

Enhancing Assessment and Feedback in Service-Learning

Dr. Susan J. Deeley



Cognitive



Cognitive + Conative



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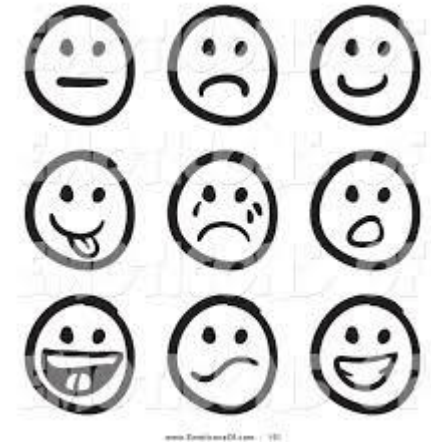
Cognitive + Conative + Affective (Deeley, 2010)



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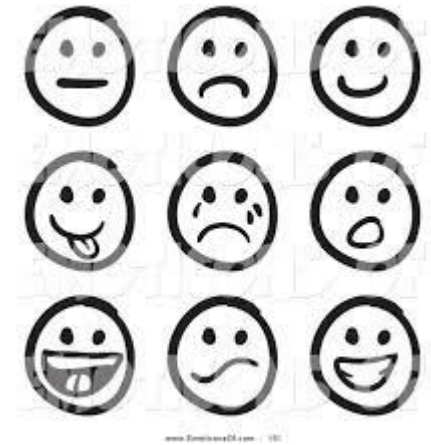
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Assessment and feedback (Deeley, 2015)

- an oral presentation (Deeley, 2014)
- a critical incident (Schön, 1991)
- a reflective journal (Chisholm, 2000)

How to enhance this assessment and
feedback?

Enhancing assessment and feedback

- an oral presentation
 - *video recorded for students' self-assessment (using Echo360system and Google Glass)*



- Scenes
- Bookmarks
- Discussions
- Info
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1 2 APPS

Enhancing assessment and feedback

- an oral presentation
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 - *my audio-recorded feedback (using Camtasia) for students to access online*

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- a critical incident
 - *my audio-recorded feedback (using Camtasia) for students to access online*
- a reflective journal
 - *weekly formative feedback given online (using Mahara)*



Unity by Γ · · · · ·

Unity by Γ · · · · · : Unity : Unity week 8-9

Unity week 8-9

Posted by Γ · · · · · on 16 March 2015, 9:48 AM

Throughout the period with my organisation many aspirations have been shared by both the user of the service and the people who run the agency. Most of the time it is clear people just want an opportunity for acceptance, whether that be to find employment or a chance of education. The majority of 250-300 people all have realistic and achievable goals, or what should be. Most of the time these are goals almost all of us see as the basics in life. The highs have been seeing people succeed in gaining entry into college courses, and the gratifying experience of seeing and hearing the short experiences unfold. I have been lucky to share those moments. The lowest moments have included seeing the same individuals being removed from the country. The agency does an admirable job, and it highlights the deep flaws within the policy process. These have been present for decades and are still needing fixed. For instance, Jack Straw, as Secretary of State in 1998 described "The current arrangements for supporting asylum seekers" as "a shambles" (Home Office 1998, p.1). However, one cannot ignore the rhetoric of 'Fairer, faster and firmer' and having legal aid under 'tighter control' that is dominant throughout his suggestions for 'improvement', with the evidence throughout placement suggesting it has been a catastrophic failure. In fact, the mere point of the document suggesting "an increase in the detention estate in order to support an increased number of removals" (p, 4) brings home the brutality and inhumanity of current and previous government policy. It is the same rhetoric that is interrelated to the media representations of those seeking sanctuary. So when Chisholm (2000) theorises *Discovering the Boon* stating "The hero prepares for the return, to bring home the discovered good for the benefit of others" (p, 226), one must also bring home the discovered bad, and seek to change attitudes. This begins with convincing friends and distant family, and as Bennett (2007) suggests, promoting a new principle of inclusion and world citizenship, meaning a fundamental shift away from preconceived notions of the vulnerable and sending back those deemed 'not worthy' of 'British' citizenship, which can be found littered throughout government policy.

Feedback



Susan Deeley - 16 March 2015, 7:04 PM

You've made a good observation in that what you've learned is not all rosy and that there are deep systemic flaws. Do you think that the boon can include your heightened awareness and deeper understanding of these issues? What you've written here in this stage leads well into the final stage of 'charting the course' - reflecting on your potential future action perhaps. How might this brief service-learning journey fit into the bigger picture of your lifelong journey do you think?

1 comment



Place feedback



Report objectionable material



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Findings

- video-recordings of students' oral presentations found to be extremely helpful overall

'being able to watch it back made grading easier'

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'it was like the marker was in the room talking through the good and bad parts'

Findings

- some students' resistance to, non-engagement with, or difficulty in using Mahara (it was optional)
- these students did not perform as well in their final journals and received lower grades

Solution would be to simplify the Mahara process, offer more support, and make it compulsory

Findings

- students liked receiving weekly feedback through Mahara

‘constructive, fast, positive feedback’

‘the speedy feedback has been exceptionally helpful’

Finally

Service-learning is a progressive pedagogy with which innovative assessment and feedback methods can be aligned (Biggs and Tang, 2011)

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Service-learning is a progressive pedagogy with which innovative assessment and feedback methods can be aligned (Biggs and Tang, 2011)

These methods can be adopted and applied in more conventional, or traditional, learning and teaching (Deeley, 2013)

References

- Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University* Maidenhead: Open University Press/ McGraw-Hill Education Fourth Edition.
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