

Title: **#ProjectFeedback: Strategies for encouraging greater engagement with feedback.**

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Session Learning Outcomes

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

- Consider how elements of #ProjectFeedback could be used within their own institution
- Reflect on techniques that ensure transparency of assessment criteria to students and the impact that this has on student satisfaction and learning
- Explore how we can encourage students to make use of their feedback/feedforward in future assignments

Session Outline

Educational literature highlights the importance of feedback in student learning. One such example is Gibbs and Simpson's (2005) 'Conditions Under Which Assessment Supports Students' Learning', where seven of the ten conditions relates to feedback. Although many academics have undergone training on how to provide feedback during PGCert and other staff development sessions there still seems to be a discourse between what the students expect and what they perceive they get.

Reflecting on the NSS results, where assessment and feedback scores poorly, highlights that students are not satisfied with their feedback. This is supported by studies where students have been asked for their opinions on feedback. Rae and Cochrane (2008) found that students suggested a lack of clarity in feedback and that comments were not fully explained. One example was that if they needed to include more, what should have been left out? For students this lack of clarity appears to turn them off making use of their feedback.

#projectfeedback was a project run with both staff and students to encourage greater engagement with written feedback. The project covered a range of courses including science; land-based and creative courses. With the broad objective of improving student outcomes by encouraging students to respond to their feedback, the project aimed to align what students expected from feedback to what they received from staff. An added bonus of this would be that students would also be more satisfied with both assessment and feedback as a result of these changes.

Key issues to be addressed are:

Engaging students with assessment criteria.

Engaging students with their feedback so they make use of it in future assignments.

Supporting staff to allow them to facilitate this engagement with the assessment criteria and their feedback.

Session Activities and Approximate Timings

Please provide an indication of how the session will be structured and how activities and discussion will be facilitated. For discussion papers please include a few indicative questions which will focus the discussion element.

1. Introduction

- An introduction to #ProjectFeedback at Writtle University College; its aims, what we did with students and staff including how we have tried to evaluate it. (15 minutes)

2. Discussion

- Small group discussion focusing on: How can we encourage students to engage with the assessment criteria? What mechanisms can we put in place to encourage students to make use of feedforward in future assignments? (15 minutes)
- Group discussion on how we can best support staff to facilitate this engagement in students (10 minutes)

3. Conclusion

- Concluding presentation of what was put in place to support staff as part of #ProjectFeedback. (5 minutes)

References

Gibbs, G. and Simpson, C. (2005) Conditions Under Which Assessment Supports Learning. *Learning and Teaching in Higher Education*. (1), 3-31

Rae, A.M. and Cochrane, D.K. (2008) Listening to students: How to make written assessment feedback useful. *Active Learning in Higher Education*. 9 (3), 217-230