

written

verbal

STEP 1

Awareness

Years

<1

1

2

3

4

5

6

7

8

9

10

>10

When was the last time that you got feedback on your own coursework?

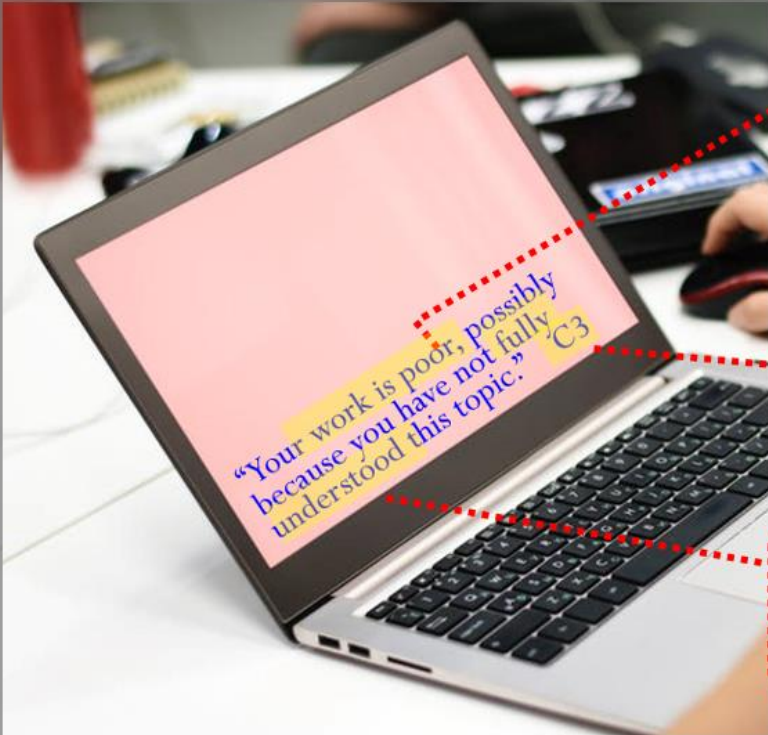


STEP 1

Awareness

Postgraduate Certificate Programme in Higher Education Learning & Teaching

What's it like to be on the receiving end?



'Poor' in relation to what?
How can it be made stronger?

Where did that come from?

Could the teaching have been more effective?

STEP 2

Pedagogy

Unit 2b: Feedback | 1

PRINCIPLES OF LEARNING AND TEACHING IN HIGHER EDUCATION

Unit 2b: Feedback 17.01.16

Dr Martin Barker (m.barker@abdn.ac.uk)

Note: this author would be happy to respond to questions and feedback (!) on this theme

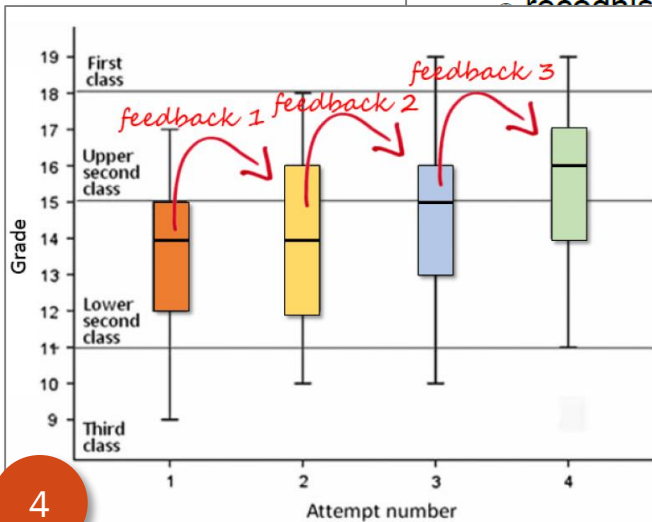
Unit Aims

The aim of this unit is to introduce you to the role of feedback in enhancing learning.

Unit Objectives

The objectives of the unit on Feedback is to build on the unit on Assessment and to:

- understand the essential properties of feedback in higher education
- encourage you to consider the widest possible use of feedback in teaching
- recognise when feedback is effective (and when it isn't!)



