Self generated feedback

&

student independence

Dr Graham Scott

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

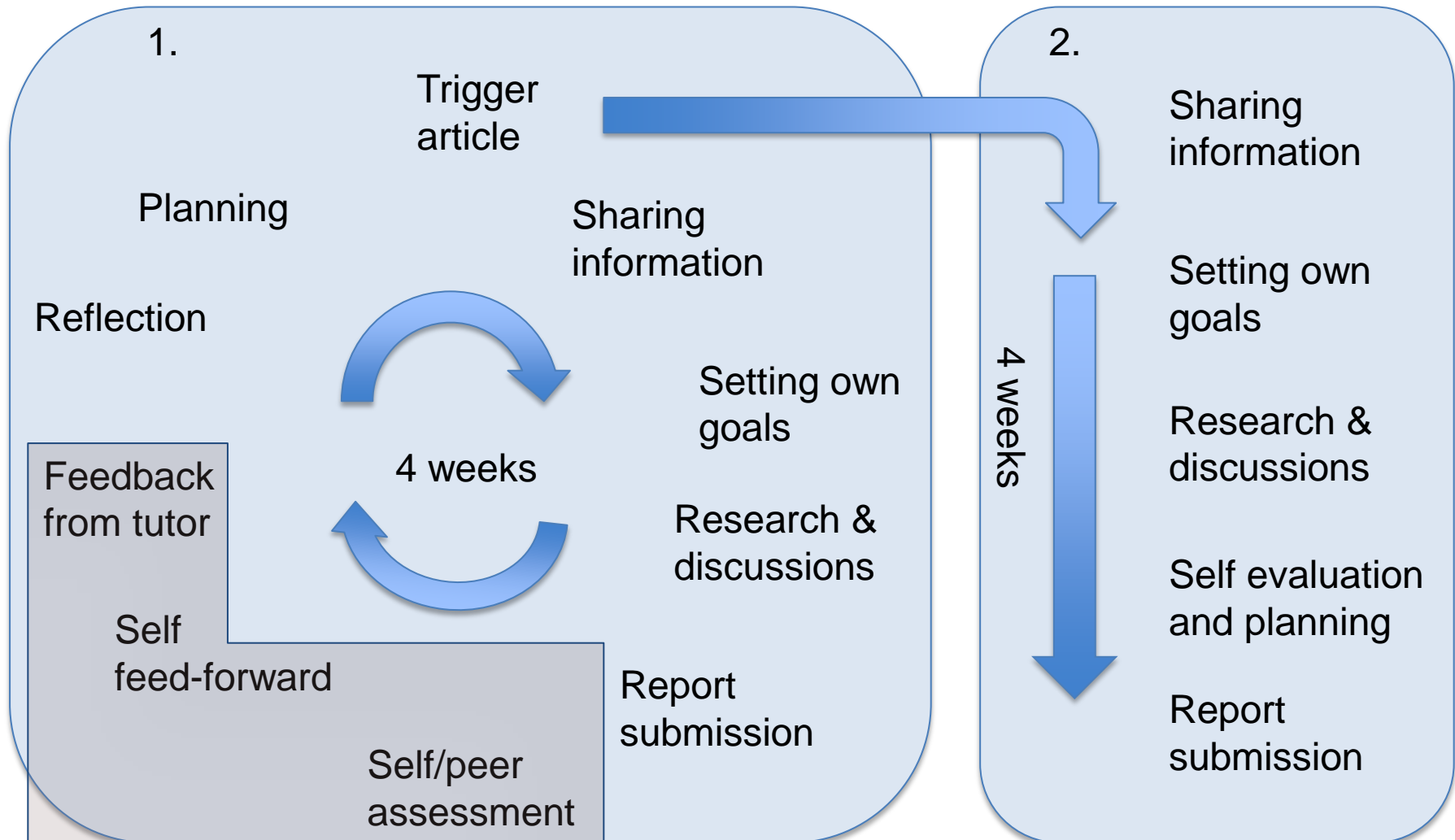- This motivation can be harnessed to encourage them to move beyond their comfort zone

Triggers to stimulate engagement

- Short articles to trigger discussion

  – students bring own prior knowledge to group

  – themes of interest are identified

Whistling Killer Whales

- seismic tests
- where is it a problem
- when is it a problem
- statistics/data/evidence
- Geography
- Military
- beaching
- Signature Whistles
- Industry
- Shipping
- Sound in water
- Depth and temperature
- Self awareness
- Conservation
- Noise pollution
- Senses
- Season
- Social behaviour
- Legislation
- Sonar
- Communication
- Play
- Transients/residents
- Biology
- reproduction
- Hunting
- Evolution
- Anatomy
- Conflict with fishing
- baleen/toothed
- Diet
- Physiology
- Which individuals do it
- Whaling
- Traditional practice
- Bubble curtains
- What species do it

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	Students
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.	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.