

**Effective
Feedback
Enhanced
Learning**

NOTTINGHAM
TRENT UNIVERSITY 

EFFECTIVE FEEDBACK, ENHANCED LEARNING (EFEL)

STUDENT FEEDBACK; Helping students to feed forward

COLIN HUGHES

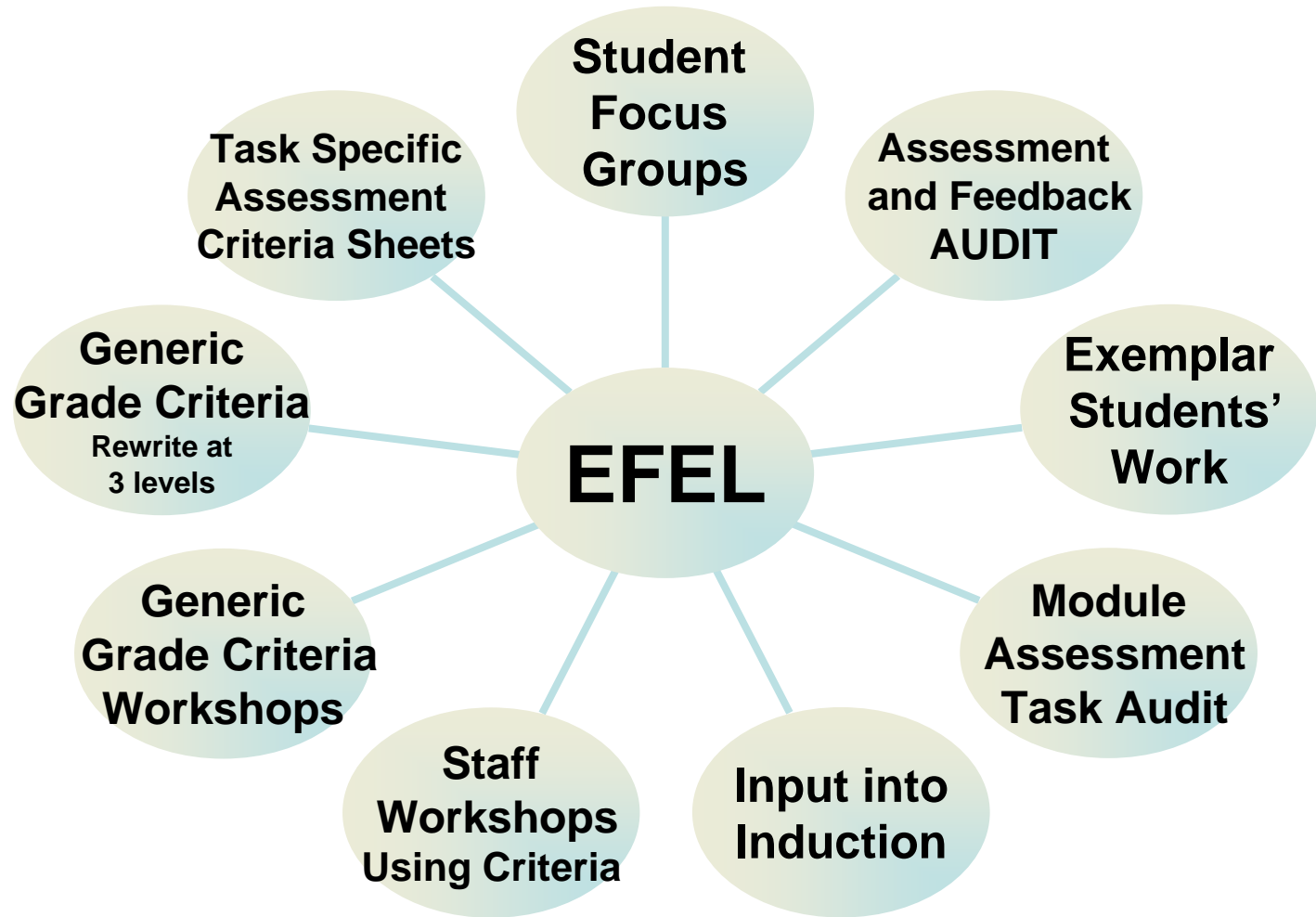
Effective Feedback to Students; Centre for Bioscience Professional
Development Programme

