

# Feedback: Creating Opportunities within the Curriculum

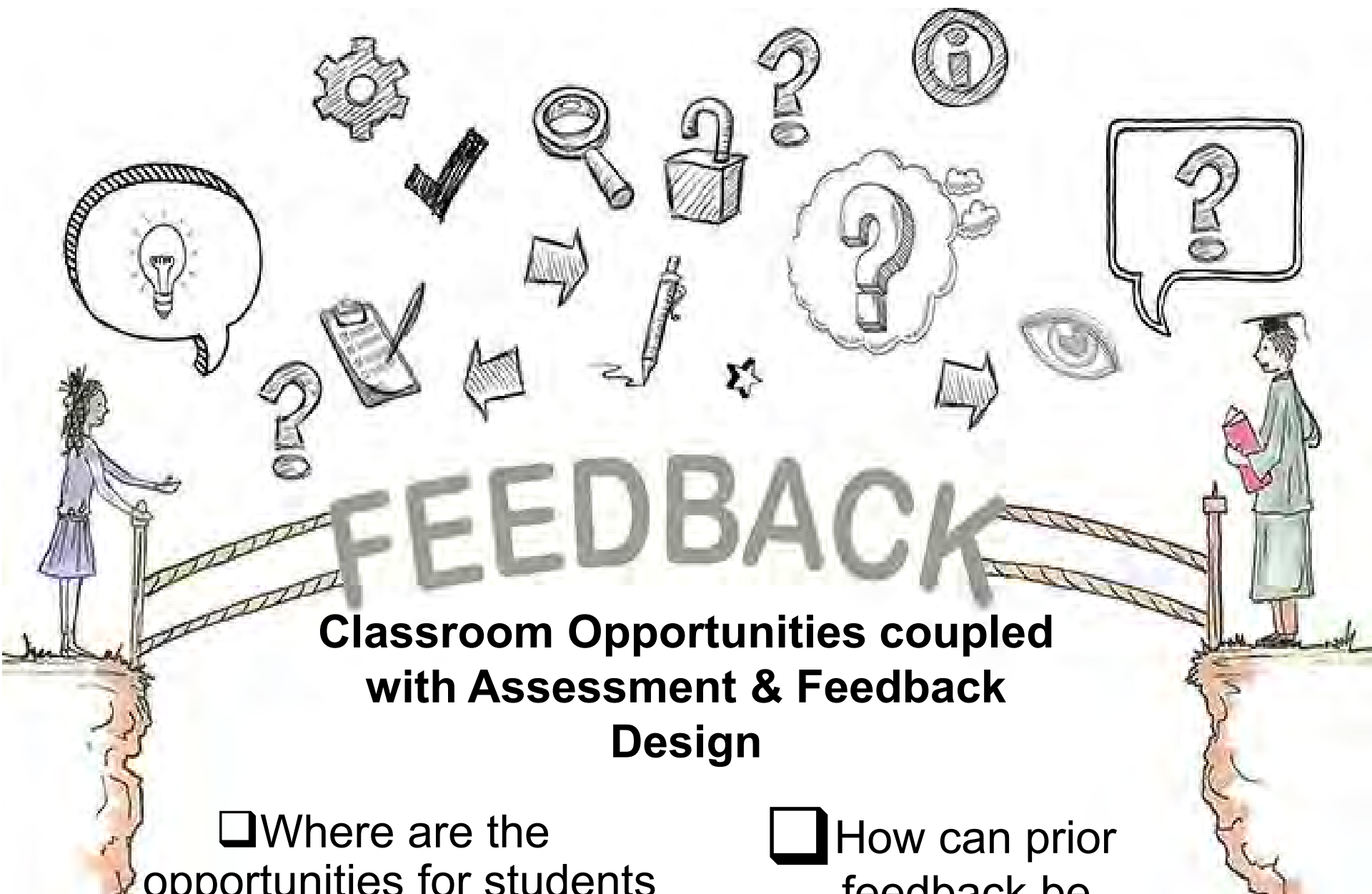
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## **Classroom Opportunities coupled with Assessment & Feedback Design**

☐ Where are the opportunities for students to apply feedback?

☐ How can prior feedback be revisited?



