



**Reflection and
Assessment Syllabus
For Lecturers at the
Amsterdam
Academy
of Architecture**

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'Perhaps the most important aspect of assessment in the creative and performing arts concern students gaining an understanding of how formative assessment can contribute to advancing their learning, and how best to utilise teacher feedback as a tool for improving their work.'⁰¹

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At the Graduation Weekend in 2022, students explain their graduation designs to visitors.



1 INTRODUCTION

The Academy of Architecture is the only educational institution in the Netherlands that offers interdisciplinary Master's degree programmes in Architecture, Urbanism and Landscape Architecture. The three disciplines are closely connected with each other and are partly offered in an interdisciplinary way. The degree certificate obtained is accredited as a Master's degree in the Netherlands and leads to the title Master of Science. Each degree programme lasts four years and comprises 240 ECTS.

Graduates are entitled to use the legally protected titles architect, urban designer or landscape architect. Moreover, the Dutch title architect is automatically recognised in all EEA member states. Alumni of the Academy have direct access to the Architects Registration Bureau (*Bureau Architectenregister*), because the exit qualifications of the degree programme overlap with the starting requirements of the professional practice.

Acquiring relevant professional experience is part of the degree programme at the Academy of Architecture. Working in the professional practice takes place simultaneously with the study: the so-called 'concurrent model', which means that the students and lecturers are directly involved in the practice of design and research. As a result, the student will already be an active part of a broad network of colleagues during the study. Half of the concurrent educational model consists of an internal curriculum (120 ECTS) and the other half of an external curriculum (120 ECTS).

Whoever obtains a degree from the Academy of Architecture, often remains involved with the Academy. The student often becomes an employer, on the basis of which they subsequently become a teacher or mentor for a new generation of students.

On a regular school day in spring 2023, students and teachers discuss their work.



2 EDUCATIONAL VISION

2.1 Vision on learning

As part of the Amsterdam University of the Arts, the Academy of Architecture seeks out the field of tension between the applied skill and the autonomous art. The Academy stands for an open, critical and inquisitive attitude; for experimentation. Students are encouraged to adopt their own stance. The first question they are asked at the Academy is therefore: 'What kind of designer would you like to become?'

The Academy maintains strong ties with related degree programmes abroad and operates in an international context. Students from all continents study at the Academy, international lecturers and speakers regularly visit and students often participate in foreign excursions and projects. As a result of this, students gain a clear picture of relevant global developments and are prepared for the international field of work.

2.2 Educational concept

The educational motto of the Academy is 'learning instead of teaching'. This means that the education is not one-way traffic from the lecturer to the student, but that the student is the key focus in the learning process. The lecturer facilitates this learning process.

The curriculum is built up progressively. The first year has an interdisciplinary focus, with an emphasis on providing an introduction and familiarisation with the subject matter. The second year has a disciplinary focus and provides greater depth and breadth. The third year has a transdisciplinary focus, due to involving guest lecturers and researchers from other fields in the education. Contact with scholars and other experts from outside the spatial design sector enables students to make informed choices and thus to contribute to solutions for issues in fields including energy transition, climate change, biodiversity, ecology, urbanisation and the housing target.

2.3 Syllabus: the role of feedback, feed forward and feed up

The aim of this syllabus is to provide insight into the educational vision of the Academy and the way in which the Academy facilitates education. Moreover, it is of major importance to coordinate what the desired competencies, learning and teaching activities, and evaluations are with all parties concerned. This process is also referred to as 'constructive alignment' (see figure 1)⁰². This is the basis of the educational vision of the Academy and plays an important role in the optimisation of the teaching and the promotion of effective learning and coaching. In educational research, the importance of feedback, feed forward and feed up in the learning process is being recognised more and more. If this feedback is to be effective, then it has to be based on and in line with the learning outcomes, the assessment criteria, and the learning and educational activities⁰³.

The Academy believes it is important to inform lecturers about the role of a properly completed assessment form for the development of students. An assessment form not only provides the student with insight into the performance delivered, but can also help the lecturer to adapt and improve the teaching and the chosen methods when the teaching module is evaluated. In the current situation, the information

transfer takes place verbally during the preliminary discussions prior to the time of assessment. The Academy wants to improve the information transfer by means of this syllabus by providing lecturers with more context with regard to testing and assessment, and by emphasising the importance of feedback, feed forward and feed up for the development of the students during the study.