Project Aims

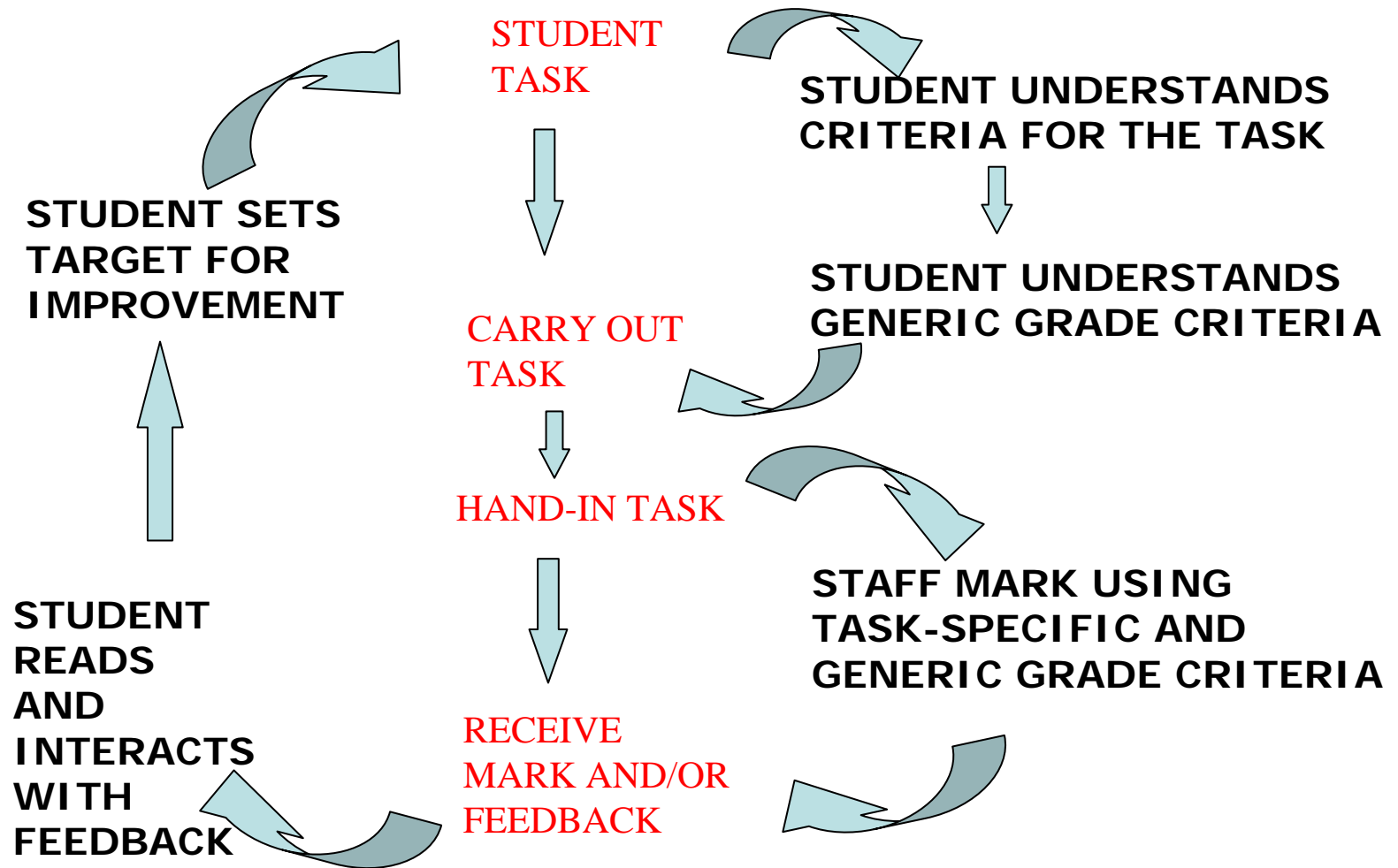
Aims of the project :

- **The project is designed to identify, build on and disseminate good practice in:**
 - **the application of assessment criteria and grade descriptors;**
 - **assessment of students' work and the provision of feedback.**
- **The project has SUPPORTED students and staff in understanding assessment**

... so what are we going to do



The Assessment and Feedback Process



Task-Specific Criteria Assessment Sheets (TSCASs)

- A student entitlement
- Informs students of aspects to be assessed
- Informs students of mark allocation
- Being developed by all staff (good practice)
- Should a common format be used?