# Foundations of Signature Assessment & Feedback Practices

- Assessment for Learning movement  
(Stobart, 2008; Black & Wiliam, 2018)
- Disciplinarity – particularly Shulman's Signature Pedagogies  
(Shulman, 2005)



# 5 Key Dimensions of Signature Assessments



**Conceptual**



**Social**



**Epistemological**



**Material**



**Moral**



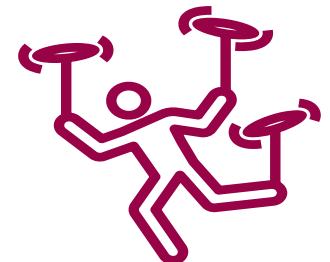
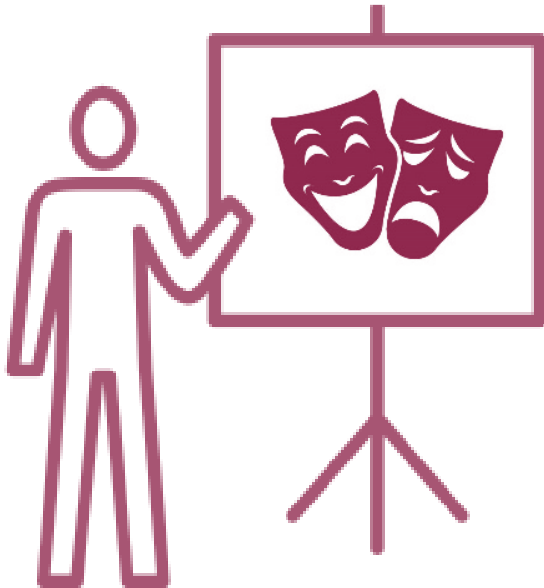
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Conceptual



Epistemological





# 5 Key Dimensions of Signature Assessments



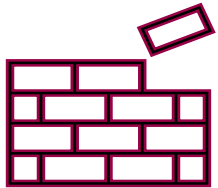
**Social**



**Material**



**Moral**



# Sources of Signature Feedback



Knowledge  
or Service  
Users



Feedback  
Information

Feedback  
Information

Students  
Work or  
Task  
performance

Feedback  
Information

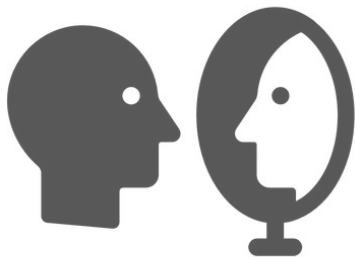
Disciplinary  
Colleagues  
Teachers  
Peers



Objects



Self



ENACTMENT

# Levels of Timings in Performance Art Disciplines



- **Immediate feedback following public performance**
  - **Consequential feedback**

