Assessment &
Student feedback

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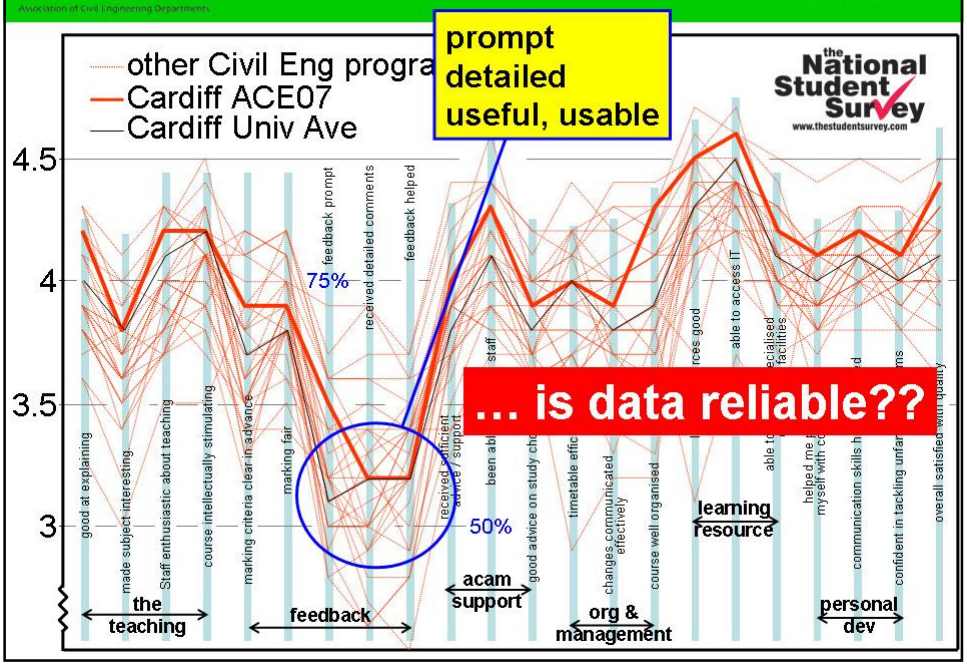

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News › Education › Higher education

Students' biggest concern is feedback

Buzz up!
Digg it

Anthea Lipsett
Education Guardian, Wednesday 12 September 2007 17.28 BST
Article history

A larger | smaller

Universities will
feedback, highe
of the third natio

The survey aske
of university life
support, organis

otherwise they can become isolated rather than independent learners."

Liz Beatty, director of teaching and learning at the Higher Education Council for England, said: "We're putting a lot of effort into this with the Higher Education Academy but it's complex and to do with what students perceive of what they think feedback is, which is a complicated issue."

David Eastwood, chief executive of Hefce, said universities needed to do more to give students access to tutors to get additional feedback but the

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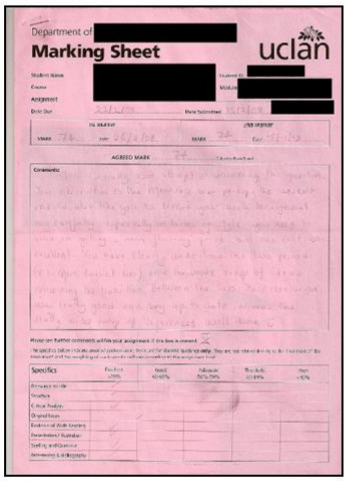
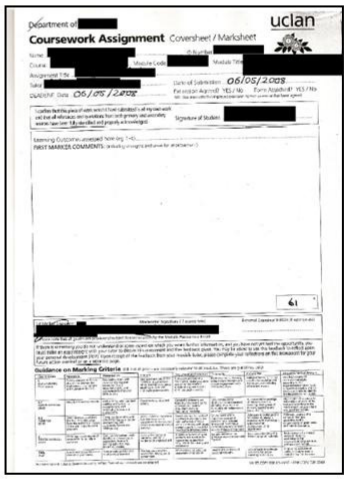
08/09 "The Good, the Bad & the Feedback"





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University of Central Lancashire

su uclan

08/09 "The Good, the Bad & the Feedback"

What do you think feedback is? And what types of feedback do you think you can receive?

"Feedback should be constructive and aid learning. Feedback can be received orally or written."

"I think Feedback is where a student should be told where they went wrong, how they could do better and what was actually expected from them and so on."

"Feedback is both verbal and written communication that outlines the good and bad points of each assessed piece of work."

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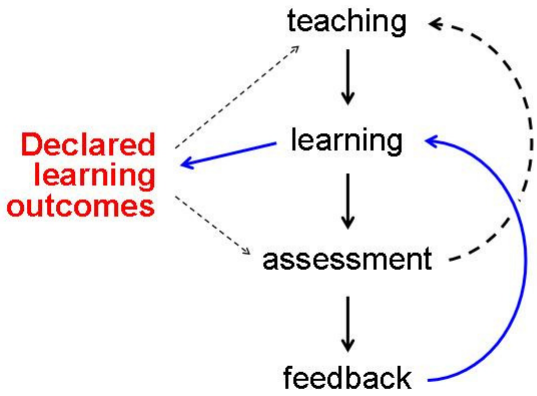
Our ENGIN Assessment Policy

feedback … on detailed performance/progress ... is the responsibility …
can be simply a mark or grade (with recognised scale), and/or qualitative form

purpose … provide students with information on:
(a) how effectively they have been learning;
(b) what standard of performance they have achieved; and
(c) what they need to do to improve on that standard of performance.

feedback provided for all coursework assessment
meaningful
written comments on the coursework sufficient
opportunity to further discuss
given in terms of the module learning outcomes
given promptly (2 weeks) and in sufficient detail
to allow students to use the information to improve their performance
begin from an early stage of the module, especially for Year 1 students
marked in-course assessments returned to students

Outcome-based education



Does our feedback to students lead to the intended reaction / outcome?

amount+nature+imp

Is our feedback teaching students how to provide feedback amount+nature+imp themselves?
(to peers, to teaching evaluation, to NSS)

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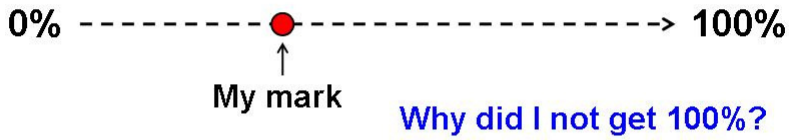
What is role of feedback?

What might be understood as feedback?



