
6. Aligning desired performances with current performances
7. Informing teacher about the teaching's outcome

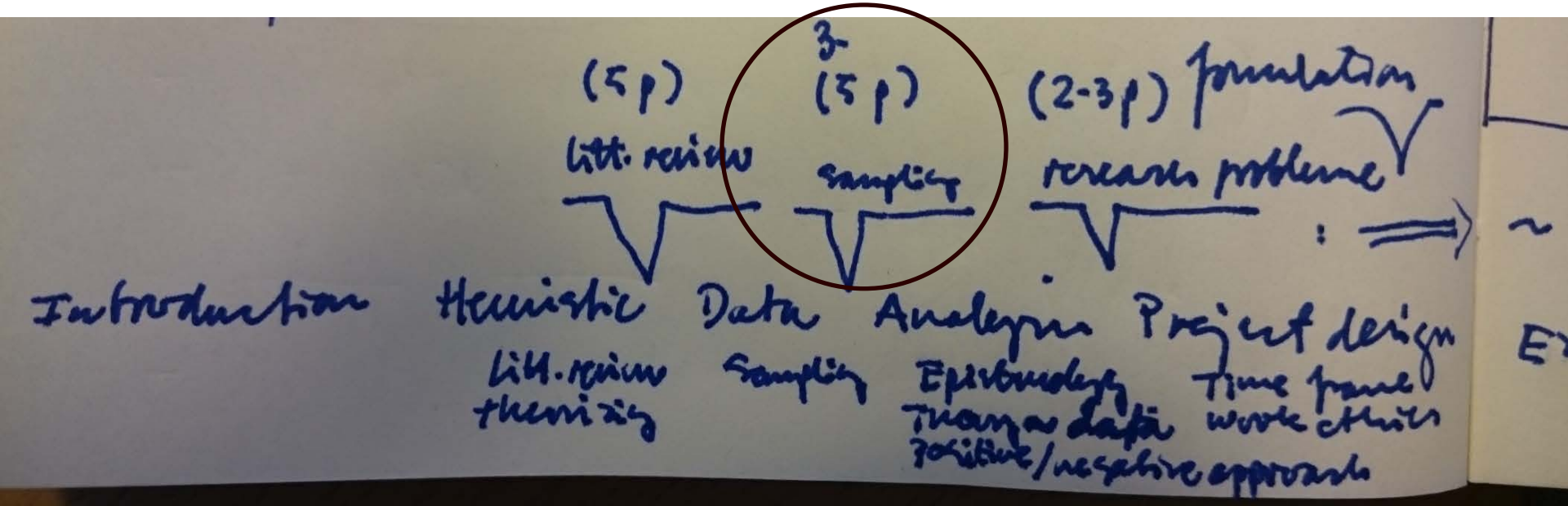
Feedforward with feedback

Social interaction

Feedforward with feedback

- E.g., portfolio no. 02 "Sampling"

