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Signature Assessment & Feedback Practices

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Feedback the Moderator of Student Achievement

- Beyond educators as providers & students as receivers
  (Winstone, Pitt, & Nash 2021)

- Design feedback processes that encourage action
  (Winstone and Carless, 2019)

feedbackforlearning.org

Classroom Opportunities coupled with Assessment & Feedback Design

- How can prior feedback be revisited?

- Where are the opportunities for students to apply feedback?

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gifbin.com

Foundations of
Signature Assessment & Feedback Practices

- Assessment for Learning movement (Stobart, 2008; Black & Wiliam, 2018)

- Disciplinarity – particularly Shulman's Signature Pedagogies (Shulman, 2005)

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5 Key Dimensions of Signature Assessments

Conceptual

Social

Epistemological

Material

Moral

Quinlan & Pitt (2021)

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5 Key Dimensions of Signature Assessments

Conceptual

Epistemological

Quinlan & Pitt (2021) & Pitt & Carless (2021)

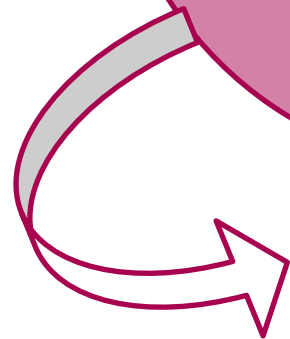University of **Kent**
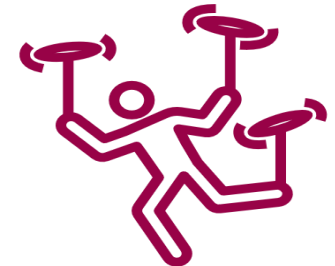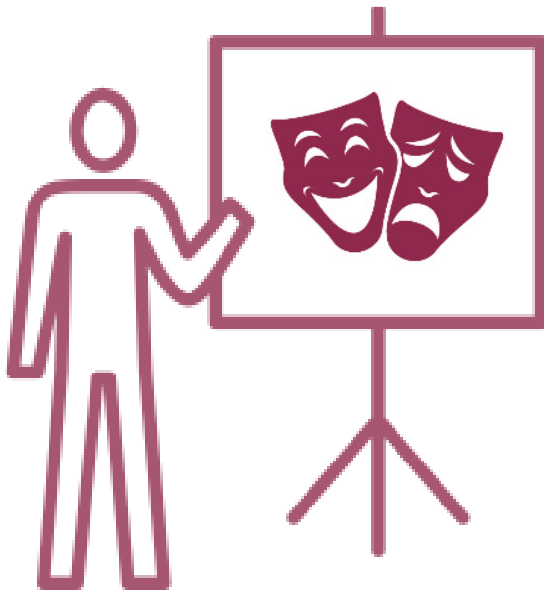
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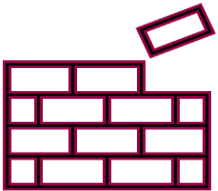
Sources of Signature Feedback

Knowledge or Service Users

Students Work or Task performance

Feedback Information

Feedback Information

Disciplinary Colleagues Teachers Peers

Objects

Feedback Information

Self

ENACTMENT

Quinlan & Pitt (2021) & Pitt & Carless (2021)

