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aim of the workshop is to improve student learning and reduce staff workload when delivering feedback. At the University there are many examples of good feedback practice including the use of generic feedback, the Dental School delivering same day oral feedback on all assessments and the Law School conducting post examination individual feedback sessions. Student evaluative feedback in such programmes are much improved. Web pages for staff have been developed with feedback resources and a funded project on examination feedback produced a toolkit to assist feedback design (Sutton & Sellick 2016). However, an outstanding challenge remains to improve feedforward and feedback in programmes with large student cohorts. Fast turnaround of generic feedback times are usually cited as the solution. However, generic feedback is often met with student dissatisfaction who request specific feedback with points for improvement. We know we are not alone in facing this challenge. In this round table discussion, we will request participants to share good practice and work collaboratively to develop solutions.

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A comparison of response to feedback given to undergraduates in two collaborative formative assessments: wiki and oral presentations.

Speaker: Iain MacDonalda, University of Cumbria, UK

This study is prompted by increasing opportunities for group formative assessment afforded by virtual learning environments. Two methods of computer supported collaborative assessment were used by second year undergraduates – a ‘familiar’ MS PowerPoint presentation and a ‘novel’ wiki, a web communication and collaboration tool. Both were used in the formative assessment context. Using grounded theory, outcome measures of students were explored, including response to feedback given during the two assessments. An online survey and six in depth student interviews provided data for the study.

Findings demonstrated that all 32 students had previous experience of MS PowerPoint; however, the wiki was new to them. Feedback was provided by the tutor verbally for the MS PowerPoint presentation; for the wikis this was written feedback together with peer review. Verbal feedback after presentations was seen as less useful, and frequently not comprehended by students due to anxiety. For the wiki feedback, peer review was valued by the majority of the students and written feedback was useful as it allowed subsequent review.

This study demonstrates that feedback can be delivered in alternative forms, taking into account the assessment chosen, and should be an important factor in deciding the overall approach to delivery of assessment.

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Feedback, Social Justice, Dialogue and Continuous Assessment: how they can

Speaker: Jan McArthur, Lancaster University, UK

This paper builds on previous work on assessment for social justice (McArthur & Huxham, 2013). Drawing on the critical theory of Axel Honneth (2001) of mutual recognition to social justice, the paper explores the ways in which social justice is engendered in students their own sense of control over their abilities and a position is developed from a radical interpretation of feedback as dialogic. Understanding of the importance of students being in dialogue with their own context (McArthur & Huxham, 2013). A second feature of this paper is the assessment. Data will be drawn from a multi-partner study being funded by the Centre for Global Higher Education. The ‘Understanding Student Knowledge’ project is a longitudinal study of Chemistry and Chemical Engineering students in Africa. This paper will present data from the completed first year of the UK site. Analysis suggests that these students make a strong connection between assessment and this in turn impacts on their feedback attitudes and experiences. A further feature is that these students undertake a large amount of continuous assessment: class tests, along with lab reports and larger pieces of work. The challenge of feedback in such cases will be explored. Typical approaches to feedback in these assessments include the use of devices such as tick box sheets or generic feedback. But students interviewed for this project suggest that such approaches are unsatisfactory. Students have already identified the link between assessment and learning that feedback, but are let down by formulaic or partial offerings. However, the challenge for lecturers to provide more detailed feedback in a system of continuous assessment is overlooked. This paper will explore how the practical solution to this dilemma is commitment to social justice, as already outlined. Strategies for embedding feedback for nurturing in students the capacity to evaluate their own work will be discussed.

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Building a national resource for feedback improvement

Speaker: David Boud, Deakin University/University of Technology Sydney, Australia

If we are to improve feedback practices we need to move beyond general improvement to understand what specifically is working well and what is not. This national teaching development project (funded by the Office of Learning and Teaching) aims to improve feedback practice across Australian universities, Feedback for Assessment Loop. The study recognised that feedback is not transmission of information to students, but a process involving many players that can occur prior to or following formal assessment tasks. The aim of a feedback process is to close the loop on performance. The extensive literature on feedback in higher education has identified models, frameworks, principles and strategies with little guidance or research in diverse contexts and how to choose amongst them. The project addressed this through a scale mixed method study (4514 students, 406 staff) to identify what strategies

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