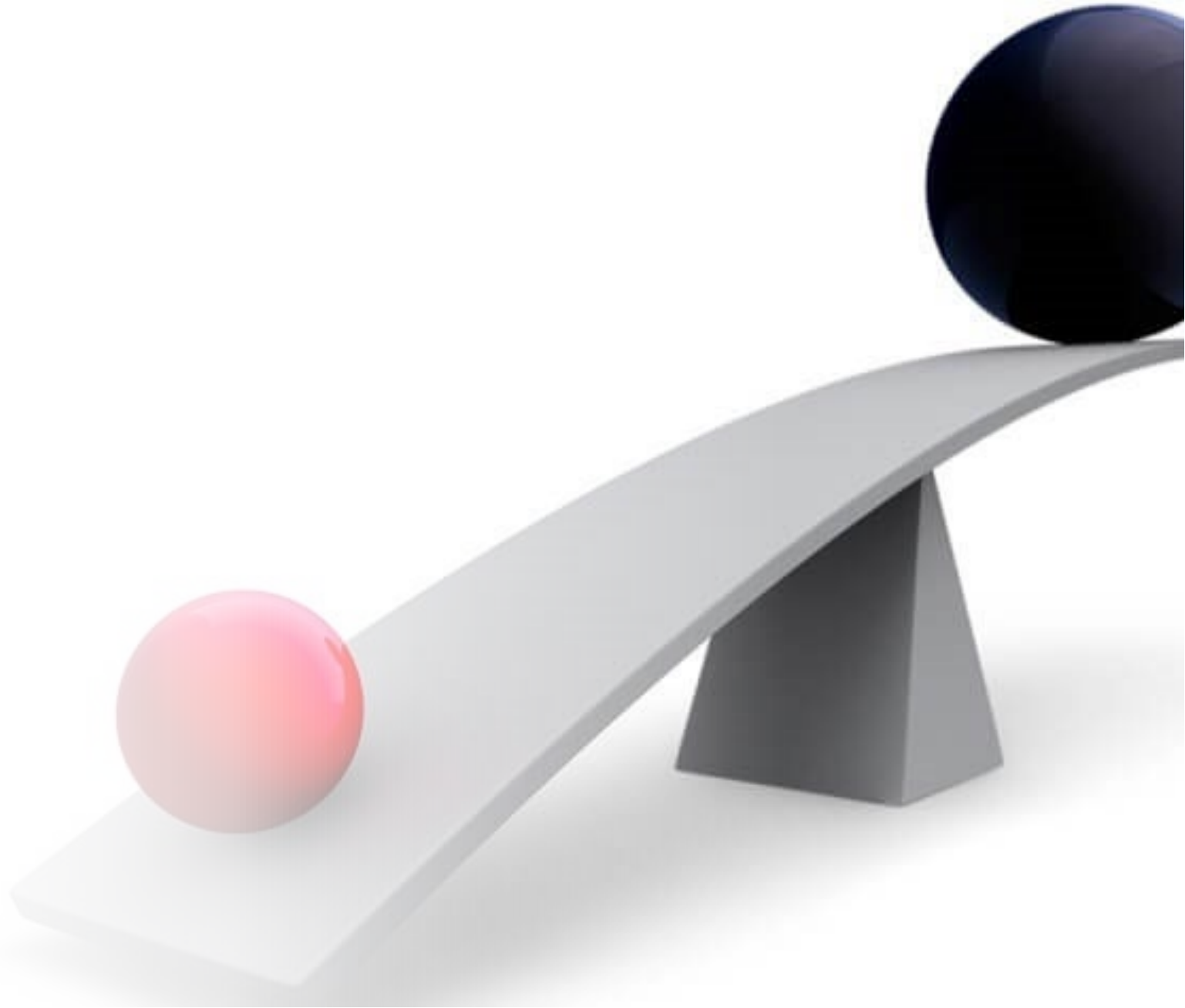


Workshop – Creating Feedback Opportunities within the Curriculum: Leveraging time to maximise the impact