Why did I not get 100%?
Why is this not right?
How can I get 100%

A total mark / grade
Tick-boxes on feedback template
Tailored comments on "feedback cover sheet"
Hand annotations on scripts
Marks breakdown aligned with pre-published marking criteria
Verbal feedback in a follow-up meeting

"Feedback" is always provided by teacher/marker???

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Types of feedback

A mark/grade	provide clues/hints
Model solution	provide information/comments
Correction of error	encouragement/affirmation
A verbal overview	reinforce the correct
	ask leading questions to instil further scholarly quest

Feedback worst/best practice?

Vague: "good" "good in places"
Soften the blow: "you did … well, but …"
Based on need: Actionable? necessary now? too overwhelming?
Questioning reason: "?!?" "why???" "why have you used 1.26?"
Summarised: 2-3 sentences of overview + dispersed annotations
Prioritised: "Your main thing to work on = …"
Objective, especially explicitly linked to marking criteria

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08/09 "The Good, the Bad & the Feedback"

What do you think makes good feedback?

"Notifying students of what they've done right/correctly. And more importantly, pointing out their mistakes, and suggesting how they could improve on this particular error."

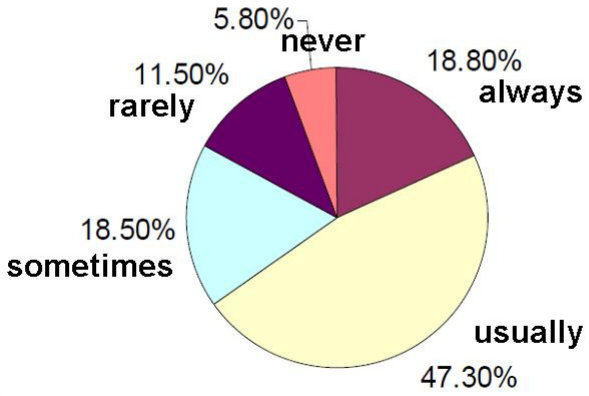
"Understanding the work, evaluating it critically, picking up the mistakes, giving solution to improve."

"Constructive, highlighting strengths and weaknesses and how to improve work."

"1-2-1 sessions"

08/09 "The Good, the Bad & the Feedback"

An open University commitment: feedback in 15 working days



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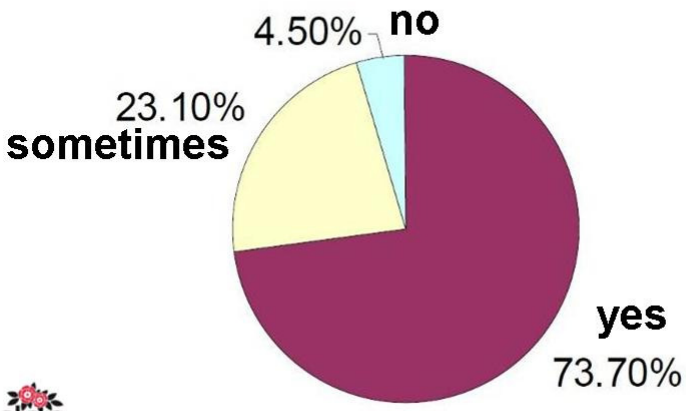
Do you use the feedback to improve next submission?



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08/09 "The Good, the Bad & the Feedback"

If "YES", can you see a progression in your marks/work?

"Sometimes but if feedback is misunderstood then the same mistakes are made again."

"Yes, I have found feedback received so far very useful and this does seem to be reflected in my grades generally."

"I am trying my very best to improve upon my grades but when your tutor calls you 'simple' and tells you that you can't 'construct a essay with proper use of English Language' - it kind of knocks your confidence a bit. I was far, far too harshly criticised and this was on my first piece of work in my University Career."

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If "NO", why and will you in future?

"Because I have not had feedback for much of my work and if I do the comments are not detailed enough."

"When we get the feedback it isn't until three or more assignments have been turned in therefore we are unable to improve until it's to late."

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08/09 "The Good, the Bad & the Feedback"

General comments (+ve)

"All of the tutors in my faculty are very supportive."

"I'm very happy with the communication between myself and my module leaders. If I have a question, they always respond in a timely fashion. Assignment briefs are perhaps too brief, this is a shame, yet does prompt active dialogue between myself and my tutors."

"On the whole, my experience of feedback from the course tutors on PCI has been fantastic. It is timely and constructive and although verbal feedback is often not offered as standard, many of the tutors give the option to see them if you want it."

"I can't fault the feedback I get from my lecturers and always use it to improve my next submission."

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08/09 "The Good, the Bad & the Feedback"

General comments (-ve)

"Thinking about transferring to another course...lost all faith in undergraduate education...WHERE IS MY MONEY GOING Please feel free to contact me. I would appreciate any help/support that anyone can give."

"Lecturer slated my work was not constructive made me cry he just said you need to do more work what does that mean."

"It is impossible to improve when one does not know where one has succeeded or failed. I do not understand how a tutor can get away with repeatedly ignoring requests for feedback. I do not think it is unreasonable, since I am paying £10000 and taking a three year career break to do this degree, to ask for my marks. I am proud to be a part of UCLan, and I hope to continue in to post-graduate study and possibly even a career here, but this has been a bad experience. I hope it is the exception rather than the rule."

"If we are expected to stick to a dead line then so should our tutors!"

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08/09 "The Good, the Bad & the Feedback"

How can feedback be improved?

More verbal feedback is needed
Quicker turn around
Receive it before my next piece of work
Continuity between lecturers
Legibility of writing!
Better description of why mark has been given
Actually give me some!
Needs to be more in depth

Student:staff ratio!!

Race (1999): students need individual / small group feedback to be able to improve

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Feedback – some IT help?

