5 possible ways to stop students ignoring tutor

feedback

/ˈfiːdbak/ 🔊

noun

1. Not interested in feedback
2. Don't want to read the feedback.
3. Can't read the feedback
4. Don't know how to engage with the feedback
5. Students don't understand the feedback, and don't seek help

Student behaviour is inevitably influenced by their previous experience of feedback (HEA, 2013)

Illegible handwritten feedback is a significant barrier (Crisp, 2007; Higgins et al, 2002; Merry and Orsmond, 2008; Rotherham, 2008; Rust, 2001).
https://wiki.ucl.ac.uk/display/UCLELearning/Audio+feedback

Feedback for learning
Teaching and Assessment Essentials

Sheffield Hallam University

UCL

The Open University

University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

HEA Feedback toolkit

The Higher Education Academy

March 2013

5 possible strategies for engagement with essay feedback

1ˢᵗ Strategy: Separate marks from feedback

Give feedback first. Then release the mark.
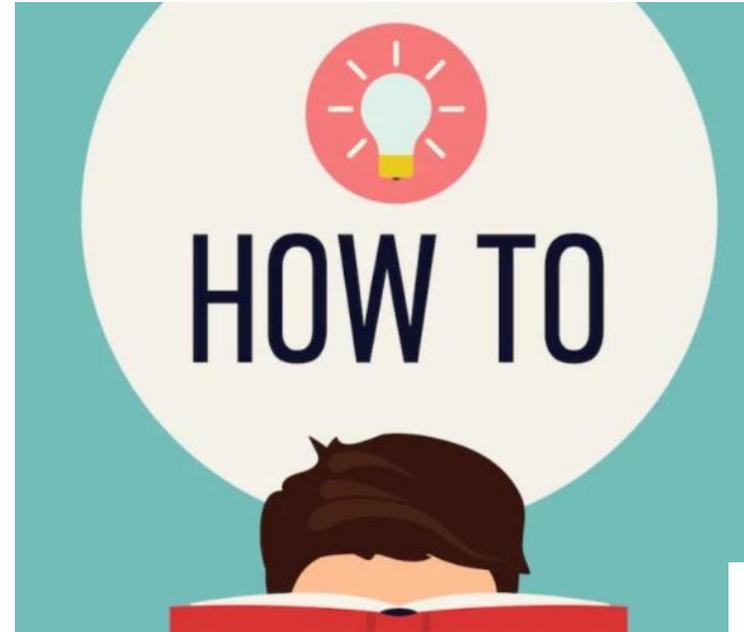
(a UHI masters is doing this?)

2nd strategy: <mark>Teach</mark> students how to apply tutor feedback and link this to an assessment task

The Open University

Sheffield Hallam University

HOW TO

AA100: Assessment 2

- Part 1: Re-write the first assessment, applying tutor feedback
- Part 2: Identify what they have learnt K & U

Well Done

Y032 assessment pattern

Part 1: Essay

Part 2: Student asked to identify what they want tutor to provide feedback on.

Theology Submission sheet:

What have you applied from previous feedback?

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agus nan Eilean

Remove the fear from feedback

3) Provide sensitive written feedback
Risk of overwhelming / intimidating the student

HEA (2013) talking in terms of how the work was 'experienced' can be an effective way to convey to students how and where it differs from what was expected.

Feedback project findings

Script Comments (for 1000 word essay):

- Provide a maximum of 8 comments - student is not overwhelmed

We found number of comments was understood to mean 'mistakes'

- If script is not good, prioritise your focus on 5 / 6 specific issues
- Each comment concise and clear. **Be careful with academic discourse**
- In a couple of comments, *model part of the answer* to show students what they need to do.

Summary

- Friendly tone
- Provide a clear link to specific learning outcomes
- End the section with a list **– what you need to work on and get in touch if you need help**

4) Promptly give a feedforward to-do list
3 assessed blogs victimology

Dear Student

What you did well…..

This blog used the scholarship well; theory was this was discussed particularly well. I was also pleased to see that you covered a wide range examples…