# Exemplars - Comedy

## Professional Exemplars

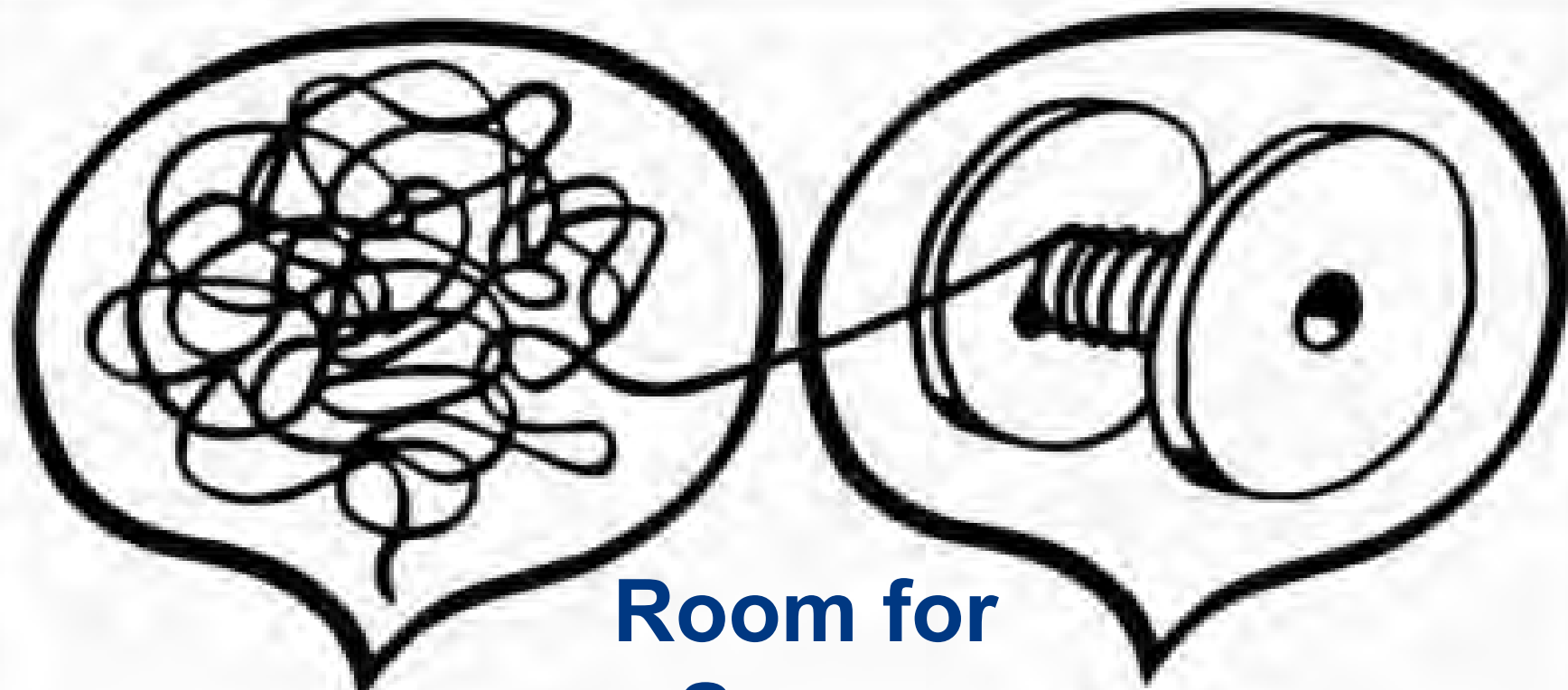
- Teacher Led
- Calibrate Standards
- Understanding of quality- pro level

## Live Exemplars

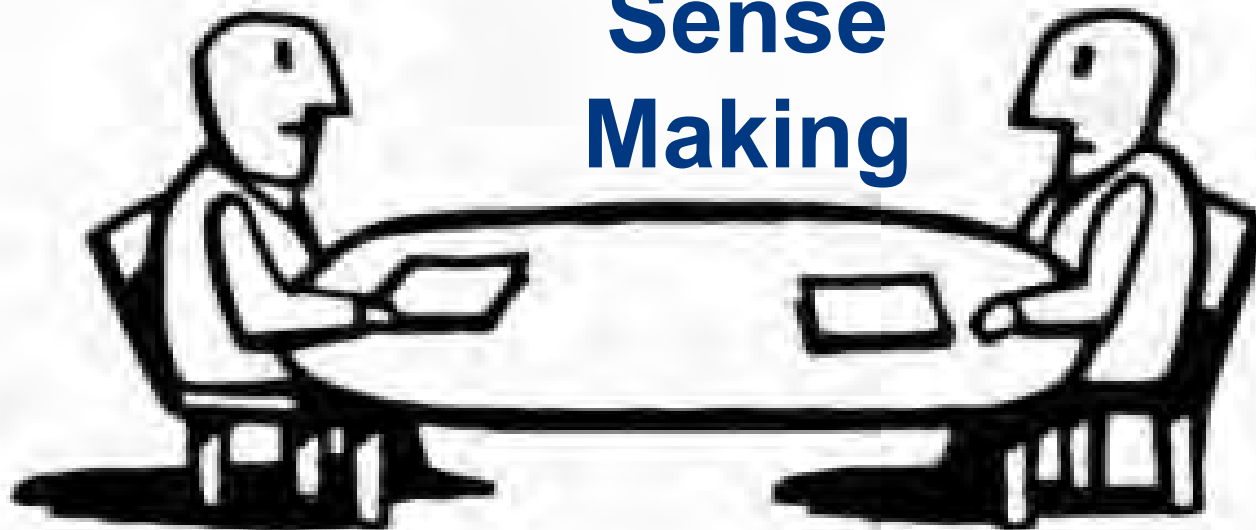
- Moves on from teacher led exemplars
- Safe Space to Fail or Succeed
- Affords students more agency