1. Pen-input device or slate PCs
2. Microphone
3. PDF Annotator
4. Articulate Quizmaker (Adobe Captivate)
5. e-mail merge

Pen-input device …

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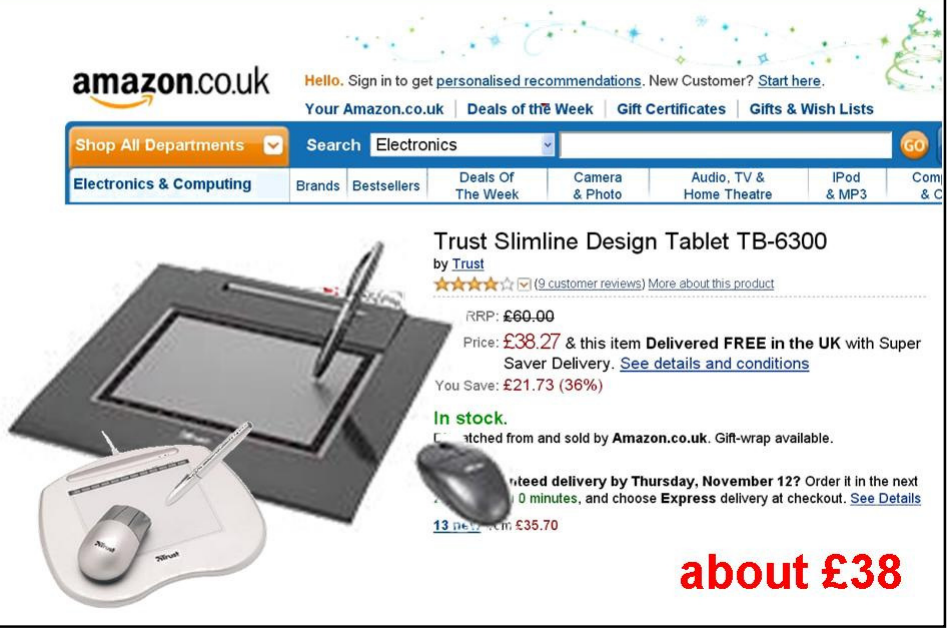

about £38

… or Slate PC

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£ 604

USB Microphone

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PDF Annotator

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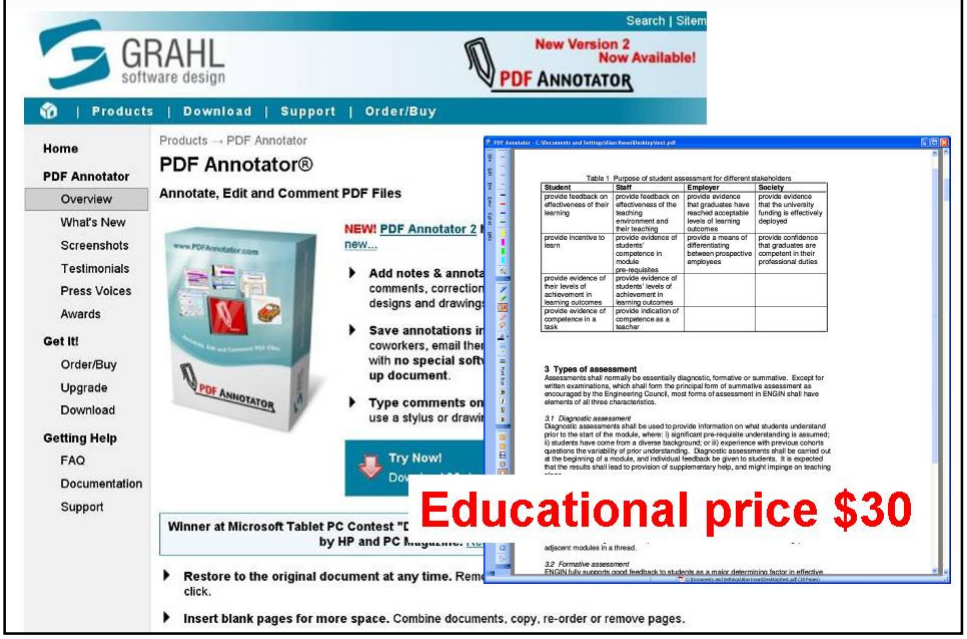

Insert voice into Word

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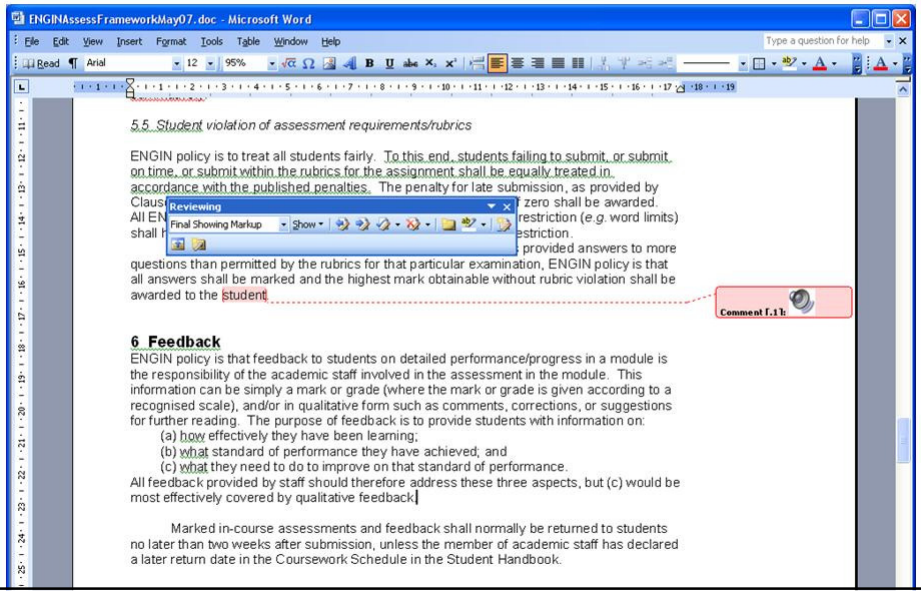

Quizmaker

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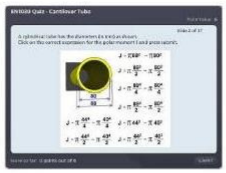
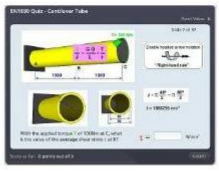

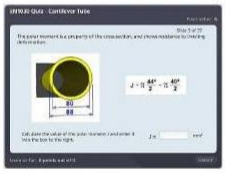

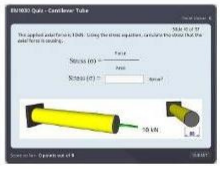
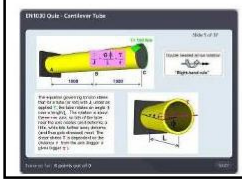