This syllabus can therefore make an important contribution to the quality improvement of the education, the improvement of the communication and the use of the assessment forms. The composition of a syllabus for lecturers has various advantages, namely:

- The lecturers know what is expected of them and what the objectives of the teaching modules are. This provides more clarity and structure;
- Uniformity can be created in the teaching materials and the assignments. In this way, all lecturers know what is expected of the students and they can all apply the same standard. The single point rubrics, elaborated per academic year based on 'satisfactory' performance level, indicate how calibration in writing or text is possible;
- A syllabus can assist lecturers with their teaching and provide guidance in order ensure the module proceeds successfully. In this way, they can support the students more effectively in the learning process;
- Feedback, feed forward and feed up are crucial for a properly completed assessment form;
- Through the introduction of the syllabus, version 1 in the 2023-2024 academic year, the Academy is not only striving to focus on applying a minimum number of works, but also to ensure a high-quality substantive implementation of the provided text in English.
- As an international educational institution, the International Classroom is the key focus in relation to the educational philosophy and practical approach. An explanation about the International Classroom can contribute to the development of an inclusive learning environment, in which all students and lecturers feel welcome and appreciated, and in which different perspectives and backgrounds are recognised and valued.

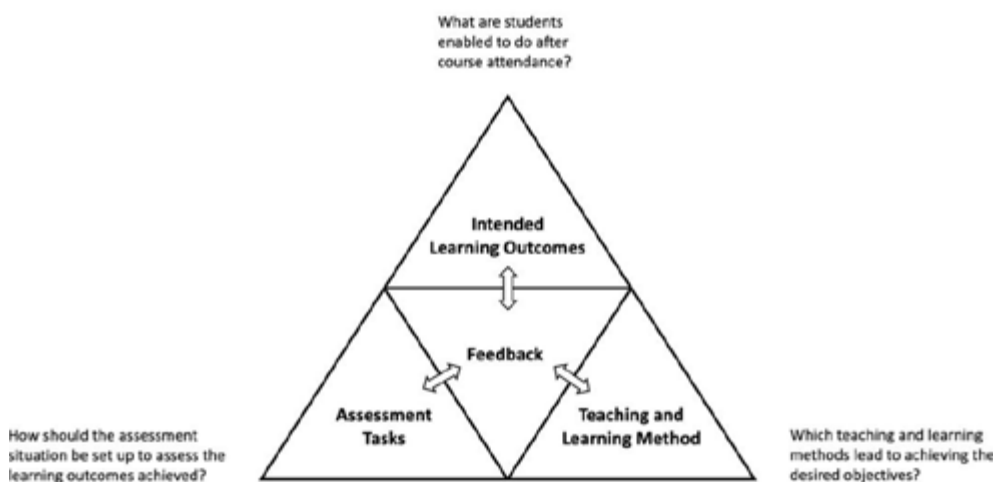


Figure 1. Constructive Alignment with feedback (Biggs, 1999)

2.4 Web-based assessment form or specific learning objectives per educational module

As of the 2024-2025 academic year, the Academy is switching entirely to a digital learning environment. The digital completion and distribution of assessment forms is part of that. The aim of these web-based forms is to create a clear connection between the learning objectives, the Study Guide texts and the assessment forms, so that the student clearly understands the assessment criteria. It must also become the basis on which the lecturer formulates the assignment.

In addition, the explicit wish is to communicate the learning objectives to the student prior to the start of a course unit, in order to this promote total transparency, and to enable the lecturer to incorporate the learning objectives into the proposed assignment.

2.5 Single point rubric

The learning objectives on the basis of a 'pass' performance level are elaborated in accordance with a 'single point rubric'; for academic year 1, for academic year 2 and for academic years 3 and 4. These are derived from the exit qualifications of the Master's degree programmes and are equal to the entry qualification in the Dutch Architects' Title Act.

The Academy has deliberately opted for formulating single point rubrics instead of more extensive, or multiple, rubrics. A single point rubric provides opportunities to enter into discussion with students about why their work is not yet satisfactory (and to describe this clearly in feedback, feed forward and feed up), or if there is more than satisfactory command (and what this means for the next step). Moreover, a single point rubric can be used for self-assessment and peer assessment. A single point rubric encourages the student to do more than the satisfactory level described; in a multiple rubric, students often do not do more than is necessary to reach the desired level, and then they stop⁰⁴. In addition, the goal of the single point rubrics is to create a clear picture for all lecturers of what the Academy understands under 'satisfactory' level for the various teaching modules per academic year, and to optimise and objectify the intersubjective assessment (validation). In addition, during the preparation of this syllabus, various lecturers have requested not to make the rubrics completely 'water tight', as in the case of the detailed rubrics, in order to be able give nuanced feedback. The multiple rubrics are usually seen as limiting.

During a study trip to Syracuse, Italy, in July 2022, students learn to interpret the landscape by sketching.



