Stakeholder Perspectives of Feedback in Higher Education

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In this presentation I will...

- Identify what feedback is.
- Identify a piece of research that I have conducted into feedback involving a case study and two key groups of participants, higher education students and higher education staff.
- Assess what is considered most effective in terms of the feedback process.
- Highlight the difficult realities and shortcomings of feedback.
- Triangulate and conclude key points from three pieces of research overall.
- Discuss ways forward for future research into feedback.

Feedback

- A reaction to a product or performance. •
- To express satisfaction or dissatisfaction.
- To share an opinion about an observation or experience.
 - Strengths and weaknesses
- To suggest future changes or different courses of action for improvement.
 - Opportunities





Q London, United Kingdom • 63 contributions • 17 helpful votes

Excellent Customer Service from Mr Samir

"We were supposed to stay here this weekend because of a family funeral, but unfortunately had to cancel as my husband injured his leg very badly so we had to go to the hospital for that. I just wanted to say thanks to Mr Samir who was SUPERB when dealing with us. I was extremely upset due to staff member at the reception being very rude on the phone so I wrote a first review based on that (now deleted). Mr Samir went above and beyond to make sure we would be comfortable on our arrival and responded with sincere apologies. Because of how kind he was, we have decided to book Leonardo later this month/early next month rather than another hotel as we will be moving and will need a base for a night or two."

Read less 🔺

Aimed towards those with a stakeholder interest.

...

Feedback on the BA (Hons) Music Industries Management

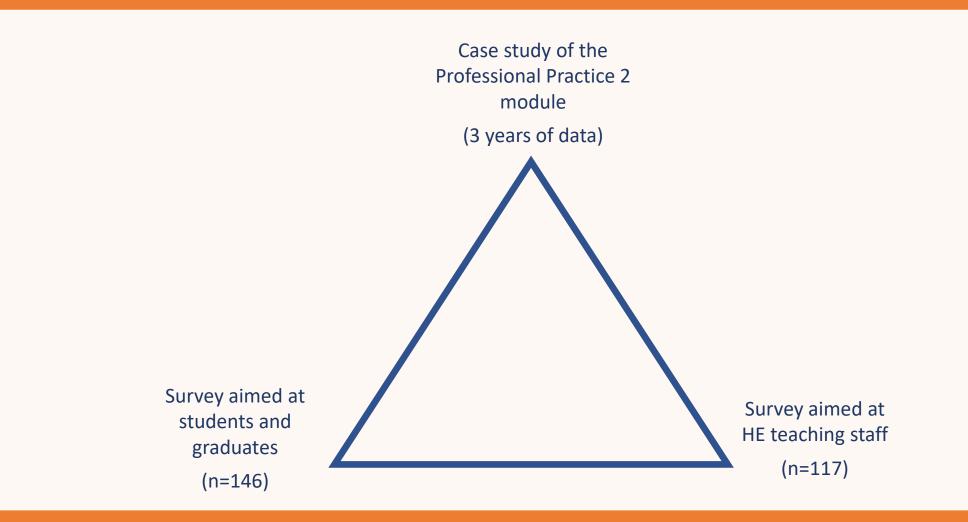
From staff to students

- Formative feedforward based upon the feedback of previous students undertaking the same assignment.
- Formative on an ongoing basis in class, in 1-2-1s and through email / zoom meetings.
- Summative both individually and to the whole class after assessments.