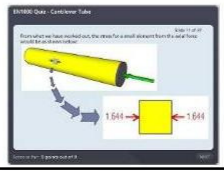

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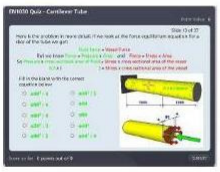
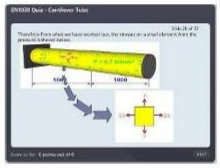
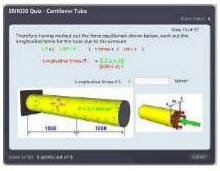
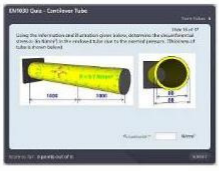
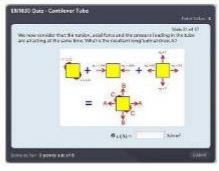
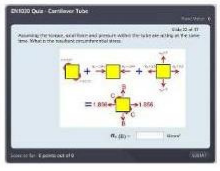
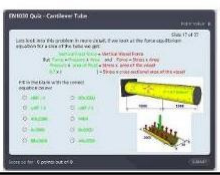
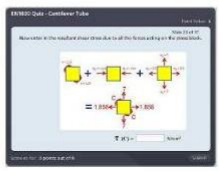
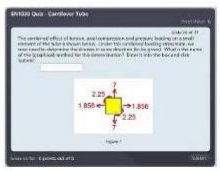
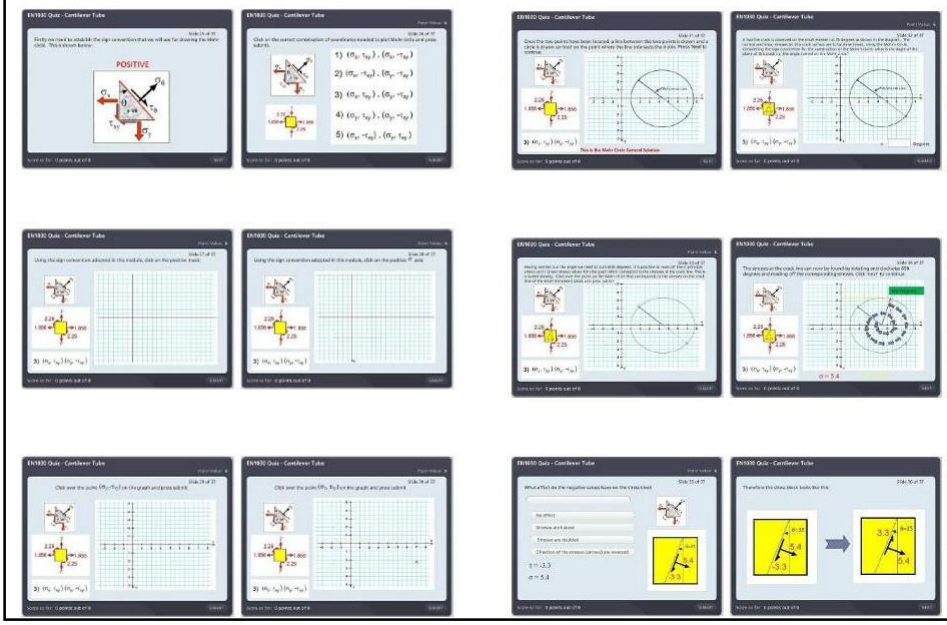




Student evaluation

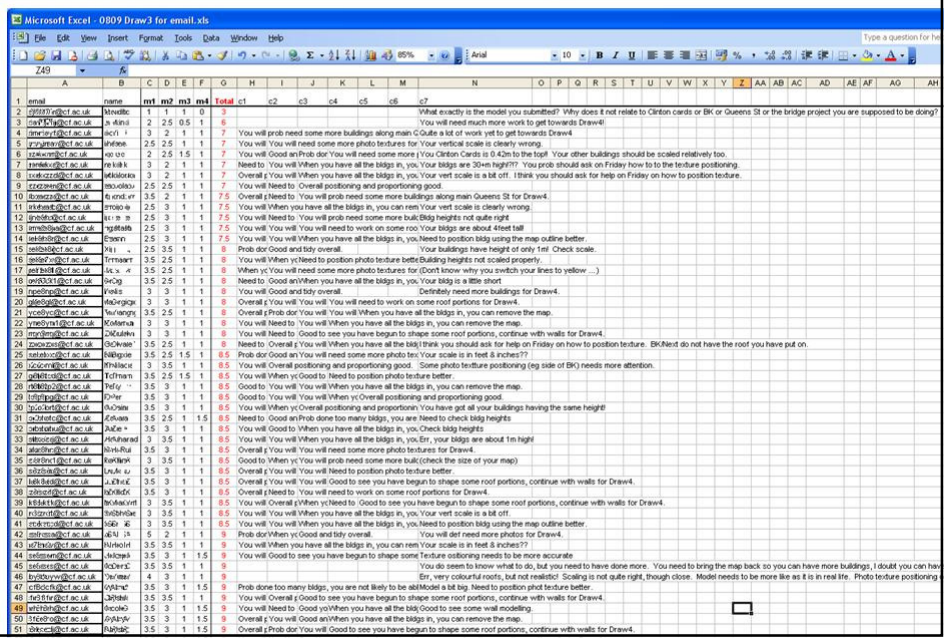
132 responses (190 students)

Would they recommend this? 97% yes
Why?

- Flexibility 21x
- Improves Understanding 19x
- Good revision 17x
- Step by step (process) 15x
- Improves Knowledge 14x

Student evaluation (scale 0 to 10)

	Average
Quiz is an appropriate **assessment tool** for Yr 1 Structural Mechanics	7.69
Quiz is an appropriate **learning tool** for year 1 Structural Mechanics	8.06
The quiz was set out well	7.74
Quiz **improved my knowledge** on the procedure of …	8.04
Online quiz has helped confirmed my knowledge of the topic	7.74
This quiz has **tested my knowledge** of the topic sufficiently	7.83
Flexibility of when to undertake the quiz is beneficial	8.32
My score on this quiz truly reflects my ability	6.66
This quiz is a **useful learning tool**	8.22
Quiz is **more beneficial** than normal paper tutorials	7.74
For queries on the topic material, I am more likely to re-visit the quiz to address my problems than to see the lecturer	6.75
Amount of text on the average slide was too much	4.45



XLS & e-mail-merge

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Stock feedback

x1 Overall positioning and proportioning good.
x2 You will need to work on some roof portions for Draw4.
x3 Good and tidy overall.
x4 When you have all the bldgs in, you can remove the map.
x12 Need to position photo texture better.

x5 Prob done too many bldgs, you are not likely to be able to see that many bldgs in Draw4
x6 You will need some more photo textures for Draw4.
x7 You will prob need some more buildings along main Queens St for Draw4.

x8 Good you have begun to model the wall surfaces.
x9 Good you have thought of using Google earth to get roof views, but Draw4 might not see these.
x10 Good to see you have begun to shape some roof portions, continue with walls for Draw4.

x11 Clearly on your way to Draw4 - good.

