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What went wrong? Students' and lecturer reflection on why face-to-face feedback was ineffective

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7th International AHE Conference, Manchester
26th & 27th June 2019

Post Concussion Syndrome

Initial

Introduction

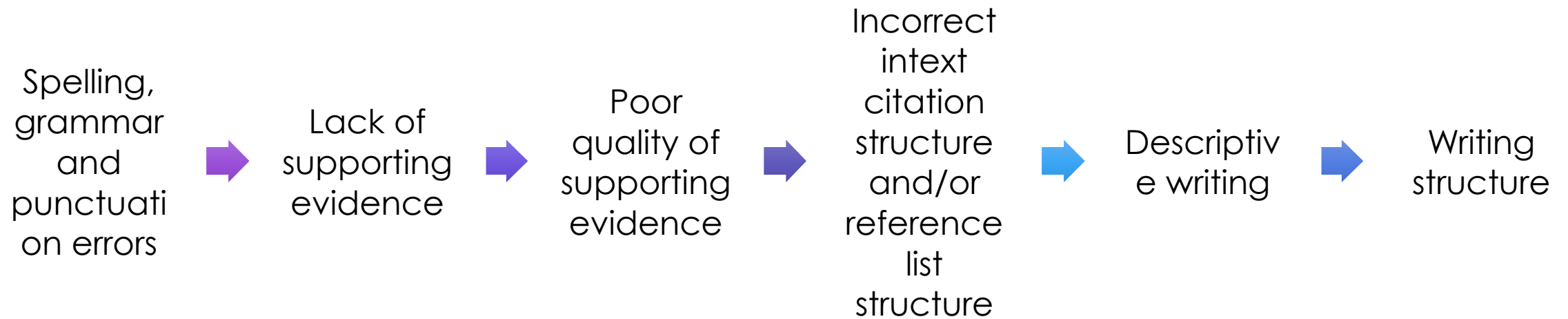
Reduced
cognitive
ability

Forgetting my train
of
thought

Unable to
find the
correct
word

Please be
patient with
me
😊

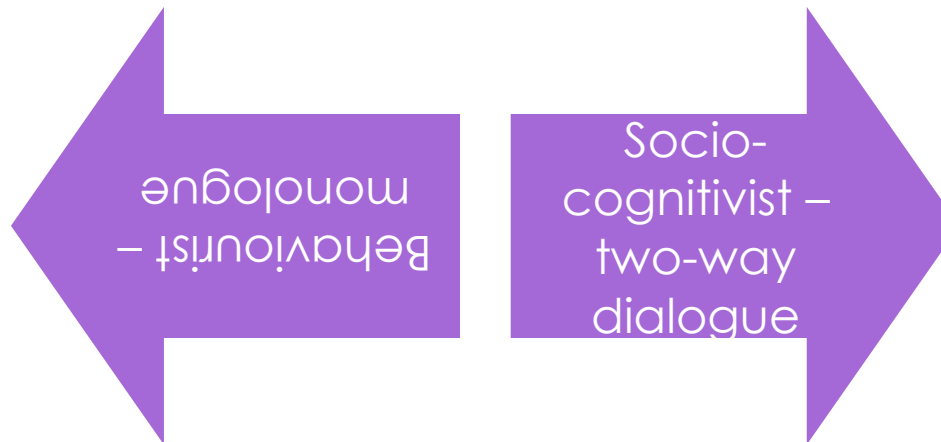
Background context: Examples of academic writing errors



Feedback Mode of Delivery

"...approaches to feedback focused on monologue and transmission appear to dominate practice and are challenging to disturb."

Reinmann, Sadler & Sambell (2019:1)



"A dialogic understanding of feedback helps to redress this juncture [monologic pedagogical practices], enabling us to reconceptualise feedback according to socio-constructivist principals."

Price et al (2013:43)

Researcher aim

- By providing assessment feedback early in the semester, students could apply the advice to improve engagement with feedback to develop future academic skills.