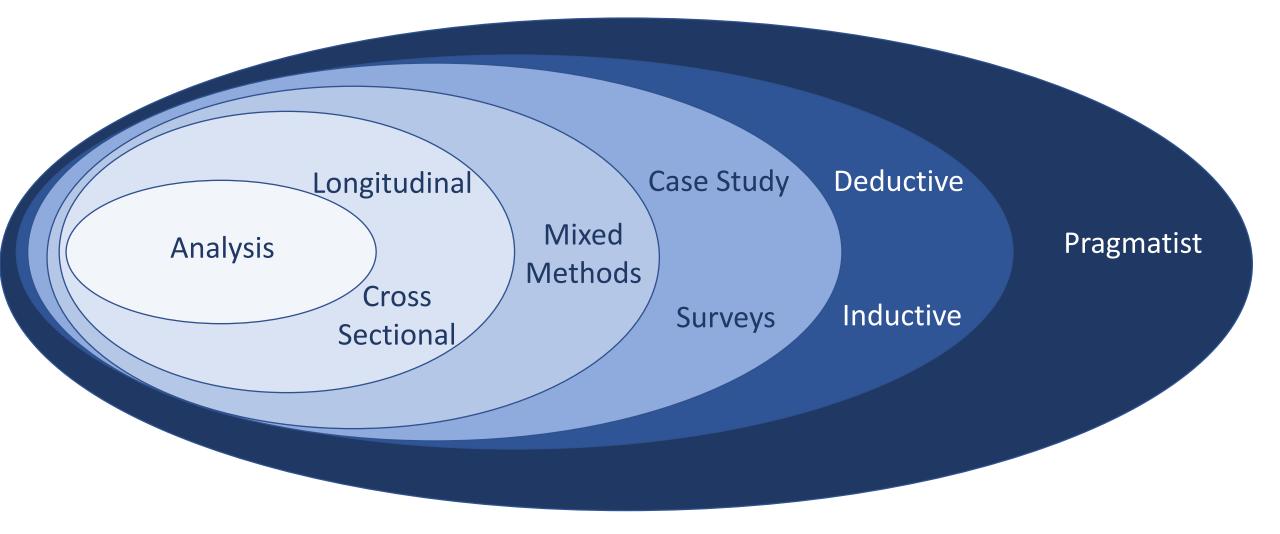
From students

- Informally on an ongoing basis in class, in 1-2-1s and through email.
- Mid-module evaluations.
- End of module evaluations.
- Via student representatives at committee meetings.
- Formal complaints procedure.
- End of year student survey.
- End of degree National Student Survey.

Research into Feedback: Methods



Philosophical stance



Case Study: Professional Practice 2



BA (Hons) Music Industries Management

> Professional Practice 2: Research and Responsibility

- Level 5 (2nd year undergraduate) module, runs 'long-thin' (2 hours per week for 24 weeks).
- In class content includes:
 - Research philosophy; research design; research planning; research methods; quantitative research skills; qualitative research skills; online survey design; data analysis; presenting data and information; report writing; giving and receiving feedback; reflection; reflective writing; experiential learning; negotiation; conflict resolution; responsible leadership; health and safety; wellbeing; motivation; managing volunteers, and; dissertation planning.
- Work experience at 'responsible' level of 80 hours, which can be taken over the entire academic year:
 - Paid or voluntary placements.
 - Recorded in a log.
 - Students write a contractual 'learning agreement' for their tutor.

Professional Practice 2: Assessments

Assessment 1

Research Strategy Report

- Professionalism: 20%
- Introduction: 20%
- Methodology: 40%
- Health & Safety: 10%
- Harvard Referencing: 10%

Assessment 2

Work Based Learning Reflective Report

- Professionalism: 10%
- Introduction: 10%
- 3 x Reflections: 60%
- Conclusion: 10%
- Harvard Referencing: 10%

4.1.5 Assessment 1 Marking Criteria

Course Title:		BA (Hons) Entertainment Management / BA (Hons) Music Industries Management					
Module Title:		Professional Practice 2 Le		Leve	8	5	
Assessment Title:		Research Strategy Report W		Wei	ghted:	50%	
Criteria and	70+	69-60	59-50		49-40	39 - 20	19-0
Weighting							
Professionalism of appearance and report structure / layout.	Very professional appearance, with no spelling or grammatical errors. The report completely adheres to the Leeds Beckett standard for academic reports with no errors.	Professional appearance, with very few spelling or grammatical errors. The report mostly adheres to the Leeds Beckett standard for academic reports with few errors.	grammatical errors. The re partially adheres to the Lo Beckett standard for acade	or port eeds	A poor appearance that lacks professionalism, numerous spelling and grammatical errors. The report doesn't really adhere to the Leeds Beckett standard for academic reports, and there are numerous errors.	A very poor appearance that is completely unprofessional and barely follows a Leeds Beckett report template.	Submitted work is of a completely unacceptable appearance that does not resemble a report.
Mark Range 20%	20-14	13-12	11-10		9-8	7-4	3-0
Introduction, research aims, objectives, rationale	Excellent and professional introduction, that gives very clear and concise details of the subject with excellently researched and referenced facts, which demonstrate the worthiness of the research. Excellent and extremely clear research aims and objectives, very well conside red and extremely logical.	gives very clear and concise details of the subject with very well researched and referenced facts, which demonstrate	considered introduction, gives mostly clear details of subject with mostly researched and referen facts, which demonstrate worthiness of the research	f the well nced the clear ives,	Slightly muddled or unclear introduction, that gives some details of the subject with some researched and referenced facts, which partially demonstrates the worthiness of the research. Slightly muddled or unclear research aims and objectives, not well considered enough and somewhat lacking logic.	Very muddled or unclear introduction, that gives insufficient details of the subject with few researched and referenced facts, which does not demonstrate the worthiness of the research. Very muddled or unclear research aims and objectives, not well considered enough and lacking logic.	Submitted work barely or does not fulfil this criterion whatsoever.
Mark Range 20%	20-14	13-12	11-10		9-8	7-4	3-0

