



ASKe Key Messages

- Interactions within a learning community, both formal and informal, promote student learning. (*Astin, 1993; O'Donovan et al, 2008*)
- Assessment and pedagogic literacy among staff and students are prerequisites for increased effectiveness of assessment and feedback. (*Price et al, 2010*)
- Understanding and exploiting the relational and dialogic nature of feedback leads to effective student engagement and learning. (*Price et al, 2010*)
- Assessment and feedback processes that support student learning need to be coherent and integrated into the learning process. (*Price et al, in press*)
- There are no simple, quick and easy solutions to most assessment and feedback problems. (*Price et al, in press; O'Donovan et al, 2008*)
- There are very few economies of scale available in assessment and feedback. (*Gibbs, 2006*)
- Students need to actively use assessment standards in order to fully understand them. (*Rust et al, 2003*)
- To be effective, assessment must be recognised as a joint responsibility between staff and students. (*Rust et al, 2005*)

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