XLS & e-mail-merge

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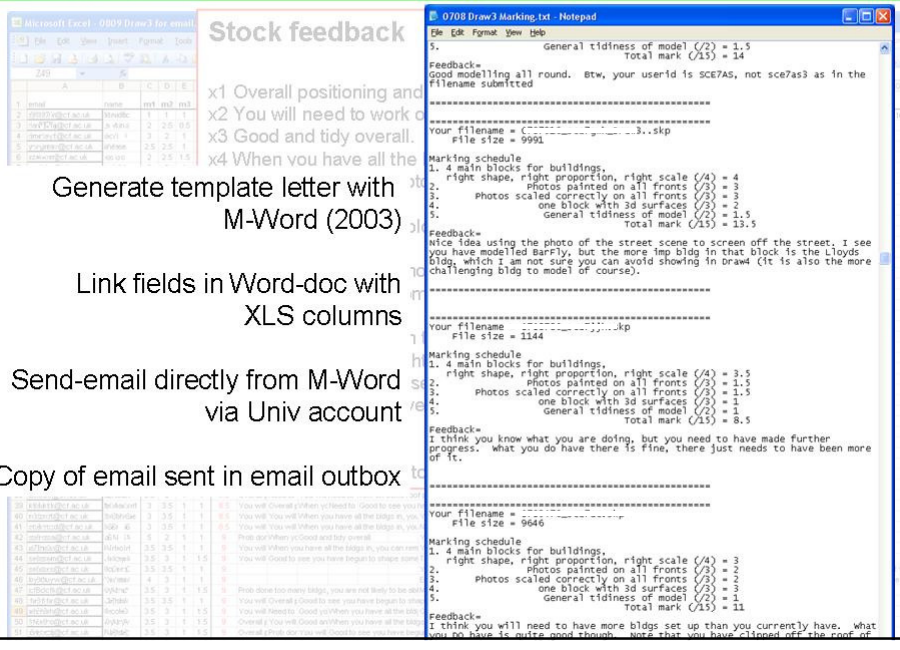
Generate template letter with M-Word (2003)

Link fields in Word-doc with XLS columns

Send-email directly from M-Word via Univ account

Copy of email sent in email outbox



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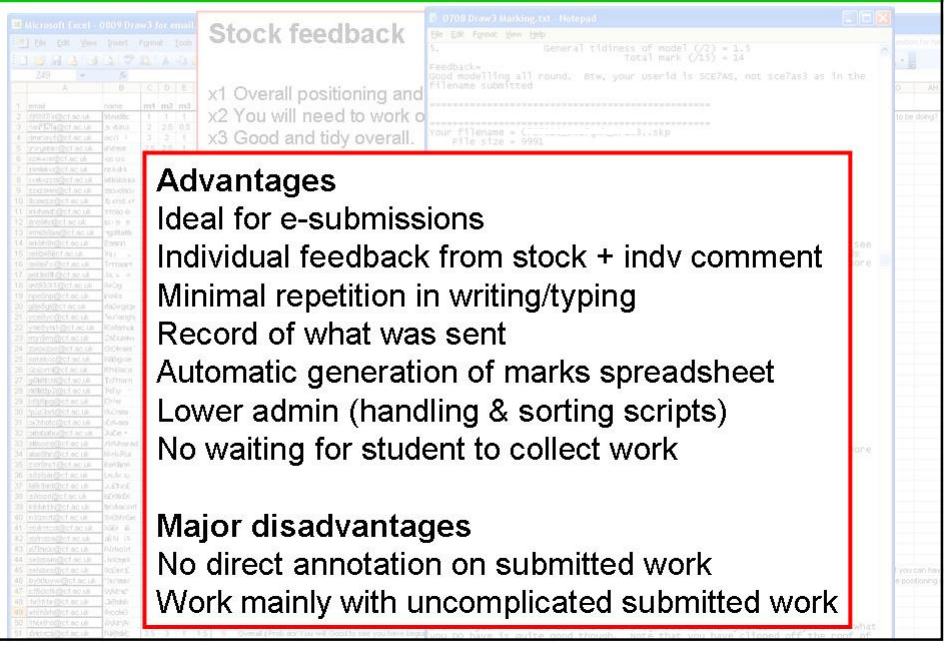

Advantages

Ideal for e-submissions
Individual feedback from stock + indv comment
Minimal repetition in writing/typing
Record of what was sent
Automatic generation of marks spreadsheet
Lower admin (handling & sorting scripts)
No waiting for student to collect work

Major disadvantages

No direct annotation on submitted work
Work mainly with uncomplicated submitted work

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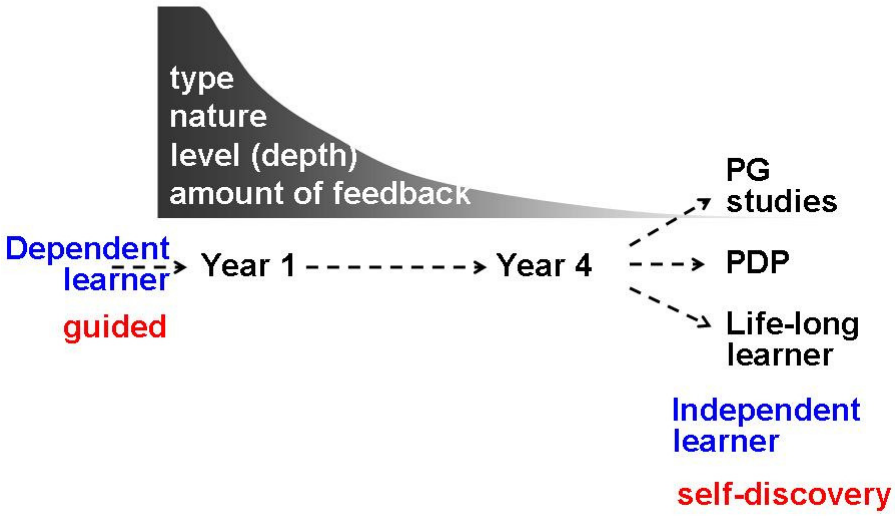
Weaning: is feedback always educationally appropriate?



