

Academic feedback and performance of students in HE institutions:

*who is in control,
and how does our feedback impact on students?*

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A little about us

Amy Musgrove



Dave Darwent



Research & Development Timeline



Context

Amy's earlier research

- Standardisation of assessment information
- Aided students understanding of what was required of them and they liked receiving information in a familiar way
- Feedback was problematic

Dave's earlier research

- Praise and feedback used to mean feed-forward
- Learners respond negatively to praise unless they are told work is “perfect”
- Feedback disliked in general
- Feed-forward valued, but only when explicit



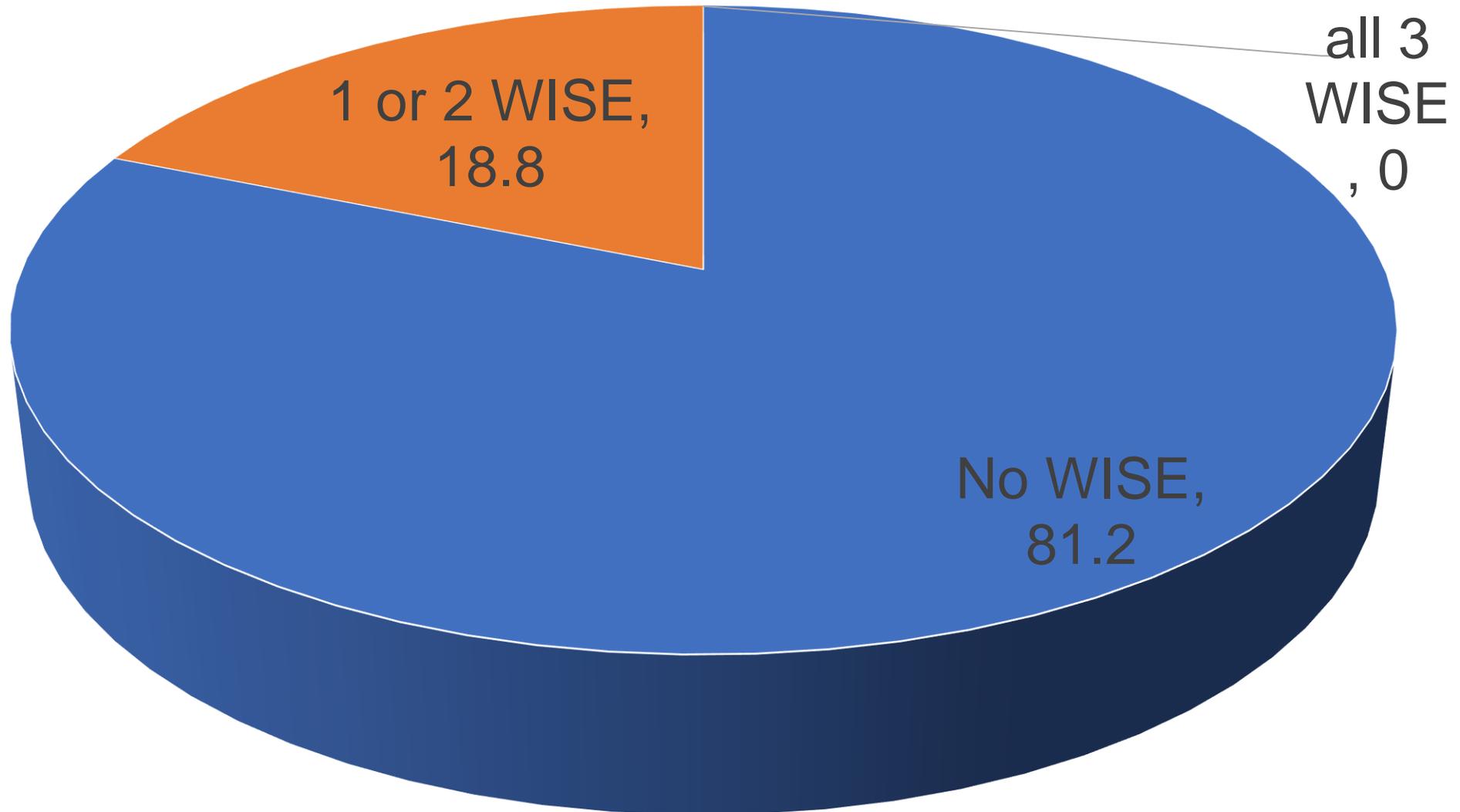
Methodologies

- *Mixed methods approach:*
 - Conventional content analysis
 - No preconceived categories
 - Uncover themes, categories and names for categories
 - Researcher - blind to the purpose of the project - labelled feedback with no bias
 - Categorisation of feedback and GPA changes
- *Ethical issues:*
 - Historical data used