3 Internationalisation

The 'International Classroom' is central to the educational philosophy and practical approach of the Academy of Architecture. It is the backbone to all activities that aim to maximise the impact and the results of our education. The curriculum provides students with the opportunity at various times to collaborate with students from design study programmes abroad

In the 'International Classroom', lecturers give lessons and teach students in what are for many people – often most people – a foreign language in a foreign culture. The 'International Classroom' entails much more than maintaining high percentages of international students and employees. The Academy makes explicit choices when putting together teaching groups in order to guarantee cultural and disciplinary diversity without exclusion.

The Academy promotes an inspiring intercultural learning environment in which exchange is encouraged. Students learn to communicate and work with students and lecturers from various cultural backgrounds.

The 'International Classroom' must be a place where students can have their say, instead of only being taught the viewpoint of the lecturer, and where the knowledge of the students is utilised. In an 'International Classroom, everyone should feel safe, welcome and appreciated.

3.1 Envisioned international and intercultural learning outcomes

The student:

- Develops an international and intercultural mindset;
- Is able to understand, evaluate and relate to ambiguous and uncertain situations, and to make correct attributions (attitude);
- Develops general international and intercultural knowledge;
- Realises the relative validity of their own frame of reference, yet is firmly rooted therein (knowledge);
- Develop the capacity to reflect on international themes and subjects;
- Considers an intercultural interaction to be successful when the student is able to develop shared meanings, while the student recognises their own and other people's sociocultural context (skills);
- Learns to communicate and develop intercultural skills in an international environment;
- Is able to choose and use communications styles and behaviour that are in line with a specific local or intercultural context (skills);
- Develops an international orientation towards the profession;
- Is aware of the most recent developments in the profession in their own country (knowledge/skills/attitude).

Teachers assess student work during the final P6 presentations in May 2023.



4 TESTING AND ASSESSMENT

4.1 Culture of reflection

Reflection is more than simply looking back on or thinking about the past; it is primarily a means to learn how to act (think, feel and do) in future situations. A crucial element of reflection is therefore focusing on actions for improvement or actions for the future. An effective learning and reflection process (that leads to development) requires conscious and goal-oriented effort⁰⁵.

Results of assessments can be used as the beginning of a learning process (assessment for learning). That is why the responsibility for the learning process is deliberately placed on the student. They must regularly and explicitly assess their own development. Moments are scheduled for this in order to look back and ahead together with the student, by means of feedback, feed forward and feed up moments:

- Feedback relates to the work that the student has already carried out. What has the student done, how has the student done that and how can the work to be carried out be improved?
- Feed forward relates to the question of what the student needs in order to achieve the set learning objectives and learning outcomes. Feed forward is focused on the future development of the student;
- Feed up relates to the learning objectives of the course in question and the learning outcomes of the degree programme. What is the objective and which results are expected of the student at the ends of the quarter, semester or the study?

Feedback, feed up and feed forward take place both during scheduled moments during the quarter or semester (at the level of the learning objectives of the course in question), as well as during practical assessments and comprehensive assessments (at the level of the learning outcomes of the study as a whole).

4.2 Assessment of/for/as learning

Both the testing of the individual courses and the comprehensive assessments have various functions: assessment of learning, assessment for learning and assessment as learning⁰⁶:

- Assessment of learning takes place when lecturers test performance of students by assessing the results on the basis of set standards. This is also referred to as a summative assessment. This form of assessment usually takes place at the end of a quarter or semester. The effectiveness of the assessment depends on the validity and reliability thereof. The effectiveness thereof as learning moment depends on the nature and the quality of the feedback;
- Assessment for learning entails that the lecturers give feedback, the aim of which is to boost the performance of the students. This is also referred to as a formative assessment. This form of assessment usually takes place during the quarter or semester. The students know where

they are in their personal development process, what the learning objectives are what needs to happen to achieve the learning objective;

- In addition, there is also assessment as learning. This takes place when students are their own assessors. By assessing the work of themselves and fellow students, they become aware of their personal development process.

4.3 Alignment of testing with education

In addition to the assessment of individual courses, the Academy works, as part of the internal curriculum, with comprehensive annual assessments in the first three years at the end of the academic year. In the fourth academic year, it depends on where the student is with their graduation project and is not as such set as a fixed assessment moment. These assessments are aimed at monitoring the development of the student, the capacity to reflect on the professional practice and the communicative skills or the capacity to 'act' convincingly, and with this to determine whether a student has sufficient, and sufficiently cohesive, study skills in order to commence the next academic year or to graduate.

