

Title: Using technology to enhance student engagement with feedback

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify, within the context of their role, aspects of their own feedback practice that work well and those in need of improvement
- Have a deeper understanding of how the appropriate use of learning technologies can support efficient and effective feedback strategies
- Develop an individual action plan of how their own feedback practice can be enhanced, using technology or otherwise, including identifying the necessary support and resources to enable this

Session Outline

Key issues to be addressed are:

Feedback can be one of the most powerful ways in which to enhance and strengthen student learning (Black and Wiliam, 1998; Price et al., 2010; Sadler, 2010). As concern grows that traditional methods of generating and providing feedback are no longer effective, models and conditions that promote timely, legible and explicit feedback have been proposed (e.g. Gibbs and Simpson, 2004; Nicol and Macfarlane-Dick, 2006). Coupled with the appropriate use of learning technologies such approaches can support efficient and effective feedback strategies (Hepplestone et al., 2011). This workshop will focus on the findings of a research project, Technology, Feedback, Action!, undertaken at Sheffield Hallam University investigating how the use of learning technologies can encourage students to formulate actions to improve future learning. At the beginning of the workshop, participants will reflect and share on their current feedback practice, considering what works well and what works less well. The participants will then be given an overview of the research project, including the range of technical interventions that were explored in the study, the method used, and the key findings from the analysis of student interview data exploring how the application of technology impacts upon their engagement with feedback. Using an interactive activity, participants will link the study's findings with existing principles of good feedback practice (Nicol and Macfarlane-Dick, 2006). Finally, participants will discuss and consider how evidence from the research project can be used to enhance and transform feedback practice in the context of their role within their institution. Supporting the activity, participants will have access to a series of evidence-based good practice guides for the application of technology to deliver

actionable feedback developed from the research outcomes. Participants will begin to develop an individual action plan to enhance their own feedback practice, which can be completed beyond the workshop itself.

Session Activities and Approximate Timings

Activity		Time
Workshop opening:	Introduction and agenda	2min
Activity 1:	Reflecting on your feedback practice	5 min
Presentation:	Technology, Feedback, Action! research project - overview, research method, and key findings	5 min
Activity 2:	Technology, Feedback, Action! and The Seven Principles of Good Feedback Practice (after Nicol and Macfarlane-Dick, 2006)	20 min
Presentation and Activity 3:	Challenging practice and action planning	10 min
Workshop closing:	Participant questions and comments	3 min

References

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- Nicol, D.J. and Macfarlane-Dick, D., 2006. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), pp199-218.
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