TSCAS: Pollution Survey

Criteria for assessment

Maximum mark

Mark & comments

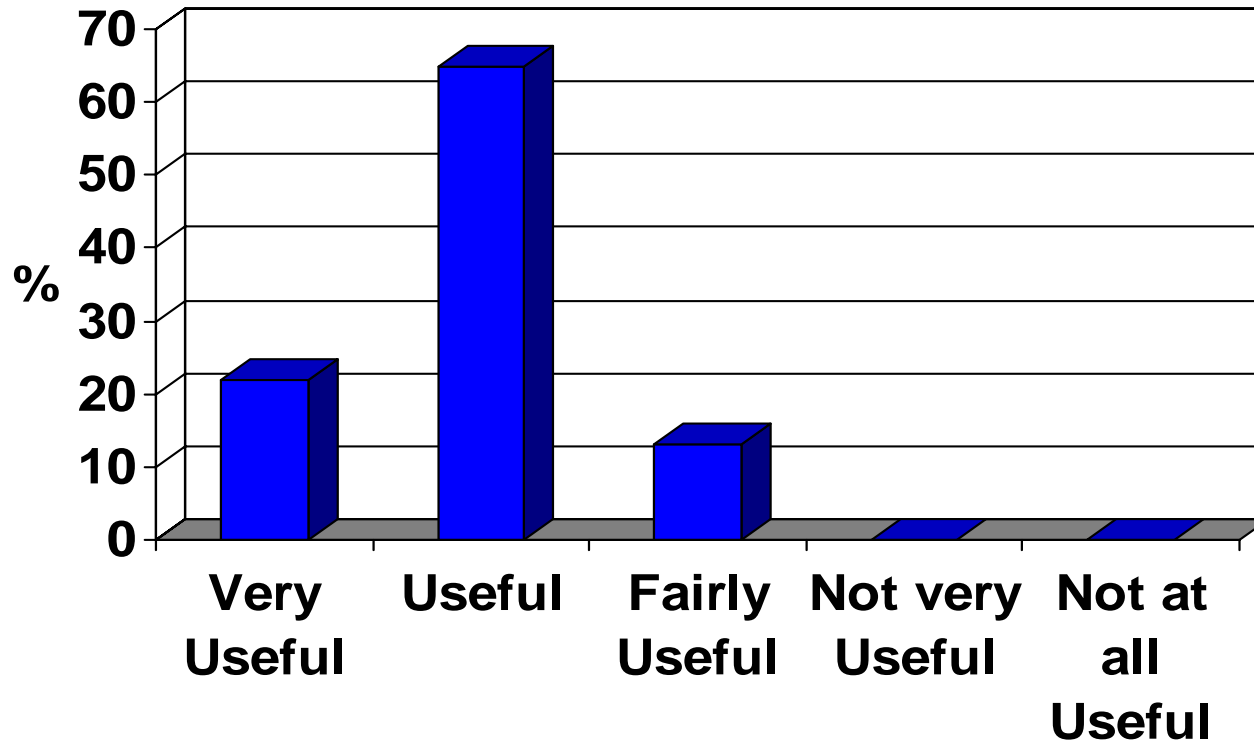
Appropriate title, abstract and aims.
Relevance of **introduction** to the study undertaken. For example, discussion of biological indicators, TBI and BMWP, organic pollution and depletion of oxygen by bacteria, Self-purification and O₂ sag curve. BOD and DO₂

20

Results: Accuracy of TBI and BMWP Scores; selection of key graphs (e.g. BOD Plotted against DO₂ and BOD or DO₂ Plotted against TBI or BMWP / ASPT) and main findings.

15

Student Views of Assessment Feedback Sheets related to TSCAs



n≈200

Coursework Feedback Survey

Students value:

