

Engaging students in the feedback process

Institutions: Cardiff University

Primary Contact: Nigel Francis

Discipline / subject: Biosciences

Academic level: First year undergraduate

Our innovation:

Interactive workshop with first-year students to teach them about the importance of engaging with the feedback process. The workshop was co-facilitated by postgraduate students who helped students identify the different sources of feedback information, how to best engage with it and some of the challenges associated with the feedback process.

When COVID forced teaching online, this was converted to an interactive, online workshop using a video presentation and an audience participation app (Slido). The graduate students were interviewed to capture their thoughts and a series of four videos produced to help support the workshop.

How we measured efficacy:

Students were surveyed after the face-to-face workshop with 75% rating them as useful/very useful (2-year mean).

Longitudinally, changes to NSS scores will be observed, however, the first cohort was disrupted by the COVID-19 pandemic and associated fall in NSS scores across the sector.

Additional links or resources:

Link to YouTube playlist of student interviews:

<https://www.youtube.com/playlist?list=PLAHC5dcr11HJyNbv1AooKMdqzaXIRwOvW>

Developing a department approach to feedback/feedforward

Institutions: Manchester Metropolitan University

Primary Contacts: Amanda Miller and Alice Graeupl

Discipline / subject: Marketing, International Business and Tourism

Academic level: Undergraduate

Our innovation:

In response to student voice regarding the inconsistency/poor quality of feedback, we introduced a cross department policy, which was piloted and then workshopped with staff to ensure implementation. The requirements of feedback were then rolled out to all programmes as:

1. Redesign and mandatory inclusion of marking rubrics.
2. Personalised written comments identifying three points of 'what was good' and 'what could have been better' linking to the assessment, using rubrics language.
3. A section of 'What to do for your next assessment' containing a list of university workshops with embedded hyperlinks.

Critically, phrases to use are provided to markers to ensure a positive, kind tone – so for example instead of 'you have not', markers are asked to say 'you might have'. The phrases focus on giving solutions rather than just saying something is incorrect - for example an annotation which simply says 'citation', 'wrong' or 'not good' needs further substantiative comments so students know why this is being said. This ensures the use of appropriate language for a supportive/inclusive approach to feedback.

How we measured efficacy:

The approach has received positive academic buy-in and improved NSS scores for Assessment (year on year improvement 2020 to 2022) but more significantly categories of 'feedback timely' and 'feedback to improve' in 2023 was above institution and sector by over 8%. This indicates the effectiveness of the policy. There were also no student cases of unconscious bias reported and sustained positive feedback in internal student voice mechanisms.

Capture/Curate: Designing a Student Process Toolkit**Institution: University of the Arts London****Primary Contacts: David Preston & Cath Caldwell****Discipline / subject: Art and Design: Graphic Communication****Academic level: First year undergraduate****Our innovation:**

We developed a toolkit for students to support the documentation of experiential learning, by recording and representing process work involved to enhance student support around assessment submission. It was created in response to the importance of factors beyond final outcomes in UAL's Assessment Criteria. The criteria favours developmental factors such as 'process', 'enquiry' and 'knowledge'. This means for students to meet the assessment learning outcomes; they would have to understand how evidence the factors that underpin their final outcomes. A conceptual framework that was built around a two-phase model of first 'capturing' and then 'curating' process workings. Students illustrate their own process maps or diagrams to demonstrate to tutors their understanding of how the learning outcomes provide a structure for their learning journey.

How we measured efficacy:

Key outcomes include evidence of an increase in attainment for underrepresented groups in attainment data. A greater understanding of the pedagogic approach to outcome-based learning and the value of process itself as outcome is evidenced in student diagrams. The legacy of clearer constructive alignment is seen in reflective quotes.

Additional links or resources:

Slides accompanying this can be found here: <https://www.arts.ac.uk/?a=425737>

UAL's Teaching and Learning Exchange resources on assessment can be found here: <https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/academic-enhancement-resources/>

Feedback receipts to enhance engagement

Institutions: University of East Anglia

Primary Contact: David Holland

Discipline / subject: Psychology

Academic level: First year undergraduate

Our innovation:

We use a feedback receipt system for students' first summative piece. This is coupled with a feedback literacy teaching session, which develops student understanding of good feedback. The system comprises a link to an MS form which asks students to confirm they've read the feedback and then allows them to evaluate and respond to the feedback, which is an optional element. This approach can raise awareness of feedback, help embed positive habits in using feedback, and promote and enable a more critical and dialogic process for markers and students.

How we measured efficacy:

We follow up the responses by email to students themselves and also their academic advisors. Through this, we have increased feedback receipt from around 30% of students to beyond 70%. Students' responses are also useful in evaluating feedback. In our most recent exercise, 97% of students felt that feedback was constructive and gave clear justification of the mark.

Reducing Awarding Gaps

Institutions: Central Saint Martins, University of the Arts London

Primary Contacts: Jon Cairns and Cath Caldwell

Discipline / subject: Fine Art

Academic level: Final year undergraduate

Our innovation:

The team from BA (Hons) Fine Art at Central Saint Martins created an enhancement programme to rethink the delivery and assessment of the Critical Studies (CS) component in response to large cohorts (200+) and limited budgets. Reducing awarding gaps was prioritised and this case study shows the outcome and impact and crucially involves supporting students to gain an understanding of their own 'voice'.