“Feed-forward refers to feedback given by teachers that either impacts upon an upcoming assignment, or is given post-assignment with specific direction on how it can be applied to future assignments.”

(Hill & West, 2019:3)

Research Intervention



Methodological Approach

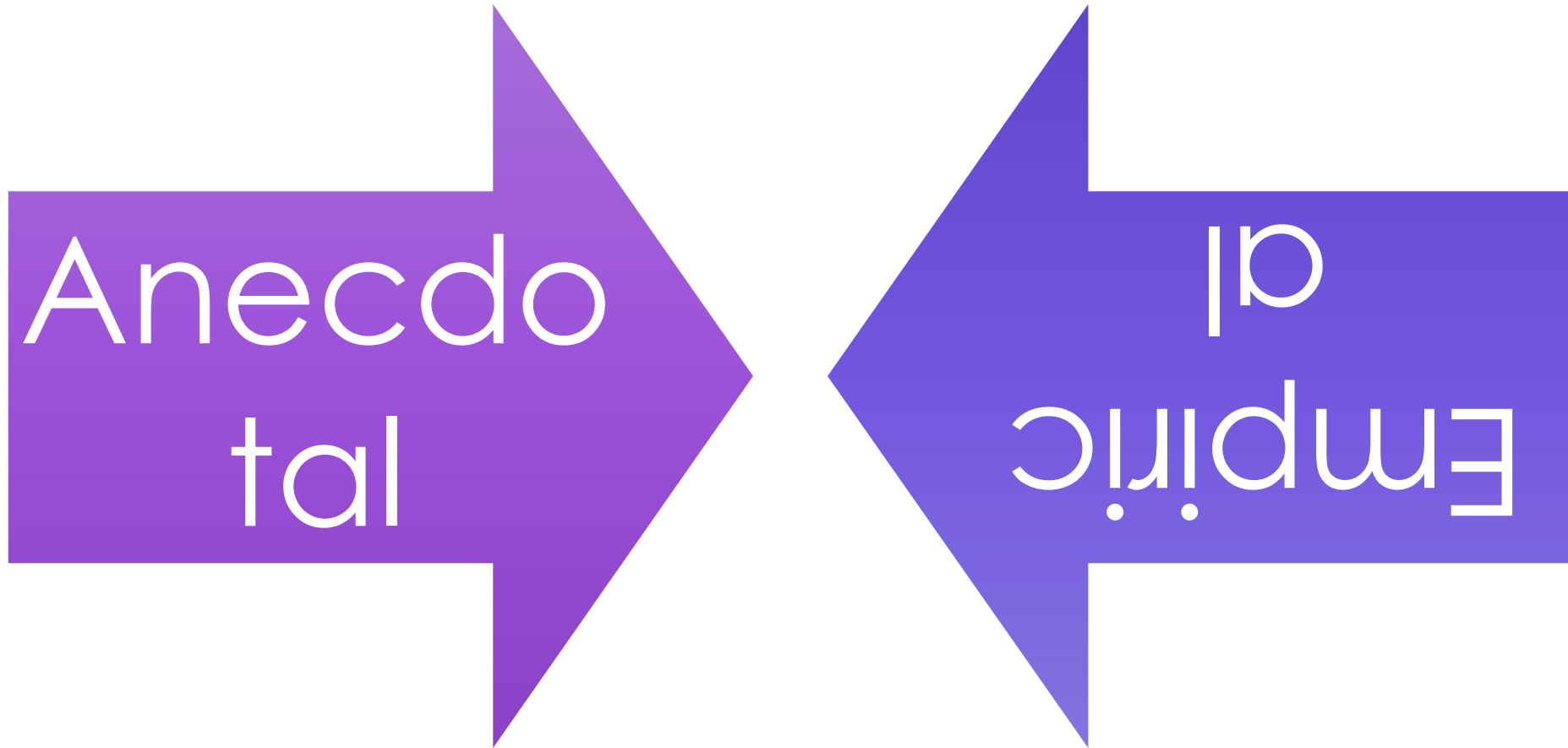


Interim Findings

The researcher perspective following face-to-face feedback with the students



The student perspective – a story of two halves!



