Making feedback work for you: A student intervention

*Update and next steps...*
Plan for today’s session

Presentation: 1.00pm - 1.20pm
- Introduction to *Making feedback work for you*
- Pilot overview and results
- Questions

Discussion: 1.30pm - 2.30pm
- Group discussion on possible roll-out
- Group feedback to the room
- Evaluation forms
- Close
The intervention

❌ Quantity and quality of feedback
✅ Students’ attitudes towards feedback
## Conscious competence matrix

<table>
<thead>
<tr>
<th>Stage 4: Unconscious competence</th>
<th>Stage 3: Conscious competence</th>
<th>Stage 2: Conscious incompetence</th>
<th>Stage 1: Unconscious incompetence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and feedback</td>
<td>Effort and feedback</td>
<td>Feedback</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from WS Howell (1982)
Mindset

<table>
<thead>
<tr>
<th>FIXED</th>
<th>SITUATION</th>
<th>GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTITY</td>
<td></td>
<td>INCREMENTAL</td>
</tr>
<tr>
<td>believes ability is</td>
<td></td>
<td>believes ability is</td>
</tr>
<tr>
<td>FIXED</td>
<td></td>
<td>MALLEABLE</td>
</tr>
<tr>
<td>Avoid</td>
<td>Challenge</td>
<td>Embrace</td>
</tr>
<tr>
<td>Ignore</td>
<td>Feedback</td>
<td>Welcome</td>
</tr>
<tr>
<td>Threatening</td>
<td>Setback</td>
<td>Necessary</td>
</tr>
<tr>
<td>Demotivating</td>
<td>Success of others</td>
<td>Inspiring</td>
</tr>
<tr>
<td>Evidence of failure</td>
<td>Effort</td>
<td>Important for success</td>
</tr>
</tbody>
</table>

Dweck (2006)
Pilot overview

- **Pilot modules/schools**
  1. Programming with Data (CS1003) - Computer Science
  2. Early Greek Poetry and Philosophy (CL2003) - Classics

- **Delivery mode**
  1. **Online course**: Included the two key concepts, sources of feedback, barriers to learning/using feedback, and action planning
  2. **F2f workshop**: Reflection on the skills being assessed, identification of strengths and weakness, **peer discussion**, sharing of strategies and tips, and action planning.

**Timeline and linkage to assessment**

- Student submits assessment A
  - Student undertakes online course and refers to feedback from assessment A as part of the course
  - Student attends workshop and draws upon feedback from assessment A
  - Student undertakes assessment B.
## Pilot results:

### Student perspective

- **61%**: Online course should be made available to all students
- **88%**: Workshop should be made available to all students
- Workshops much more useful than the online course
- CS students perceived an improvement in level/quality of feedback.

<table>
<thead>
<tr>
<th>I gained new ideas on how to improve and in the methods I was already using.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to put more time into reviewing feedback, particularly negative feedback, which until now I was very dismissive of.</td>
</tr>
<tr>
<td>Having both an online course and an interactive session is greatly important. The former allows you an opportunity to do it in your own time and think about the things you think are important; while the latter helps you see how others cope with feedback and brings to the surface the communicating about feedback that is required to process it.</td>
</tr>
<tr>
<td>It changed the way I view feedback... I pay much closer attention to it now.</td>
</tr>
<tr>
<td>It's fairly pointless.</td>
</tr>
<tr>
<td>I'm more likely to consult with peers for extra ideas and feedback.</td>
</tr>
<tr>
<td>I will analyse feedback more carefully and use some tactics discussed in groups to improve my skills.</td>
</tr>
<tr>
<td>I will start taking feedback more seriously.</td>
</tr>
<tr>
<td>It was tedious and unhelpful.</td>
</tr>
</tbody>
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Pilot results: Staff perspective

The real value of the process lies in **getting students to articulate where they can most improve.** It was a very good thing to get them to **talk to one another** about their own academic practice.

Overall, the most valuable part of the process appears to have been the specific activity **reflecting on feedback** received, and **planning future actions** based on it.

There was **no clear difference in the average mark** for the assignment following the f2f workshop. Following the pilot, the specifications of the remaining assignments were amended to include a requirement for students to identify a specific item of feedback from their previous assignment, and to **explain how they had acted on it in the current assignment.** This appears to have been useful for some students.

**Students did better in their second essay** (average: 13.98) than the first (13.14). It's likely then that some really benefited from the workshop.
University-wide roll-out: Some key considerations

- Delivery format and facilitators
- Positioning
- Voluntary or compulsory participation?
- Differences in St Andrews/Napier student body
- Retention of group discussion element
- Planning, including linkage to assessments and staff awareness sessions
- Embed principles within modules?
- Faculty-specific considerations?
- Reinforcement of principles
Group discussion

1. Based on the pilot results, the challenges, and the effort required, would a University-wide roll-out of this initiative be worthwhile? Explain your reasoning.

2. Assuming this initiative is rolled out across the University, what would be the most effective way of doing this?

3. What would be the main obstacles and considerations, and how could these be addressed?
Thanks for your feedback

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References/related reading


- Lieberman, D. A., Remedios, R., 2007 *Do undergraduates’ motives for studying change as they progress through their degrees?* British Journal of Educational Psychology.