

# Alternative & Online Assessment

## THE UP WAY (COVID-19)



*'Assessment needs to be rigorous but not exclusive, to be authentic yet reliable, to be exacting while also being fair and equitable, to adhere to long-established standards but to reflect and adapt to contemporary needs' (Hounsell, Xu & Tai, 2007).*



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## Introduction

Assessment is one of the ways we have to make students' learning visible. Therefore, assessment should always be linked to a specific learning outcome (or outcomes) as articulated in the study guide. The use of different assessment approaches and strategies to assess the various learning outcomes during a particular course of study is always important – not only during challenging times or pending emergencies. A balance of formative and summative assessments over time, collected from multiple sources, provides a more authentic, reliable and valid picture of the student's learning. *Formative assessment* includes a 'range of formal, non-formal and informal ongoing assessment procedures used to focus

teaching and learning activities to improve student attainment' (SAQA, 2017: 26). Formative assessment must be coupled with constructive feedback to enable students to monitor their own progress and permit the lecturer to grasp the students' preconceptions, understand where the students are, and design and refine instruction accordingly. *Summative assessment* is usually done at the end of a teaching period or instruction unit, and its purpose is to make a high-stakes judgement about the student's learning (SAQA, 2017:57). However, summative assessment involves more than traditional examination.

## Online assessment tools available in clickUP

Various tools and approaches can be used for assessment. Technology-enhanced and/or online assessment is but ONE of the many possibilities. Table 1 provides a summary of some of the online assessment strategies currently employed by the University of Pretoria as an alternative to the in-person (on-campus) traditional written tests, written examinations, CBT tests

in IT Laboratories, and practical examinations. All clickUP and Turnitin examinations, tests and assignments are marked online, and their marks are automatically directed to the grade centre. If any of these tools are used for summative assessment (examination) purposes, it is advisable to hide the grade centre column from the students' view.

Table 1: Existing UP off-campus assessment options: Formative and summative

Off-campus assessment types	Assessment (depending on the security level required)	Data usage impact
Written assignments submitted via Turnitin* (Turnitin is a program that highlights text similarities, indicating possible plagiarism)	Formative Summative	Medium
Oral examinations for individuals or small groups using Blackboard Collaborate	Formative Summative	High
Individual and group presentations using Blackboard Collaborate	Formative Summative	Medium to High
Tests administered via clickUP**	Formative	Low
Assignments submitted via clickUP* (See list of Artefacts that students can create and submit)	Formative	Low
In-video assessment (needs data)	Formative	High
Graded discussions, blogs, journals and wikis (group collaborative writing)*	Formative	Low
Peer assessment and feedback using Turnitin (PeerMark)	Formative	Low
Clicker app questions (also off-campus)	Formative	Low

\* Rubrics can be created to assess clickUP assignments as well as written assignments (Turnitin).

\*\* If students should answer essay-type questions through clickUP tests, these questions can be randomised, which will allocate different questions to individual students.

It should never be assumed that students know how to use any tool in clickUP. Provide a link to the following sites in your clickUP module to assist students with instructions on how to use the tools:

- clickUP tools: <https://eduvation.up.ac.za/students/>
- Turnitin: <https://eduvation.up.ac.za/students/index.php/assessments/turnitin-assignments>

If groups of students need to work on an assignment, eg different case studies, the class can be randomly allocated to groups, and various case documents can be provided by adaptive release to the different groups.

## Blackboard app

Students who have access to an Internet connection can easily do the following on the Blackboard app, using any device (for any other clickUP assessments, students must use a computer/laptop):

1. Participate in Blackboard Collaborate sessions (viewing, chatting, speaking, sharing video if allowed by lecturers)
2. Participate in discussions

Students can also do the following in the app, but due to the small screens, they may experience difficulty in completing the assessments mentioned below. It is therefore recommended that they instead complete these on a computer/laptop:

3. Type assignments in Google Docs and upload to either clickUP assignments on Turnitin from their Google Drive.
4. Do tests, if they know how to use the browsers on their phones. This is not recommended as the chances are good that they might click the wrong button on their phones because of the small screen size.

## Markers

All activities by markers within clickUP can be fully audited via the [grade history](#) page in the grade centre. This ensures full security and audit compliance. Markers of assignments can be allocated through smart views in the grade centre to specific groups and cases. Anonymous marking can be set up in both the assignment tools. **Please note: DO NOT use delegated grading in clickUP.**

## Help sites

Students can go to the [clickUP self-help website](#) if they do not know how to use the UP Portal, student emails, clickUP tools or Turnitin. Academic staff who are new to online instruction or clickUP (Blackboard Learn), see this [quick start guide](#). The [clickUP lecturer help site](#) provides comprehensive guides on the use of the system. Use the menu at the top to navigate to the section you need, or use the search bar to find documents. Table 2 provides a more detailed description and links to help sites of the assessment tools available in clickUP.