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Content

Opportunities for
Feedback



The Problem with Feedback



Not Understanding language



Not Collecting feedback



Not Using feedback



- Sadler, 1983; Hounsell, 1987, 1995; Higgins, Hartley & Skelton, 2001; Handley & Cox, 2007; Burke, 2009; Bloxham & Campbell, 2010; Fisher et al., 2011



- Do these images represent a productive Feedback situation?
- Have you experienced this – did it help you to enact the feedback?
- Have you given feedback like this – What did the students do?

1. What is Feedback in your subject?
2. How do you administer feedback?
3. How do your students perceive the feedback?

Auditing current Assessment & Feedback Practice Activity One



Relating to a module you convene or teach on; how would you rate your **current** assessment practice against the **Principles of Assessment and Feedback for Learning?**



Please consider the word document and answer the q's:

How can this improve?



Look at each and give a rating using the following 'scale'

- 1 = your assessment practice does not do this at all
- 2 = your assessment practice does this partially
- 3 = your assessment practice does this completely

Auditing current Assessment & Feedback Practice



Clarify good performance from the early stages of a programme, what good performance means (goals, criteria, standards)



Encourage 'time and effort' on challenging learning tasks, which recognise the importance of learning from the tasks, not just demonstrating learning through tasks;



Deliver timely learner-related feedback information that helps students to self-correct and communicates clear, high, expectations and professionalism;



Provide opportunities for students to act on feedback and close any gap between current and desired performance through complementary and integrated curriculum design and pedagogic practice



Develop self-assessment and reflection
Facilitate the development of self- and peer-assessment skills and reflection on learning, to enable students to progressively take more responsibility for their own learning, and to inspire a lifelong capacity to learn;



Encourage interaction and dialogue around learning and professional practice (student-student, lecturer-student and lecturer-lecturer) including supporting the development of student learning groups and peer learning communities.

https://bit.ly/A_F_Audit

Developmental
& Actionable?



Specific & Actionable Comments

Avoid General Comments:

“Be more critical!”

“Your argument needs to be more critical”

“More use of analysis would have helped you”

“You need to think carefully about your structure”



Activity Two –

In Breakout Rooms Discuss these & report Back



How could these comments be more developmental or actionable feedback?