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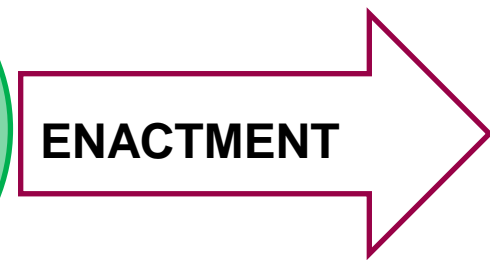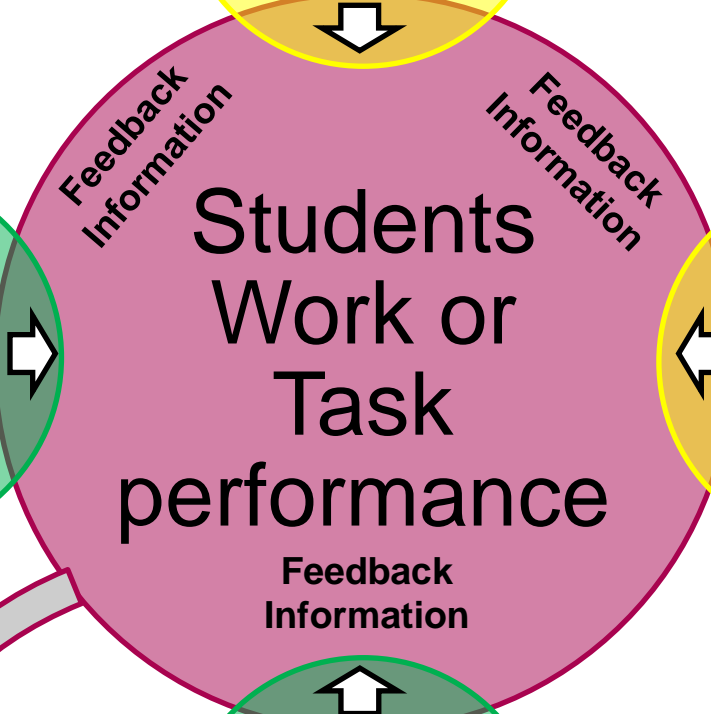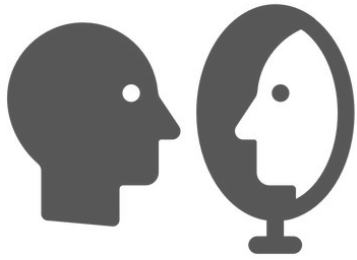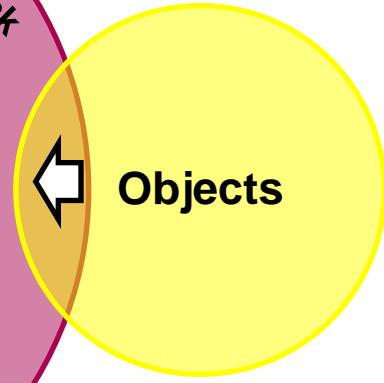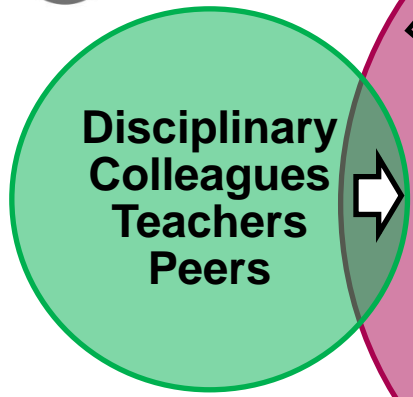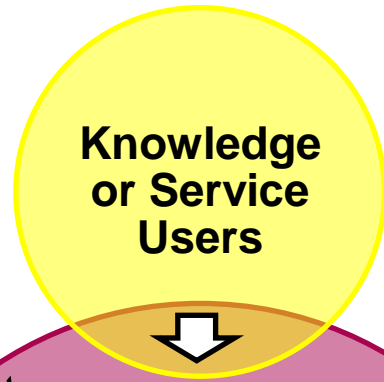
Levels of Timings in Performance Art Disciplines

Rhythms

- Immediate feedback following public performance

- Consequential feedback

Quinlan & Pitt (2021) and Pitt & Carless (2021)

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Exemplars - Comedy

Professional Exemplars
- **Teacher Led**
- **Calibrate Standards**
- **Understanding of quality- pro level**

Live Exemplars
- **Moves on from teacher led exemplars**
- **Safe Space to Fail or Succeed**
- **Affords students more agency**

Peer Assessment & Feedback
- **Peers evaluate level of performance**
- **Referential to professional exemplars**
- **Construct emotionally sensitive feedback**
- **Instant actionable feedback for student**