Table 2: Description and help sites of clickUP tools

clickUP tool	Description	Help files	Notes
<a href="#">clickUP tests</a>	<p>Create tests consisting of objective and/or essay questions. Objective questions are automatically graded to test students' knowledge. Feedback can be added to each objective assessment question for formative assessment.</p> <p>Pay careful attention to <a href="#">objective assessment principles</a> when setting questions.</p>	<p><a href="#">UP &amp; Blackboard help on tests</a></p> <p><a href="#">Respondus help</a></p> <p><a href="#">Specific settings to mitigate risks with clickUP tests</a></p>	<p>Students need a stable Internet connection while they complete a test.</p> <p>You cannot lock the browser window on the test only; students can move to other windows to access resources to help them with their assessments. Students can also copy questions and share with other students, jeopardising your assessment.</p> <p>Use the correct settings to mitigate some of the risks associated with using this tool.</p> <p>Use clickUP tests for formative assessments and open-book tests.</p> <p>Set questions in such a way that you test higher-order thinking skills (HOTS) and where the answers cannot be Googled.</p>
<a href="#">clickUP assignments</a>	<p>Use this type of assignment if you do NOT have to check for originality. The tool allows online submission of individual or group assignments. Lecturers manage the grades and feedback for each student/group from the grade centre. Announcements, calendar administration and monitoring of students are integrated with the assignment tool.</p>	<p><a href="#">UP &amp; Blackboard help on assignments</a></p>	<p>Plan and communicate your assignment instructions and dates.</p> <p>Set up a good rubric.</p> <p>Group students into SmartViews if more than one lecturer is marking, to see only the students allocated to each person.</p> <p>DO NOT USE delegated grading.</p>
<a href="#">Turnitin assignments</a>	<p>Use Turnitin assignment to check for originality in submissions. High similarity in reports does not automatically indicate plagiarism. It is essential that the correct settings are used for the type of assignment given to students. Using Turnitin correctly protects the academic integrity of the University.</p>	<p><a href="#">UP &amp; Turnitin help</a></p>	<p>No plagiarism detection program is guaranteed to detect plagiarism with 100% certainty.</p> <p>Set new assignments every year, formulated to require original and critical contributions that are currently relevant and not available on the Internet.</p> <p>Before flagging plagiarism, a lecturer should understand different types and degrees of severity of plagiarism and evaluate individual similarity reports to identify possible plagiarism – templates, declarations and generic resources artificially raise similarity scores.</p>

<b>Graded blogs</b>	A blog is a personal online journal that is intended to be shared with others. Blogs also have a commenting feature so that people can respond to one another's thoughts. This can be set up for the whole class or groups of students.	<a href="#">Blackboard help on grading blogs</a>	Grading can only be done on the blog post.  No grading is possible on comments.
<b>Graded discussions</b>	Asynchronous discussions occur over a period of time. This can be set up for the whole class or groups of students.	<a href="#">Blackboard help on grading discussions</a>	Discussions in large groups quickly become unmanageable without enough facilitators. One tutor will be able to manage a discussion group of a maximum of 40 students.
<b>Graded journals</b>	This is a private reflection tool between the individual student/group and lecturer.	<a href="#">Blackboard help on grading journals</a>	Students need guidance on how to reflect.
<b>Graded wiki</b>	Course/group members collaboratively create and edit pages at different times and from separate locations.  Changes and their authors are tracked and visible to the assessor.	<a href="#">Blackboard help on grading wikis</a>	Only one author can work at a time; others will be locked out while one is editing.  Instruct students to create a new page on the wiki for separate sections in the assignment.
<b>Blackboard Collaborate</b>	This webinar-like tool allows synchronous communication, which means that everyone who wants to participate must be in the same online space at the same time. This tool can be deployed for the whole class or for a specific group. You can use voice, video and text-in-a-chat function, as well as share a whiteboard, files or applications. The sessions can also be recorded and the link made available to students in the clickUP module after the session.	<a href="#">UP &amp; Blackboard Collaborate help</a>	Students will have to be able to log into the session at the same time to participate.  Moderators and presenters will have to practise using the tool before they start an online assessment with it.  The maximum number of participants for one session is 250.  You may need someone to assist with the monitoring and answering of questions in the chat area if more than 10 students participate.
<b>In-video assessment</b>	H5P is the software you can use to add interactive elements (including questions) to an existing video. The interface is accessible through clickUP. When you add quizzes to videos, the attempts will be recorded in the grade centre.	<a href="#">In-video assessment help</a>	Multiple choice, multiple responses and a number of other types of questions are available.