Methodology and	Excellent	Very good	Reasonable methodology, that	Poor methodology, that	Very poor	Submitted work
Ethics	methodology, that is	, .	is mostly logical, with mostly	011	methodology, which	barely or does not
	extremely logical,		the correct choice of research		completely lacks logic,	fulfil this criterion
	with the correct		methods chosen, with a mostly		with no real rationale	whatsoever.
	choice of research		appropriate and justified		for your choice of	minutioeren.
	methods chosen,			appropriate or justified	research methods,	
	with an extremely		method choices. Fairly well		with no appropriate or	
	appropriate and		completed appendices.	method choices. Poorly	justified rationale for	
	justified rationale	,	Good consideration of ethics		your research method	
	for your research	/	and good proposed solutions		choices. Very poorly	
	method choices.		to most ethical dilemmas that	of ethics and reasonable	completed or missing	
	Excellent and clearly	appendices.	could arise due to this	proposed solutions to	appendices	
	completed	Very good	research.	some of the ethical	Poor consideration of	
	appendices.	consideration of		dilemmas that could arise	ethics and poor	
	Excellent	ethics and very good		due to this research.	proposed solutions to	
	consideration of	proposed solutions to			some of the ethical	
	ethics and excellent	any ethical dilemmas			dilemmas that could	
	proposed solutions	that could arise due to			arise due to this	
	to any ethical	this research.			research.	
	dilemmas that could					
	arise due to this					
	research.					
Mark Range 40%	40-28	26-24	22-20	18-16	14-8	7-0
Health and Safety	Excellent	Very good	Good consideration of health	Reasonable consideration	Poor consideration of	Submitted work
	consideration of	consideration of	and safety implications and	of health and safety	health and safety	barely or does not
	health and safety	health and safety	good proposed solutions to	implications and	implications and poor	fulfil this criterion
	implications and	implications and very	address these. Good risk	reasonable proposed	or no proposed	whatsoever.
	excellent proposed	-	assessment, which clearly		solutions to address	
			identifies most all of these	Reasonable risk	these. Poor risk	
	these. Excellent risk	these. Very good risk	areas.	assessment, which	assessment, which	
	assessment, which	assessment, which		identifies some of these	identifies few of these	
	clearly identifies all	clearly identifies all of		areas.	areas.	
	of these areas.	these areas.				
Mark Range 10%	10-7	6	5	4	3-2	1-0

Bibliography and	The work is superbly	The work is well	The work is reasonably	The work is poorly	The work is very	Submitted work
Harvard	and professionally	referenced. The writer	referenced. The writer has	referenced. The writer has	poorly referenced.	barely or does not
referencing	referenced. The	has read fairly	read from some sources	read from very few sources	The writer has read	fulfil this criteria
	writer has read	extensively and	(although more would have	and provided a poor	from hardly any	whatsoever.
	extensively and	provided a very good	been better) and provided a	bibliography, which is not	sources and provided	
	provided an	bibliography, which is	reasonable bibliography,	all in the Harvard style.	an unsatisfactory	
	excellent	mostly in the Harvard	which is mostly in the Harvard		bibliography, which is	
	bibliography, which	style.	style.		mostly not all in the	
	is completely in the				Harvard style.	
	Harvard style.					
Mark Range 10%	10-7	6	5	4	3-2	1-0