… final thought

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What is feedback doing??

teaching

Teacher(s)

… final thought

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Student feedback

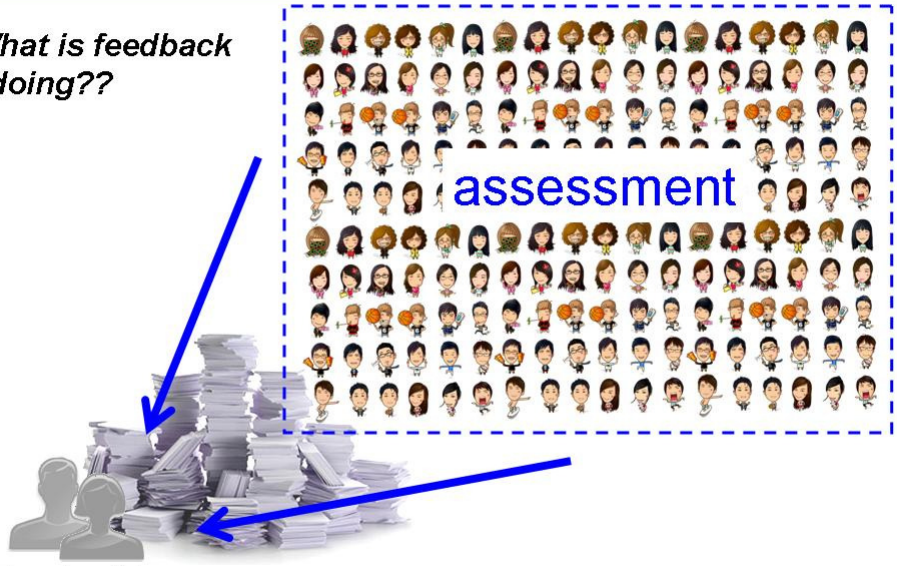
What is feedback doing??

teaching

Teacher(s)

… final thought

What is feedback doing??