## Peer Assessment & Feedback

- Peers evaluate level of performance
- Referential to professional exemplars
- Construct emotionally sensitive feedback
- Instant actionable feedback for student



**Room for  
Sense  
Making**

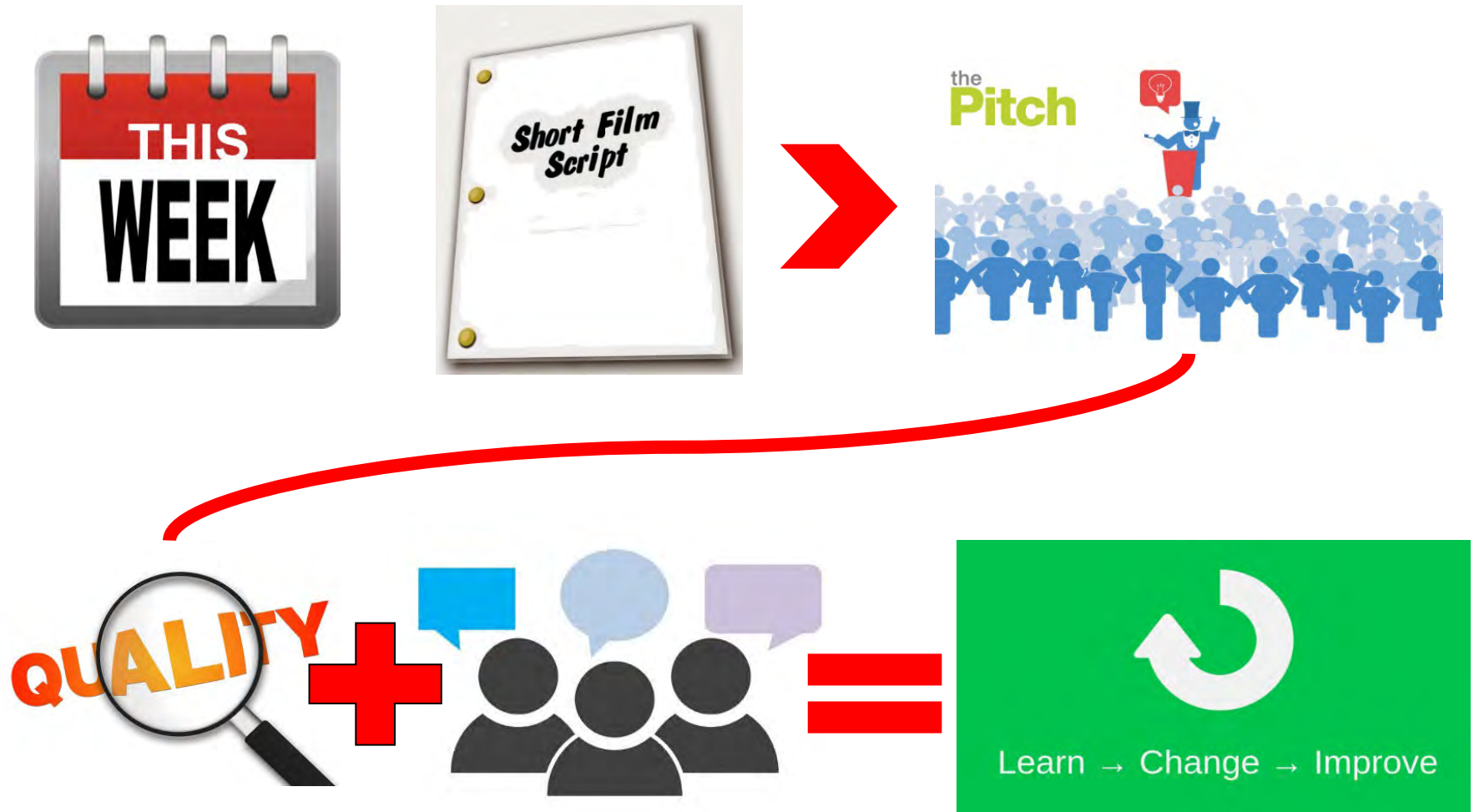


# Levels of Timings in Performance Art Disciplines



- Multiple iterations
- Audience & Educator Feedback
- Refined work in progress

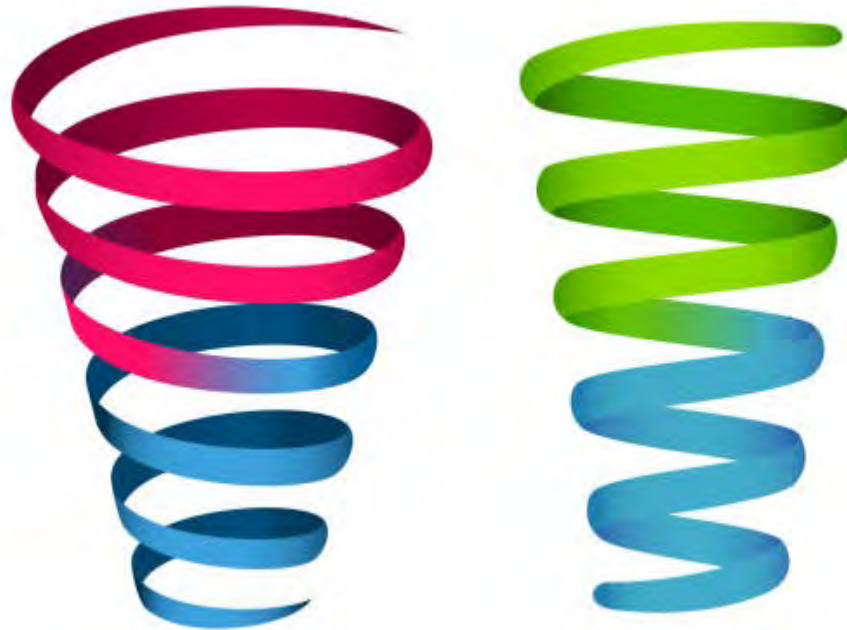
# Levels of Timings in Performance Art Disciplines





# Levels of Timings in Performance Art Disciplines

## Spirals

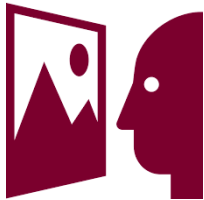


- **Experiences from Rhythms & Cycles**
  - **Designing a new script or act**

# What Students Thought? Pitt & Carless (2021)



 Mistakes part of process



Peer's work-in-progress: View quality



Generate feedback for others helped in my work



How others applied feedback helped me in my work

# Feedback is a two-way street. So why does the NSS only look one way?

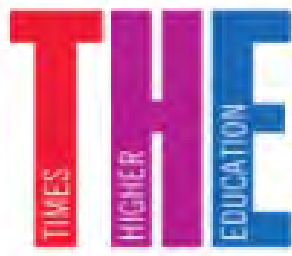
Being positioned as passive recipients of lecturers' appraisal does nothing to promote the development of crucial graduate attributes, say Naomi Winstone and Edd Pitt

September 14, 2017

Winstone & Pitt (2017)

The logo for The Times newspaper, featuring the words 'THE' and 'TIMES' in a serif font, separated by a small crest.

## One third of university students unhappy with feedback



Student feedback: can do better – here's how