4.4 Assessment of individual courses

The individual courses are assessed by the lecturers of the courses in question at the end of each quarter or semester. Every year, the descriptions of teaching modules are adjusted at programme level and the content and the objective of the courses are also examined to see if they are still up to date. On the basis of these descriptions, the lecturers are given the assignment to shape the education. They submit a proposal for this to the head of the degree programme in question. The assignment is only published for students following approval.

There is an assessment form for all teaching modules that is developed for each module in accordance with the learning objectives mentioned in the Study Guide. The credits that are obtained after completion of the individual courses are only awarded subject to approval; the credits are only awarded definitively after a successful comprehensive annual assessment.

4.5 Comprehensive annual assessments

In addition to the testing of individual courses, the Academy works with comprehensive annual assessments. These comprehensive annual assessments are aimed at assessing the progress in the development of the student, the capacity to reflect on the professional practice and the communicative skills. In this way, it is possible to determine whether a student has sufficient, and sufficiently cohesive, study skills in order to commence the next year.

During the comprehensive annual assessment, the student presents all the work from the previous period in broad outline. Apart from the final results of the separate course components, students also show preliminary studies, sketches and other work that can serve as proof of study. This work is considered simultaneously and in conjunction with the work in practice. In addition, the assessors look overall at the development undergone and the level reached. The credits of the individual courses are only awarded after a satisfactory assessment. It is therefore possible that a student completes the separate teaching

modules with a pass, but receives fail in the comprehensive annual assessment based on development undergone. The underlying idea is that the level required is not reached by stacking modules, but through an overall development on all points. A student who is strong in design, for example but shows poorly thought-out work in a programmatic or structural sense, can always receive a pass for their projects through compensation. The comprehensive annual assessment ensures that all separate competencies are examined and values in conjunction with each other.

The comprehensive annual assessments take place at the end of each academic year and each have their own intention, in connection with the phase of the study programme in which the student finds themselves. The first has a selective effect: is the student suited to continuing the degree programme. The second is a further positioning: is the student ready for the increasing complexity in the assignments that the study programme will set. After three years, the committee examines whether they have faith that the student is ready to develop an independent profile as an architect, urban designer or landscape architect, and has a sufficient understanding of the various options as future professional. Finally, the student takes the final examination, after which the degree programme is completed.

The comprehensive annual assessments are administered by the assessment committees. The assessment committees consist of two lecturers and are composed from a selected list of examiners. This list is determined by the Examination Board annually. The curriculum is built around a progressive approach, in which the first year has more of an interdisciplinary focus with a concentration on introduction and orientation, the second year has a more disciplinary focus, and strives for depth and breadth, and the third year has more of a transdisciplinary focus on the positioning of the student in the field of study. The choice of the assessors ties in with the focus on different disciplines and perspectives in relation to the structure of the study.

Immediately after the comprehensive assessment, the Assessment Committee determines the provisional result. The student is informed about this verbally. The result of the comprehensive assessment becomes definitive following assessment by the Examination Board. Given that the projects have already been assessed by the lecturers, the role of the Assessment Committee is to assess if the student is suitable for the study (quality and progression) based on the overall picture that the student has shown. Due to the fact that numerous students show their work on one day, the Assessment Committee can form a general picture. One of the committee members acts as chairperson. In votes are tied, the head of department will hear the assessors and take a decision.

4.6 Practical assessments

Because a development towards higher complexity and greater independence needs to be achieved in the professional experience, the requirements that are set for the workplace change during the study period and there will be design tasks to an increasing extent. In addition, the student will be increasingly expected to be able to reflect on the learning effect of the work practice.

In order to be able to assess both the quality and quantity of the students' work outside the Academy, students update practice records throughout the academic year. The practice records are an important instrument for the professional experience work environment and the individual development of a student (in the interim period) qualitatively. The practice records are shown to the professional experience coordinator during the interim progress interviews. The Study Guide describes which requirements the practice record needs to meet.

At the end of each academic year, the student explains the personal development on the basis of the practice form (in which the relevance of the workplace is shown in particular), a portfolio (that should meet the described requirements, and which includes a number of projects on which the student has worked) and a practice report (in which the student reflects on his or her development, describes and analyses projects). Lecturers assess these three things together, on the basis of an assessment list.

The assessment of the work experience is coordinated by the professional experience coordinator. The professional experience is assessed quantitatively and qualitatively annually. The quantitative assessment is done by the professional experience coordinator on the basis of the number of hours worked. The professional experience is assessed qualitatively on the basis of the work shown in the practice records and during an annual assessment interview with two external assessors. The substantive criteria for the assessment are based on the learning outcomes as described in the external curriculum.

