

# Practice-based assessment: autonomy and anonymity



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# Ask us about...

- Autonomous learning
  - Reflective practice
    - Anonymous feedback





# Workshop 1 findings

- Peer feedback useful in small groups
- Verbal feedback is easier to use as it's interactive
- Anonymous feedback is more honest
- How do you facilitate anonymous yet interactive feedback...?

# Anonymous... yet interactive

- **Anonymity:** student receiving feedback doesn't know who's written it
- **Interactive:** discuss written feedback with peers (in 'learning set' - Dance)



# Focus Group findings

- Anonymous feedback - haven't lost the learning community
- Use of feedback based on trust, effort, respect and reputation
- Peer assessment should be introduced after peer feedback
- Anonymity in [peer] marking is very important: marks taken much more to heart
- Giving & receiving feedback on written work is different than on a performance (dance, film, multimedia product...)

# What's next...?

- Further investigation into types of feedback students give: descriptive, advisory, analytical, judgemental...
- Does all this interaction with feedback actually make the students more autonomous learners?

## ...other thoughts...

Relationship: autonomous, creative, learning?

- Autonomous [sic] seems to be a good facilitator for the creative, which can be supported by feedback, critique and evaluation. This process includes **transition**.
- All of this is **personal**.

# some comments from students

- "Marks can show you where [you need] to go, but don't tell you how to get there"
- "Strict guidelines restrict autonomous learning"
- "Tutors could say a lot more that students should ask for help"
- "What a stupid question!"

*(when asked "does feedback affect how you interpret your own work?")*