### The Student

### Academic feedback kills student satisfaction

## **Metrics –**

***Emphasis on the quality of feedback transmission...***

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***Why isn't the quality of feedback processes evaluated in terms of the impact on student behaviour and learning, rather than the quality of what, until translated into student action, is merely "dangling data" (Sadler, 1989, p.121)?***



# Study

- 252 undergraduate students (164 females) - online survey
  - Vignette design - Randomly assigned
- Becher-Biglan (Becher, 1989) typology:
  - Hard Pure: 30   Hard Applied: 36   Soft Pure: 117   Soft Applied: 69

Dimension	Learning-focused experience	Transmission-focused experience
Clarity of criteria	Class time dedicated to understanding and applying criteria	Criteria available on VLE
Fairness	Non-anonymous marking	Anonymous marking
Timing of feedback	Feedback returned one week prior to next submission	Feedback returned one day prior to next submission
Utility of feedback comments	Detailed comments directing the student to areas for future improvement	Detailed comments without direction for future improvement

# Vignettes

Alex is a 2<sup>nd</sup> year student. In Alex's programme of study, prior to each assessment, the lecturers upload information relating to assessment and marking criteria onto the VLE

Alex is a 2<sup>nd</sup> year student. In Alex's programme of study, prior to each assessment, the lecturers lead teaching sessions in which the students discuss the assessment and marking criteria with the lecturers and their peers, applying them directly to exemplar pieces of work.

