

“Feedback before Assessments: Inclusive sessions to support (Bio)medical students from diverse background to succeed”

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‘Whilst it is common practice to incorporate an inclusive student-centred approach in assessment design, it is equally crucial to provide inclusive formative feedback prior to submission deadlines, both for typical and block teaching strategies.

We have used anonymised examples of feedback from previous cohorts to discuss expectations of academic performance, enable readiness and enhance familiarity with assessments, allowing real-time reflection of the assessment. For example, feedback suggested students experienced issues with scientific/medical terminologies and academic essay structure, regardless of being native English speakers. Our assessment design has considered HE students’ multi-lingualism to minimise their perception that marks reflect academic English language skills, rather than content (Dobbs&Leider, English Journal 2021). Prior to submission dates, Peer Assisted Learning (PAL) sessions led by students were also introduced for support on terminologies and mock assessments. As a result, we have levelled the playing field for the assessments, evidenced by a significant improvement of academic performance, especially amongst international students and students from underrepresented background.

Manchester Metropolitan University and De Montfort University’s inclusive formative feedback extended beyond submitted assessments to scaffold students’ learning experience, improve academic performance and enhance students’ engagement (Dawson et al. Assess Eval Higher Ed 2018).’

Promotional Abstract:

Inclusive feedback should inform assessment briefing sessions by using anonymised feedback from previous cohorts to discuss what is expected from students, familiarise students with the content/style of the assessment, help them to plan their time to complete it, and scaffold any additional needs, such as, revision of scientific vocabulary, and academic writing; all key issues for students from vocational (BTec), 1st generation, mature or international background.

Manchester Met and De Montfort universities uses PAL and constructive feedback ahead of assessments (especially relevant in block teaching), to improve students’ learning experience.