## Alternative assessment options

### Essay-type questions and answers within restricted time, extended window of availability

If you want to use questions requiring long answers that have to be submitted within a minimal time, particularly the essay and file response question types, use the clickUP test tool. These tests should be made available with a restricted time limit, but within a longer window of availability to accommodate distributed students. The timer should be set for the time a student has for completing the test, while the test itself can be made available for a more extended period—up to several days. One has to be generous enough when capping the test time. This is chosen in the 'time and auto submit' settings (see document on tests). It is **crucial NOT to activate the 'force complete'** setting in the test. If the questions contain a considerable amount of detail, such as a case study or data set, this can be provided in a downloadable document within the test question, under the 'question text'. If students need to upload a document, make use of the 'file response question'. It is possible to present each student with one of several different questions. The test can consist of a random block of questions linked to a pool of file response questions each with a separate case study attached.

NOTE: The student's time for the test starts to count down/run the moment the student opens the test. After receiving the question, the student can exit clickUP without submitting the test (while his/her clock continues), work on the question for the required time (and within the allocated time), log in again and submit the answer. CLEAR INSTRUCTIONS ON THIS SHOULD BE COMMUNICATED TO THE STUDENTS so that they do not think they have a week or a day to complete the assessment.

### Essay-type questions and answers, restricted time, restricted window of availability

For undergraduate students who are doing open-book, open-browser tests/examinations, it is often necessary to let them all do these exams/tests simultaneously in a limited time window to discourage dishonesty.

The case study and/or question document can be released at the start time of the assessment, and a **Turnitin** assignment created where they submit their answers within the allocated time. The settings in Turnitin should include the following

- Generate originality reports—yes and on due date
- Exclude small matches
- Enable anonymous marking
- Submit papers to standard paper repository
- Search options: select all
- Create and link an electronic rubric in Turnitin for marking

### Take-home examinations: Essay-type questions with pre-reading

A take-home examination is a final assessment task which students are able to complete from home or any other relevant space. There is usually a restricted time to complete such an examination that could vary from three to 24 hours, depending on the nature of the task and the discipline. There are, however, no restrictions in terms of the resources that a student may use or consult. Students should adhere to the principles of academic honesty, the probability of which could be enhanced through careful design of the assessment task and requiring a signed declaration of authenticity. Access to the examination could also be linked to an agreement by students that they are doing and will only submit their own work.

Exams, where students can spend more time beforehand studying the case, can release the document in a separate link well before the test, while the question is only provided in the examination. These questions have to be highly contextualised so students cannot 'help' one another. (This type of assessment is more suitable for senior students.) In these typical take-home exams, students will consult different resources, as time is not a factor. If multiple documents have to be submitted as part of this exam, it is better to use the clickUP assignment tool, but if only a single document needs to be submitted, instead use **Turnitin**. The latter tool has the added benefit of checking copy-paste transgressions. In both instances, rubrics must be created in the tool for easy marking, and multiple markers can be used. Please see the guidelines for take-home exams for [lecturers](#) and for [students](#).

## Individual presentations in Collaborate

Individual students could present their PowerPoint presentations, documents or videos (YouTube links) in real-time in a Collaborate Ultra session for discussion and evaluation by a lecturer or a panel of peers (other students) or examiners. Anonymous feedback from the panel can be obtained using the online polling functionality. Another way to provide feedback (not anonymous) is to allow the panel to provide written chat comments and audio comments (with the hand-raising mode).

A clickUP rubric must also be created that lecturers can use to assess while the student presents. This mark will be automatically recorded in the grade centre.

The lecturer has to schedule the session, create the polls/rubric beforehand and moderate the discussion. The presenting student will get a presenter role to present his/her slides. These sessions can be recorded for future reference, feedback and moderation purposes.

## Group assignments and presentations

Students should be enrolled in **groups** on clickUP.