Alex responded 'Disagree'

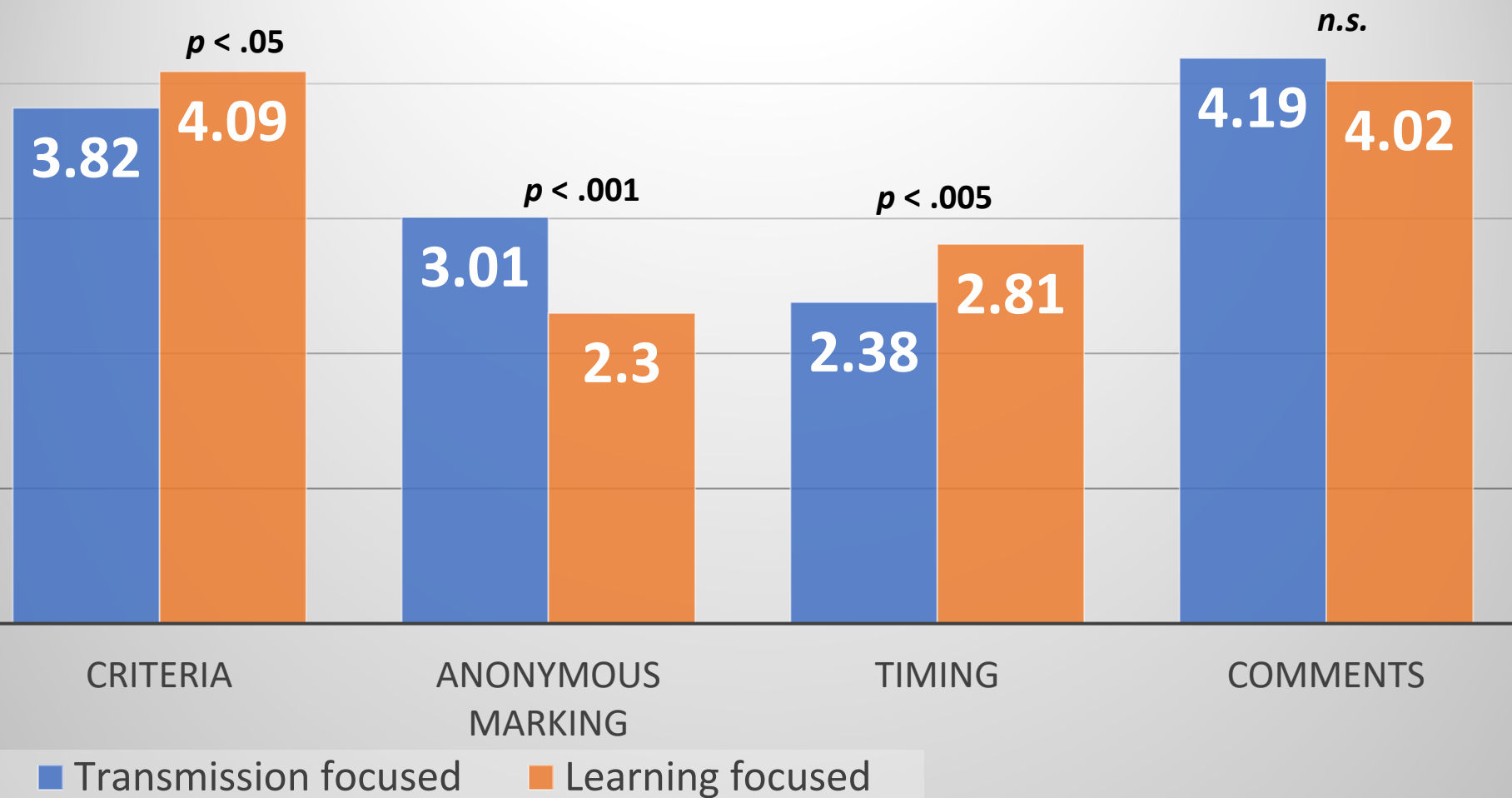
The criteria used in marking have been clear in advance.

