

IMPACT ON ASSESSMENT OF LEARNING



Battena. J., Bateya. J., Shafea. L., Gubby, L. and Birch. P. (2013) The influence of reputation information on the assessment of undergraduate student work. *Assessment & Evaluation in Higher Education*, 2013 Vol. 38, No. 4, 417–435, <http://dx.doi.org/10.1080/02602938.2011.640928> Available from SDUB.

Hinton DP, Higson H (2017) A large-scale examination of the effectiveness of anonymous marking in reducing group performance differences in higher education assessment. *PLoS ONE* 12(8): e0182711. Available from <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0182711>

Malouff, J.M. and Thorsteinsson, E.B. (2016) 'Bias in grading: A meta-analysis of experimental research findings. *Australian Journal of Education* Vol. 60(3) 245–256. Available from SDUB.

Read. B., Francis, B. & Robson, J. (2005) Gender, 'bias', assessment and feedback: analyzing the written assessment of undergraduate history essays, *Assessment & Evaluation in Higher Education*, 30:3, 241-260, DOI: 10.1080/02602930500063827 Available from [Google Scholar](https://scholar.google.com/citations?user=...) – 70 Citations

A large-scale examination of the effectiveness of anonymous marking in reducing group performance differences in higher education assessment

Abstract:

The present research aims to more fully explore the issues of performance differences in higher education assessment, particularly in the context of a common measure taken to address them. The rationale for the study is that, while performance differences in written examinations are relatively well researched, few studies have examined the efficacy of anonymous marking in reducing these performance differences, particularly in modern student populations. By examining a large archive (N = 30674) of assessment data spanning a twelve-year period, the relationship between assessment marks and factors such as ethnic group, gender and socio-environmental background was investigated. In particular, analysis focused on the impact that the implementation of anonymous marking for assessment of written examinations and coursework has had on the magnitude of mean score differences between demographic groups of students. While group differences were found to be pervasive in higher education assessment, these differences were observed to be relatively small in practical terms. Further, it appears that the introduction of anonymous marking has had a negligible effect in reducing them. The implications of these results are discussed, focusing on two issues, firstly a defence of examinations as a fair and legitimate form of assessment in Higher Education, and, secondly, a call for the re-examination of the efficacy of anonymous marking in reducing group performance differences.

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Bias in grading: A meta-analysis of experimental research findings

Abstract:

This article provides a meta-analysis of experimental research findings on the existence of bias in subjective grading of student work such as essay writing. Twenty-three analyses, from 20 studies, with a total of 1935 graders, met the inclusion criteria for the meta-analysis. All studies involved graders being exposed to a specific type of information about a student other than the student's performance on a task. The hypothesized biasing characteristics included different race/ethnic backgrounds, education-related deficiencies, physical unattractiveness and poor quality of prior performance. The statistically significant overall between-groups effect size was $g = 0.36$. Moderator analyses showed no significant difference in effect size related to whether the work graded was from a primary school student or a university student. No one type of biasing characteristic showed a significantly higher effect size than other types. The results suggest that bias can occur in subjective grading when graders are aware of irrelevant information about the students.

Malouff, J.M. and Thorsteinsson, E.B. (2016) 'Bias in grading: A meta-analysis of experimental research findings' *Australian Journal of Education* Vol. 60(3) 245–256.

Gender, 'bias', assessment and feedback: analyzing the written assessment of undergraduate history essays

Abstract:

This paper reports on findings relating to a project on gender and essay assessment in HE. It focuses on one aspect of the study: the assessment of and feedback given to two sample essays by 50 historians based at universities in England and Wales. We found considerable variation both as to the classification awarded to the essays and to positive and negative comments made about their quality, supporting the argument that the 'quality' of a piece of writing for assessment is ultimately constructed by the reader of the essay and cannot be objectively ascertained. Gender issues emerging from the data are explored in the paper, relating to lecturers' perceptions of the essays' qualities; views concerning the way feedback should be presented; and the content and style of feedback given by lecturers on the sample essays. We found that gender constructions were manifested more in presentation than practice. These findings on the situated practice of assessment have implications for the conception of the 'reliability' of essay assessment in HE.

Read. B., Francis, B. & Robson, J. (2005) Gender, 'bias', assessment and feedback: analyzing the written assessment of undergraduate history essays, *Assessment & Evaluation in Higher Education*, 30:3, 241-260, DOI: 10.1080/02602930500063827 Available from [Google Scholar](#) – 70 Citations

The influence of reputation information on the assessment of undergraduate student work

Abstract:

The present study employed an experimental design to examine the influence of knowledge of a student's previous performance and the general quality of their writing style on the assessment of undergraduate student work. Fifteen sport and exercise physiology academics were asked to mark and give feedback on two final year undergraduate student essays. The first student essay that participants marked was a control essay. The second essay was the target essay. Participants read one of three student reputation profiles (positive, negative or neutral) prior to marking this essay. Kruskal–Wallis tests for difference indicated that the marks awarded to each essay did not significantly differ between the three student reputation conditions. Thematic analysis of the target essay also revealed no apparent differences in the way in which feedback was presented across the three student reputation profiles. It was therefore concluded that non-anonymous marking did not induce marker bias in this instance.

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