Feedback

Thursday 14 June 2018

Being aware of the nature, purpose and value of feedback will help you to better understand academic concepts, as well as enabling you to reflect on your own academic performance. By using feedback effectively as a student you will therefore be better placed to construct high quality ideas and coursework assignments. Being able to use feedback effectively is key to achieving success within degree-level study.

INTRODUCTION

In this session we will consider:

- what is feedback at university?

- what does it look like in practice?

- different types of feedback you will likely encounter

- strategies for making effective use of feedback

WHAT IS FEEDBACK?

Different perspectives from the literature:

- Situations or activities where students gain an understanding of what represents high quality work (e.g. Keppell and Carless (2006), Gibbs and Simpson (2004/5))

- Information or suggestions that enable students to reorient their efforts as an assignment or learning progresses (e.g. Carless (2002))

- Feedback provided from formative assessment are opportunities for students to test their understanding of concepts (e.g. Black and Wiliam (1998), Hounsel et al (2007))

WHY DOES IT MATTER?

Understanding and making effective use of feedback:

- whether you have grasped a concept or topic
- recognise your own strengths and weaknesses > address your weaknesses and exploit your strengths
- collect comments on your ideas and work so that you can develop and enhance them
- expose you to different perspectives and open up avenues for exploration you wouldn't otherwise have considered
- **significantly influence how you perform in assessment exercises**

FEEDBACK IN PRACTICE

Undergraduate experiences of feedback

- Matthew

- Stefan

- Becky

FEEDBACK IN PRACTICE

Dialogue with tutors

Tutorial/class discussion

Peer discussion outside of class
↓
e.g. learning groups, project work, paired revision, discussion boards…

Class-based tests, quizzes

Marking exercises

'crit', performance

The different forms feedback can come in

Comments on marked work

Online quiz - canned feedback

FEEDBACK AND TECHNOLOGY

The different forms feedback can come in

Forums and other structured discussion spaces

Personal Response Systems ('Clickers')
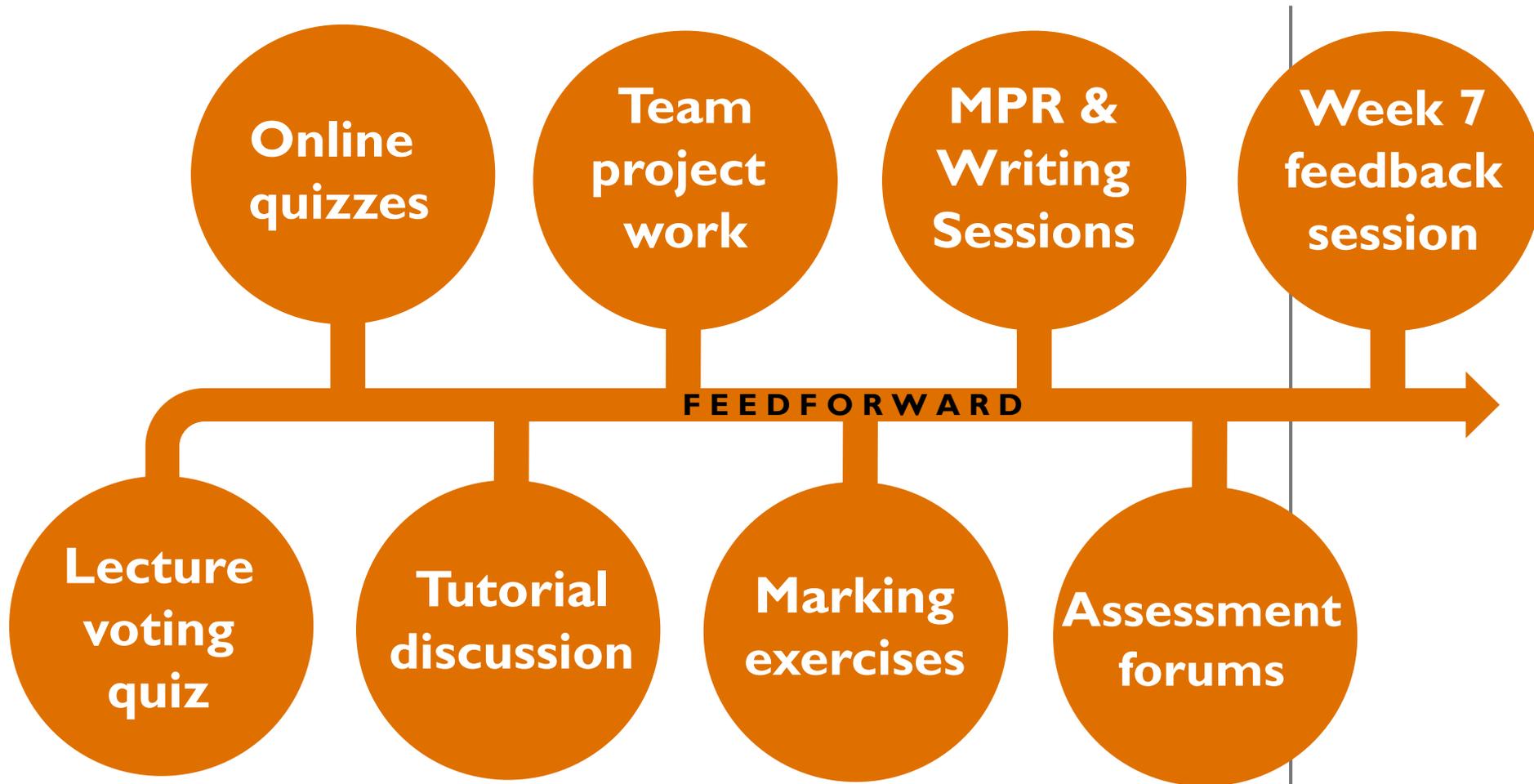
Individualised communication e.g email