What elements of the course experience do you think led Alex to disagree that criteria for marking had been clear in advance?

How do you think Alex's course experience could have been different, leading Alex to agree that criteria for marking had been clear in advance?

## What Rating Would the Character Give?

- No discipline differences in any ratings – collapsed across discipline categories (all  $p$ s > .05)





# Assessment Criteria



**Transmission  
'clear' AC**

Limited in  
value



**Opportunities  
to work with:**

Criteria

Engage in  
self/peer  
assessment

Engage with  
exemplars



**Increased  
Student  
Satisfactio  
n??**

# Preparing Students for Assessment



Why this assessment as part of the module assessment strategy?

Operate - assessment *as* learning, not just assessment *of* learning



Explain how the task links to

Module learning outcomes  
Programme learning outcomes  
Graduate attributes



Translate generic grade descriptors into subject & task specific marking schemes/rubrics.



Work through Assessment Criteria

Exemplars  
Peer Marking exercise  
Discussion of how you mark  
Marking Screencast



What happens when my work when its submitted?

# Timeliness of Feedback

- 3 week turnaround.
- Experience more positive –
  - Time to enact comments in subsequent work
- Qualitative analysis
  - Frustration when feedback cannot be implemented



- Look beyond perception of timeliness –
  - MANTRA - Get it back to them quicker!!
- ASSESSMENT DESIGN ?????

# I have received helpful comments on my work

The helpfulness of feedback comments  
a new part of the NSS  
2017 subtle change:



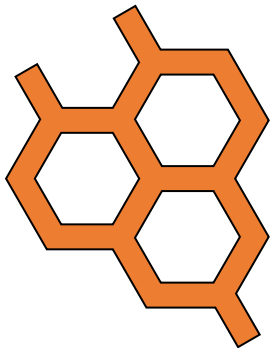
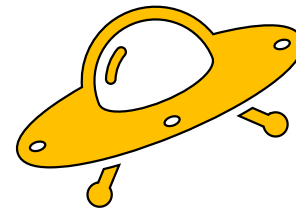
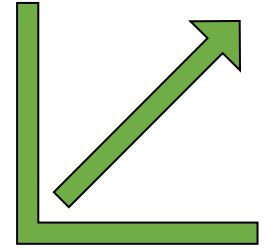
“I have received detailed comments”  
to  
“I have received helpful comments”



- Shift students from interpreting feedback as transmission of comments towards a more learning focused understanding?
- Received fosters impression of transmission rather than action?



(Winstone and Pitt 2017)



## Actionable Comments

Students' primary frustration with feedback comments:

**Don't support improvement**

**Vague**

**Limited in detail**

**Not linked to future work**



Arts students not recognising feedback moves in classroom. Component of teaching not NSS  
+ feedback provision (Yorke, Orr & Blair, 2014)



Feedback a natural & contingent part of  
the T& L process  
Relational sensitivities –  
ways teachers praise, affirm &  
consolidate  
(Heron, Medland, Winstone & Pitt, 2021)



- Range of follow up moves - Elaborating & asking for justification - not typically considered feedback

- Central part of the dialogue & processes of T & L and of classroom talk

# Feedback Talk – Heron, Medland, Winstone & Pitt (2021)

What feedback looks like, to recognise its linguistic identifiers, and how it is intended to help develop their understandings & skills in these contexts



Support relationships through clarifying meaning in the moment & avoiding misunderstandings



Opportunities for students to improve their work & deepen disciplinary understanding through follow-up moves such as elaborating and probing

Feedback *is* teaching and learning & vice versa, both in the presence and absence of assessment.



# Conclusions



## Criteria

Need opportunities  
for further dialogue  
& working with  
criteria



## Timing

Look beyond timing  
of feedback to  
assess its timeliness



## Utility of comments

Value opportunities  
for dialogue with  
teachers:  
understand &  
action comments

Value opportunities  
to use feedback in  
subsequent  
assessments

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