… final thought

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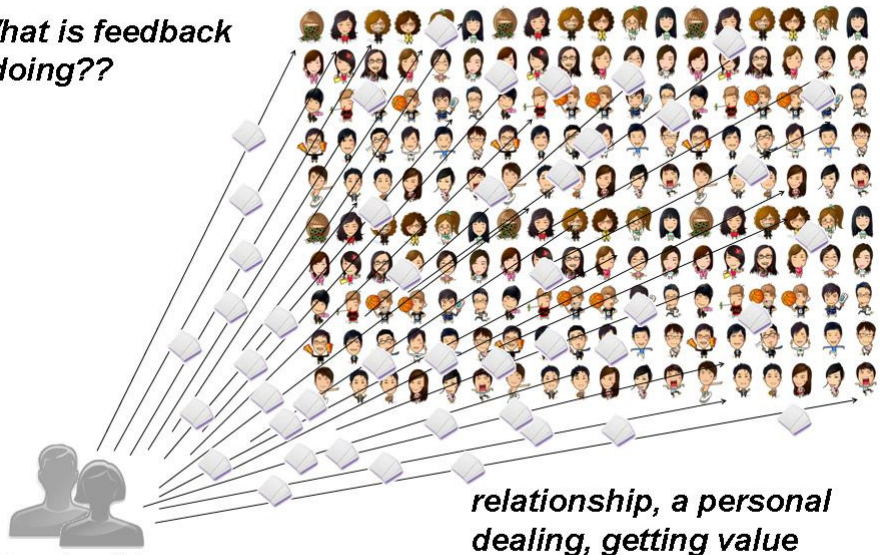
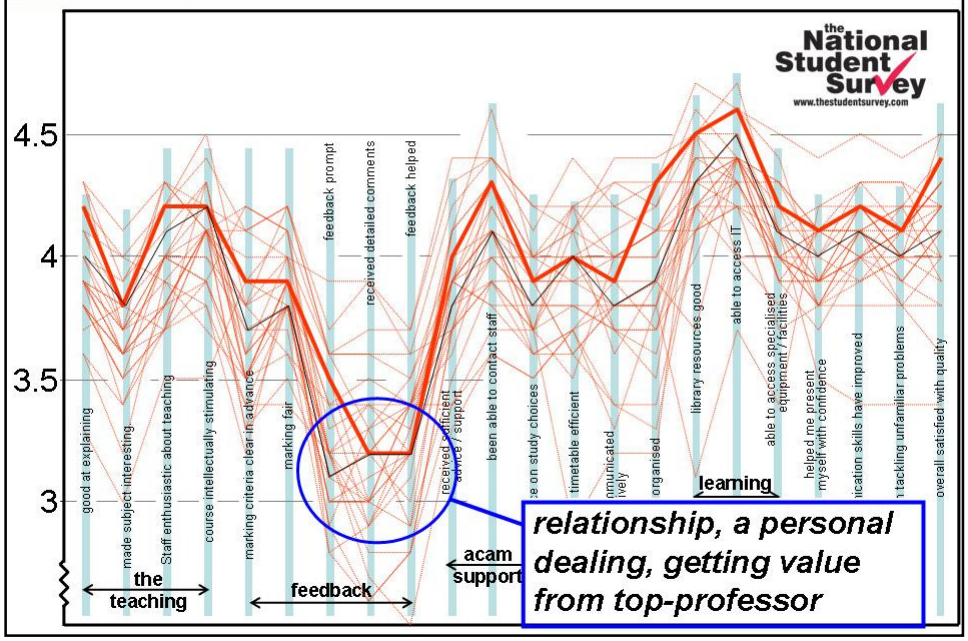
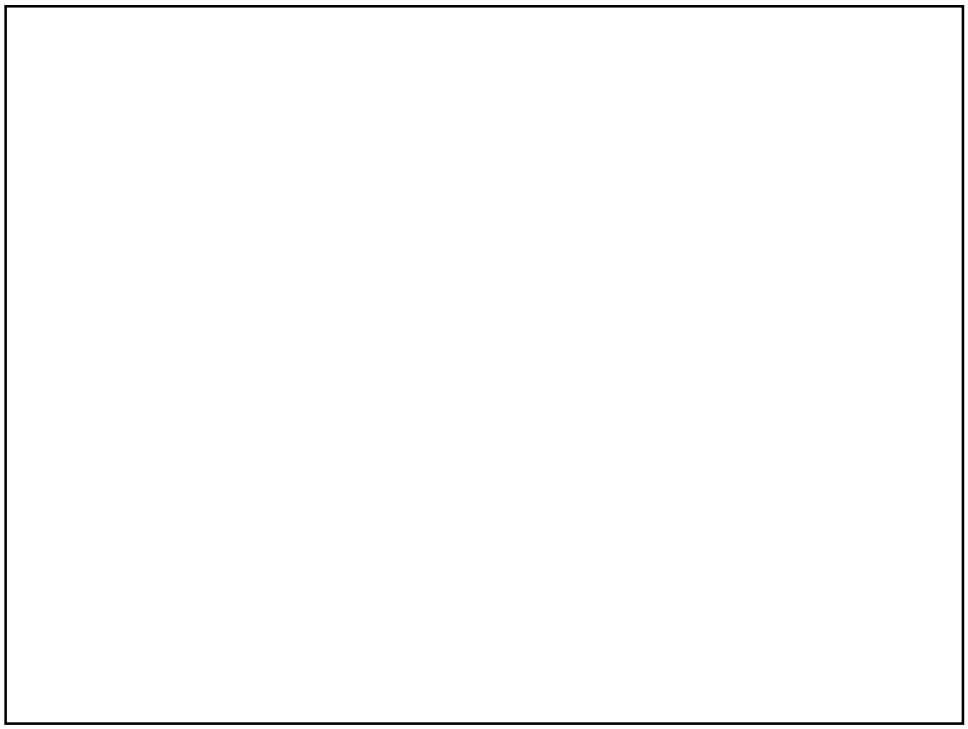
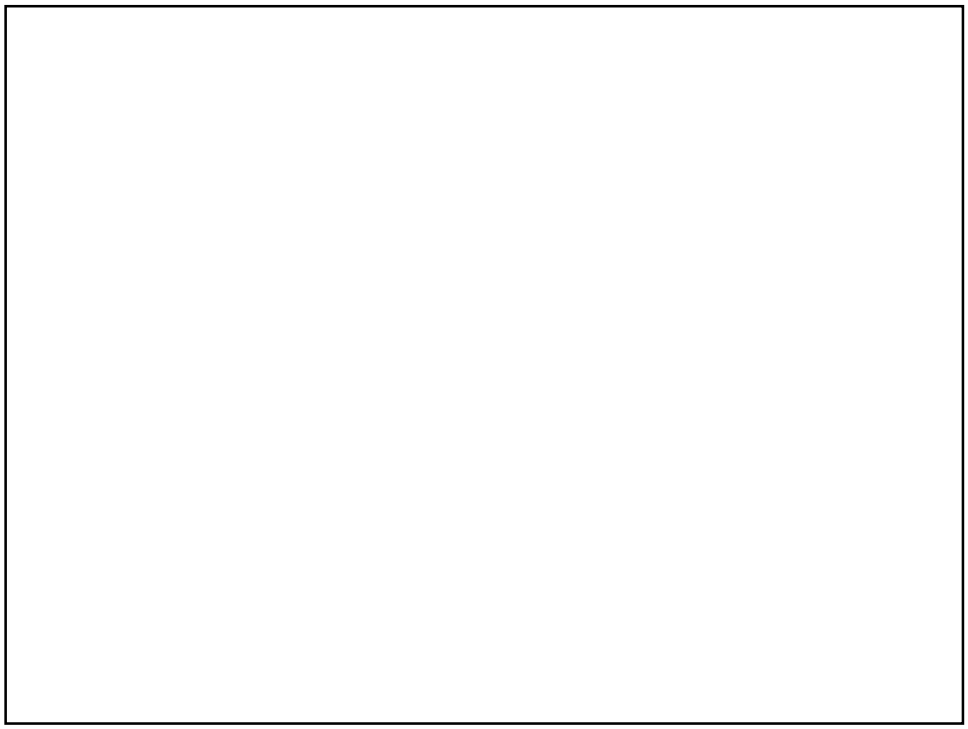