Using a multiple pronged approach, we supported the staff with decolonising workshops, discussions and accessibility initiatives. Students took up formative assessment opportunities and the team constructively approached feedback literacy. A key outcome was the modelling and design of new workshopped approaches to writing as a practice. Details on the programme can be found in the slides and resources linked below.

How we measured efficacy:

We used an evidence-based approach, starting with unit level attainment data and student feedback and analysed this over three-year period. Data indicated a significant reduction in the Home White/Home BAME awarding gaps.

Additional links or resources:

Accompanying slides can be found here: <https://www.arts.ac.uk/?a=427126>

UAL's Decolonising Pedagogy and Curriculum list of resources can be found here: https://www.arts.ac.uk/_data/assets/pdf_file/0029/243875/AEM3-Selection-of-recommended-resources-PDF-168KB.pdf

The Feedback Menu

Institution: Swansea University

Primary Contact: Emma James

Discipline / subject: Accounting

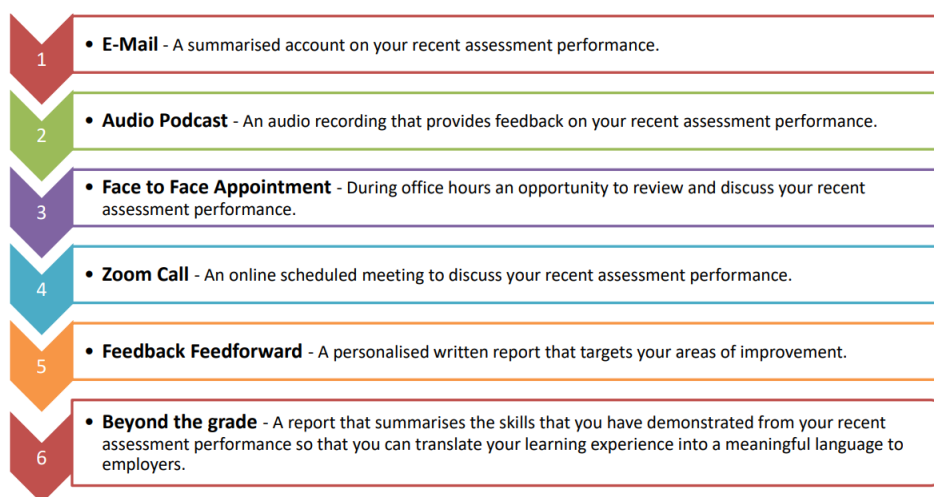
Academic levels: First and second year undergraduate

Our innovation:

I am a module leader responsible for delivering and managing multiple modules to large cohorts (N: 350). To promote an inclusive and supportive learning environment, I developed a range of feedback mechanisms to help students engage meaningfully and reduce any learning barriers so that they can achieve their full potential. By providing students with multimodal feedback that is formative, they can identify any gaps in knowledge, areas to improve and what support resources they may need making feedback timely, relevant, and meaningful.

At the point of submission, students indicate their preferred mode of feedback from the options outlined below.

The Feedback Menu Your feedback, your choice



Beyond the grade is designed the same time as the assessment and is mapped back to the learning outcomes. This saves time and it allows students to see the value in their assessment and how the skills they will develop relate to the workplace. Where students indicate *e-mail*, *audio podcast* or *feedback feedforward*, these are prepared during the marking of submissions as this minimises time referring to the submissions when results are released. Students are required to complete a form asking specific questions for the *feedback feedforward* option to encourage a pro-active approach from students.

How we measured efficacy:

Coursework and examination results were used as a comparison to assess if student academic performance had improved. Module feedback reports were evaluated and compared to previous academic semesters to measure the impact the initiatives had on student learning. Statistics were recorded for each feedback initiative to assess student engagement levels. All of these metrics provided a positive picture that the range of feedback initiatives had an effective impact on student engagement and academic performance.

Using a showcase event to harness the power of conversation, comparative judgement, and self-generated feedback

Institutions: University of Manchester

Primary Contact: Alison Zimmer

Discipline / subject: Accounting/Tax

Academic level: First year undergraduate

Our innovation:

I run a research poster summative assessment for 1st year accounting students. Students, in groups, research a contemporary tax topic and produce a research poster for display at a showcase event.

At the event, students showcase and interact with their peers' posters. Students generate 'internal feedback' (Nicol and McCallum, 2022) through comparing their work, having discussions, and reflecting. A critical part of this assessment is capturing and formalising this feedback by requiring the submission of a reflection document on an individual basis after the event.

How we measured efficacy:

Formal end of unit student feedback was used to assess efficacy. 71% of students 'strongly agreed' that 'the feedback I received on my work was helpful'. This compared to 44% in the previous academic year. Student feedback also encapsulated the engagement and overall enthusiasm for the event, the reflection process, and the usefulness of the resulting self-generated feedback.

Additional links or resources:

<https://sites.manchester.ac.uk/humteachlearn/2023/03/02/showcase-self-generated-feedback/>

Nicol, D & McCallum, S (2021) 'Making internal feedback explicit: exploiting the multiple comparisons that occur between peer review' *Assessment & Evaluation in Higher Education* 47(3) 424 – 443



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