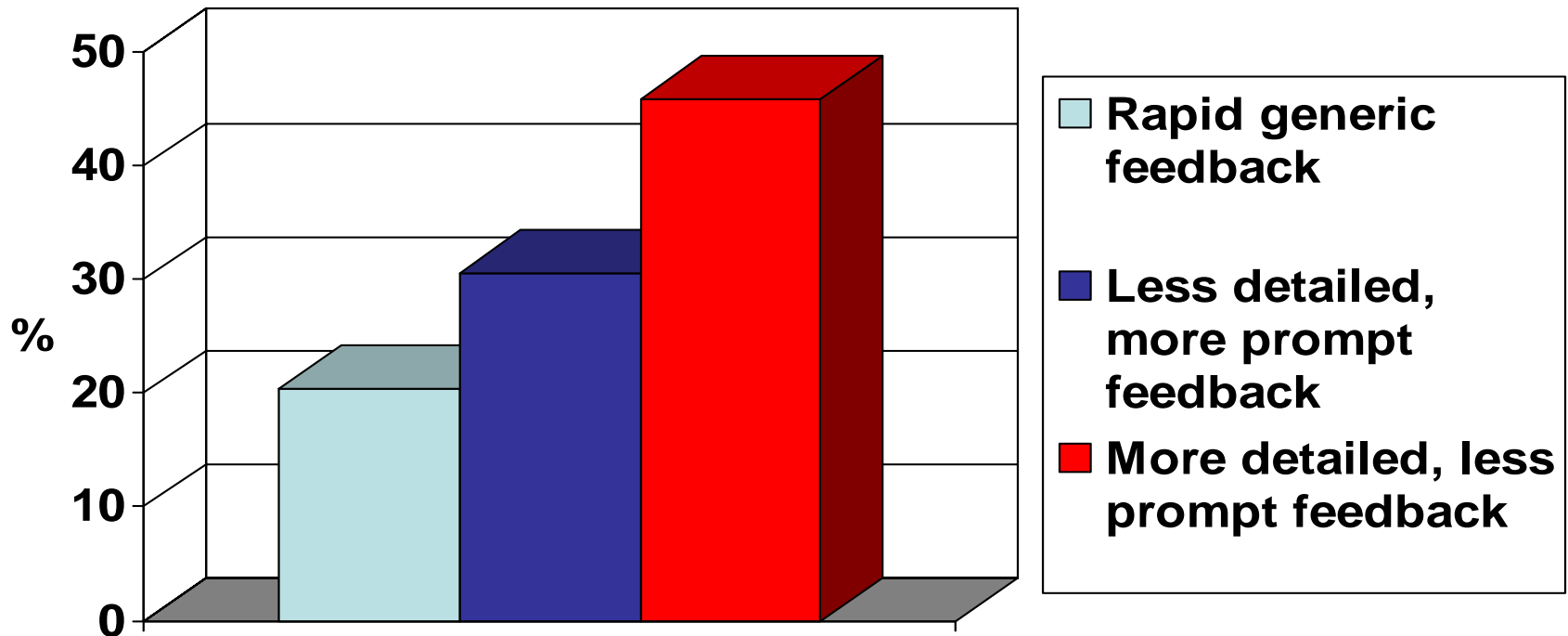
- **Constructive criticism**
- **Help with improving their work**
- **Where they went 'wrong'**
- **Legible feedback**
- **Encouragement for positive aspects**

Coursework Feedback Survey

Students do not value:

