# Self generated feedback & student independence

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# A quote from one of our current students (before the Whales, Dolphins and Sharks module)

"I'm sorry but that's not my job that's their job and if they're in teaching then they need to be teaching and helping us to go in the right direction of where they want."

This was the response of a student when asked about the possibility that they could provide their own feedback on their work!

#### Student managed learning: Whales, Dolphins and Sharks

- Enabling students to take ownership of their learning
  - through appropriate self management
    - allowing them to decide what to learn
    - allowing them to decide when and where to learn
  - through reflective practices
    - enabling students to assess the quality of their own work
    - helping students to generate and use their own feed-forward
    - helping students to identify and articulate their learning achievements

## Whales, Dolphins and Sharks SML in a class-room setting

- Marine Biology students tend to want to learn about whales, dolphins and sharks
- This motivation can be harnessed to encourage them to move beyond their comfort zone



## **Triggers to stimulate engagement**

- Short articles to trigger discussion
  - students bring own prior knowledge to group
  - themes of interest are identified



What's the

point of the

narwhal's tusk?

#### **Beaked whales** dive deepest

THE world of breath-hold diving has a new champion. Beaked whales regularly plunge deeper beneath the waves than any other mammal. Beaked whales are among the most elusive of cetaceans, rarely spotted at the surface. To find out more about their lives, Peter Tyack and colleagues of Woods Hole Oceanographic Institution in Massachusetts attached tags to whales in the Mediterranean in 2003 and 2004. The tags recorded the depth and duration of dives, as well as recording each animal's sonar.

The team found that Cuvier's beaked whale dives to more than stres on average to hunt for I that makes up et dive led for rimental Ithough whales id longer idies show exception or those species. Species (CITES). "Japan congratulates ong journeys to sea, the beaked says Hideki Moronuki of the Japanese id the point where Fisheries Agency. "It is simply a case of ust their oxygen harvesting abundant marine resources from aerobic to at a level that will not affect the stock. lism. "Deep-diving Iceland's announcement might also s much biomass encourage other pro-whaling nations v layer as all to push the International Whaling

International Trade in Endangered

Iceland for taking this decision,"

commercial hunting of minke,

ahead regardless, some IWC members

may now be closer to restarting commercial whaling, though Moronuki

says no decision has been made.

might decide that it would be better to

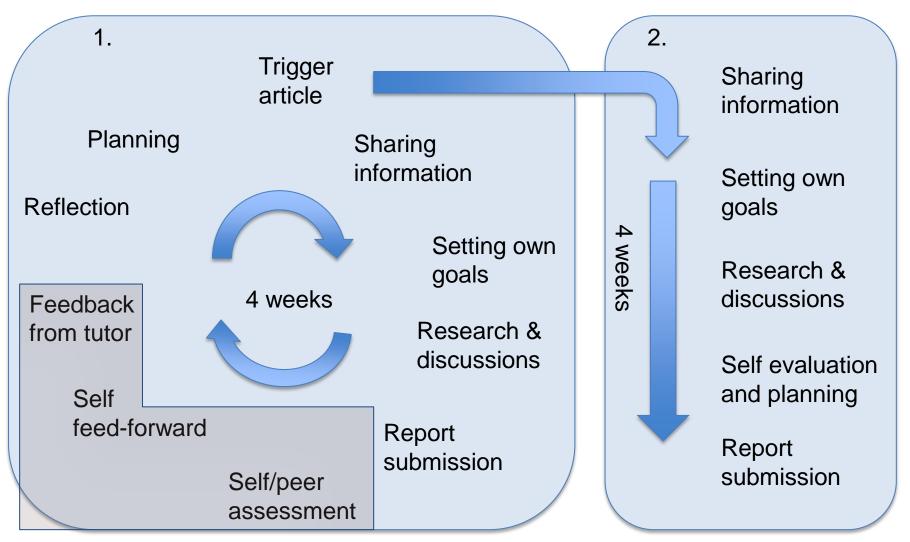
put quotas in place, he says. Also Japan

rack says. They Commission to speed negotiations on mammals a much-debated scheme to resume ush past this Simmonds fears. If Iceland is going to go

Feedup, feedback, feedforward | 2



### Learning process



#### Impact on peers

- Colleagues were initially sceptical
  - How could students decide what to learn?
  - How could I assess their knowledge acquisition if I didn't decide what they would learn?
  - How could students be expected to manage their own time?
  - How can students be expected to reflect and be self critical?
- Several now use the model themselves

#### Impact on students

- Improved student attendance
- Higher than average module marks
- Increased awareness that skills developed in this module can be used in others and in life after graduation:
  - e.g. research skills, listening & communication skills, time management, proof reading, group work, understanding that content is perhaps more important than appearance, understanding marking criteria, ability to reflect, confidence in ones-self.

# A quote from one of our past students (after the module)

"This feedback and self assessment has helped with my dissertation [another module] as I keep going through it and finding mistakes that I would not have found if I didn't have any self assessments. After graduation I know that I can improve things by looking at what I've done and how I can improve it."

#### Connecting practice and needs

#### Staff

Reduce control over time.

Promote ownership of learning.

Allow student topic choice.

Teach the process of enquiry.

Increase personalised learning at all stages.

Instead of content provide tools and then give them the freedom to use them.

#### Students

Should be allowed to do more stuff that you're actually interested in. You should find out what we want to learn.

I've developed in myself, for me that's just as important as a piece of paper.

When I'm sat watching university challenge I can answer a hell of a lot more questions than when I started.