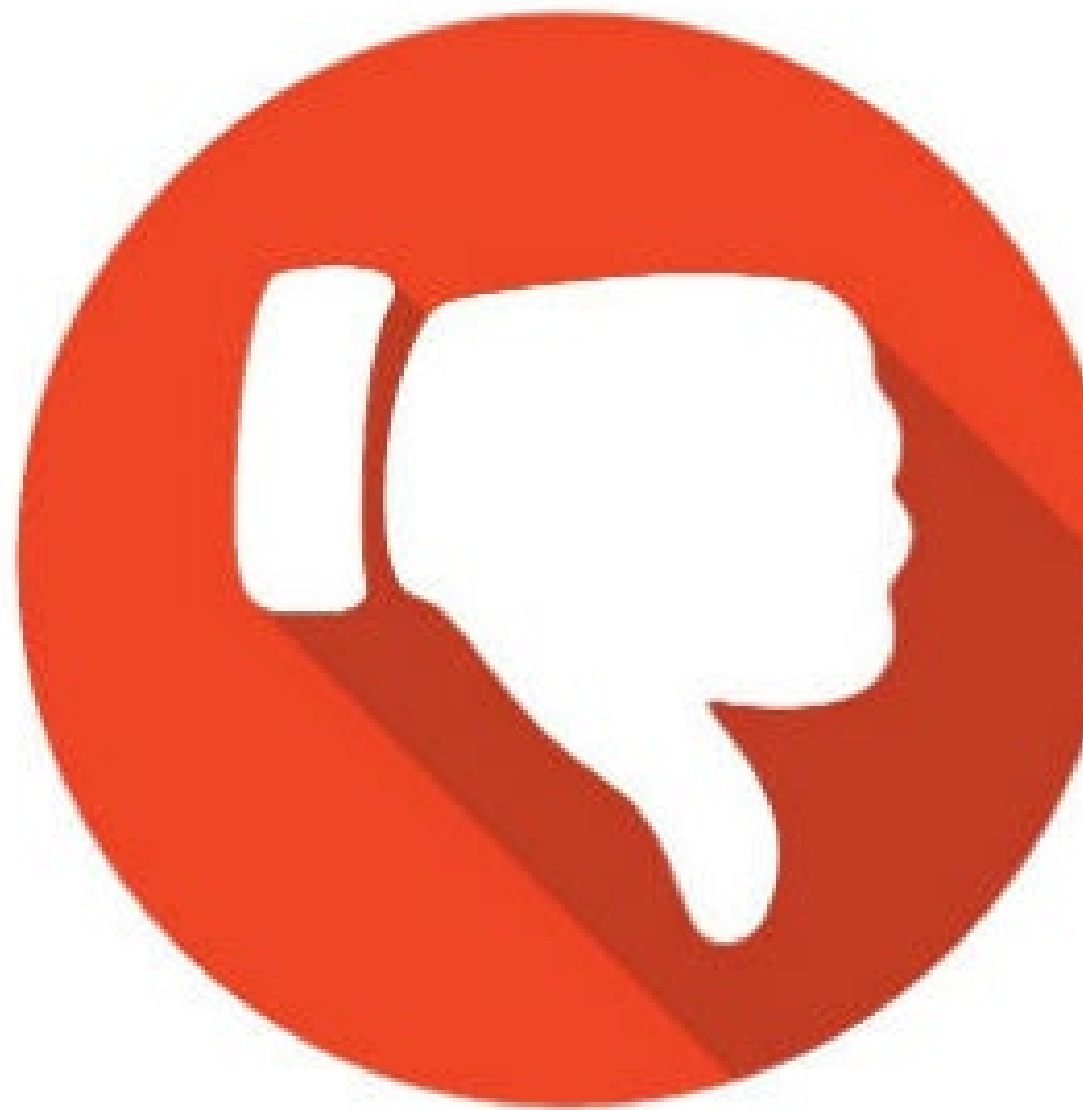


Will the student know what to do with it in next assessment?



Could they relate to specific assessment criteria?

https://bit.ly/Specific_Actionable



Using Draft for Actionable Feedback

- “One element that you might want to expand a little is the description of the actual clinical scenario. Your choice of scenario offers such an interesting insight. You write from a medical student's perspective, although you 'met' the patient while you yourself were a patient. So that gave you different access to the patient. This means that you were on 'equal footing' with her (no power imbalance) and had opportunities to talk with her and observe her, in a way that a doctor will never be able to. It would be interesting to read how your relationship with Ms KM came about, and how you felt on her behalf. I look forward to reading in your final essay how you extrapolate from this experience to your own future practice, when you are (hopefully!) not a patient alongside the people you will be caring for.