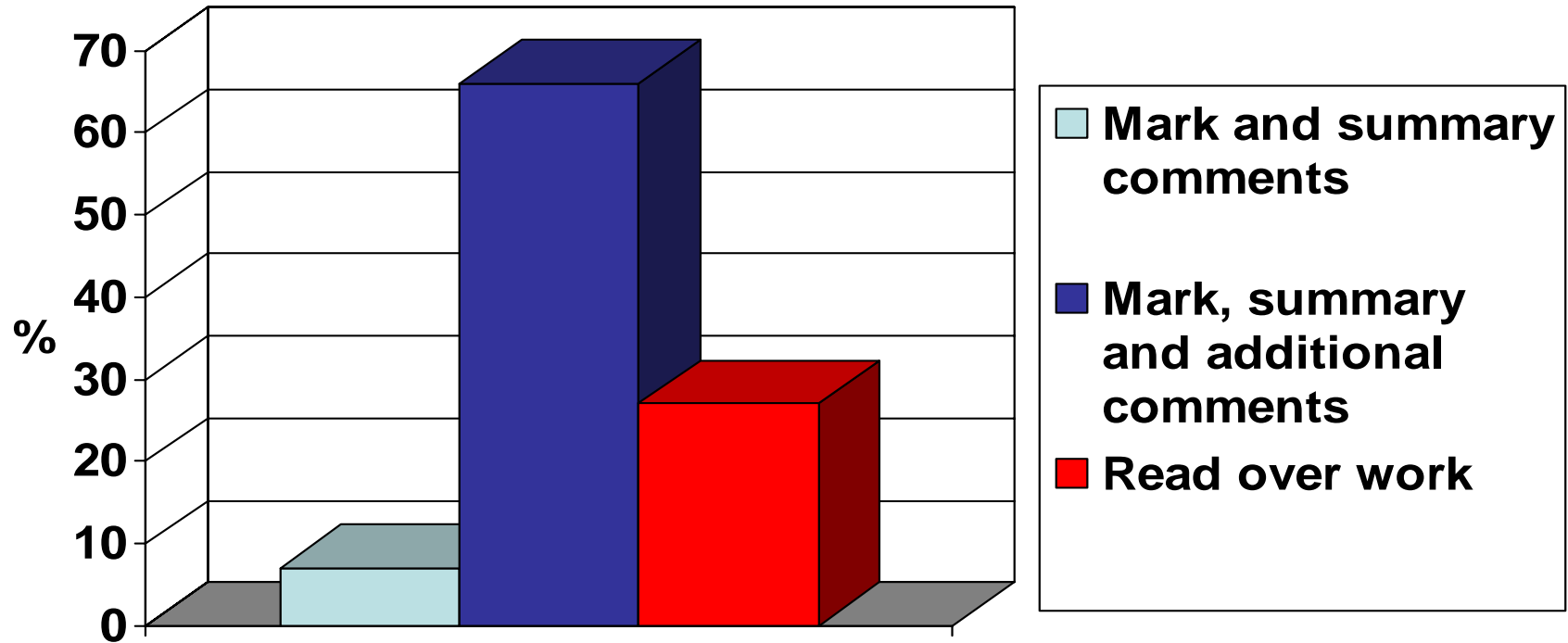
- **Mark only**
- **Unconstructive / destructive feedback**
- **Feedback lacking detail**
- **Work marked contrary to advice**
- **Illegible feedback**

Feedback Preferences



$n \approx 200$

Student Interaction with Feedback



n \approx 200

Interaction with 'Feedback'; Target setting

- Target setting has been successfully used in teacher education for some time.
- Target-setting offers students an opportunity to take responsibility for learning
- Target setting helps students understand the complex assessment process more clearly and quickly
- Students may need initial help with target setting
- A minority admit to have been actively involved.

FORMAL REPORTS and TARGET SETTING

This sheet of paper is to try to help you to identify TARGETS for improvement on your next FORMAL REPORT.

Look at the comments on the script of your 'Catalase' formal report and particularly the 'Assessment Sheet'.

Identify targets to achieve next time.

A. **FORMAT OF THE REPORT** e.g. number Tables / cite references correctly.

1.
2.
3.Etc.

B. **CONTENT OF THE REPORT** e.g. more detail in Introduction / Discussion.

1.
2. ...Etc.

NAME: Date:

Target Setting

- In my last module, which was Natural Systems, we only had one report to do and so I put more effort in and started it a few days before the deadline and completed the target sheet, I used the comments I received back from my previous reports and put down I was trying to improve them and at the end of the report which target I had achieved and to what extent.

When I received back my report it has boosted my grade from high 50's/low 60's to 74%, it really helped and improved my work.

Target Setting

- I regret not using it for all my other reports, I could have achieved so much better. It was like a little guideline which I stuck by throughout my report. I think it's an excellent way to improve students' work and should definitely be used more in the future. It's a shame not every lecturer used them because if it helped me in one of my modules it could have helped in all of them. It's quick and easy to fill one out and it could really help to boost grades up by even 10%.

Assessment and Feedback Evaluation – Key Questions

- Are there clear criteria for all types of assessment tasks and each individual task?
- Are the criteria written for different levels?
- Do students understand the assessment criteria?
- Do students understand staff feedback?
- Is staff feedback legible?
- Does staff feedback help students to learn by being developmental?
- Is feedback timely?
- Are assessments managed to ensure that there is neither student or staff overload?
- Is the workload for students on a Xcp module equitable with all other Xcp modules?

Key Questions cont.

- **Are all assessment tasks monitored/approved before being given to students**
 - examinations
 - tests
 - coursework tasks?
- **Is feedback by staff monitored in any way?**
- **Are students given or helped to develop targets?**

Contact EFEL



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