Thomas Davies 8/13/2025 ⊖

T-Fun Assessment & feedback collaboration café

⊖ **THOMAS DAVIES** 9/16/25 8:51AM

Welcome to the assessment & feedback Padlet

please feel free to use this throughout the day to share your thoughts, share what you are working on related to assessment & feedback, or post ideas you would like to discuss later in the collaboration cafe :)

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> **Katy Burgess** 9/16/25 9:59AM
> Speaker questions pink boxes, collaborations requests purple

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⊖ **KATY BURGESS** 9/16/25 9:57AM

GenAI

I would like to set up a collaboration on looking at GenAI in assessment and learning - anyone interested in doing the same - any level of expertise/knowledge welcome - let me know

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> **Jen McBride** 9/16/25 10:00AM
> Yes please! We used ChatGPT as a comparator in active self feedback (Talk in session 2) but not sure we really harnassed all it can do...

> **Sarah Rose** 9/16/25 10:39AM
> Yes please! I am interested in how it can be used to support the assessment and feedback process from a staff perspective...AND students perceptions of this

> **Thomas Davies** 9/16/25 10:39AM
> I am also interested in this!

> **Steven McNair** 9/16/25 12:04PM
> I'd also be interested- currently working on a project looking at student perceptions of using AI to enhance their skills development and employability

> **Katy Burgess** 9/16/25 1:55PM
> Can you all drop me your email addresses and I'll set up a working group (burgesskv@cardiff.ac.uk)

⊖ **KATY BURGESS** 9/16/25 9:28AM

Session A: Questions for speakers

Any questions for speakers Hannah, Jen, Donna or Rebecca feel free to drop here!

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> **Katy Burgess** 9/16/25 9:29AM
> Hannah - Is it worth exploring whether those who have engaged more with the checklist perform better? And I assume students can go in and check some points, then that will save so when they next go back in it will be there? Does it record WHEN they tick off each one?

> **Thomas Davies** 9/16/25 9:29AM
> Hey Hannah thanks for your talk! Did you know whether the checklists were helping particular students, such as students who were struggling with organisation etc?

> **Robin Green** 9/16/25 9:36AM
> Hello Hannah - Thank you for your great talk. My question was did they complete the questionnaire before they received their marks for the assignment or after? I can see some students potentially saying that they functionally did something (e.g., add limitations) but not get a 1st and wonder why. Of course doing something and doing it appropriately with understanding are two different things.

> **Hannah Wilkinson** 9/16/25 9:38AM
> Hi Katy - in Cadmus, students are encouraged to copy and paste the checklist into their 'draft page' in Cadmus and tick off the check-list as they go through, but we don't get access to whether and when they have done this, but this would be interesting to know. I would be interested also in whether there was correlation between engagement in the check-list and their grade - perhaps something for me to think about this academic year!

> **Hannah Wilkinson** 9/16/25 9:40AM
> Hi Thomas - I didn't ask any particular information on specifics of the students, but this would be something really interesting to think about looking at going forward!

> **Hannah Wilkinson** 9/16/25 9:45AM

Hi Robin, students gave the feedback on the check-list function before they got their feedback and grades back. The questions were centred around the processes of completing the assignment rather than the result itself - but I think that it would be interesting to explore student reflections post receiving grades to see how they reflect at this stage of the assessment cycle

Katia Vione 9/16/25 9:50AM
To Jen/Donna - Did students expect or complained about the lack of optionality in other modules? Did you consider/managed this expectation in a particular way? Cheers

Jen McBride 9/16/25 9:55AM
(Hi Katia - it's Jen but I can't seem to log-in!)
I don't think we saw any evidence of this. But we were really careful to explain the logic for WHY we were introducing this optionality for this particular assignment. So if I were to guess - and I should stress that this is only a guess! - I might wonder whether students simply did not see the need for it elsewhere? If we more broadly explain the advantages of optionality then perhaps we might see this...?

