WORKSHOP

SPARKPLUS Tutor Benchmarking to improve learning and marking quality, feedback literacy, and student satisfaction

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OVERVIEW OF WORKSHOP

Assessment, Grading, and Feedback are important contributors to students' learning and motivation. Research has shown that when multiple markers are used even when they award the same mark for work of equal quality, differences in the language and focus of the feedback provided can lead to student dissatisfaction with the marking process and decrease their motivation to use feedback to take action and learn (Willey & Gardner 2013, 2011).

ACTIVITIES

In this workshop, participants will explore how to benchmark to improve the quality of grading and feedback, assessment scaffolding, and design activities to improve student's feedback literacy (Carless & Boud, 2018). That is, for students to use feedback to take reflective action to improve their learning and skill development. The workshop activities will be facilitated through SPARKPLUS introducing participants to its tutor benchmarking mode. Participants will need to bring a laptop/tablet/phone. Before the workshop participants may wish to view the short videos, "Why is Benchmarking needed"? and "Introducing the Tutor benchmarking task" at https://sparkplus.com.au/videos.php

TARGET AUDIENCE

Who should come, anyone interested in benchmarking, improving the quality of grading and feedback and student feedback literacy, particularly in subjects where multiple markers and tutors are used, including studios and project-based learning.

OUTCOMES

Participants will explore the need for and objective of benchmarking activities, how to promote feedback literacy, and gain hands-on experience in using the SPARKPLUS tutor benchmarking mode to easily set up a benchmarking activity to facilitate discussions on expected quality for different grades and develop specific feedback for markers to use when grading student's work.

REFERENCES

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. Assessment & Evaluation in Higher Education, 43(8), 1315–1325.

Willey, K., & Gardner, A. (2013). A Framework to Develop Academic Standards and Improve Feedback Quality. In Proceedings of the 2013 Research in Engineering Education Symposium (pp. 4-6).

Willey, K., & Gardner, A. (2011). Building a community of practice to improve inter-marker standardisation and consistency. Proceedings of SEFI 2011 Annual Conference: Global Engineering Recognition, Sustainability, Instituto Superior de Engenharia de Lisboa.

KEYWORDS

Benchmarking, Feedback Literacy, SPARKPLUS

PRESENTERS' BACKGROUNDS

Keith Willey is Professor and Director of Innovation in Engineering & IT Education at the University of Technology Sydney and ABR (all but retired) and CWAGLT (collaborated with Anne Gardner for a long time). His engineering education research focuses on enhancing skill development, learning, and assessment. Keith led the development of the self and peer-assessment tool SPARK^{PLUS}. He is a Principal Fellow of the Higher Education Academy and an Australian Learning and Teaching Fellow.

Anne Gardner is a Professor of Engineering Education at the University of Technology Sydney. At the time of the conference, she will still be Associate Dean (Teaching & Learning) in the Faculty of Engineering & IT - but not for much longer. She has decided to retire in 2025 to avoid committee meetings and business cases. Anne is the immediate past president of AAEE, a Fellow of EA, and an Australian Learning and Teaching Fellow.