4.7 Reflection and personal development

The Academy strives towards students learning from each other already during the lessons. In addition, students are offered several courses that are aimed at reflection and personal development. The Reflection Clinic plays a major role in this from the second academic year. Under the guidance of a lecturer, students reflect on each other's and their own designs. In addition, there is a lot of room for self-evaluation with comprehensive annual assessments. The test administration takes place, depending on the year, in groups of two to four students. After the assessors' interviews, the students go past all panels together with their group and in this way learn about the strengths and weaknesses of the presentation of the work of their fellow students.

In addition, a number of electives are specifically focused on personal development, such as Personal Effectiveness and Presentation and Communication. In addition, the graduation clock was developed to help students in the fourth year to be able to plan their graduation effectively. In cooperation with the Academy Council, the Academy analyses how the testing can be further improved, so that the students learn to examine themselves and their study output even better.

4.8 Promoting student ownership

In the digital web-based learning environment, the student can also monitor much better where they are in relation to the progress of the study. Through so-called 'data points', it is easy to read which feedback, feed forward and feed up the student has received for each learning objective and it is also clear how the student is developing during the study. In this way, the Academy hopes to increase the ownership of

the student for the study, and thus to increase the intrinsic motivation of the student⁰⁷. In addition, it becomes much clearer for the assessors during the comprehensive annual assessment where the student is in the study. In that way, the conversation about the development of the student can be conducted better.

Students exhibit their designs on the walls of the academy at the occasion of the P2 presentations in May 2023.



5 ASSESSMENT THEORY

The assessment of professional performance requires an appeal to human judgement⁰⁸. Good lecturers are not automatically good assessors. A good assessor knows the function of the testing form in the testing programme. In addition, as an assessor the lecturer is trained in the use of the assessment criteria and giving effective feedback via consultation between colleagues and peer review⁰⁹. Assessors (and students!) must be trained and facilitated in order to be able to give valid and reliable judgements.

5.1 Assessment for or of the learning process

Assessment not only determines competency, but also offers tools for students to develop continuously. The results of assessments can be used as the beginning of a learning process (assessment for learning). By being alert to a number of important assessment mistakes, the reliability of the assessment can be optimised.

	Formative feedback	Summative feedback
Function	Core question: what can the student do already and what can they not do yet?	Core question: can the student do it, yes or no?
	Support and encouragement of the student in order to make progress in the learning process: the student receives the opportunity to reduce the 'gap' between the expected and achieved level.	Assessing what was learned: the student can only bridge the 'gap' between the expected and achieved level in retrospect.
Moment	Integrated into the daily practice of the educational and learning process.	At the end, in principle independent of the educational and learning process.
Means	Interaction with fellow students, reflection, discussion and dialogue.	Separate from interaction with students.
	Negotiation about assessment criteria.	Standardised tests with fixed assessment criteria.
	Give and receive feedback during the learning process, assessment by fellow students and 360-degree feedback.	Receive feedback at the end of the learning process.
Result	Instructions for the benefit of the further learning process and awareness of learning strategies.	Determination of the level and decision with regard to the study progress.
	Individual approach.	Comparison with others.
Role of the student	'Owner' of the learning process, co-assessor and designer of the assessment criteria and rubrics.	'Spectator' of the learning process and subject of assessment.

5.2 Requirements for assessment by groups of experts (comprehensive assessment)

- Coordination between the one's own expert opinion and that of others, while at the same time being aware of one's own unique expert contribution;
- Have a shared goal as committee/team of lecturers;
- Have a clear picture of the objective of the assessment in relation to the moment in the study of the Master's student;
- Be aware of assessment effects in order to keep the quality of the comprehensive assessment undiluted;
- Awareness of different roles and perspectives in the committee/teams of lecturers.

5.3 Three assessors' effects of Sluijsmans (2013)¹⁰:

- The signifier effect: during the assessment of a task, one assessor mainly pays attention to attitude, while another assessor pays more attention to the content and structure;
- The sequence effect: after a series of weak performances, a mediocre performance is undeservedly overrated;
- The fatigue effect: after the umpteenth assessment, fatigue and irritation sets in and the verdict is lower.