Use the Discussion Board to express your brief response to at least one of the following contentious issues involving Student ► Academic feedback:

1. Podcast, blog: "When Students Answer Back" (by Mary Beard): <http://www.bbc.co.uk/news/magazine-20531666>
2. Video: Academics respond to the 'Rate My Professors' site: <https://www.youtube.com/watch?v=6RdmJyM7hD4> or <https://www.youtube.com/watch?v=Rc9tqINb32E>
3. Blog: "The National Student Survey should be abolished before it does any more harm": <http://tinyurl.com/q7mcsnr>

STEP 2

Pedagogy

Centre for Academic Development

www.abdn.ac.uk/cad

Annual Learning & Teaching Network Event 2016
Student Engagement: Fresh Thinking, Fresh Approaches

Wednesday 16th November 14:00-16:30

Group A

(MR266,
MacRobert
Building)

**Facilitated by
Dr Tim Baker,
Convener of
the Feedback
& Assessment
Task Force**

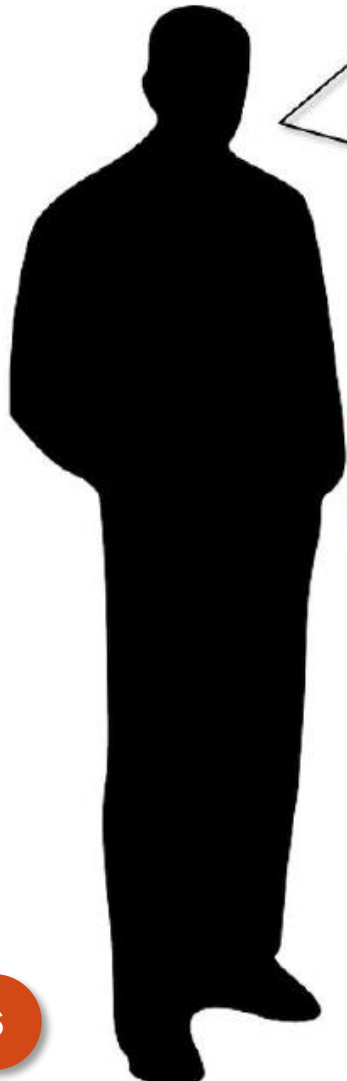
Formative Feedback: A Neglected Opportunity?

Dr Martin Barker, School of Biological Sciences; Professor Patience Schell, School of Language, Literature, Music & Visual Culture & Professor Marco Thiel, School of Natural & Computing Sciences

Formative feedback is both provided to students and received from them whilst courses are running. Summative feedback (such as SCEF, NSS, and SSLC) can be invaluable but it can occur too late to benefit students or staff in real time. This session will focus on the particular features of formative feedback that are effective in promoting learning and review the ways to receive and provide formative feedback.

STEP 2

Pedagogy



To: XXXXXXXXX
Subject: xxx - Assessment 1 comments and marks

Hi XXXXXXXXX,

I am attaching comments and a mark for your poster.
You are welcome to respond to my feedback (e.g. via email) if you wish,
though there is no obligation to do so.