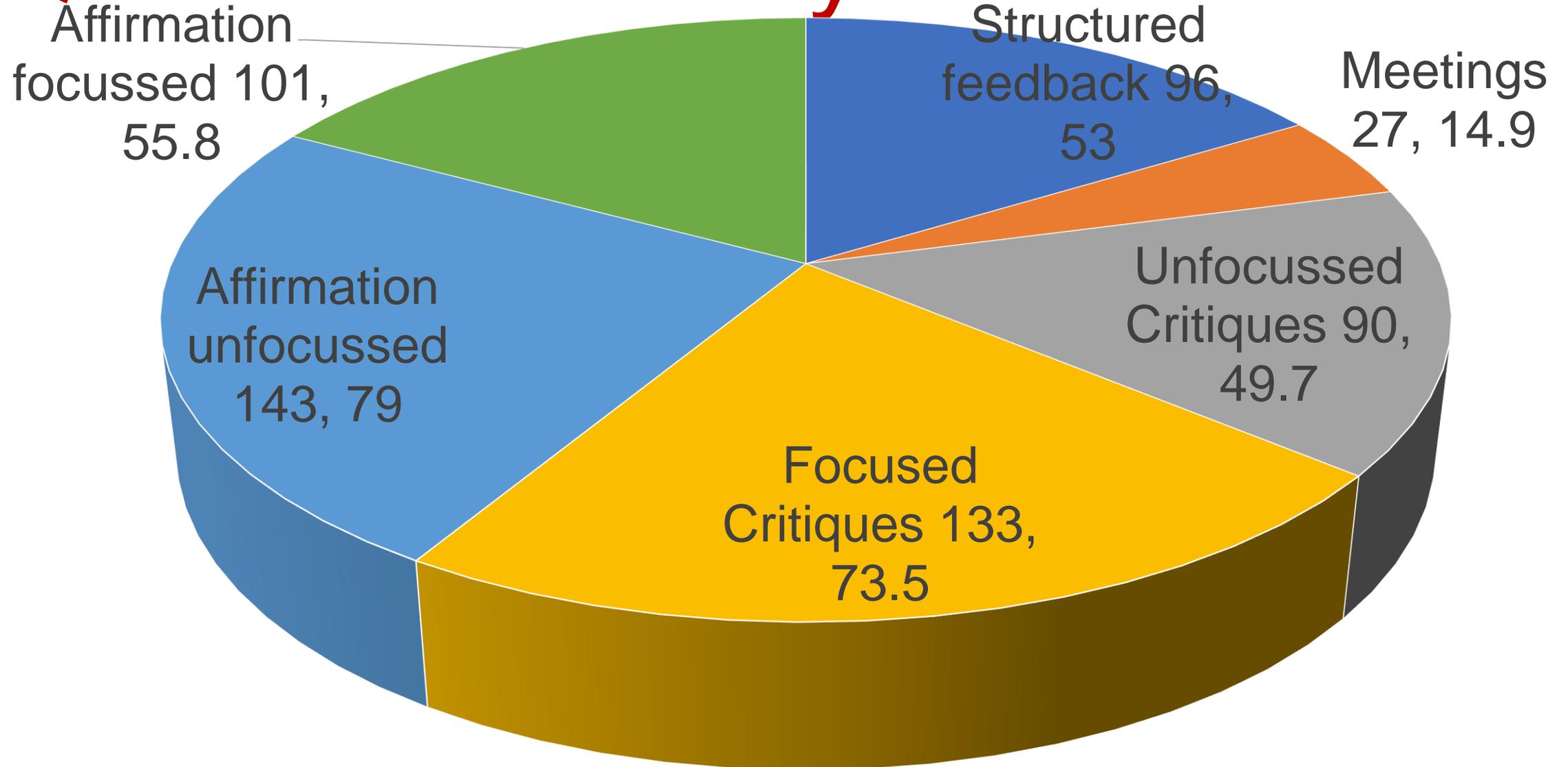
Qualitative Analysis

- *181 student feedback forms*
- *2 points of assessment*
- *11 codes emerged*
- *3 wise feedback categories (Stanford)*

Qualitative Analysis



Qualitative Analysis



Quantitative Analysis

- *Structural level*

- Proactive meetings increase GPA
 - IFR-driven: for each unit reduction in the IFR, the odds of being offered a meeting increases by a factor of 1.07
- Structured feedback increases GPA and lack of structure decreases GPA
 - Not IFR-driven but associated with misspelling 📖 time is an issue