Criteria and Weighting	Feedback Comments					
Professionalism of	You have mis-spelled Practice as Practise on the cover page (the noun is practice					
appearance and report	and the verb is practise).					
structure / layout.	 Contents page looks good but you haven't named your appendices. 					
	 Your text should be 1.5 times line spaced and justified rather than left-aligned. 					
	 Some grammar errors, e.g. the first two sentences in your objectives. 					
	· When you use bullet points you need to begin with an introductory sentence					
	ending in a colon, each bullet point that follows should then end with a semi-					
	colon, apart from the last, which should end with a full-stop.					
	· There are errors with your structure here, what you have put in the literature					
	review should have gone into the introduction.					
	 Each appendices should begin on a new page. 					
introduction, research	 Your proposal title would have been better as 'A study of gender equality within 					
aims, research objectives,	music management .					
rationale	 You state: "Studies have shown that women earn less royalties in the music 					
	industry" - what studies? You need to provide concrete evidence not just					
	anecdotes on a university report.					
	 Your introduction is a little too brief. 					
	· This is muddled, your rationale is a jumble of aims and objectives and not					
	rationale.					
	 Your rationale should explain what the point is in you completing this study, you 					
	need to consider who would be interested in your research and why					
	(stakeholders), this will allow you to make recommendations later on.					
	 Much of what you have written in your aims should have gone above in the 					
	introduction, you haven't followed the examples on MyBeckett. Your aims					
	should simply be one or two statements of intent as to what you want your					
	research to achieve.					
	 You haven't considered literature in your objectives. 					
	 Your objectives largely map against your aims, but more specificity would have 					
	made them better.					
	 Good information in your literature review, which should have gone into your 					
	introduction.					
Methodology and ethics	This section is far too brief.					
	 You haven't attempted any research philosophy. 					
	 I'm not convinced that observing people in the workplace would be an effective 					
	research method, I'm also not sure how many employers would want you to do					
	this.					
	 I need a lot more information about your interviews and survey, who, what, 					
	 Theed a lot note information addut your interviews and survey, wild, what, where, when, why and how are not sufficiently covered? These would be useful 					
	methods for this research, I think if you interviewed two different types of					
	people (e.g. artists and managers) then that along with the survey would be					
	sufficient.					
	 No references in your ethics and you don't mention data protection here. 					
	 Your questionnaire questions are ok overall, but you have some questions that 					
	are open to interpretation and therefore could illicit errone ous responses, e.g.					
	"Does gender affect the type of music you listen to?"					

Assessment 1: Example Feedback Sheet

	 Consent form is fine. Participant information sheet is a careless copy and paste from MPIMEO, you even got the module name wrong on it. You then go on to say you are doing a Major independent Study, which you are not. "My aim is to critique a manager, within the music and entertainment industry, on their style of management" This is self plagiarism and is completely unacceptable, you really need to take more care of your work and not take these short-cuts. Where are your interview questions?
ealth and safety	 Reasonable discussion of risk. Your risk assessment is unrealistic, your scoring would mean that you would not be allowed to do this research. 4 x 5 = 20, not 25.
bliography and Harvard ferencing	 Your in-text citations are incorrect all the way through this and you need to urgently address this, it should be (author sumame, year), see here: https://libguides.leedsbeckett.ac.uk/subject_support/harvard_referencing/quate_unquate_online#s-lebox-wrapper-17769302 There are not enough references in your work, I should expect to see a new reference every 4-5 lines of text, follow a general cycle of make a statement,
	reference it, make a point. Your bibliography should start on a new page. You are missing full-stops after author names in your bibliography. The formatting of your bibliography is mostly correct, but avoid using the word 'on' in the date accessed part. Why is there a gap in-between Prior and Rhexa?
	 Whilst you have an extensive bibliography, all of your sources are web based plus one journal article, which isn't acceptable in a second year university assignment, you really need to use books, in this assessment the lack of research methods books is most evident. Remember you are reading for a degree in Music Industries Management.

He

Bib ref What I say to the students and make them do next...

- Create a SWOT analysis of your work based upon the feedback comments (there is a form at the end of your feedback):
 - Strengths what did you do well?
 - Weaknesses what did you not do so well?
 - Opportunities in your next assignment what differences do you need to make in order to improve upon your weaknesses? What can you personally do to develop your skills and techniques?
 - Threats what are the reasons for your weaknesses in this assessment (why did it happen)? What might prevent you from improving upon your weaknesses?
- Based upon my feedback, what mark do you think you have received per criterion and overall?
- Once you have completed all of the above, email me your feedback sheet and SWOT analysis and I will send you your actual mark. If I do not think that you have put enough effort into this, I will return it to you to complete properly.
- We will then discuss the feedback in a 1-2-1 meeting.