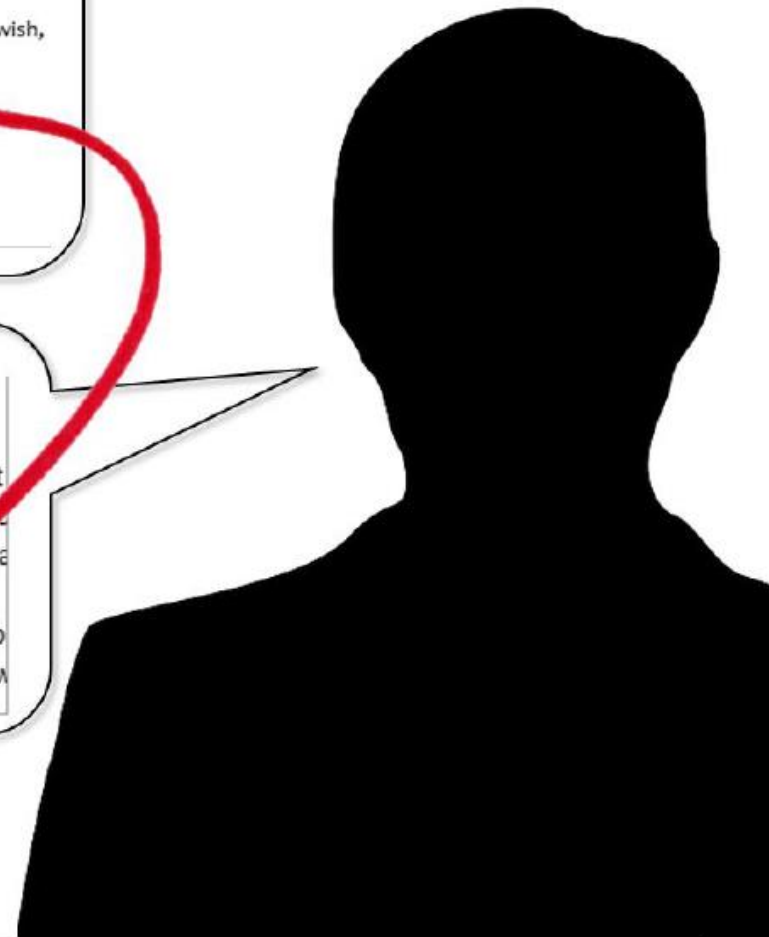
Thanks
Martin

Martin Barker
School of Biological Sciences
University of Aberdeen

Hi Dr. Barker,

I agree with your feedback. I found it
interesting, the bulk of the pages that I
found more specific in my searches online a

I've also just realised that I never sub
mitted for my topic to be 'The origins of flow



STEP 2

Pedagogy

Organisation

Committees

Feedback & Assessment Task Group

Enhancement Themes Consultation Group

Student Survey Group

National Student Survey (NSS)

ITR

ELIR

Assessment and Feedback

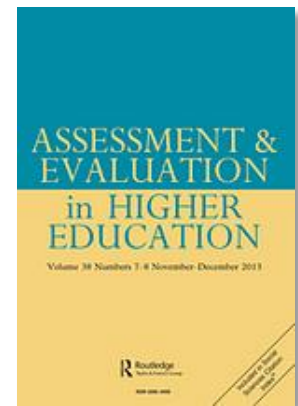
8. The criteria used in marking have been clear in advance
9. Marking and assessment has been fair
10. Feedback on my work has been timely
11. I have received helpful comments on my work

Student voice

23. I have had the right opportunities to provide feedback on my course [programme]
24. Staff value students' views and opinions about the course [programme]
25. It is clear how students' feedback on the course [programme] has been acted on

STEP 3

Outputs



Closing the feedback loop? Iterative feedback between tutor and student in coursework assessments

Martin Barker* and Michelle Pinard

School of Biological Sciences, University of Aberdeen, Aberdeen, UK

We evaluate the case for using feedback iteratively, to improve student engagement and learning. In this model, students were invited to respond to tutor feedback with students' own responses. Among the three courses/modules (three tutors) studied, differences in feedback styles were evident from: (a) thematic analysis of tutor comments and, for one course, and (b) comments in a student focus group. Students were inconsistent in their evaluation of tutor feedback but, in a more detailed study of one of the courses, there was clear evidence for the benefits of iterative feedback. Lessons from the main study were then applied to a course that had not previously incorporated iterative feedback. Using this experience, we provide suggestions for applying iterative feedback in assessments.

Keywords: assessment for learning; formative; student response; summative

STEP 4

Contact

communication with 

- phone calls
- e-mails
- webinars



webinar

STEP 5

Persuasion

North America	2015-16 position
California Institute of Technology	1
Stanford University	3
Massachusetts Institute of Technology	5

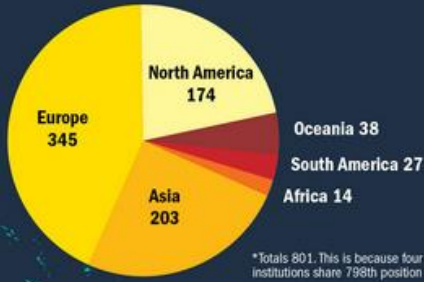
UK	2015-16 position
University of Oxford	2
University of Cambridge	4
Imperial College London	8

Europe (excluding UK)	2015-16 position
ETH Zurich - Swiss Federal Institute of Technology Zurich	9
Karolinska Institute	28
LMU Munich	29