1. Group **assignments** should be submitted by the group leader using the clickUP **assignment** tool. The lecturer creates groups and then creates group assignments that are linked to these groups. The necessary documents are linked to these assignments. The lecturer creates a clickUP rubric and links it to the assignment. NOTE: If the group has to submit more than one document, for instance, a Word document and a PowerPoint presentation or Excel spreadsheet, only Word documents and PDF documents can be marked with annotations in the documents themselves. To ensure that lecturers/markers can annotate all answers submitted, please request students to convert all their PowerPoint or Excel documents to PDF before submitting them.
2. If students have to do **presentations as a group/in groups**, the lecturer will have to create a Blackboard Collaborate session for the time slot that the original presentations were scheduled. Blackboard Collaborate Ultra

is suitable for 250 users at a time. Students have to be told to submit their PowerPoint presentations online in a group assignment in clickUP before the presentation. The lecturer downloads all assignments from the assignment tool before the presentation to upload them to Collaborate. Except for the group leader, who has to submit his/her file from a computer, all students can participate from smartphones and other mobile devices if necessary. Guidelines to set up student group presentations in Blackboard Collaborate are available here.

## A variation on presentations: Narrated PowerPoint

In some cases, the focus is not on face-to-face presentations, but on pronunciation, eg pronunciation in a language or reading texts.

Skills development and scaffolding for students:

- Students need to be trained to make narrated PowerPoint presentations (18-minute YouTube video) or step sheets.
- Provide students with a rubric and an example of a high-quality recording.
- Students need to upload their narrated PowerPoint presentation to YouTube. A journal can be created for students to copy the link of their narrated PowerPoint presentation to YouTube. Remember to add the rubric to enable online marking.

## Students making a video to demonstrate a skill

In 2018 and 2019, the Department of Physiotherapy (Korkie, 2018) required students to make a video of their patient assessment, treatment plan and actual treatment of a consenting patient. The marking rubric included the steps they had to follow and applied theory. The product was a student-produced video, recorded using a smartphone, with limited editing/post-shooting requirements, and should be evaluated as such.

Steps:

- Specify which outcome will be assessed and provide a rubric with assessment criteria.

- Specify technical requirements: duration (minimum and maximum), video quality (720p), with sound.
- Provide students with links to resources illustrating how to capture/create/record and edit videos in the module.
- Provide a step sheet on how to upload a video to YouTube (staff help site).
- Create a discussion board or clickUP assignment. (For the latter, the student has to load the YouTube link in the space for comments. It also allows for a rubric to be added for online marking.)

For an alternative to the above approach, you can view [this recording](#) (from 8:00 minutes) where Prof Adam from the School of Medicine explains her assignment for which she requested students to make an artefact (video or any other product) to show their understanding of the content.

### Branching assessments: Simulated or virtual patient/client assessment

You can use [branching scenarios](#) (clickUP) or other [simulated software](#) to allow students to do a virtual assessment as part of their own formative assessment in the module. See [Elsevier](#) and [eVIP](#) for (health science-related) examples. Applications can range from a clinical assessment to assessment of transferable skills such as communication, ethical decision-making or leadership. See example [here](#).

### Student-created content

In essence, students need to create artefacts to illustrate that learning has taken place. An artefact is an educational item or object created by a student or group of students during the course of their learning (prepare, engage, consolidate), to allow them to display their application and mastery of content knowledge (theory), skills, or both (theory-practice integration).

These artefacts are physical representations of the student's learning and can be in the form of a/an:

- Concept or mind-map
- Poster or infographic
- PowerPoint presentation (narrated or silent)

- Video (animated, recorded, screen-capturing)
- Audio or voice clip
- Interview or debate (transcribed or recorded)
- Comic strip
- Recorded dance, song or poem
- Painting, drawing, sculpture, model
- Set of photographs as a digital story
- Lab report
- (Clinical) scenario (created by lecturer or student) and analysed and interpreted by the student
- Portfolio that contains a variety of artefacts (it could be an ePortfolio or a student-created website with content)
- Submitted worksheets, summaries, notes or KLA sheets
- Article discussion (eg on [Perusall](#))
- Reflections (to show growth, development and metacognition)
- App made by student(s)
- Educational game created by student(s)
- Project-plan and/or project
- Proposal
- Essay
- Journal or logbook
- Any other creative way that students can demonstrate knowledge that can be uploaded/ submitted via the clickUP assignment tool

The above list includes examples but is not comprehensive. Artefacts not included here, but relevant to allow students to illustrate learning, can and should be used or allowed. The most important thing is that the use of an artefact should capacitate the student to demonstrate higher-order thinking skills (refer to learning taxonomies such as those of Bloom, Dreyfus, Miller and the SOLO taxonomy).

While creating assignments for students, bear in mind the credit load (notional hours) of your module and remember that ALL lecturers are now going to develop activities and assignments for the students. Be realistic and fair with regard to the students' time and their learning curve to learn these new tools and applications.

A handy tool to calculate the time needed for some of the activities can be found [here](#).