Automated quiz exercises with 'canned feedback'

Online exemplars supported by reflective exercises

See, for example, Draper (2009) and Keppel and Carless (2006)

FEEDBACK IN PRACTICE

A case study: feedback on the Academic Skills course

Online quizzes

Team project work

MPR & Writing Sessions

Week 7 feedback session

FEEDFORWARD

Lecture voting quiz

Tutorial discussion

Marking exercises

Assessment forums

IWA SUBMISSION
PROJECT PRESENTATION

FEEDBACK IN PRACTICE

A case study: feedback on the Academic Skills course

‘Active engagement in assessment helps students to understand assessment.’
Keppell and Carless (2006, p. 182)

‘Peer discussion exposes students to alternative perspectives on problems and to alternative tactics and strategies’
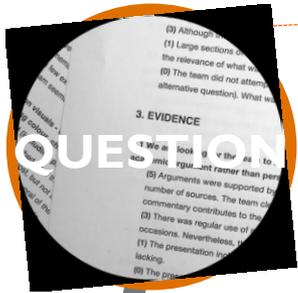Nicol and MacFarlane-Dick (2006, p. 11)

FEEDBACK IN PRACTICE

Ongoing feedback loop

The feedback source could be a tutor, quiz exercise, peer discussion, marking exercise…and so on.

This could be an assessment question, a task, a concept, an idea and so on.

QUESTION
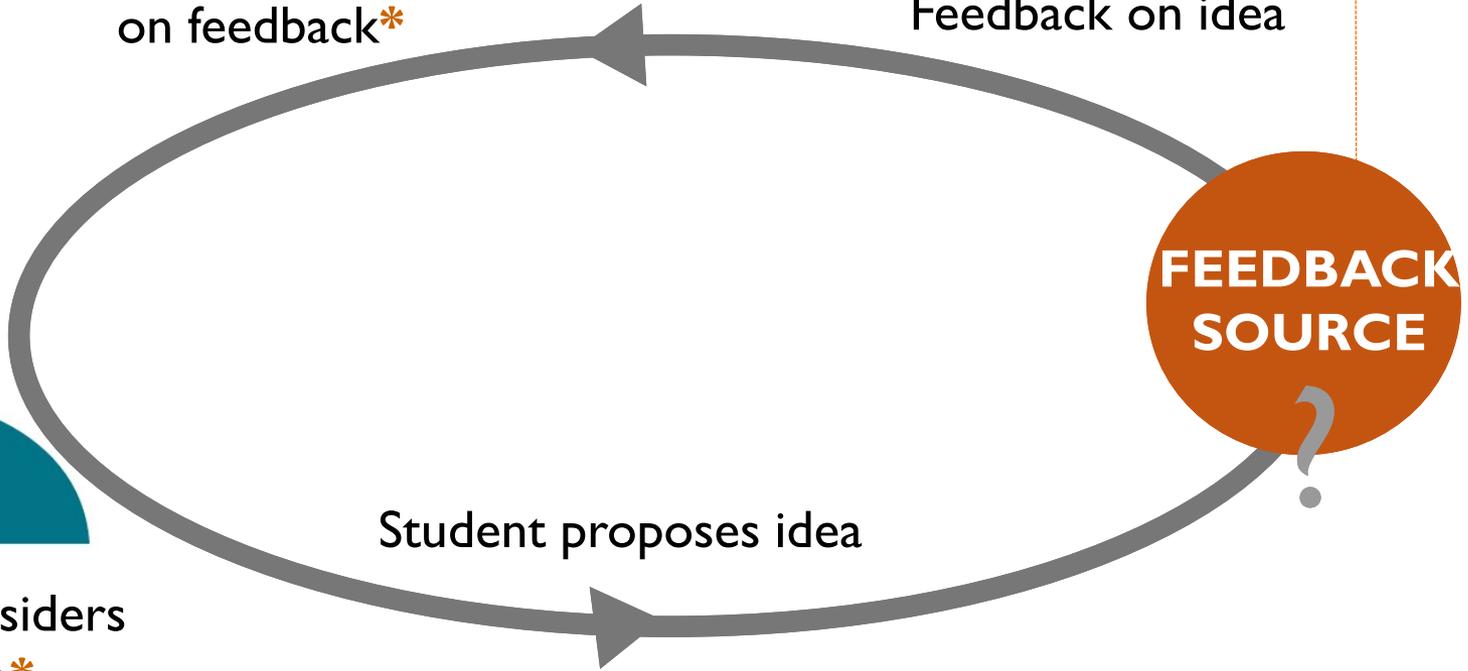
Student reflects on feedback*

Feedback on idea

FEEDBACK SOURCE

?

Student proposes idea

Student considers the question*

e.g., Hounsell at al. (2007)

STRATEGIES FOR USING FEEDBACK EFFECTIVELY

Understanding what it is and acknowledging why it matters

Thinking of it as comments on the work (rather than a judgement on you)

Recognising that it comes from different places and takes different forms

Looking beyond the grade or mark

Taking time to reflect on what it means

Actively seeking and generating it (rather than simply waiting to receive it)

Putting relevant suggestions or points into practice

Seeking clarification where required

Approaching
tutors for feedback

IN CONCLUSION

We've seen:

- what feedback is at university
- what it looks like in practice
- that feedback takes many forms
- it's up to you to make use of feedback

feedback is inextricably linked to how effectively you learn and has a strong bearing on how you perform in assessment exercises

And finally,

- don't wait until you get to university to apply effective feedback strategies to your own studies

STRATEGIES FOR USING FEEDBACK EFFECTIVELY

REFERENCES AND FURTHER READING

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