Asia	2015-16 position
National University of Singapore	26
Peking University	42
University of Tokyo	43



INSTITUTIONS IN TOP 800 BY REGION*



*Totals 801. This is because four institutions share 798th position

South America	2015-16 position
University of São Paulo	251-300
University of Palermo, Argentina	351-400
State University of Campinas	351-400

Africa	2015-16 position
University of Cape Town	=120
University of the Witwatersrand	201-250
Stellenbosch University	301-350

Oceania	2015-16 position
University of Melbourne	33
Australian National University	52
University of Sydney	=56



STEP 5

Persuasion

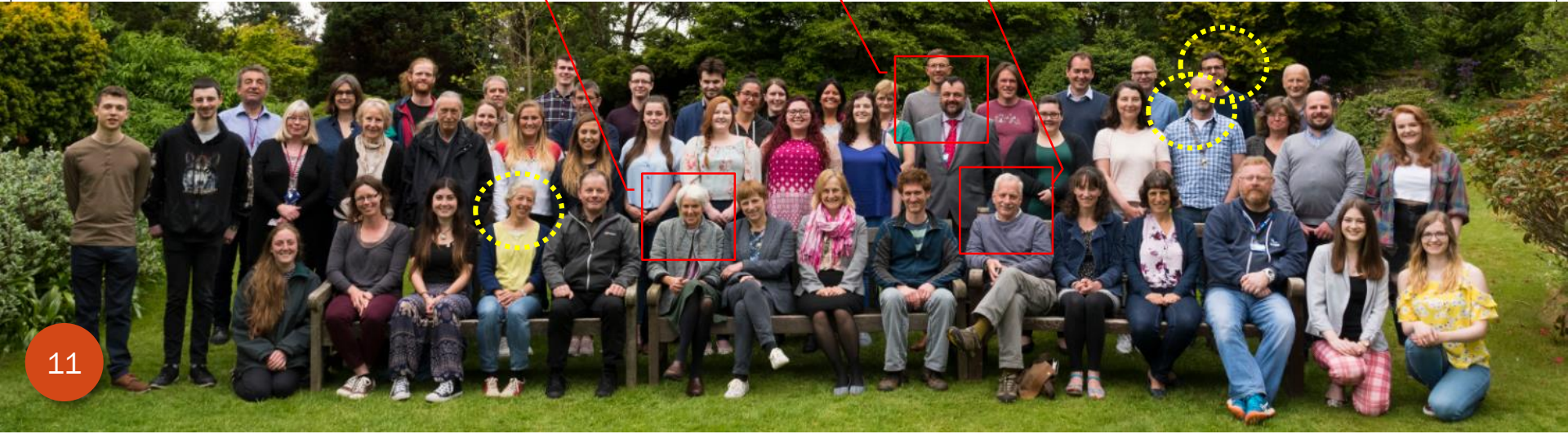
Contract

NSS criteria
'Assessment & Feedback' NSS 8 The criteria used in marking have been clear in advance
'Assessment & Feedback' NSS 9 Marking and assessment has been fair
'Assessment & Feedback' NSS 10 Feedback on my work has been timely
'Assessment & Feedback' NSS 11 I have received helpful comments on my work
'Student Voice' NSS 23 I have had the right opportunities to provide feedback on my course
'Student Voice' NSS 24 Staff value students' views and opinions about the course
'Student Voice' NSS 25 It is clear how students' feedback on the course has been acted on

Director of Teaching

Head of School

'local advocate'

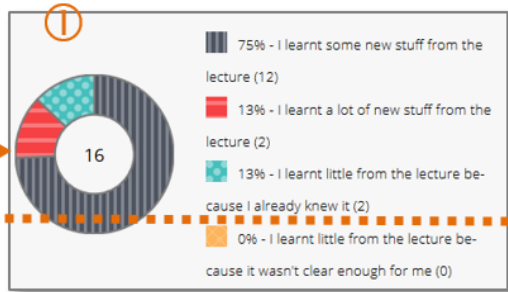


STEP 6 Roll-out

2 There are different types of interactions in bluepulse:

What do you want to ask your students?