Katia Vione 9/16/25 10:06AM
Thanks, Jen. That makes sense. Just anticipating some concerns that colleagues might have when proposing something like this. Fantastic work!

Zola Dean 9/16/25 10:16AM
Question for Rebecca U:

Hi Rebecca, thanks for your talk, really interesting :-) A couple questions out of interest...

a) Were any between-group comparisons made for the content of the plans students created as part of the activity where they created a timeline and goals (using AI vs not using AI)? I suppose I'm curious if in either group there were things that were (or were not) considered in the AI-supported vs non-AI-supported plans?

b) I think I saw on one of the slides that students also had activities where they could use AI to find resources for their essay? Do you have a sense of what students find especially useful to learn about when it comes to teaching them how to use AI responsibly to support them with their essay? E.g., do they find a session on using AI to locate sources (and critically consider it's utility) more useful than say using AI to create a plan to approach the essay?

Many thanks!

Jacqui Thijm 9/16/25 10:18AM
Question for Rebecca: Thank you for the interesting talk. Would you mind re-sharing the QR code for the project dissertations? I was not quick enough to scan it.

Jen McBride 9/16/25 11:19AM
Slides from our talk on optionality are available here: https://doi.org/10.6084/m9.figshare.30135397.v1

🔗 **KATY BURGESS** 9/16/25 9:53AM
Session B: Questions for speakers
Any questions for Jen et al, Louise, Phil et al please post here

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Jen McBride 9/16/25 10:39AM
Here is the guide we have created for any staff who would like to implement students' active self-feedback into their practice (it's free and open): https://assets.manchester.ac.uk/staffnet/files/itl/active-self-feedback-for-staff/#/

And slides from today's talk are available here: https://doi.org/10.6084/m9.figshare.30136057.v1

Compassionate Quokka 9/16/25 11:28AM
Just to add that I (Phil McAleer - really need to get a padlet account) am also happy to share my slides if anyone wants them; am just a bit behind this week. Feel free to drop me an email: philip.mcaleer@glasgow.ac.uk or there is a longer version in my github repo: https://github.com/philmcaleer/CLM_Talk_Nov27-2024/blob/main/Developing%20Assessment%20and%20Feedback%20Processes%20through%20Coding.pdf

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🔗 **KATY BURGESS** 9/16/25 12:03PM
Session C: Questions for speakers

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Katy Burgess 9/16/25 12:09PM
Tom - I have done lots on MCQs so happy to discuss in more detail. 3 options is the optimal number (WHY do we insist on providing four!) - there's a good review I can dig out for you

Thomas Davies 9/16/25 12:11PM
Thanks Katy!

Katy Burgess 9/16/25 12:13PM
Shiri - I also didn't think about this until students came to me!!

SoTL Compendium

Helena Paterson, James Bartlett and myself (Phil McAleer), along with other colleagues have started compiling an online collaborative compendium aimed at all things SoTL (Scholarship of Teaching and Learning) - see above. This is very much a work in progress but if you are interested in joining the collaboration, please send us an email and we will send you the link to the google doc for adding entries. Once you have the link you can add and edit as you see fit over any coffee breaks in your day :-) All contributions welcome.