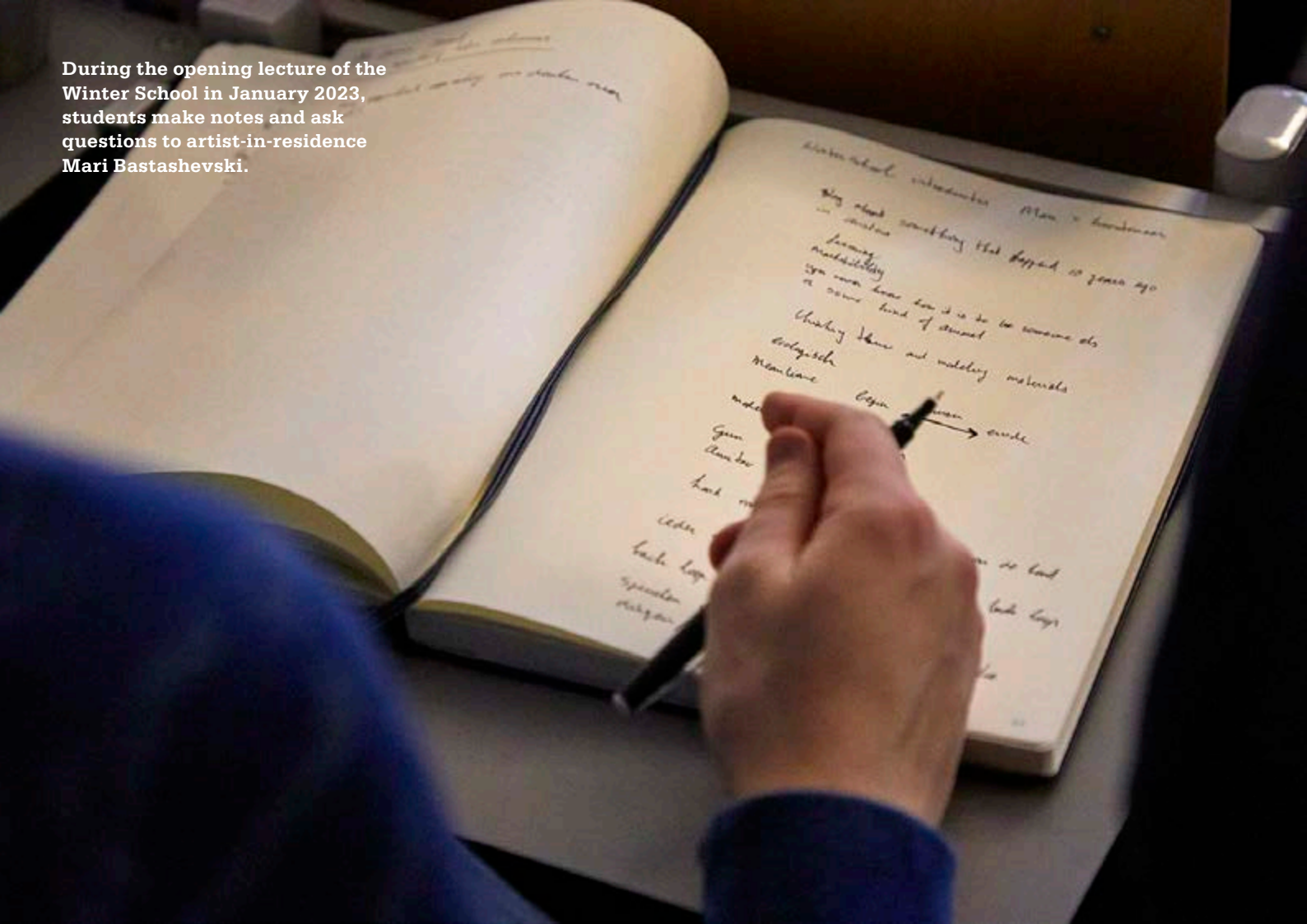
5.3.1 Other assessment mistakes

In order to recognise and be able to reduce assessment mistakes several assessors are deployed – in addition to other measures. Several assessors provide balance in assessors' effects. An example of another measure is setting a limit to the number of assessments by the assessor per day. In addition, there are other mistakes that can take place during assessments, such as¹¹:

- First impression, the tendency to judge too soon:
 - 'I've already seen it';
 - 'I can see at a glance if this presentation will be any good'.
- Halo effect, a favourable impression on some criteria is carried over into a favourable assessment of other criteria:
 - 'The student did his best, it's all very good';
 - 'Wow, what a good start to the presentation, then everything will work out with the content'.
- Horn effect, an unfavourable impression on some criteria is carried over into an unfavourable assessment of other criteria:
 - 'Those students were only chatting during the lectures, so that will probably not work';
 - 'Goddammit, why did the student do nothing with my feedback about literature references?'
- Logical mistake, see halo/horn effect: If part A is incorrect/correct, than B must also be incorrect/correct:
 - 'This student can write well, so his analysis must also be good;
 - 'If you can write a report so quickly, then you have understood it correctly'.