- 1 Select an Answer
- 2 Rate on a Five-Point Scale
- 3 Type an Open-Ended Response



3 *"I probably should have listened to the recordings more they may have helped my grade. Maybe plot a stat to see if people who do listen to the recordings get a better grade?"*

Your follow-up with the user who sent the feedback
November 25th 2017 - 4:25 pm

Mmmm. That would be interesting. However, unless I'm mistaken I don't think that there is a way to find out who listened to the recordings. It is possible that some people (you?): -listen well in lectures so don't feel the need to also listen to the recordings -don't get round to listening to the recordings because of lack of time/workload. I'm in favour of anything that helps each students to develop a better understanding. Many thanks, Martin

SBS BluePulse2 course activity at 14 November 2017

heat map is applied to each column separately

Course	Questions	Feedback	Follow-up	Teachers	Students accessing BluePulse2	Resonse rate (%)
	9	2	8	7	112	6.8
	0	1	0	3	36	0.0
	14	12	42	4	49	20.4
	6	16	17	5	89	81.1
	17	6	6	6	67	26.6
	2	1	2	2	12	12.5
	3	0	0	3	15	22.2
	5	1	2	3	6	23.3
	0	0	0	2	11	0.0
	5	0	7	1	13	35.4
TOTALS>	61	39	84	36	410	22.8

10 courses <MEAN

STEP 6

Roll-out

SNAFUs

BluePulse2 feedback from instructors

INSTRUCTOR 1

1. I would like to see more obvious alerts when a student has responded to an open question.
2. I would like more control over the ways in which blocks of questions are organised.
3. I would like to be able to use more formatting (e.g. with font style, size, etc.), and also be able to attach images or documents to questions.
4. I would prefer not to have to 'unhide' responses from students; it is very time-consuming and tedious.
5. I would like fills/colours to be consistent and fixed for each of the multiple answers. Currently, fill and colour change in the donut graph, according to how 'popular' each response is. This is very confusing.
6. Sometimes, output from 5-point surveys are displayed as a narrow, long list
7. Even when entering BluePulse2 from a particular course, feedback is shown simultaneously from all the courses that I teach on. I would prefer a dashboard display, which would allow me to open up just one course at a time.
8. For Likert questions, although the total number of responses is given it is not clear how many students selected each of the options.
9. I still very much like the ability to get anonymous feedback, and to respond directly to each student (or generically to the specified groups of students).
10. It would be good to be able to customise the icons for each course to make them more

The Academic Perspective

School of Language and Literature giant Dr Timothy Baker weighs in on feedback issues in the student community

Feedback and assessment lie at the heart of the student experience, but are sometimes seen as secondary concerns. Over the past year I have had the privilege of speaking to a wide variety of staff and students across the University in order to develop an understanding of how we might improve our feedback and assessment. I currently serve as chair of the Feedback and Assessment Task Force, one of three cross-college committees established by Senate in 2015 as part of the current strategic plan, and including representatives from each academic School, the Centre for Academic Development, and the AUSA Education Committee. The aims of the task force are quite straightforward: we want to champion innovation and diversity in assessment methods, increase student satisfaction with the feedback they receive, and increase School responsiveness to feedback we receive from students.

For the most part, my discussions have been very encouraging. Across the University, individual members of staff are employing a far wider variety of assessment methods than I had been aware of: not just exams and essays, but almost anything else

sections in their comments, where instructors give particular advice for upcoming work, as well as providing more verbal feedback in class. But we also believe that everything we do, whether it is a comment in a tutorial or practical, a meeting in office hours, or an e-mail exchange, is a vital part of the feedback process.

The task force came up with a list of suggestions over the autumn which have been disseminated to all Schools, so that each School can formulate its own particular plan for improving our feedback and assessment. Not all of these are appropriate for every School, and not all of these will be rolled out immediately, but we've suggested that: where appropriate, feedback should be personalised as far as possible; to allow for different learning preferences, a full range of feedback mechanisms, including but not limited to electronic marking, should be employed; feedback should always be returned with three weeks, but staff should also make sure that students have enough time to engage with their feedback before submitting their next assessment; dates for the return of feedback should be clear; and staff should provide opportunities for discussing feedback. We are also