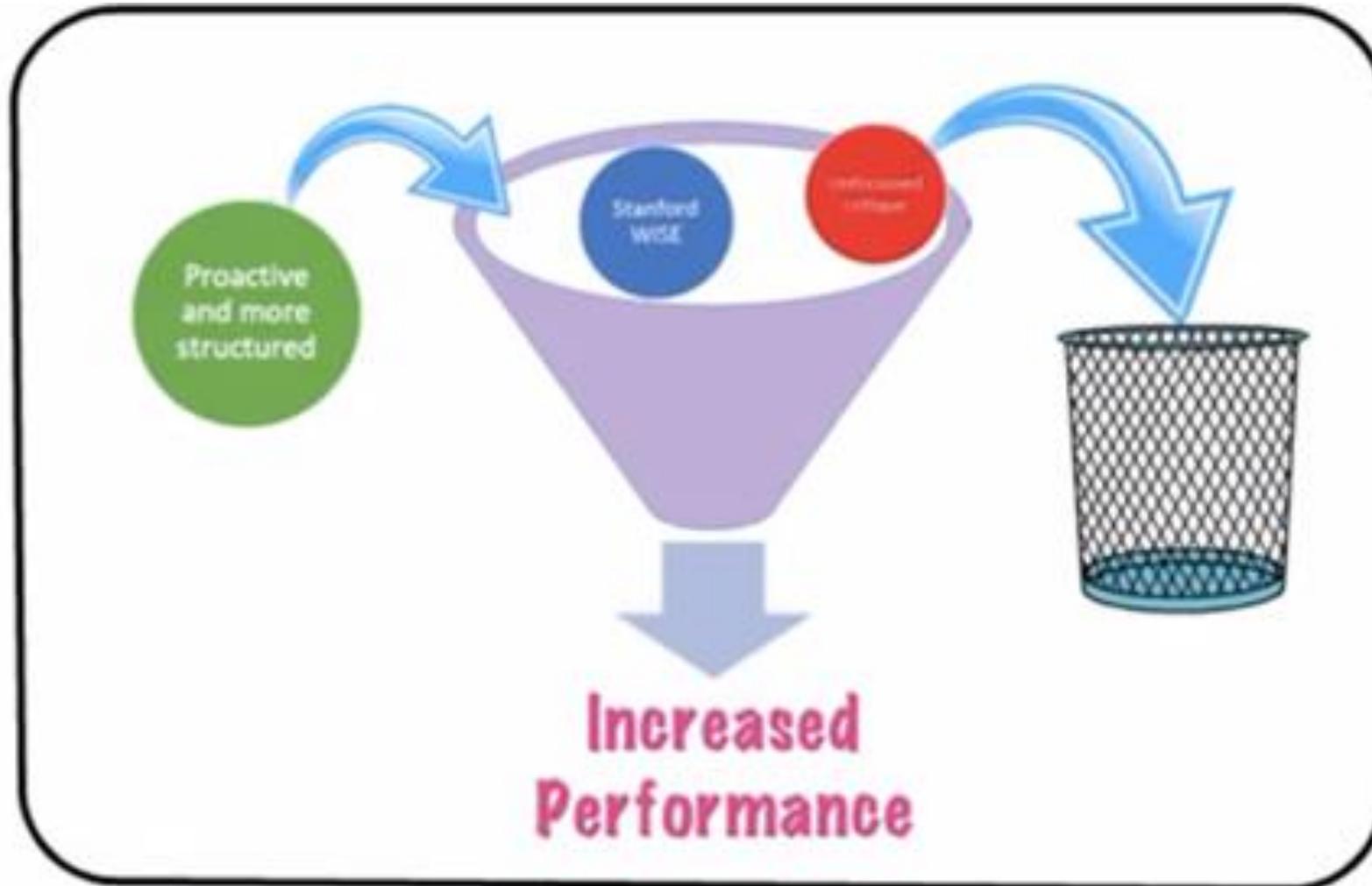
- *Content level*

- Unfocused critiques decrease GPA, regardless of how many
 - IFR-driven: for each unit reduction in the IFR, the odds of receiving an unfocused critique increases by a factor of 1.10

Summary of Findings

- *What do we know from this preliminary research?*
 - There is a misalignment between feedback being provided and it being used as a tool for learning and improvement.
 - Boud and Molloy (2013) suggest “that without understanding how feedback has been used, teachers are blind to the consequences of their actions and cannot act to improve learning”.
- *The model we propose consists of:*
 - three main elements of the Stanford WISE model (Yeager *et al.*, 2013)
2013)
 - why the strengths are strengths
 - where improvements can be made
 - why the assessor is confident that the learner is capable of making the improvements.
making the improvements.
 - plus an additional pro-active offer of a face to face meeting

Summary of Findings



The Trial Groups

- *Department:* Psychology, Sociology & Politics
- *Module:* Beliefs, Values and Religion
- *Two groups from one large cohort* (second year students)
- *Two assessments:*
 - Presentation (T1)
 - Coursework (T2)
- *Currently feedback given via:*
 - Written feedback
 - Rubric
 - Grade (score)

Trial Feedback

- Module one will remain a constant and continue to provide feedback as they always have done.
- Module two will adopt the new approach:
 - why the strengths are strengths
 - where improvements can be made
 - why the assessor is confident that the learner is capable of making the improvements.

Discussion & Questions

Contact Information & networking

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