- Sympathy, a favourable assessment because there's a good click with the student:
 - 'That student gets it; I hope that she wants to graduate with us';
 - 'She really wants to go for it; we must reward that attitude'.
- Antipathy, an unfavourable assessment because there's not a good click with the student:
 - 'A bad student; you'll get rid of them already in the analysis phase';
 - 'This student has done nothing with my feedback on the formulation of the question; curious what else he has done...'
- Projection, attributing one's own (positive or negative) characteristics to the student:
 - 'That student loves to write, just like me; you can see that at a glance. That article will be good';
 - 'My focus is innovation; I can't find anything about that in this article'.
- Stereotype, attributing characteristics to a student on the basis of a group to which he belongs:
 - 'Girls are not good at abstract thinking';
 - 'She is the only girl among three male techies; she must be talented'.
- Mildness, the tendency to always deem something above-average:
 - 'During this course, we had to do a lot of assignments; that has to be rewarded somehow'.
- Strictness, the tendency to always deem something below-average:
 - 'I don't see the level and the desire to work hard reflected in these products at all'.
- Central tendency, the tendency to always assess something as average:
 - 'There's no such thing as getting a 10, it's about getting a 7 or an 8'.

During the opening lecture of the Winter School in January 2023, students make notes and ask questions to artist-in-residence Mari Bastashevski.



6 FEEDBACK THEORY

The feedback supports the substantive development of the student, aimed at drawing up and adjusting personal learning or development plans, improving performance and strengthening internal motivation and self-regulation: 'assessment for learning'. Core question: what can the student do already and what can they not do yet?

6.1 Summative feedback

Feedback is to support formal decisions that determine the start, progress and conclusion of the learning. Academic achievements that are assessed with a 'pass' are laid down in certificates and degree certificates: 'assessment of learning'. Core question: can the student do it, yes or no?

- The terms formative feedback and summative feedback refer to the objective of the assessment and not to the tools that were used for the assessment;
- Assessment is often unilaterally used as 'assessment of learning' for the benefit of the more formal registration system and external legitimisation. The formative feedback in particular, 'assessment of learning' is important for the learning of students;
- It's advisable that formative feedback and summative feedback tie in with each other and aligned with each other¹²;
- The student, as owner of the learning process, must play an active role in both formative feedback and summative feedback;

The implementation of assessment for learning requires years of cooperation between experts and people in the professional practice¹³.

6.2 Feedback according to Kirschner

What does this information mean and what would be a good next step? This question is the essence of good feedback according to Kirschner¹⁴. He distinguishes three levels of feedback, with increasing degrees of effectiveness:

- Correction: In relation to a task, the student only gets to hear if something is right or wrong. This is not the most effective form of task feedback. Why? If they hear or see that they have done something wrong, not all students will know what they need to do in order to do it correctly, and will not therefore take the appropriate action. When does this work well? This form of feedback may work well if the student makes a 'careless mistake', but they have mastered the material, and it will not work so well if there is insufficient mastery or misapprehensions;
- Directive: When the student not only gets to hear if something is right or wrong, but also what needs to be improved. This is more effective than corrective feedback;

- Epistemic: In the case of epistemic feedback, you do tell the student that they have done something wrong, but you don't say precisely what needs to be improved, so that the student needs to think about themselves. For example: 'Your thought process was wrong here; taking into account..., how could you do it differently?' This form is the most effective in the long term.

6.3 Progressive feedback

Hattie and Timperley (2007) wrote a review article about the power of feedback, in which they describe four levels of feedback. Feedback focused on the task performance: is the work correct or incorrect? These are those four levels (see figure 2)¹⁵.

- Feedback focused on the process of understanding how the task needs to be performed: the process to arrive at an answer/performance;
- Feedback focused on self-regulation; you already know what criteria x needs to meet, so have a look at your work and assess whether you are meeting the criteria of x;
- Feedback focused on the person: you are a great student. That is a smart answer, well done.
- Which type of feedback is effective is differentiated. In broad outline, the authors argue the following:

6.4 When is feedback focused on the task effective?

- Task performance is effective in those situations in which task information is useful for improving the process of learning or encourages self-regulation;
- Feedback focused on the task is also effective when the feedback corrects incorrect interpretations and understanding, and when the task is relatively simple and the feedback is given in a simple way (correct/incorrect);
- Finally, feedback focused on the task is effective when the feedback is given in the form of written commentary instead in the form of a mark or grade;
- Feedback focused on the task is not effective when the feedback is combined with personal feedback (smart student, that answer is correct!);
- Feedback focused on the task is also not effective when there is still not basic understanding. In that case, further explanation and instruction is more effective;
- Finally, feedback focused on the task is not effective when the feedback is too specifically focused on a small component of the task and is not relevant to other task components.