Future
orientated
instruction

Affirmative & Motivational

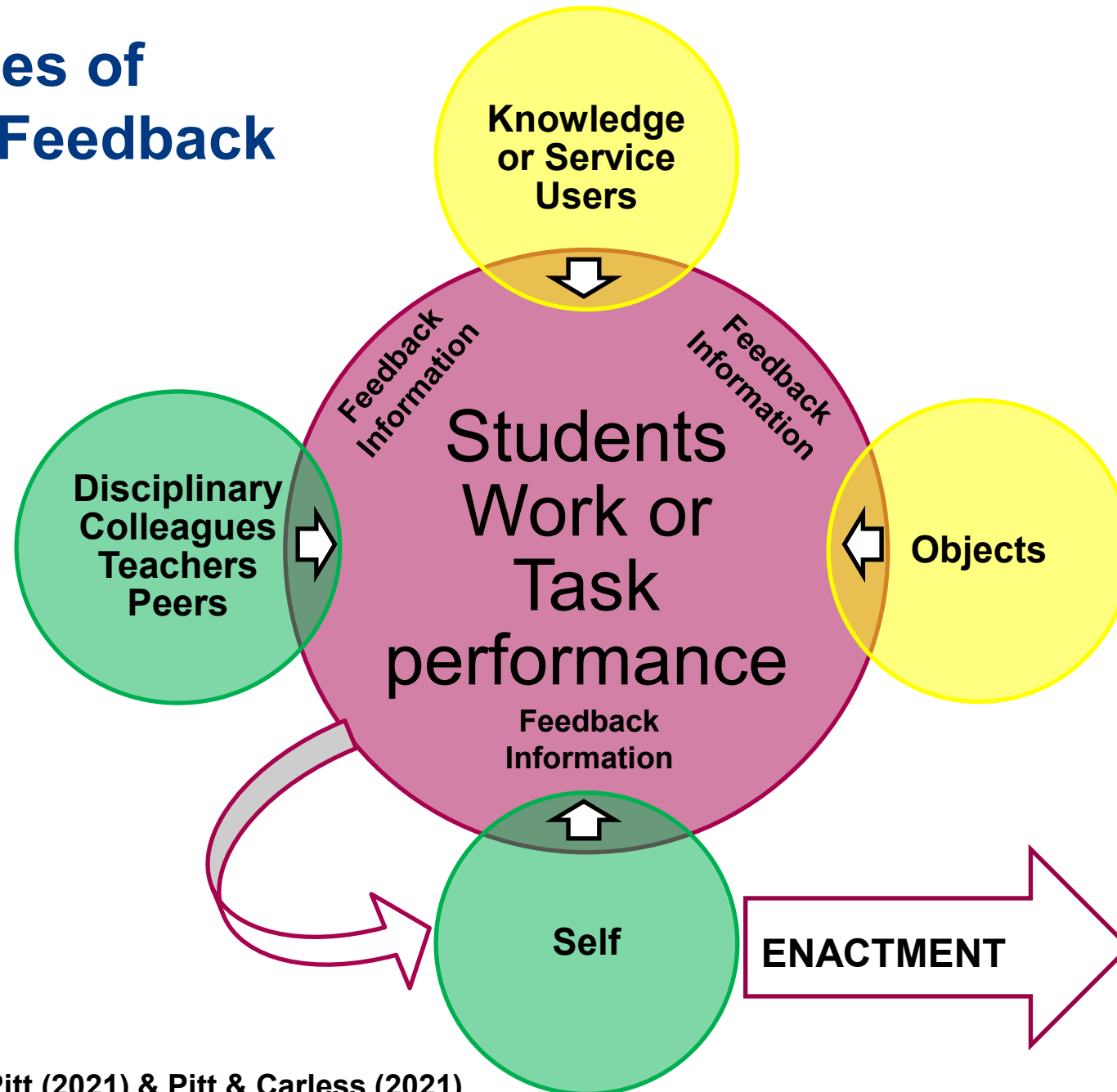
Affirmative &
Motivational

Future orientated
instruction

Future orientated