The student perspective – empirical evidence: Main themes from the online survey

Improved communication – being able to ask questions

Increased understanding of problem areas

Preferred personalised feedback

Increased motivation & engagement

Evidence from the grades



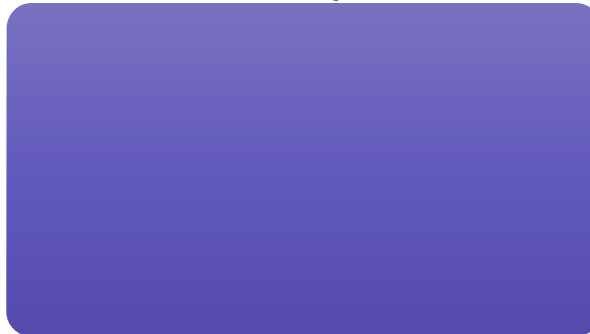
Grade average

Initial Assessment

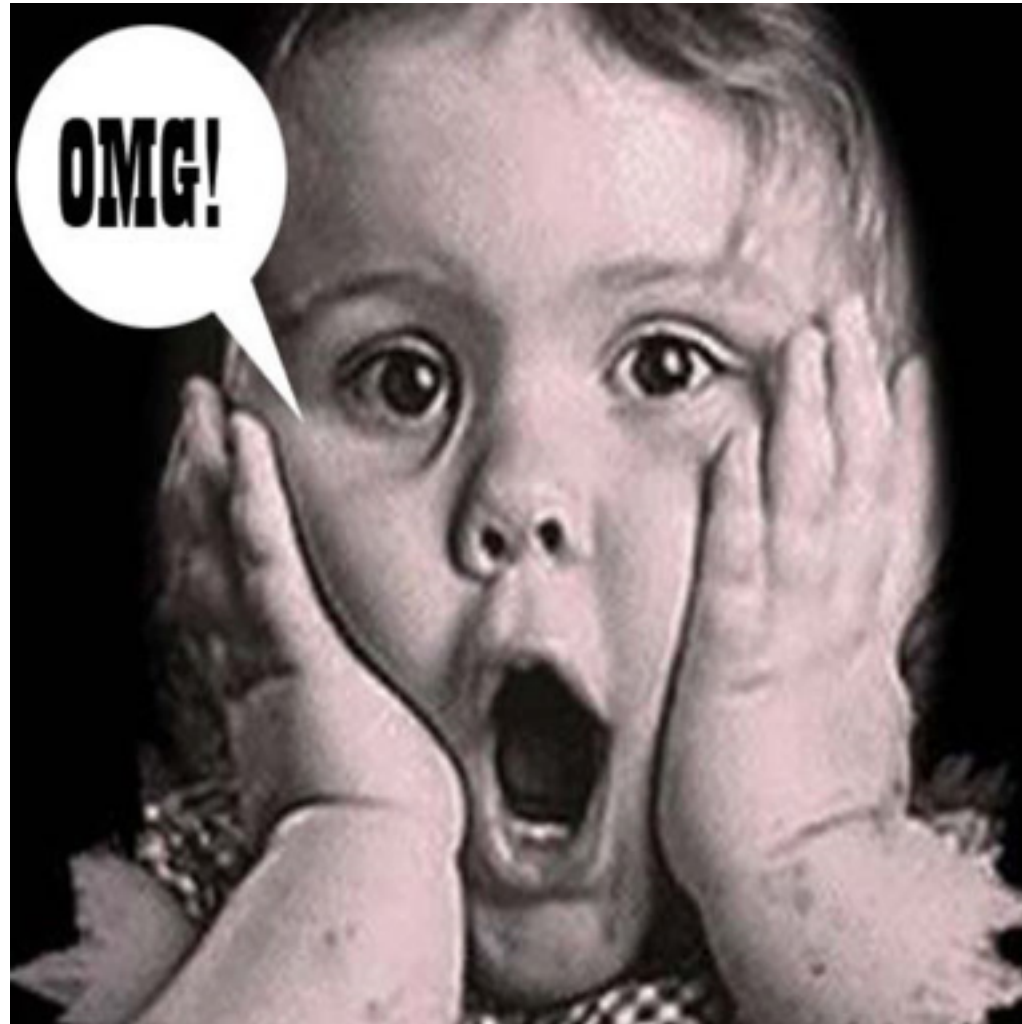
- 54.5%

Follow-up
Assessment

- 41.4%
- 4 examples of



Researcher response



The student perspective – anecdotal evidence: informal in-class discussion



Next steps – student suggestion from the online survey

Verbal rather than written:

Henderson et al, 2019; Hill & West, 2019

Optional for those who want it:

Jones & Gorra (2013)

Respect for privacy

Researcher response still had not changed



Back to the drawing board:
What does the literature say?

Developing a deeper understanding

AN EXCELLENT POINT: Feedback is “a dialogic process in which learners make sense of information from varied sources and use it to enhance the quality of their work or learning strategies.” **(I FULLY APPRECIATE THIS)**

(Carless, 2006:192)

HOWEVER, assumptions are made by tutors that students understand the comments written in their feedback and know how to act up on these. **(THIS IS THE MISTAKE I MADE)**

O'Donovan, Rust & Price (2016)

“...it is easy to take for granted that students know what to do with feedback.”

(I KNOW THIS NOW!!!)

(Nash & Winstone, 2017:4)

FINALLY: “...providing students with opportunities to engage in dialogue with feedback does not imply that students understand the feedback and consequently, use feedback to improve their work.” **(THE LIGHT BULB MOMENT)**

(Steen-Utheim & Hopenbeck, 2019:84)

Researcher Reflections - Ingrained Assumption