Phil: philip.mcaleer@glasgow.ac.uk
Helena: helena.paterson@glasgow.ac.uk

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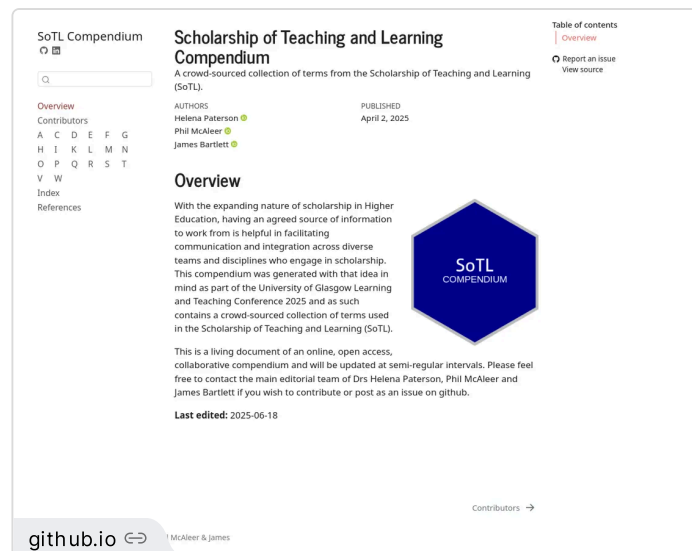
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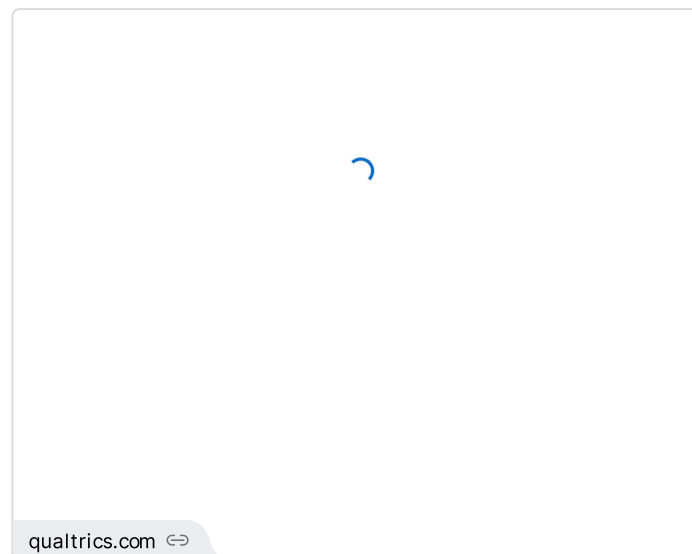

Staff Perspectives on MCQs

We would love to hear from members of staff who use MCQ assessments (10 minute survey)

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> **Groovy Quokka** 9/16/25 12:20PM
> Contact shiri.einav@nottingham.ac.uk and
> lauren.marsh@nottingham.ac.uk :-)

Qualtrics Survey | Qualtrics Experience Management

Example Y3 MCQ question

Scenario: A teenager feels low and miserable, lacking friends and a sense of purpose. A charismatic and older member of their local religious group notices this and provides a compelling explanation for their struggles and a vision for a better world through violent action. The teenager begins to gain status and respect within this group for their increasingly radical support for violence. At the same time, they begin to actively avoid any information that challenges their religious beliefs, dismissing it as "propaganda."

Question: Which statement provides the most precise analysis of this teenager's radicalization?

A. The Significance Quest Theory accurately explains the teenager's initial motivation and path to radicalisation. The stability of their new belief system is then maintained by rejecting falsifiable claims, a process that reflects a lack of intellectual humility.
B. The Ideological Obsession Model explains the process, where the teenager's Needs and social Network lead them to become fixated on their ideology, a journey reinforced by the epistemic behavior of confirmation bias.
C. The 3 Ns model explains the process, where the teenager's Needs and social Network lead them to adopt a Narrative, a journey reinforced by the epistemic behavior of confirmation bias. (Correct Answer)

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| Thomas Davies 9/16/25 1:49PM
Shiri Einav thanks for your great comments about improving accessibilty of MCQ questions - keen to hear more about this.

🔗 **CHARISMATIC SHARK** 9/16/25 1:30PM

Resit roadmaps

I would be interested in learning about others experiences of supporting students during resits ---- and conceptualising exactly what we mean - and trying out the idea of resit roadmaps in different places / different courses / different students etc. Anyone interested in this topic - any level of expertise / knowledge welcome - please let me know.
Karen Lander (karen.lander@manchester.ac.uk)

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