**Anglia Ruskin University Teachmeet 29 January 4-6pm**

***Fifteen things you can do to your students to really cheese them off about assessment and feedback (and how to stop doing them)***

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1. Design assignments that don’t align constructively (Biggs) with the published learning outcomes, or that cover only a minor subsection of them, or that are so slavishly aligned with material delivered in lectures that there is no scope for answers to reflect originality or depth of study.
2. As you are an expert, always design your own assignments yourself based on what you’ve been teaching your students and the way you were assessed yourself: don’t feel it is necessary to consult any of your colleagues who may have different opinions from you. Ignore comments from external examiners on, for example, the number of First Class degrees you give, as they are probably jealous anyway.
3. When timing your assignments, set the dates for assignment submission to suit yourself and don’t worry about what other demands other tutors might be making on your students.
4. Students who are any good will implicitly understand what’s required of them, so don’t worry too much about using assessment criteria and trust your gut reaction when it comes to giving a mark. If you know the students well, you will probably know what kind of mark they deserve even before you start marking the assignment. And if you are using criteria and the mark doesn’t feel right, alter it!
5. Give them assessed group work tasks without clear criteria for both process and product, and don’t give them any training in working in groups, and don’t give them any rehearsal opportunities, and don’t give them any feedback part way through the task that they can learn from.
6. Don’t give them any assessed work until the very end of a programme of learning, and then give them one very big high risk task (e.g. single exam, dissertation) where if they get things wrong they fail the course. Students who have to be mollycoddled and nurtured don’t belong in universities.
7. Students from other countries need to just get on with the kinds of assessment we use over here, so don’t bother explaining how the system works in this country and this university: it’s all in the university prospectus and the course handbook anyway.
8. Set exams so close together that students don’t have time to catch their breaths between them . And give cohorts containing high numbers of students with diverse religious persuasions exams on Friday afternoons, Saturdays and Sundays. And of course three hour exams test them better than shorter ones.
9. Wait until the set date for assignments or exams to check whether any students with disabilities need reasonable adjustments to assessed tasks, then offer inappropriate alternatives (e.g. lots of extra time for students with chronic fatigue syndrome to complete exams) and offer them grudgingly and embarrassingly (‘Would all the students who have special needs in this exam come down to the front of the exam hall so we can organise their special arrangements?’)
10. In studio crits, give lots of time to critiquing students you regard as really promising and leave the less able to watch and learn. Don’t allow students to tape record your verbal comments, talk very fast and use lots of specialist and vernacular terms, particularly for your international students.
11. Don’t give them any feedback on written work, or if you do, give it to them so late they can’t do anything with it in order to improve their next assignment. Or give them lots of (badly) handwritten comments they can’t read, full of your own private code and abbreviations. Or make (negative) comments about them personally rather than the quality of their work . Or use ‘final language’ (*pace* Boud) e.g. ’weak’, ‘trivial’, ‘useless’, ‘hopeless’, etc.
12. When a student asks for an extension to a submission deadline, ignore the university regulations and use your own best judgment to decide whether a student needs extra time or not. Don’t bother asking for any external confirmation of extenuating circumstances e.g. medical certificates.
13. Students nowadays are rubbish compared to the old days, so never give a mark over 70% because they don’t deserve it. And similarly, if anyone has made an effort they should get at least 30% for trying. And be particularly careful at getting marks right at the borderlines. There is a big difference between 49% and 50% and it is worth defending your grade to the last if a colleague disagrees with you.
14. Don’t have anything to do with any kind of assessment that uses new fangled technologies. Do your marking in proper tried-and-tested ways. Your subject doesn’t really lend itself to Computer-Based Assessment anyway.
15. If a student complains about the grade you have given, give them a good hearing and be prepared to change the mark, especially if they are awkward or potentially litigious. In fact, don’t be too proud to change the whole cohort’s marks if they are cutting up rough.

**Discussion: which are the worst of these and how can we stop ourselves and others doing them?**

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