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1. The search for feedback 'efficiency'
2. Why the programme level matters
 - a) Consistency of assessments
 - b) Students' understanding of standards
 - c) 'Feedback literacy'

1. FEEDBACK 'EFFICIENCY'

“In a mass higher education system, where the task of feedback-giving to large numbers of students can be overwhelming, the sense of being engaged in unproductive work is particularly acute; teachers seem unsure that their efforts count.”

(Jackie Tuck 2012)

“The crucial variable appears not to be the quality of the feedback (which is what teachers tend to focus on) but the quality of the student engagement with that feedback.”

(Graham Gibbs, 2006)

“Given the evidence that much current feedback is not engaged with by the students, is largely ignored and has no discernible effect on the students’ subsequent work – **more of what we are doing**, however quick, is not going to improve feedback.”

(Chris Rust, 2017)

2. IMPORTANCE OF THE PROGRAMME LEVEL

“You can write perfect feedback and it still be an almost complete waste of your time. **Getting the context right** usually makes more difference than putting extra effort into the feedback itself.”

(Graham Gibbs 2015)

Importance of the programme level

- a) Consistency of assessments
- b) Students' understanding of standards
- c) 'Feedback literacy'

2a) Consistency of assessments

“I think sometimes, the feedback’s probably never going to help me, long-term. I’m never going to be doing another assignment the same as that. There’s such a wide range that the chances of you doing the same type of essay... they’re all very different. So, I don’t know if the feedback does help you.”

(Third year, social sciences)

Creating assessment consistency

- Awareness of assessment methods used on the programme
- Collective decision-making about assessment methods
- Provide practice for assessment formats used in later years
- Avoid one-off assessment formats

2b) Students' understanding of standards

“In a particular context, it is often difficult for teachers to describe exactly what they are looking (or hoping) for, although they may have little difficulty in recognizing a fine performance when it occurs among student responses. Teachers' conceptions of quality are typically held, largely in unarticulated form, inside their heads as **tacit knowledge.**”

(Royce Sadler, 1989)

“Knowledge of the criteria is ‘caught’ through experience, not defined. It is developed through an inductive process which involves **prolonged engagement in evaluative activity** shared with and under the tutelage of a person who is already something of a connoisseur.”

(Royce Sadler, 1989)

Developing students' understanding of standards

- Exemplars
- Self-assessment
- Peer-assessment

2c) Feedback literacy

Feedback literacy

1. Understanding what feedback is for, and that students need to actively engage with it
2. Ability to make sound judgements about the quality of academic work
3. Managing emotions involved in receiving feedback

(From David Carless and David Boud, 2018)

“Students develop feedback literacy through activities embedded coherently across programmes and at progressively higher levels of sophistication.”

(David Carless and David Boud, 2018)

Developing feedback literacy

- Staff modelling of response to feedback
- Repeated acts of responding to feedback
- Explicit discussion of the value and purpose of feedback

“Put simply, if it’s worth your spending time generating feedback, it’s worth taking instructional time to ensure that students respond. Feedback should be more work for the recipient than the donor.”

(Dylan Wiliam, 2015)

CONCLUSION

Importance of the programme level

- a) Consistency of assessments
- b) Students' understanding of standards
- c) 'Feedback literacy'

“Ridiculously, probably the hardest requirement for many programmes will be the initial bringing together of faculty concerned, **getting them to see themselves as a programme team**, and to accept the idea of jointly, collaboratively, designing the programme together.”

(Chris Rust, 2017)

References

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1. 'If information/guidance about performance isn't used, it isn't feedback'
2. 'Staff should model how to act on feedback'
3. 'Programme teams should meet regularly to discuss assessment and feedback, and make collective decisions about how to design the programme'



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