Backwards: curriculum

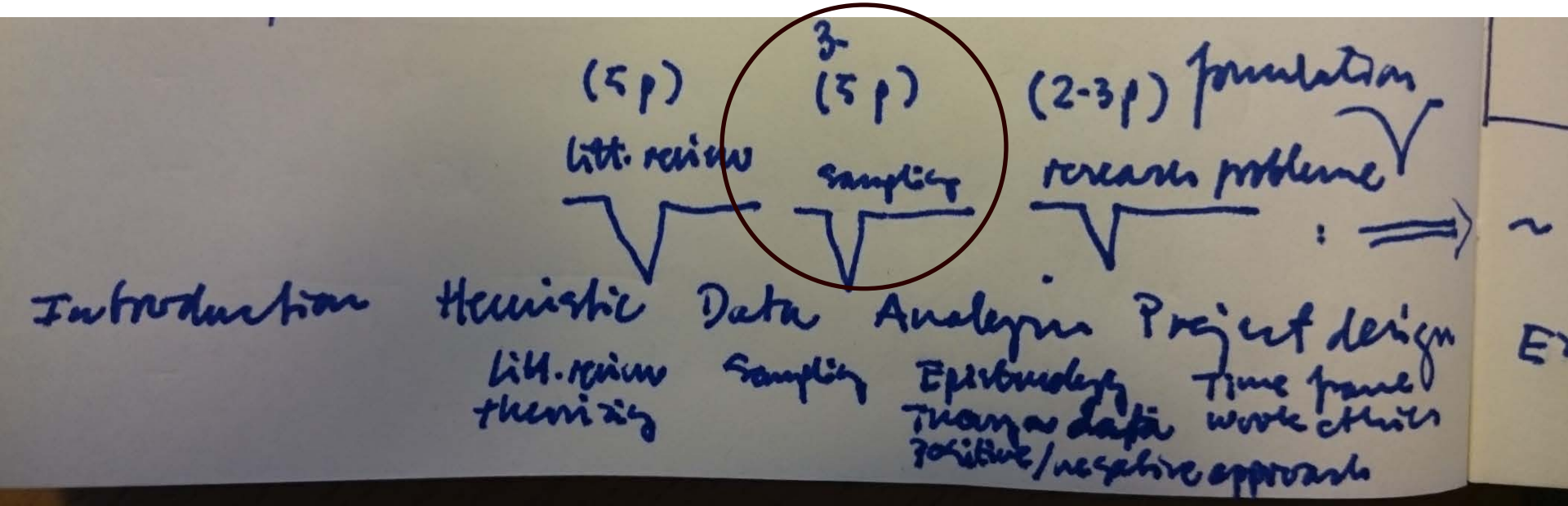


Feedforward with feedback

- E.g., portfolio no. 02 "Sampling"