Blog 2-3: Good to see you applied feedback as you…

What you need to work on
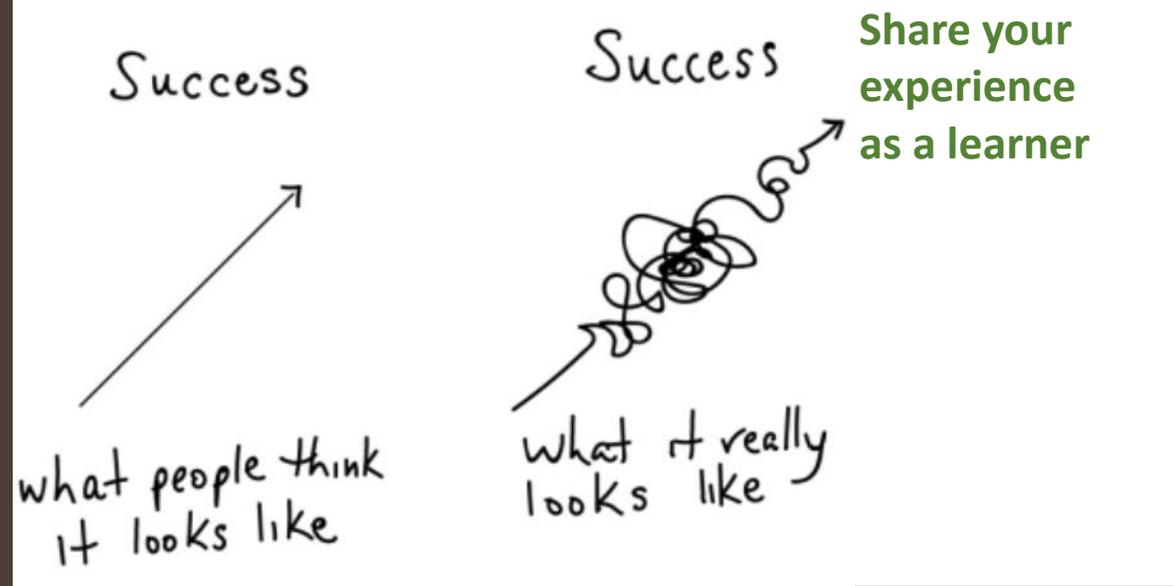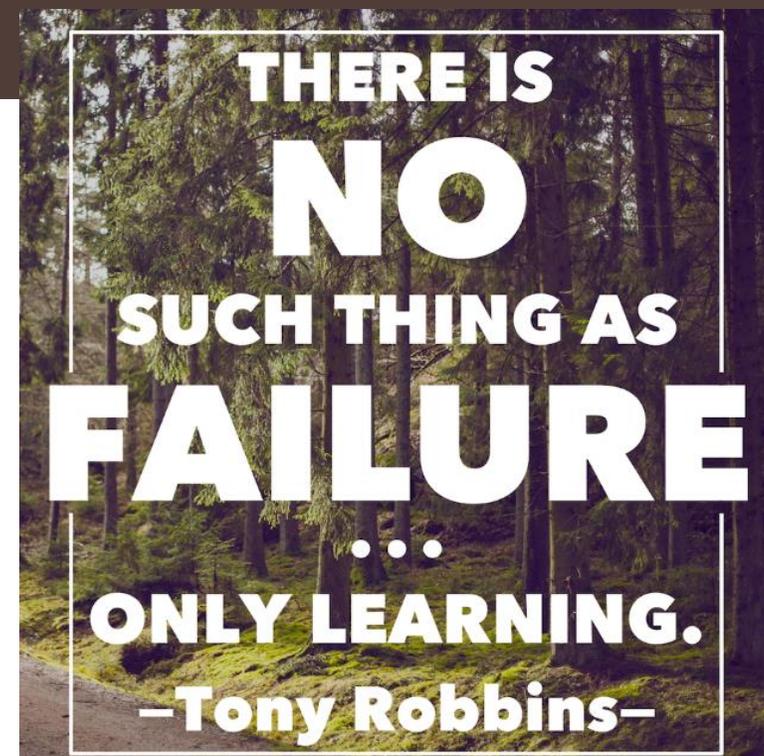
1) Improve the signposting in the introduction

2) Show more knowledge of scholarly debates

3) Proof read more effectively

Get in touch if you need help (and they do!)

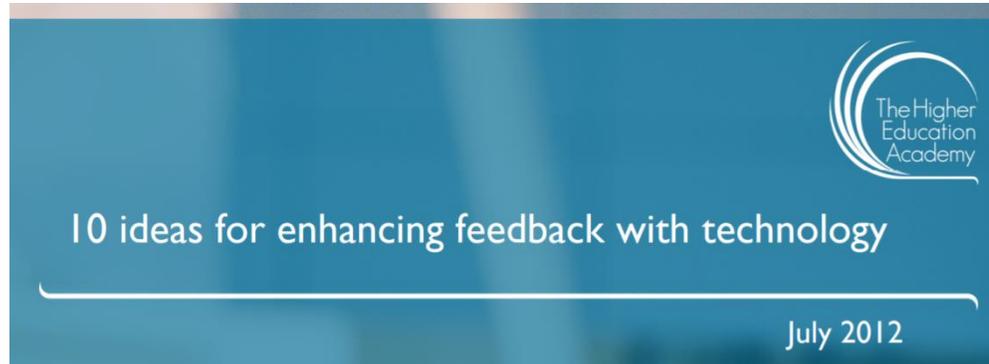# Coaching and coaxing (particularly resistant) students to engage with feedback

Share your experience as a learner

5: Use educational technologies to facilitate student-friendly feedback

Audio feedback is beneficial for learning

Dr Chris Evans UCL (2010)

"From the learner's perspective, audio feedback is richer and more authentic than written feedback. It appears to personalize the feedback relationship between tutor and learner, reducing the social space that often divides them.''

Compared to written feedback:

Students are "at least 10 times more likely to open audio files compared to collecting written feedback" (Lunt and Curran, 2010).

Students prefer it (Carruthers et al, 2015).

https://wiki.ucl.ac.uk/display/UCLELearning/Audio+feedback

5 possible strategies for helping students to engage with (essay) feedback

feedback for learning.org

1. Give the feedback, then the mark

2. Teach students how to use tutor feedback, and link it to assessment

3. Avoid overwhelming / intimidating feedback

4. Incorporate a short 'what to work on' list

5. Try audio feedback

Emphasise that it is through feedback that we learn.

Invite students (repeatedly) to ASK for help in applying the feedback.