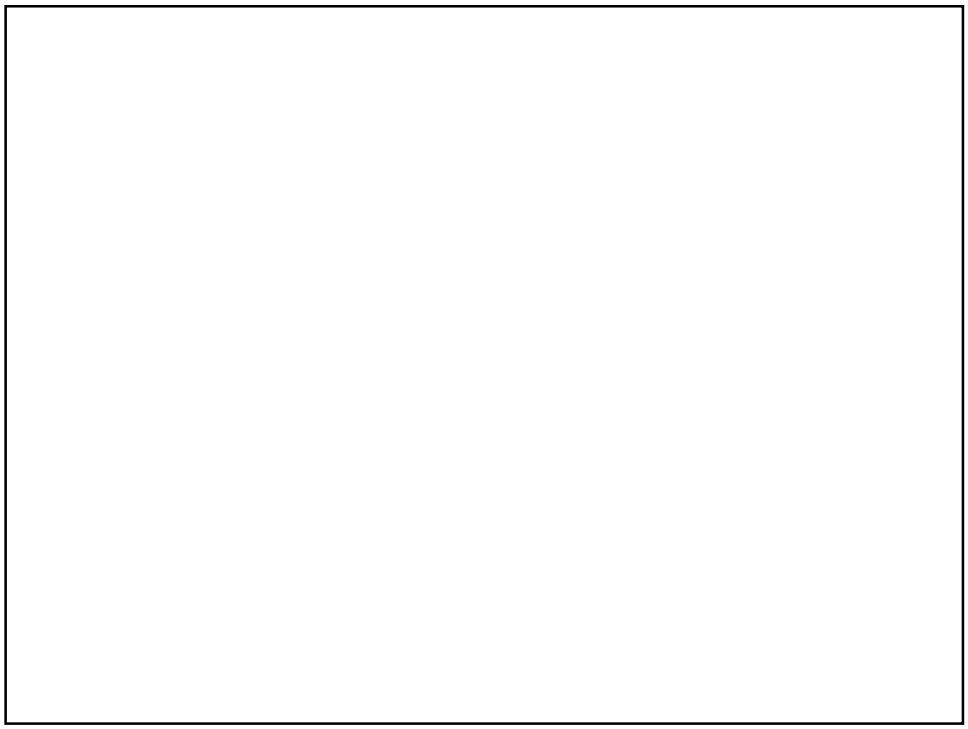
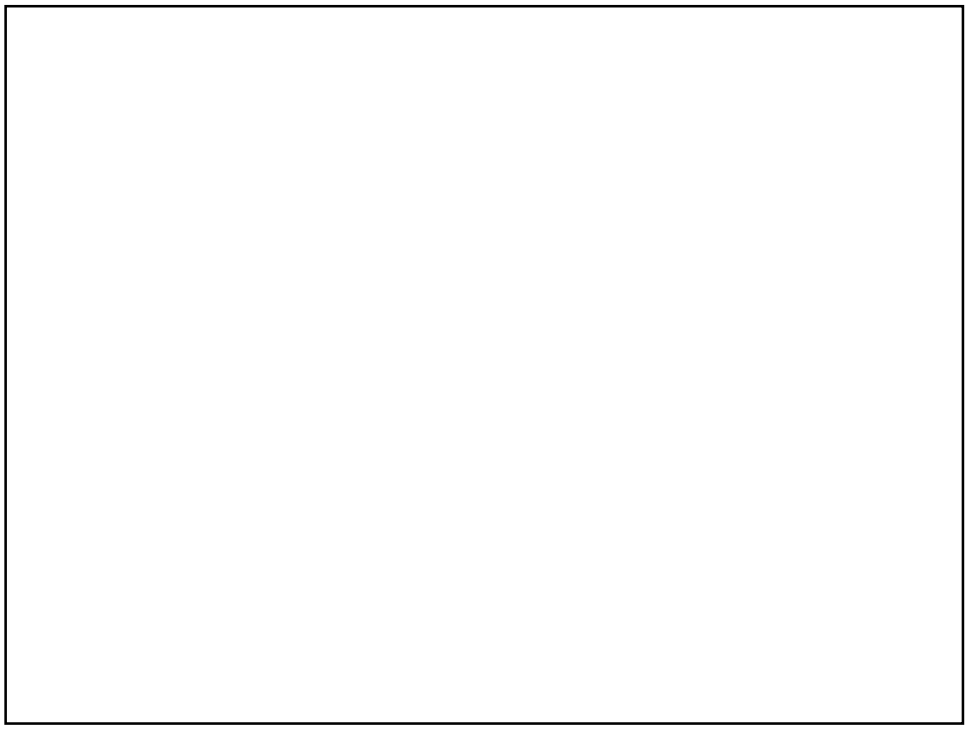
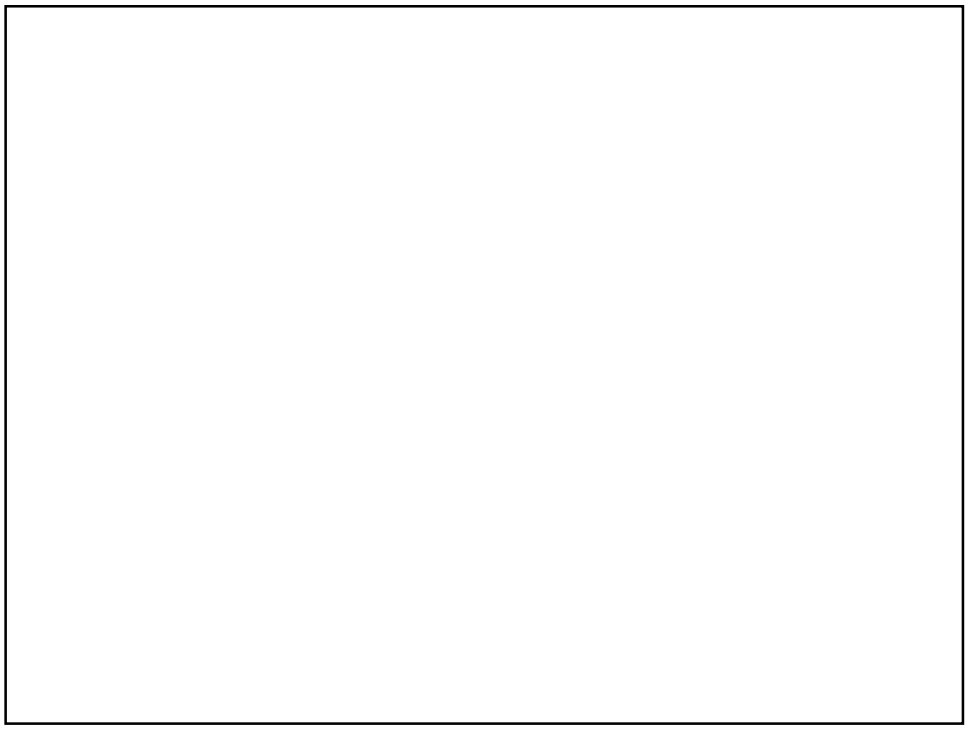
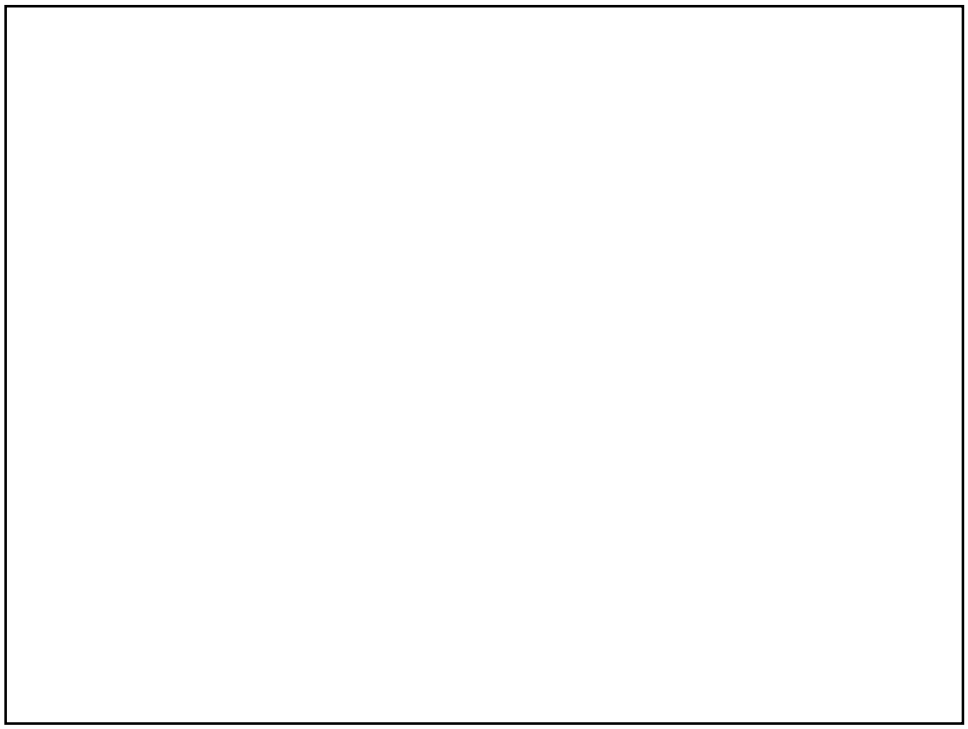
What is feedback doing??



relationship, a personal dealing, getting value from top-professor

… final thought