Backwards: portfolio no. 01

Backwards: curriculum



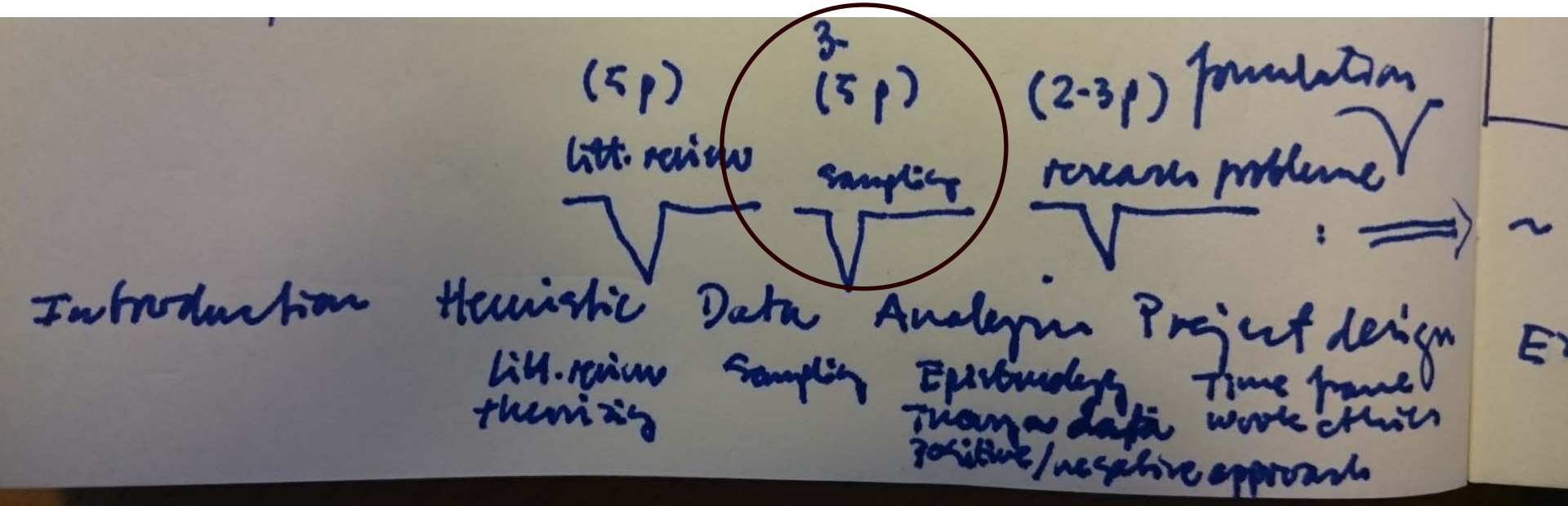
Feedforward with feedback

- E.g., portfolio no. 02 "Sampling"

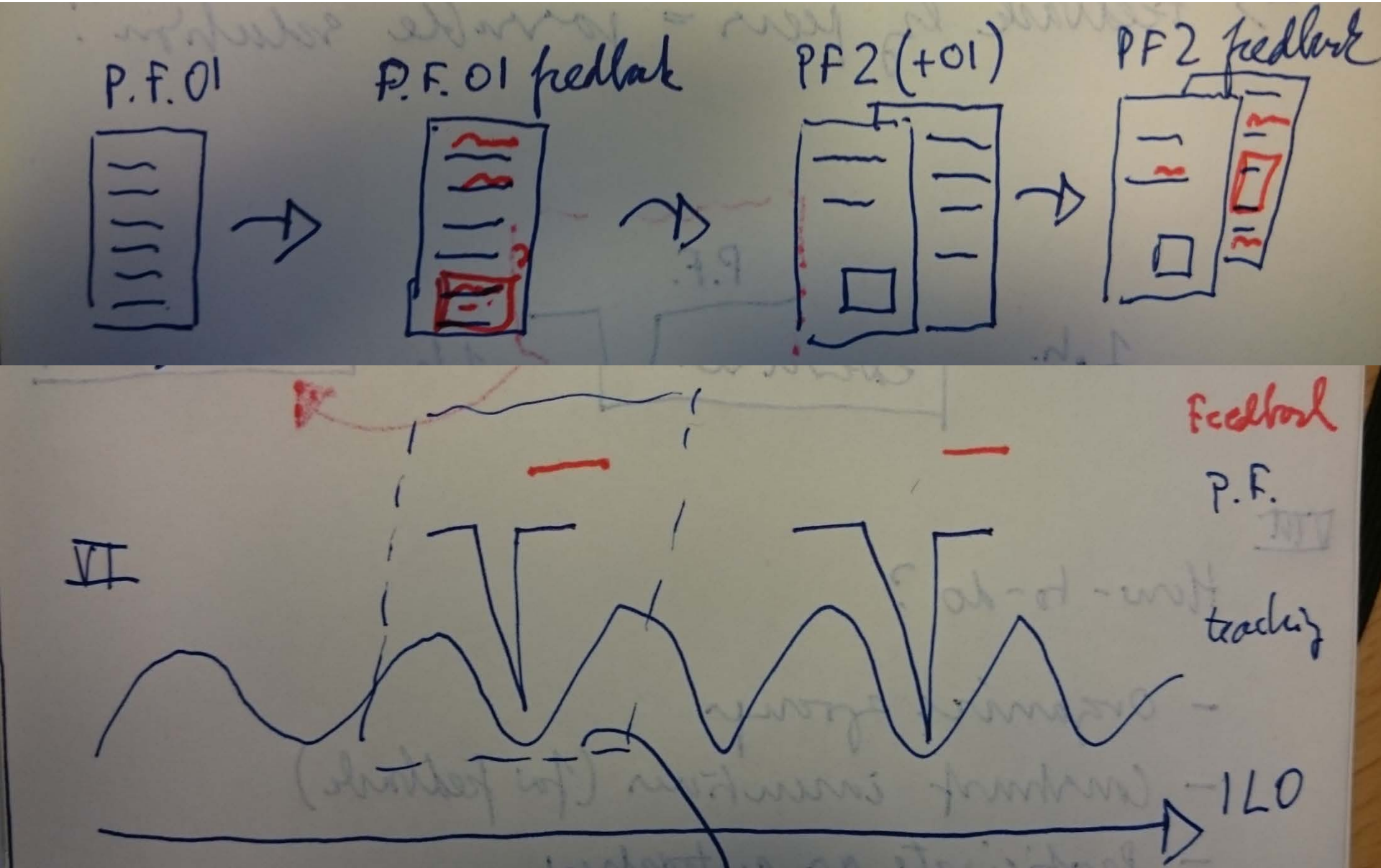
Forwards: portfolio no. 3
and final exam