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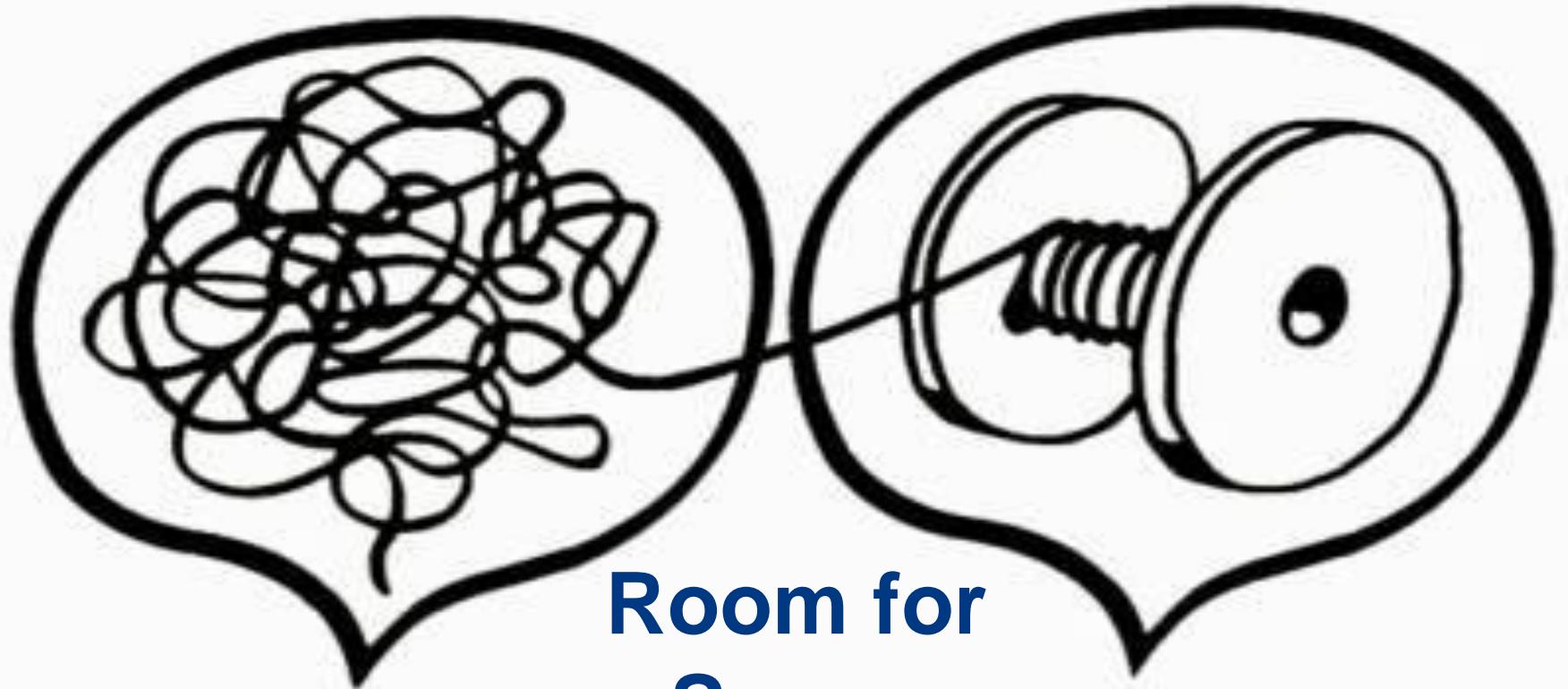
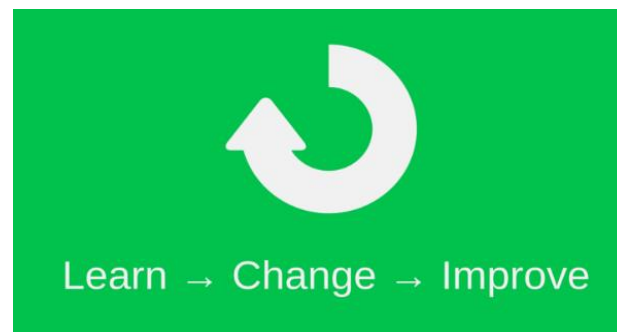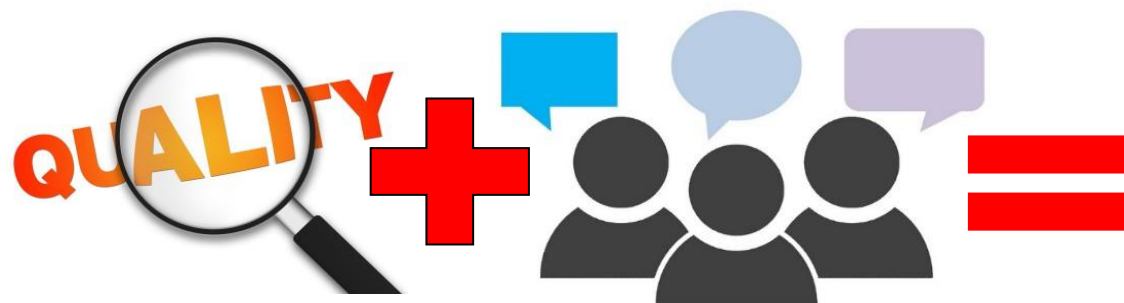Room for Sense Making

Levels of Timings in Performance Art Disciplines

Cycles

- Multiple iterations

- Audience & Educator Feedback

- Refined work in progress

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Levels of Timings in Performance Art Disciplines

Levels of Timings in Performance Art Disciplines

Spirals
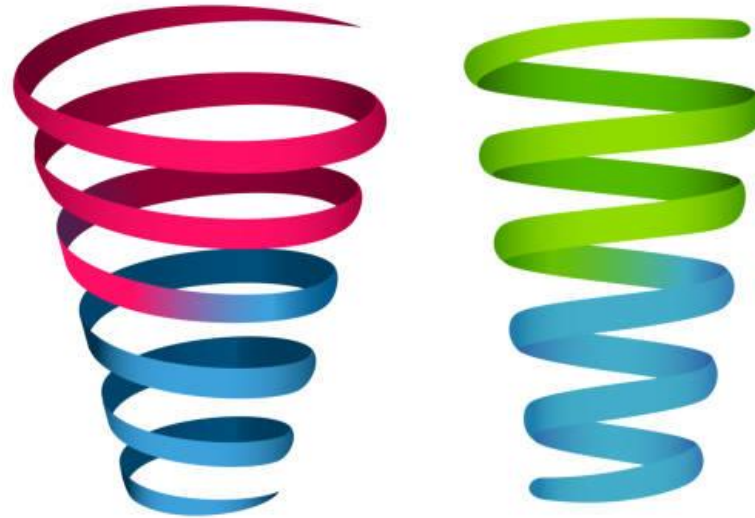
- Experiences from Rhythms & Cycles

- Designing new script

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Conclusion: Signature Assessment & Feedback

Opens new ways of thinking about Assessment & Feedback

Offers a framework for evaluating and enhancing Assessment & Feedback:

Educator Perspective

Student Persepctive

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Future Research

- How can educators create opportunities for consequential feedback in their curricula?

- How students interpret consequential feedback and its effect on learning their discipline?

- The potential impact on educational practices of reorienting attention toward consequential feedback?

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