A marking rubric must explicitly explain to students and give a clear breakdown of the expected performance (the understanding and skills to be demonstrated and that should be evident from the artefact produced). This should not be confused with the instructions or guidelines that they should follow in order to do the assessment. The steps are:

- Specify which outcome will be assessed and provide the rubric with criteria.
- Specify technical requirements, if any.
- Give students links to resources illustrating how to create these artefacts in the module.
- Give students links to free resources they can use to create these artefacts in the module.
- Have students submit their artefact (or electronic representation, eg photo/video/audio material) in a clickUP assignment.
- Calculate the time it will take the student to create the artefact. Adjust your planning in your credit map to ensure that you do not exceed your time and allocated credits.

## Assessment feedback

Meaningful and constructive feedback enhances critical thinking and reflective practice, as well as developing lecturer-student relationships, which are more important than ever in an online environment. While feedback fosters reflection, learning, correction of misconceptions and performance enhancements, it also increases student motivation as they experience the lecturer as interested in their progress and success. In online feedback, more so than otherwise, the lecturer needs to create avenues to 'take the distance out of distance education' – or, in this situation, online education – and ensure that the student does not feel isolated or alone, but still part of the learning community. For more information, visit the websites for [tips on giving constructive feedback](#) and more about the [characteristics of good feedback](#).

### Principles of good ONLINE feedback to students

Online feedback on students' work could be provided

in different formats: written, verbal (audio), visual, or a combination of these (eg video feedback). It can also be either delayed or instantaneous (eg clickUP test with MCQs).

A timely response is most crucial as it helps to avoid content disconnection and student isolation. A short turnaround time supports facilitating a mentoring relationship with students, and in turn, also facilitates a more connected learning environment. While two weeks maximum for any traditional written assessment would be appropriate for large student cohorts, feedback turnaround time in the online environment should definitely be much shorter. Students rely heavily on online feedback to guide their learning. If they do not receive feedback within set timelines, consistently and often, they may have difficulty in identifying where to focus their efforts in this environment. Good online feedback not only details the areas for improvement but also offers actionable advice. Hence, it is recommended that rubrics be used for guided feedback. A rubric should identify common trouble spots and points/areas that were omitted by the student cohort as a whole, but will not, for the most part, highlight the student-specific errors impacting on the student's learning. For individualised, content- and context-specific feedback, video or audio feedback will be more appropriate.

It is important to note that the choice of which technology option to use must be made only after careful consideration. Where written feedback is most appropriate, technology would assist lecturers in providing such feedback with greater efficiency. Lecturers could, for instance, provide written feedback directly in clickUP or on the assignment submission itself. When using the Turnitin assignment tool, lecturers could also use the built-in voice recorder, allowing them to provide feedback connected directly to the allocated grade.

### Rubrics

A rubric articulates the expectations for an assignment/activity clearly by listing set criteria and, for each criterion, also describes different levels of performance or quality. It enhances objectivity and consistency during marking, and it guides the student in the execution of the assignment (if it is made available together with the

assignment). The [Rubistar](#) website is an excellent tool for creating rubrics from scratch.

Currently, there are two rubric tools available in clickUP: the first is the clickUP rubric that can be created and then linked to the clickUP assignment, blog, journal, wiki or discussion activity that you wish to grade. The second is available in Turnitin. Assignments submitted in Turnitin can be checked for similarity and also graded using a rubric or grading form. The differences between these two rubrics [are explained here](#).

## Quality assurance principles

Although the current situation necessitates that we reconsider our traditional assessment approaches and techniques, quality assurance in the form of internal and external moderation of assessments must remain an integral part of the process (CHE, 2008: 9). 'The moderation of assessment refers to the process used to evaluate assessment practice to ensure that the latter is fair, valid and reliable' (CHE, 2008: 8) and relates to internal and external moderation. The role of the internal moderator is clear and encompasses the provision of advice, support and guidance to the assessor/examiner in relation to the design of assessment instruments and assessment practices in general (both formative and summative) (CHE, 2008: 10). This current document must be read in conjunction with policies related to moderation (exams and related matters as well as the assessment policy).

## Conclusion

Going 'online in a hurry' is challenging at times, but it also provides lecturers with the opportunity to explore various other avenues to engage students in the learning process and to look at alternative, innovative and creative ways to teach and assess. As lecturers, you have a dedicated EI team (education consultants, instructional designers, creative studios, etc) to assist and support you. Do not hesitate to contact us for support, ideas or sound-boarding. Together we can make assessment authentic and exciting – THE UP WAY.

## Guiding policies

UP Policy on Assessment. S4481/17. (See 5.9)

UP Exam and related matters. S4689/17. ( See 8.7.3)

UP Rules and Regulations. (See G14)

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