to find ways to increase the amount of feedback we receive. The School of Biological Sciences, for instance, will be introducing software called Bluepulse 2, which allows your tutors to ask for very specific feedback during or immediately after a seminar. Other Schools will be experimenting with their evaluation forms, releasing them earlier in the half-session or asking slightly different questions. Several Schools will be running focus groups to find more effective ways to gather student feedback and respond to it. This is not solely so we can improve on a given course in future years, but so that we can respond, as far as possible, to each student's own educational needs. Every School, too, is looking to find more effective ways to disseminate the actions they have made based on student feedback. Sometimes this is simply a matter of explaining ourselves better, and sometimes this calls for substantive changes in the way we deliver a course, but all of us are committed to using both the feedback we provide and the feedback we receive as a way of opening a dialogue between staff and students, and creating a community.

As bell hooks, the American feminist and intersectional thinker, argues, 'conversation is the central

STEP 7

Engagement

SNAFUs

From: Barker, Dr Martin G.
Sent: 06 February 2018 14:43
Subject: RE: BluePulse2 feedback on the [redacted] course

Actually, now that I look more carefully I realise that BluePulse2 won't run those questions in that format: You could have a Likert style question: Rate the following statement on a scale 1=strongly disagree, 2=neither agree or disagree, 3= strongly agree: *I learnt mostly about my own ways to observe nature*. However, you would need one question per statement, which would be really tedious for the students, and there is a risk of them not engaging over time. Also, since the statements are already sort of hierarchical, the Likert responses would presumably just

From: Barker, Dr Martin G.
Sent: 24 September 2017 21:47
Cc: eLearning Team (elearning@abdn.ac.uk)
Subject: RE: Bluepulse

Hi [redacted],
 It is possible that the problem is the browser that you are using. Can you try a different one?
 I am copying your query to e-Learning, who may be able to provide more specific guidance.
 Please let me know if this is not resolved after 24 hours.
 Thanks,
 Martin

Sent: 24 September 2017 21:40
To: Barker, Dr Martin G. <m.barker@abdn.ac.uk>
Subject: Bluepulse

Good evening,
 I was wondering if you could explain how to access the Bluepulse please? I have tried using the information I have been given to access it. I have kept trying and am still not getting anywhere. Not sure if it's me or the technology.
 Thank you very much,
 [redacted]

From: Barker, Dr Martin G.
Sent: 10 February 2018 18:28
Subject: Thanks from a student

Hi [redacted],
 Anonymous feedback via BluePulse2, from a student on the [redacted] course:
 "Thank you for detailed and well-structured 'print-out' notes to Dr [redacted]"
 I informed the student that I would pass this on to you.
 Martin

...for example
 ...2—3 well-
 ...er@abdn.ac.uk>
 ...e2 in your current course(s): LAST 2 WEEKS

...ss last Friday if they were interested in this and there was a collective groan of them getting yet more
 ...ey definitely were not keen! They told me that they are getting calls from an 031 number chasing
 survey - does that sound right? Regardless, this 4th year class were not wanting to be involved. Sorry,



STEP 8

Evaluation

3 Does anonymous feedback work? Does bluepulse work?

Anonymous feedback:

- o facilitates truthful, frank communication
- o reduces student concern over reprisal
- o gives quiet or marginalised students a voice
- o avoids group pressure from peers
- o creates a safe environment for sharing critical views
- o makes it easier to close the feedback loop
- o encourages participation
- o requires trust

but only some SBS staff participated:

- o new technology
- o yet another task
- o concerns about 'deluge'
- o "dialogue already open"
- o critical feedback unwelcome

School of Biological Sciences (SBS) did a 1-year trial of bluepulse

SBS trial in numbers

course levels used	1 2 3 4 5
staff ▶ student # Qs	123
# students responses	21%
# follow-ups ▶ students	120
confidential spontaneous posts from students	59
median 'value' of bluepulse to students*	4/5

Photo: Pexels | Creative Commons License

quality was more important than quantity

STEP 10 Continuation

Collaboration

The Power of Anonymous Feedback



Martin Barker



Michelle Pinard



m.barker@abdn.ac.uk

School of Biological Sciences, University of Aberdeen



1 Motivation

- Anonymity facilitates participation, creates a more equitable and safe environment for sharing views and is important for marginalised groups¹.
- Live, formative feedback allows the teacher to respond, provide support and take action during a course.
- Student feedback is often unidirectional; we need to close the feedback loop.