instruction

Affirmative &
Motivational

Sources of Signature Feedback



Evaluative Feedback

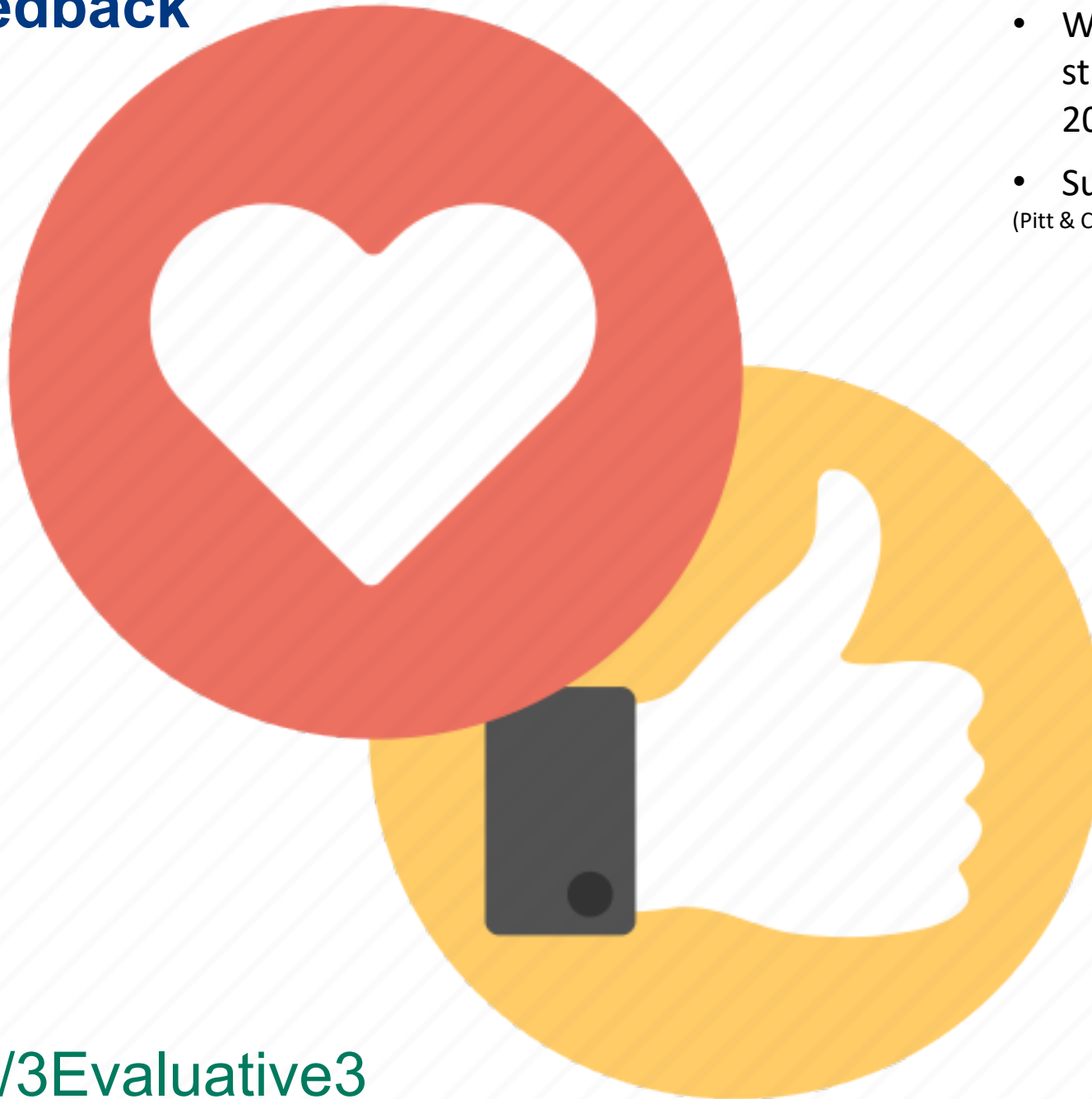
Opportunities in the Curriculum?