PP2: Results (over 3 years)

- From assessment 1 to assessment 2:
 - 50% of students achieved a higher grade
 - 10% of students achieved the same grade
 - 40% of students achieved a lower grade
 - Largest increase +12%
 - Lowest increase +2%
 - Mean increase +7%
 - Median increase +10%
 - Largest decrease -14%
 - Lowest decrease -6%
 - Mean decrease -10%
 - Median decrease -11%



PP2: Results (over 3 years)

- Professionalism
 - 45% higher grade (mean +12%, median +10%, minimum +2%, maximum +35%)
 - 10% no change
 - 45% lower grade (mean -8%, median -8%, minimum -2%, maximum -20%)
- Introduction
 - 45% higher grade (mean +12%, median +12%, minimum +3%, maximum +30%)
 - 15% no change
 - 40% lower grade (mean -11%, median -10%, minimum -5%, maximum -20%)
- Harvard referencing
 - 58% higher grade (mean +16%, median +10%, minimum +5%, maximum +45%)
 - 12% no change
 - 40% lower grade (mean -10%, median -10%, minimum -5%, maximum -25%)

PP2 case study conclusions so far...

- A lot of staff effort goes into the feedback process.
- Half of students show improvement across the two assessments in the module and will increase by a grade boundary.
- Half of students do not show improvement across the two assessments in the module, with 40% of students actually doing worse and decreasing by a grade boundary.
- Two of three criteria (professionalism and introduction) that were common across both assessments were fairly evenly balanced between improvement and decreasing of grades, the third criteria (Harvard referencing) showed a greater degree of improvement.
- This is work in progress and more research needs to be done.

The student survey

- Contained 26 open (qualitative) and closed (quantitative) questions about summative and formative feedback.
- Distributed online in targeted student and academic forums and via social media over a two-week period in October 2023.
- Completed by 146 current students and recent graduates.
 - Undergraduate level 6 (3rd year): 27%
 - Postgraduate level 7 (master's): 24%
 - Undergraduate level 5 (2nd year): 15%
 - Recent graduates: 12%
 - PhD / doctoral students: 11.5%
 - Other: 10.5%



Student and Graduate Perceptions of Feedback in Higher Education

This survey has been created in order to gather student perceptions of both summative and formative feedback in higher education. The survey consists of a few short questions and is designed to to gauge the value that feedback has to students alongside the perceived effectiveness of that feedback on academic progress. According to the Britannica Dictionary, feedback is "information or criticism that is given to someone to say what can be done to improve a performance" (Source)

All responses to this survey are completely anonymous, a summary of the survey results will be shared with academic staff from a range of European universities via a conference presentation in November 2023. Should you have any questions or queries regarding this survey, please contact me (Stuart Moss) on s.moss@leedsbeckett.ac.uk . Thank you for taking the time to read this and for your responses.

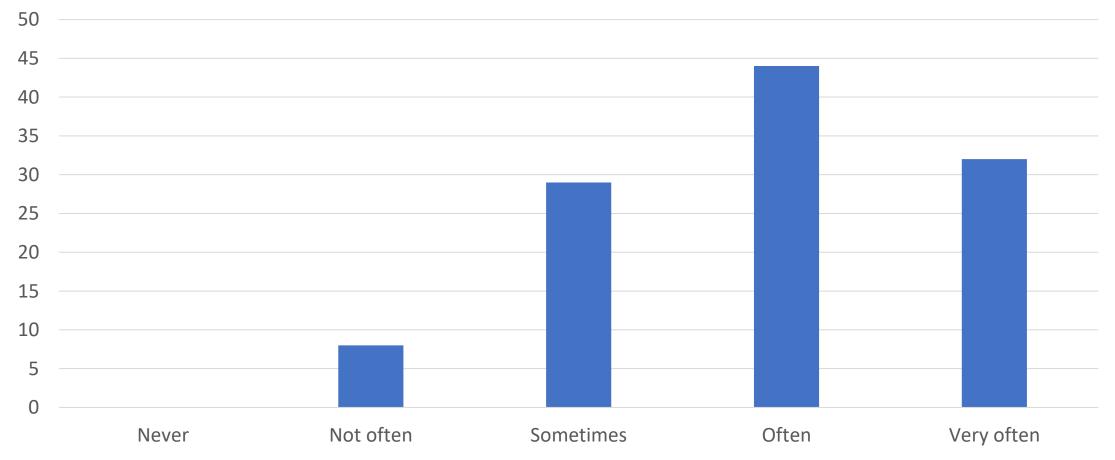
s.moss@leedsbeckett.ac.uk Switch accounts