The ingrained assumption that students enter higher education already having academic literacy skills and understand how to apply feedback/feedforward advice is damaging student development and growth.



Ingrained assumption is disempowering many students, in particular, widening participation students.



Ingrained assumption = Inequality and Exclusion

WHAT CAN BE DONE ABOUT THIS INSTITUTIONAL INGRAINED ASSUMPTION?

Further research is required

- Starting with the researcher's self-awareness to removing one's own ingrained assumptions.
- Interviews with participants of the online survey.
- Devote more time to developing a shared understanding of how effective two-way dialogue can be for all involved.
 - > Students should be feedback literate from the beginning of their studies (Pitt & Norton, 2017).
- Begin the process of developing a responsibility-sharing learning environment (Nash & Winstone, 2017).

Next steps: Developing feedback literacy skills

“Developing the requisite skills for engaging proactively with feedback is crucial for academic success.”

(Winstone, Mathlin & Nash, 2019:1)

"Understanding how students think about and respond to their feedback is critically important because it empowers us as academics to create positive experiences for our students."

(Forsythe & Johnson, 2017:858)

Development of assessment literacy skills is needed and changes need to be introduced on an institutional-wide level if significant benefits are to be seen.

O'Donovan, Rust & Price (2016)

Next steps: Improved two-way dialogue

“...as with every other act of communication, feedback events depend on shared communication.”

(Green, 2019:84)

“...creating a culture of responsibility-sharing will involve even further investment from educators.”

(Nash & Winstone, 2019:7)

“...dialogue occupies an important place within a reflective and future-orientated assessment pedagogy.”

