

# ASSESS FOR SUCCESS

## Good practice in assessment and feedback to promote student success

**Keywords:** Assessment OF/FOR/AS learning, feedback, student success, OERs

### INTRODUCTION

Assessment OF/FOR/AS Learning is central to student success. The Maynooth University 'Assess for Success' initiative, funded by the National Forum Strategic Alignment of Teaching and Learning Enhancement (SATLE 2020), sparked a cross campus conversation about assessment and feedback principally through a series of workshops and the development of one of the project's key deliverables, an Assessment and Feedback Hub.

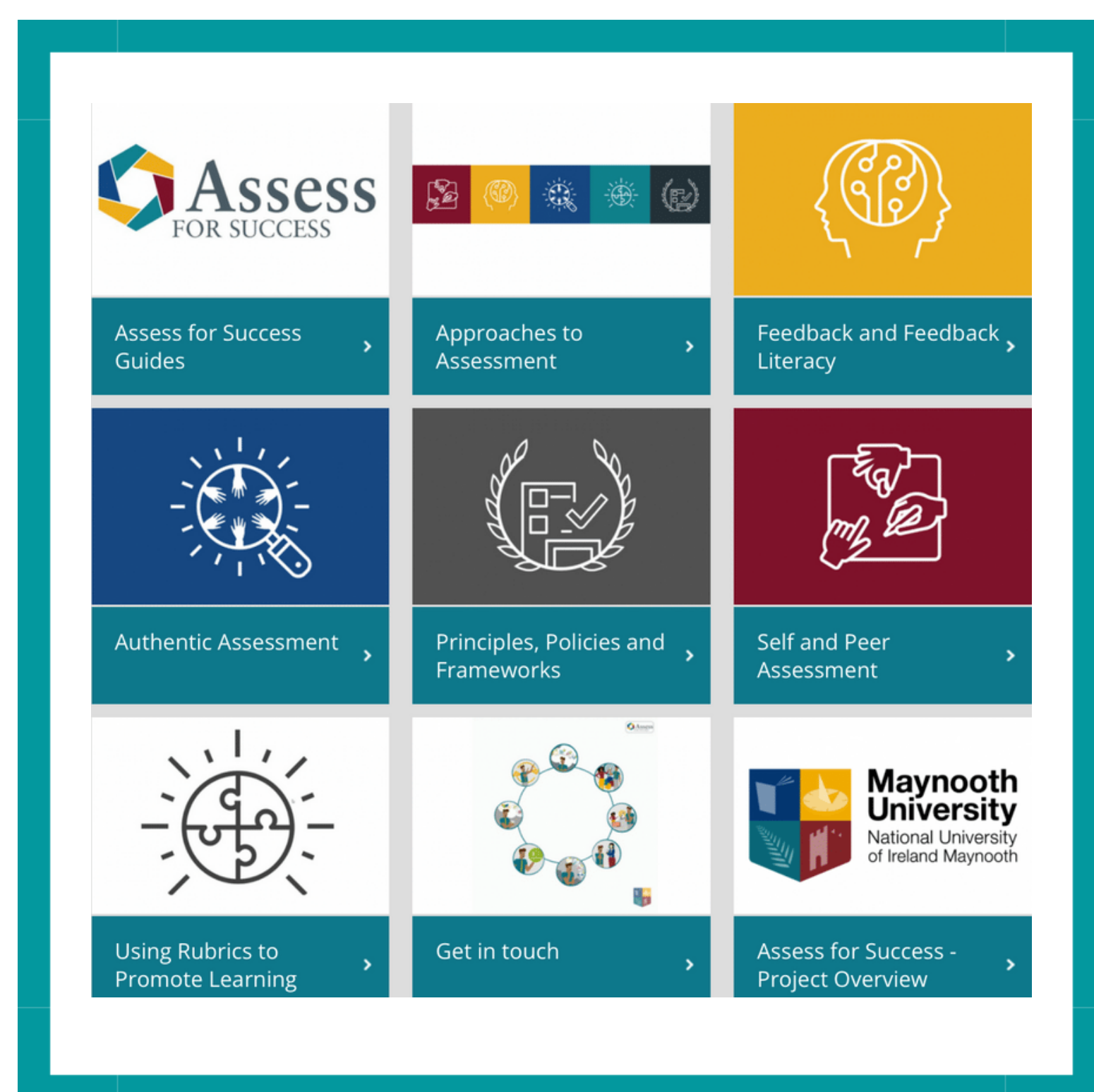
### RATIONALE

Student learning is central to student success, where student success is understood using the National Forum's statement: 'Student success optimises the learning and development opportunities for each student to recognise and fulfil their potential to contribute to, and flourish in, society. To be achieved, this requires a culture in Irish higher education that values inclusivity, equity and meaningful engagement between students, staff, their institutions and the wider community' (O'Farrell, 2019, p. 28). In turn, assessment and feedback are integral to student learning. We know this from practice wisdom and the literature in this space: 'Assessment is an integral part of student learning and can impact significantly on students' satisfaction, engagement and ultimate achievement .... Good assessment can enhance the student learning experience and potential outcomes' (Brown and Sambell, 2022, p. 1).

This project was designed to promote assessment and feedback approaches that enhance student success. Our approach was to support staff in the areas of assessment and feedback through the development of a resource hub, the provision of expert-led workshops and the facilitation of opportunities for professional conversations and sharing of practice.

### AIMS

- To create a central, online, 'go-to' space where staff can find custom and curated resources to support and enhance assessment and feedback practice.
- To support conversations and the sharing of practice about assessment and feedback across campus.
- To collaborate with international experts in the development of bespoke assessment and feedback Open Education Resources (OERs).
- To contribute to student learning and student success.



### APPROACH - IN 10 STEPS

1. Project planning
2. Establishment of advisory group - MU staff and students
3. Consultation with staff - survey to identify resource development priorities and desired resource formats
4. Discussion and agreement on nature of hub development with advisory group
5. Review of recent literature, assessment and feedback resource sites and other resources in the area
6. Consultation and development of OERs with international experts Professor Sally Brown and Professor Kay Sambell
7. Facilitation of five expert-led workshops on identified priority areas