Not shared

0

89% had received summative feedback on their assessments 11% had not received summative feedback on their assessments

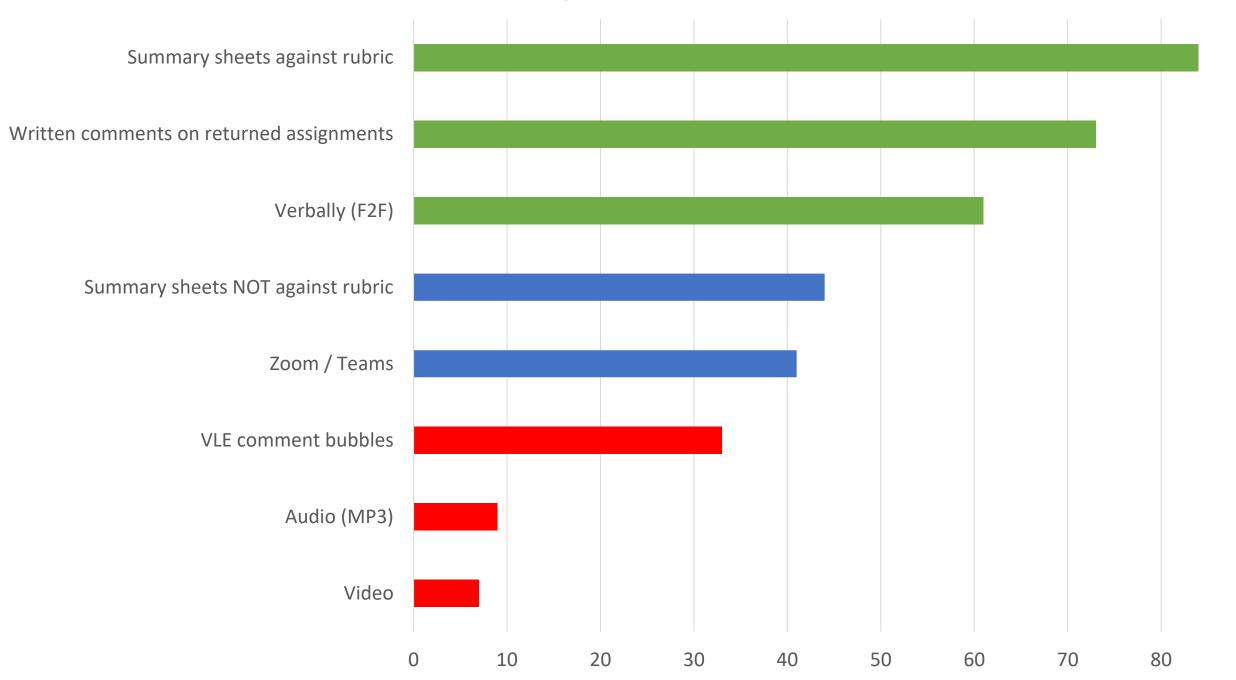
How often have you received summative feedback on your assignments or assessments?