Backwards: portfolio no. 01

Backwards: curriculum

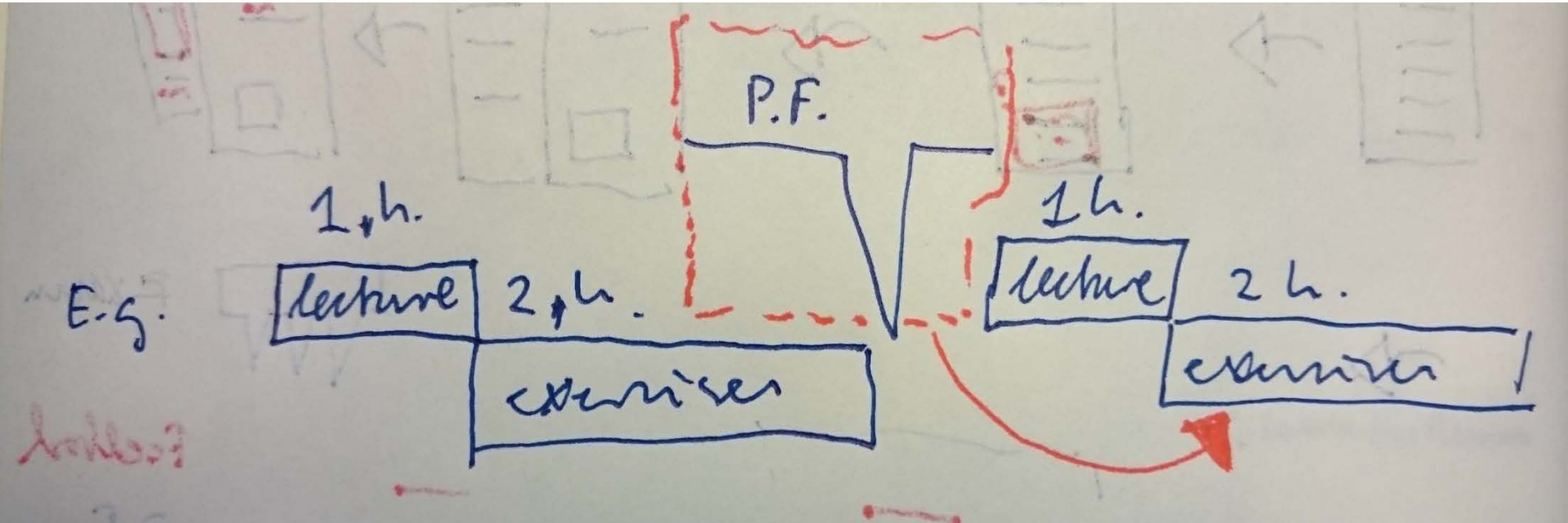


Feedforward with feedback: final exam



Peers handle time-consuming portfolios

- Without peers: e.g., 40 students x 3 port-folios x 5 pages = 600 pages = 1-2 weeks(!)
- With peers: everything is part of the classes



Significant conditions for the setup to work (based on Nicol's principles)

- Constructive atmosphere during courses
- Problem-oriented course curriculum focusing on scientific heuristics
- Peer groups based on communality (method, field, ethics, performance)
- Incorporating live feedback