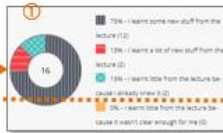
photo: M Barker | permissions: glee

bluepulse² taps into the power of anonymous feedback

2 There are different types of interactions in bluepulse:

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- 3 Type an Open-Ended Response



"I probably should have listened to the recordings more than they may have helped my grade. Maybe plot a star to see if people who do listen to the recordings get a better grade?"

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the teacher can reply or query (student remains anonymous)

3 Does anonymous feedback work? Does bluepulse work?

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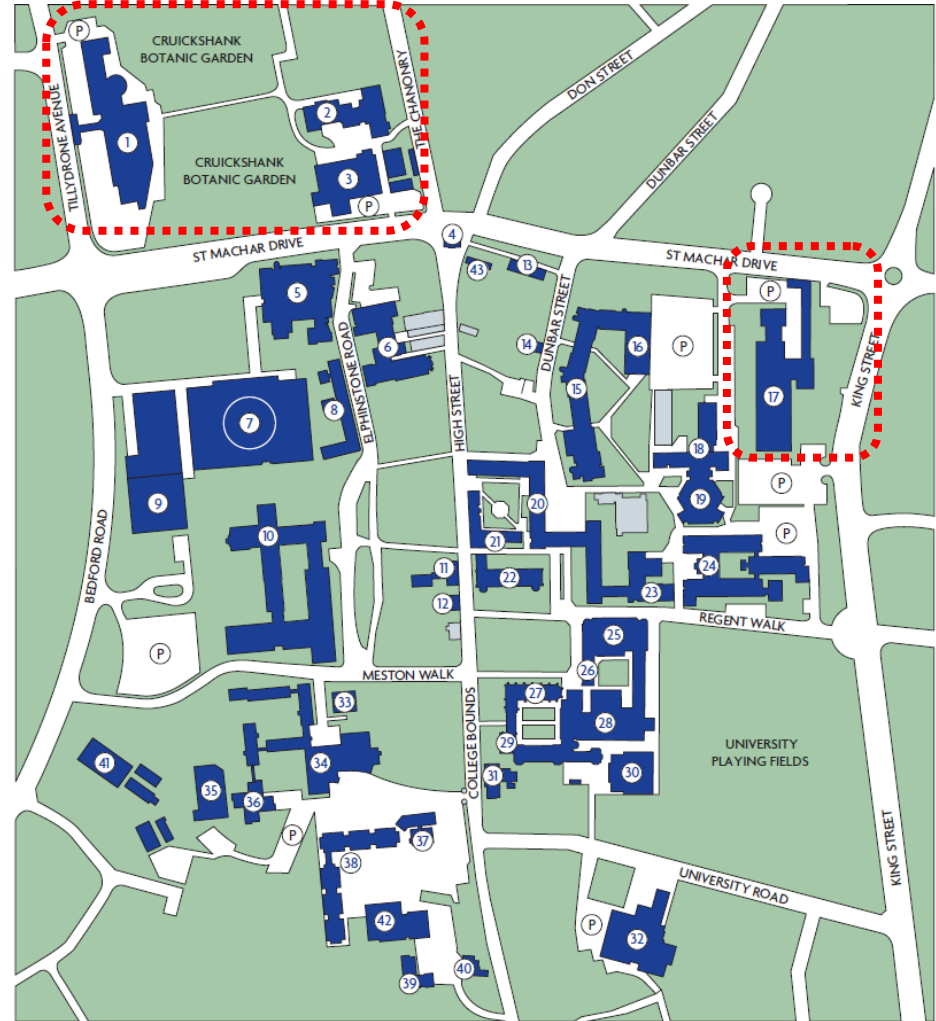
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¹ See: https://www.researchgate.net/publication/311111111/figure/fig/1/figure/fig1/1511111111111/Anonymous-Communication-unmasking-findings-across-fields-Annals-of-the-International-Communication-Association-351-1-2015-081.pdf

² based on n=19 responses on one course (see above)

“To my students who, in dialogue, become my teachers”
Reuel Howe (1975) *The Miracle of Dialogue*



What was your experience like?

stepping stones?
stumbling blocks?