Hypothesis: Students at higher levels will appreciate summative feedback more

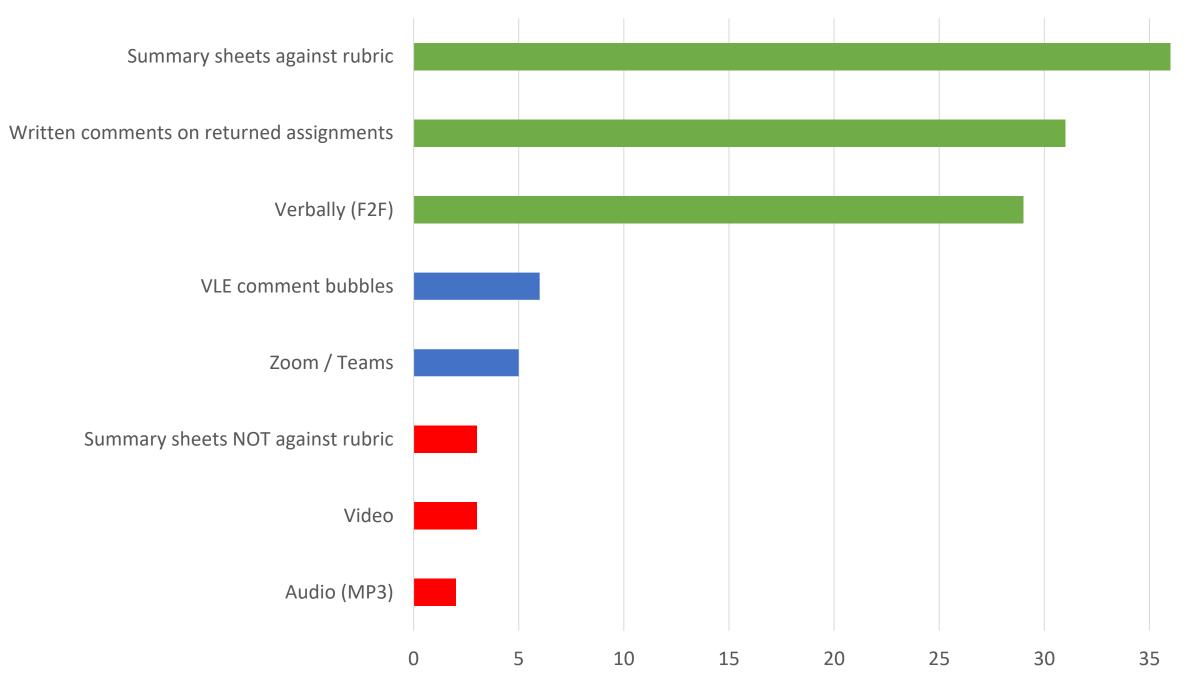
- This turned out to be completely untrue, students at all levels had similar perceptions of summative feedback.
- Correlations between student level and:
 - How often received feedback: 0.092
 - Quality of feedback: 0.058
 - Engagement with feedback: 0.28
 - Changed academic practice in relation to feedback: 0.051
 - Effectiveness of feedback: 0.122

In what formats do you receive summative feedback?



90

In what format do you most prefer to receive summative feedback?



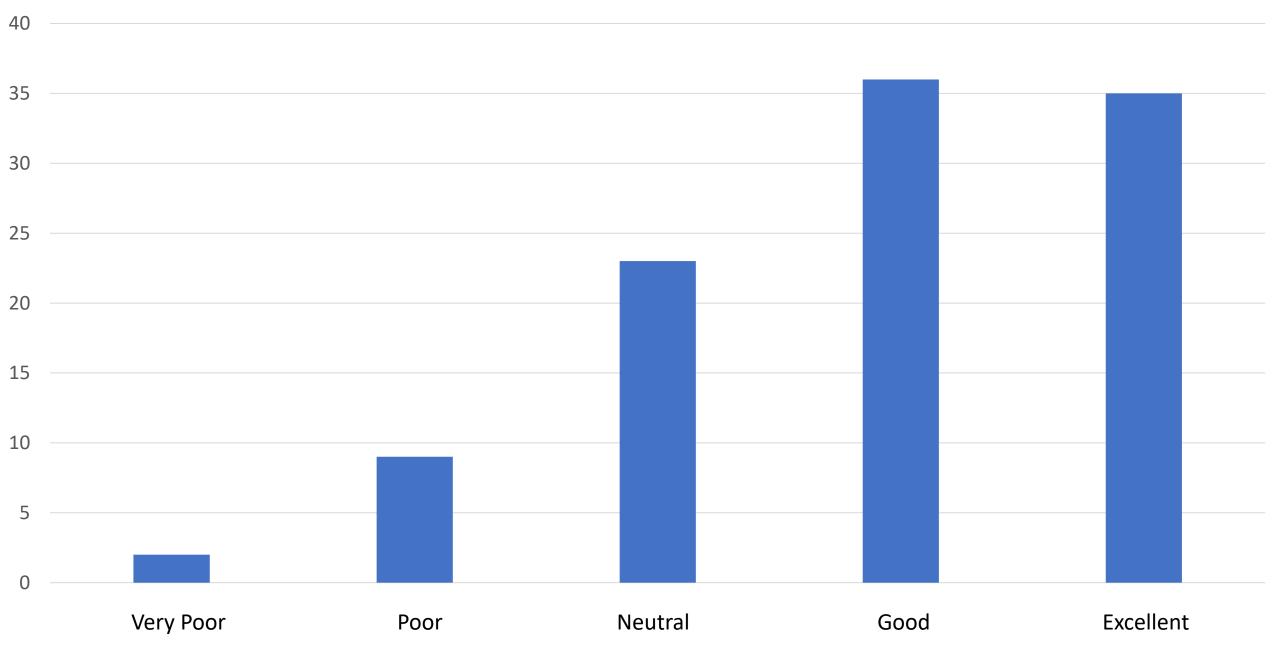
Why do you prefer those methods of summative feedback?