6.5 When is feedback focused on the process effective?

- Feedback on the process of learning and understanding is effective in all situations in which in-depth processing is involved and command of tasks is important;
- Feedback focused on the process leads to more in-depth learning than feedback focused on the task. In combination with feedback focused on the task, feedback focused on the process can have an even greater impact,

because in that case information is given about the correct and incorrect understanding, as well as information about how to expand and improve understanding;

- In those situations where there is not yet basic understanding or knowledge, feedback focused on the process ends up in a vacuum, and further explanation and instruction is more effective than feedback on the process.

6.6 When is feedback focused on self-regulation effective?

- Feedback focused on self-regulation has proven to be a valuable tool in situations where it is crucial to process tasks in an in-depth way and to develop ownership.
- It is effective when the student possesses the skills to apply internal feedback and self-assessment and is willing to make the effort to seek and utilise feedback;
- If the student has a lot of self-confidence and is certain about their answer and the answer is correct, then the student will pay little attention to the feedback;
- The feedback is most effective when the student is sure that their answer is correct, but it turns out to be incorrect;

Finally, the attribution that the student gives to the feedback is important for the effectiveness thereof. Which attribution does the student give to success or failure? Does the student understand why they are getting the positive or negative feedback? If the student is uncertain about why the feedback is positive or negative, then the feedback is not effective. In the case of negative feedback that is not understood, this leads to insecurity and poor self-image. In the case of positive feedback that is not understood, this leads to self-handicapping strategies. If the student attributes the feedback to effort instead of personal characteristics, the feedback leads to a growth mindset.

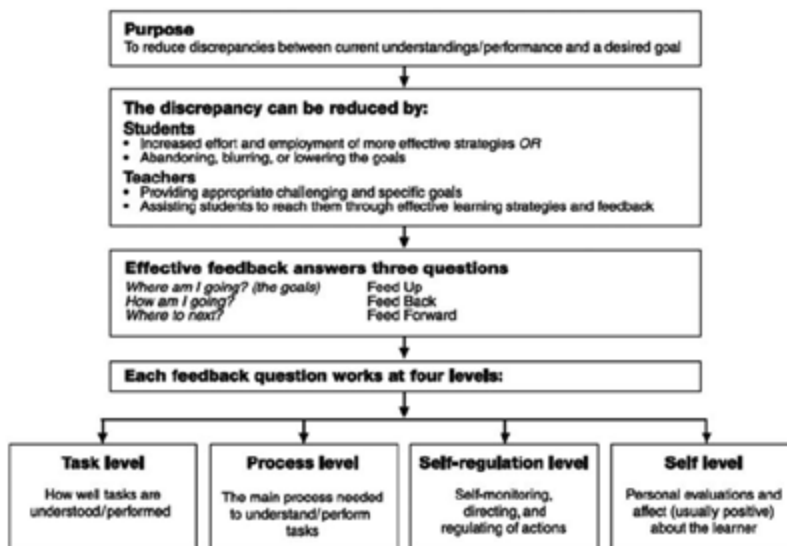


Figure 2. A model of feedback to enhance learning (Hattie and Timperley, 2007)

6.7 When is feedback focused on the person effective?

- Feedback focused on the person is almost never effective. That is because it provides too little information about the content of what that person is learning and instead diverts the attention to the person, the self;
- Feedback focused on the task that is combined with a compliment even forfeits effectiveness due to the addition of the compliment. This is not to say that people don't enjoy receiving (positive) personal feedback. However, that feedback has little or no effect on the subsequent performance;
- A compliment focused on the process can strengthen the effort and engagement. Compliments like 'you are a great student' do not have that effect;
- Negative feedback focused on the person have a strong personal impact, but are not effective in the sense of improved performance or greater effort.

Students explain their work at the Crafting Circularity workshop in March 2023.



7 EXAMPLE QUESTIONS (ASK BACK / ASK FORWARD / ASK UP)

These example questions are intended for the lecturer to help students arrive at insights:

7.1 Ask up (what is your objective):

- Where do you want to go?
- What do you want to achieve?
- What do you want to learn?
- What is the objective of...?
- When will you be happy?
- At which point would you be happy?
- What does your dream, horizon, future look like?

7.2 Ask back (how do you do it)

- What is your experience with making/doing...?
- Which ideas do you have up until now?
- What have you done up until now?
- What were your results?
- What are you satisfied about?
- What are you not yet satisfied about?
- What worked well in a previous situation?
- Have you been partly able to achieve your objective? What have you achieved and what not?
- What have you done up until now to achieve your objective?

7.3 Ask forward (what next, in terms of the objective)

- Which options do you have now?
- What's holding you back?
- Can you remove that obstacle?
- What will your action point be?
- How are you going to tackle that?
- What do you need?
- Which resources are you going to use to work on your learning question?
- Who can help you?
- When are you going to take the first step?

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9 COLOPHON

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