8. Curation of approximately 116 resources
9. Production of 11 custom MU Assessment and Feedback Guides (staff and student) and 30 OERs
10. Launch of Hub (18 Nov 2022), dissemination, evaluation and ongoing development

### OUTCOME

A key outcome of the initiative was the development of a university hub which contains a selection of carefully curated, evidence-based existing resources on assessment and feedback, as well as bespoke Open Education Resources (OERs). The decision to develop OERs was influenced by a need to meet the National Forum funding requirements but also reflective of the desire of the Advisory Group to produce an open hub and open, freely accessible resources. The resources in the hub vary in type and include short guides, videos, infographics, worksheets, checklists, case studies, weblinks, etc. The hub has been designed so that it is sustainable beyond the timeframe of the initiative and continuously developed. The hub has a particular emphasis on inclusion and accessibility – each topic in the hub has a dedicated section entitled 'Equity, Diversity and Inclusion (EDI) and Accessibility'.

### IMPACT

Individuals and departments may use the hub and its resources in the following ways

- to inform practice and increase awareness, knowledge and confidence across the broad areas of assessment and feedback
- as a support for designing assessments that deepen student engagement and learning, and enable success
- to assist them in the introduction and promotion of alternative, potentially innovative approaches to assessment including authentic assessment, feedback literacy and programme approaches to assessment
- as prompts for professional conversations about assessment and feedback, and for the development and enhancement of professional discourse on campus regarding assessment and feedback
- for review of assessment and feedback practices
- to share assessment and feedback practice across the university community and beyond
- in dialogue with students about assessment and feedback
- to identify, and potentially amplify awareness of, cross-cutting issues such as Open resources, and EDI as they relate to assessment and feedback
- to inform their research into assessment and feedback, and any Scholarship of Teaching and Learning work that they may be completing in this area
- to contribute to changes in institutional structures, strategies and policies.

### REFERENCES

Brown, S. and Sambell, K. (2022) *Approaches to Assessment. A Maynooth University 'Assess for Success' Guide*. Maynooth: Maynooth University.  
O'Farrell, L. (2019) *Understanding and Enabling Student Success in Irish Higher Education*. Dublin: National Forum for the Enhancement of Teaching and Learning in Higher Education.

### AUTHORS

Alison Farrell and Lisa O'Regan, Centre for Teaching and Learning, Maynooth University



### ACCESS THE HUB

Scan the QR code to access the Maynooth University, Centre for Teaching and Learning Assessment and Feedback Hub