Evaluative Feedback

Offers a judgment based on some criteria and may also include constructive suggestions for how work can be improved

<https://bit.ly/3Evaluative3>

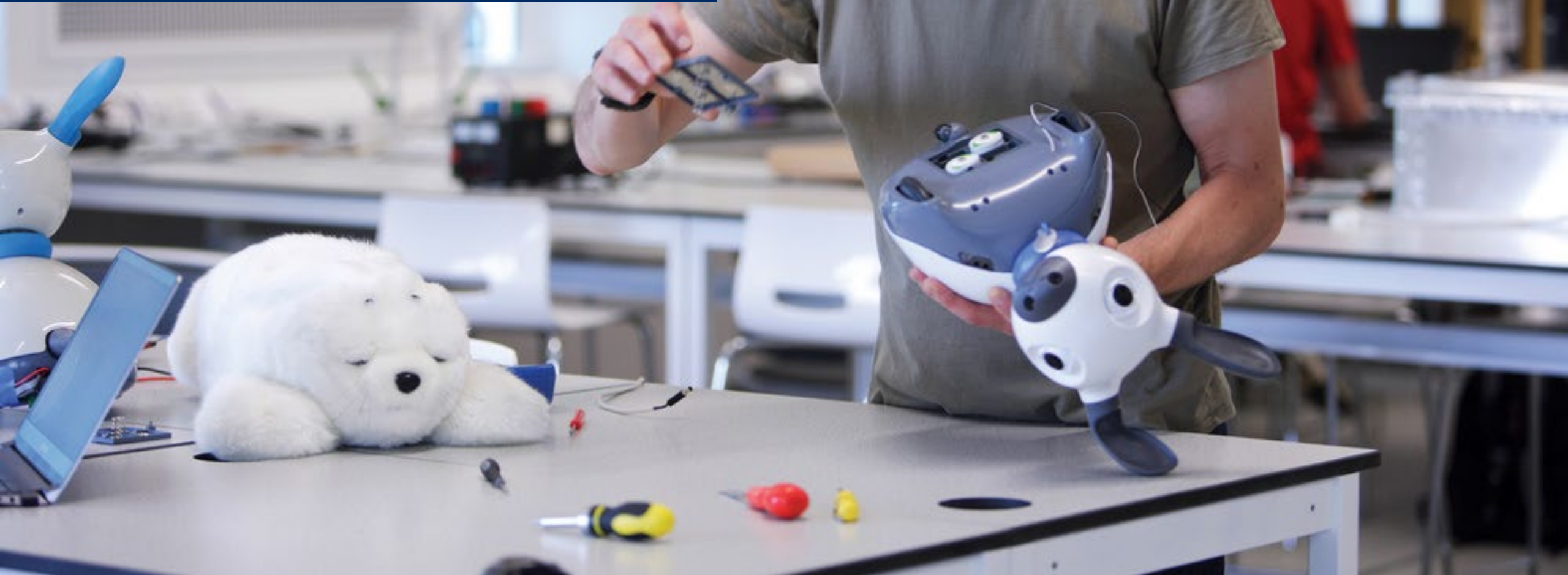


- Written feedback comments on students' work (Derham et al., 2021)
- Suggestions for enhancement (Pitt & Carless, 2021, p. 2)

- **Activity Three**
- How can we maximise opportunities for:
 - Knowledge or Service Users
 - Disciplinary Colleagues, Teachers & Peers
 - The Self
- To generate Evaluative Feedback within the Curriculum??
- In your Breakout rooms discuss this & come back to share your thoughts

Consequential Feedback

Opportunities in the Curriculum?



Consequential Feedback

- Information about the effect of the learner's action on them
- Body language or reactions to a students' work,
 - Written product
 - Interaction with a customer
 - Another authentic disciplinary product

“When engineering students design a rocket, the effectiveness of that rocket can be tested by launching it and observing its trajectory. The creation itself – the rocket, a robot, a software code – either works or doesn't”

- **Activity Four**
- **How can we maximise opportunities for:**
 - Knowledge or Service Users
 - Objects
- **To generate Consequential Feedback within the Curriculum??**
- **In your Breakout rooms discuss this & come back to share your thoughts**

<https://bit.ly/3Consequential4>

CONCLUSION

