



Assessment & Feedback in a Digital Context

(for Graduate Teaching Assistants)

Module no. 1 title:	Assessment & Feedback in a Digital Context
Module code and mode of delivery	Blended
Module ECTS Weighting	5 ECTS (PGR structured PhD module)
Semester of delivery	Hilary term
Module Contact and Independent Study Hours 5 ECTS = 125 student learning hours	<ul style="list-style-type: none"> • 125 hours in total = approx.. 20 hours guided ‘teaching time’, c.80 hrs of self-directed learning & peer interaction, 25 hours for assessment to include all time spent on assessment preparation/development/’doing’. • Guided teaching (‘contact’) time to include asynchronous ‘flipped’ engagement with journal articles, video resources, audio/podcast files and other stimuli, supplemented by ‘live’ teaching time to include c. x3 large-group live webinar teaching events led by Academic Practice. • Guided teaching time also includes live/synchronous peer engagement. Participants commit to meeting weekly with a small group of their peers (c. 3-4) to review and discuss their engagement with a specific stimulus, typically expected to last c. one hour in duration. • Asynchronous structured peer engagement to include no less than c. 1 hour per week e.g. demonstrating engagement with and feedback on discussion board posts and reflective journal entries.
Module Coordinator	Dr Jonny Johnston, Academic Practice
Module teaching staff & academic titles	Academic Practice, Trinity Teaching & Learning Dr Jonny Johnston (Academic Developer) Dr Pauline Rooney (Academic Developer)
Module aim	This standalone structured PhD module is intended to support Postgraduate Research (PGR) students holding roles involving assessment and feedback to develop familiarity with, and insight into, the evidence base underpinning ‘quality’ assessment and feedback practices in a digital context.



	<p>The module introduces participants to core concepts of assessment and feedback in a digital context and encourages participants to develop insight into how these concepts are expressed in and across the disciplines, with a particular focus on how these processes work in the context of their own teaching/learning/assessment responsibilities as a Graduate Teaching Assistant (GTA). Participants are supported to engage in a supportive community of practice and to identify features of ‘quality’ assessment and feedback most appropriate for, and implementable in, their own practice.</p>
<p>Module learning outcomes</p>	<ul style="list-style-type: none"> • Define what assessment and feedback means to you in the context of your discipline. • Reflect on and evaluate your evolving role in assessment and feedback as you make the shift from student to assessor. • Identify how digital technologies can be used to enable and enhance assessment and feedback processes. • Demonstrate an awareness of, and competence in, digital professionalism when engaging with assessment and feedback processes.
<p>Module assessment, separate components and their weighting to be mapped into SITS</p>	<ul style="list-style-type: none"> • ‘Continuous’ assessment – participants must demonstrate continuous and consistent engagement with weekly peer discussion threads to proceed to final submission. • Participants are supported to engage with the module in a small-group approach, e.g. in triads/quads, with participants grouped by faculty/discipline. Participants must vouch that their colleagues have engaged with a specified minimum number of triad/quad sessions as part of a pre-assignment submission. • Summative assessment: <ul style="list-style-type: none"> ○ Participants develop and submit a resource document suitable for peer GTAs on best practices in assessment and feedback relating to their discipline. This might be a one-page infographic, a 500-1000 word text-based resource, a 3-4 minute resource, or equivalent (alternatives by agreement with the module coordinator). ○ Participants generate an annotated bibliography that synthesises core concepts from one aspect of the module and relates these to how they are expressed in the context of the candidate’s discipline. The annotated bibliography should be no more than 2-3 pages long (e.g. at least 10 entries). The annotated bibliography can relate to any module of the candidate’s choice.



	<ul style="list-style-type: none"> ○ Participants are asked in week 2 to assess and provide feedback on a sample piece of work. They should revisit this piece of work and re-assess it after the end of teaching. Participants are asked to develop a 1-page reflection (c. 500-800) words outlining key differences/similarities on the assessment/feedback provided on the sample piece of work. <p>Credits cannot be awarded for the module unless all three components are completed.</p>
<p>Module Teaching and Learning approaches</p>	<p>The module is grounded in experiential and reflective/practice-driven approaches to teaching and learning. Module participants are encouraged to engage with current and emerging research relating to principles of assessment and feedback in higher education in the digital age and supported to connect theory with practice.</p> <p>Assessment and feedback are explored here as multidirectional processes and positioned in the context of socially constructivist approaches to teaching and learning. Peer learning and peer interactivity are core features of teaching and learning in the module. Participants are provided with weekly stimulus materials and prompts to engage with in small groups that supplement independent ‘flipped’ engagement with content and larger-group webinar-based teaching events.</p> <p>The module is pass/fail in nature. Students may also take the module on a not-for-credit, professional development basis. An inclusive ethos informs the design of the module’s shell, content, and assessment. Learning materials include video stimuli and audio podcast resources as well as text-based articles. Module assessment affords learners agency and choice in the modality of their submission, e.g. their demonstration of the achievement of learning outcomes can include text, video, visual, or other digital artefacts.</p>
<p>Module Specific Online environment(s) required to deliver the module, if appropriate.</p>	<p>Module is hosted within the institutional VLE (Blackboard). Materials/tasks are to be released weekly, limiting risk of student ‘overwhelm’.</p>
<p>Learner supports provided.</p>	<p>The module is designed to support the emergence of a community of practice between learners across the module. The module aims</p>



	to provide learners with opportunities for weekly interactions with their peers.
Module description— content	<p>‘Block’ structure (1- 2 weeks per block):</p> <ul style="list-style-type: none"> • Assessment: to include a focus on peer- and self-assessment, benchmarking, and rubrics. • Feedback: to broadly focus on constructive criticism, discuss difficult issues and framing feedback for impact, e.g. ‘professionalism’ in feedback practice. • Academic Integrity: to include role of GTA in supporting academic integrity, forensic sense & evidence gathering, how to escalate suspicions appropriately, how to approach/engage with the supervising academic. • Digital professionalism. <p>Live webinars led by Academic Practice will provide an introduction to the module, a midway review session (focusing on assessment & feedback Of/For/As learning), and a final webinar providing an overview of expectations relating to the module assessment.</p>

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