http://tinyurl.com/FeedbackEngagement

Enhancing Student and Staff Engagement with Feedback

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Workshop Aims

- To discuss the various challenges in providing quality feedback & share examples of good practices
- We will briefly describe the experiences within the School of Psychology, but the main discussion is on your context
- 2 main discussion themes:
  1. Drivers for change in your context
  2. How do we improve engagement in the feedback process?
- Please record your thoughts/discussions on the sheets provided and return these at the end. These will be posted on:
- http://tinyurl.com/FeedbackEngagement

Driver for change in Psychology

- NSS results: Overall satisfaction with psychology high at 95% (2015)
- Poor response for Assessment & Feedback questions 8-9

		GU	Psychology
5	The criteria used in marking have been clear in advance.	73.8	72.0
6	Assessment arrangements and marking have been fair.	80.5	82.0
7	Feedback on my work has been prompt.	59.1	53.0
8	I have received detailed comments on my work.	61.6	52.0
9	Feedback on my work has helped me clarify things I did not understand.	61.1	50.0

NSS Open Comments

- Student 1:
    If there is one thing I could have changed about university, it would be the way that my course was assessed in first and second year. I would have liked **more feedback** … and **more guidance** on what people expect from a graduate.
- Student 2:
    The department didn't really pay much attention to the students while they were in 1st or 2nd year. Inadequate feedback, very little contact. The Psychology Department … puts a great emphasis on regular feedback and **personal** meetings with supervisors, which is extremely helpful (this only applies to 3rd and 4th year, not 1st and 2nd).
- Student 3:
    In the first year or two, we were not given enough guidance or direction and the feedback could have been more **individualised**.

Feedback challenges in pre-honours psychology classes

- Large class sizes
    - Level 1 = 600
    - Level 2 = 300+
- Small marking team
- Short turn around – 3 weeks (including admin)
- Varied feedback styles across markers
- Unclear feedback comments, e.g. "be more critical" – what is critical?
- Feedback didn't feel personal

Theme 1: Drivers for change to feedback practices in your context

1. Record your thoughts on the sheet provided (5 mins)
2. Discussion in small groups (10 mins)
    - What are the main drivers for reviewing feedback practices in your subject?
    - Where is the bottleneck /most challenging area(s) in your feedback practices?
    - How much can you identify with the psychology experience?
        - E.g., applying feedback to large classes? Improving NSS scores?
    - What are the unique challenges relating to feedback practices in your subject?

Theme 2: How do we improve engagement in the feedback process?

Psychology response to feedback issues:

- Assessment workshops – marking criteria clearly discussed in advance
- Standardised feedback sheets – explicitly linked to marking criteria
- Elective feedback – students request feedback on specific points when submitting work
- Markers provide:
  - Generic feedback commenting on whole class
  - Feedback surgeries – students must engage in reflection and specify areas requiring additional feedback

Feedback Timeline for Level 1 and Level 2 Coursework

Actionable → **Dialogue** → **Personalised**

October	November	December
1. SLS Workshops	4. Forums	7. Standardised FB sheets
2. Marking Criteria	5. Elective feedback	8. Generic FB
3. Feedback reflection	6. Markers' meetings	9. Marking surgeries

Student satisfaction
(Evasys Preliminary findings)

Actionable → **Dialogue** → **Personalised**

October	November	December
1. Workshops	4. Forums	7. Standardised FB sheets *(LV1 more satisfied than LV2)*.
2. Marking Criteria	5. Elective feedback *(LV1 more satisfied than LV2).*	8. Generic FB
3. Feedback reflection	6. Markers' meetings	9. Marking surgeries

Student & staff Usage
(Behavioural observations)

Actionable → **Dialogue** → **Personalised**

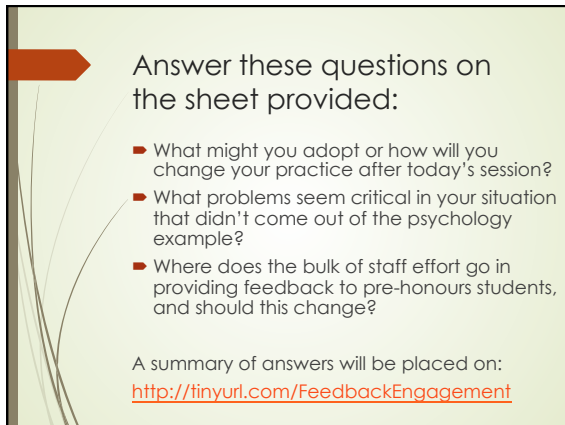| October	November	December
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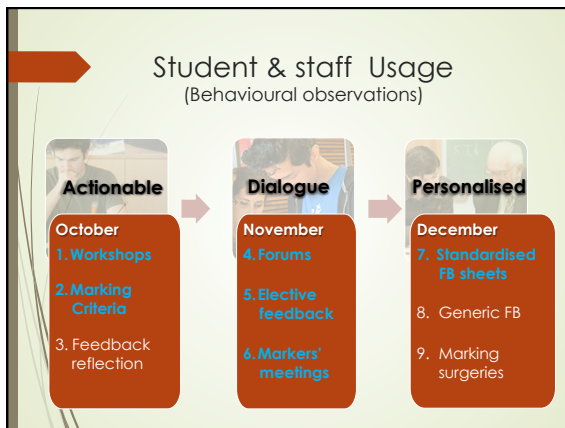
Theme 2: How do we improve engagement in the feedback process?

1. **What has worked for you in your subject?**
   - What might be the thing in your subject area's practice that others would most benefit from adopting?

2. **What would you like to improve about student engagement with feedback in your context, and how would you do it? For example….**
   - Personalising feedback in large classes without one to one contact.
   - Ensuring that feedback is interpretable and actionable for pre honours students.
   - Consistency between markers and assessments.
   - Scaffolding the reflection process.

3. **What would you like to improve about staff "feedback literacy"**(O'Donovan et al, 2015) **within your subject?**
   - Does this change across years/level of study?
   - Does this differ across staff in different roles (e.g., research/teaching focus, GTAs)?
   - Does this differ across context?

Leading Enhancement in Assessment and Feedback (LEAF): Symposium data

- Collated list of what folk attending said they wanted in a toolkit (alphabetical order, frequency not indicated)

- **Which of the options listed would help you solve the challenge(s) you have identified today?**

- **Is there anything missing from the list that would help?**

- The Toolkit is coming…
  http://www.gla.ac.uk/services/learningteaching/aftoolkit/

Answer these questions on the sheet provided:

- What might you adopt or how will you change your practice after today's session?
- What problems seem critical in your situation that didn't come out of the psychology example?
- Where does the bulk of staff effort go in providing feedback to pre-honours students, and should this change?

A summary of answers will be placed on:
http://tinyurl.com/FeedbackEngagement

Web page for resources:

http://tinyurl.com/FeedbackEngagement

Any comments or answers to:

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The Toolkit will be at:
http://www.gla.ac.uk/services/learningteaching/aftoolkit/