(Hill & West, 2019:12)

Follow-up study: Grading exemplars

“Students need to experience the value of feedback so that its benefits are appreciated”

(Carless & Boud, 2018:1322)



Next steps for 2019-20

Discuss the marking rubric alongside an exemplar



Provide students an exemplar to provide feedback on and grade

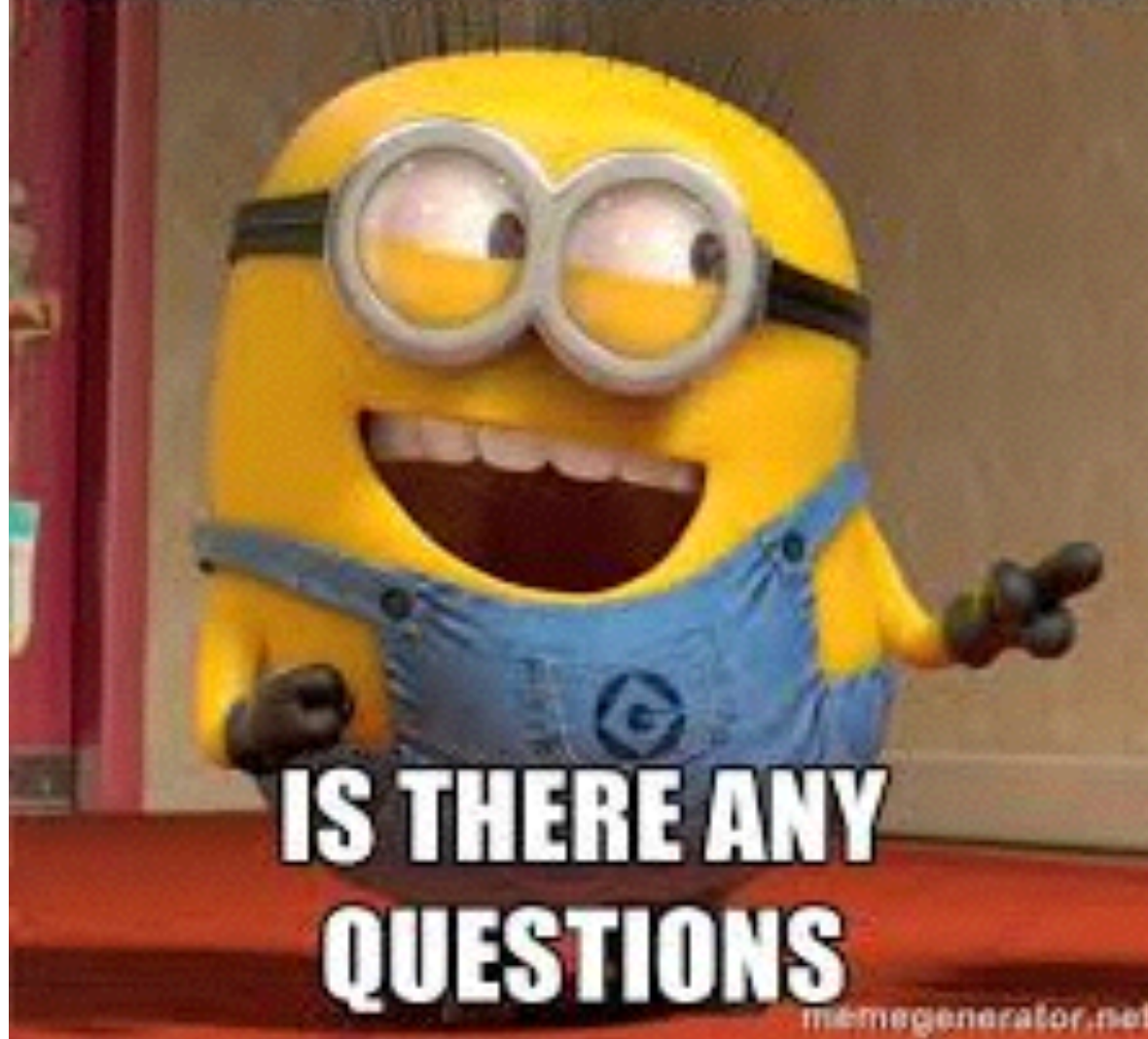


Open class discussion of student feedback and grade



Repeat throughout the semester

THANK YOU FOR LISTENING!!!



**IS THERE ANY
QUESTIONS**

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