- Summary sheet against rubric
 - Easier to see where improvements can be made
 - The format is easy to follow
 - Constructive comments here are helpful
 - Easy to look back on for future assignments
 - This format is usually more detailed
 - More helpful for some neuro-divergent students
 - Gives a better justification of the final mark
- Written comments on returned assignments
 - Some students struggle digesting audio feedback
 - So that exact examples within assignments can be pinpointed
 - Prefer short comments rather than long paragraphs
 - Easier to reference where mistakes are made

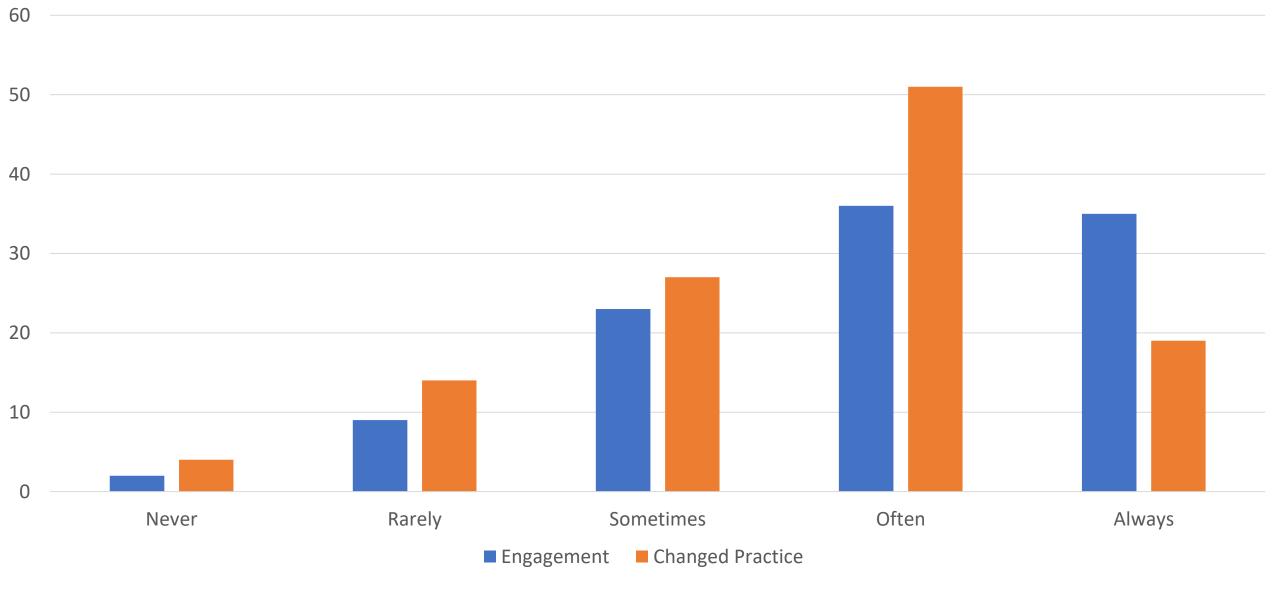
Verbally face to face

- Questions can be asked of the tutor
- More personal and allows students to explain themselves
- Some students struggle digesting written feedback

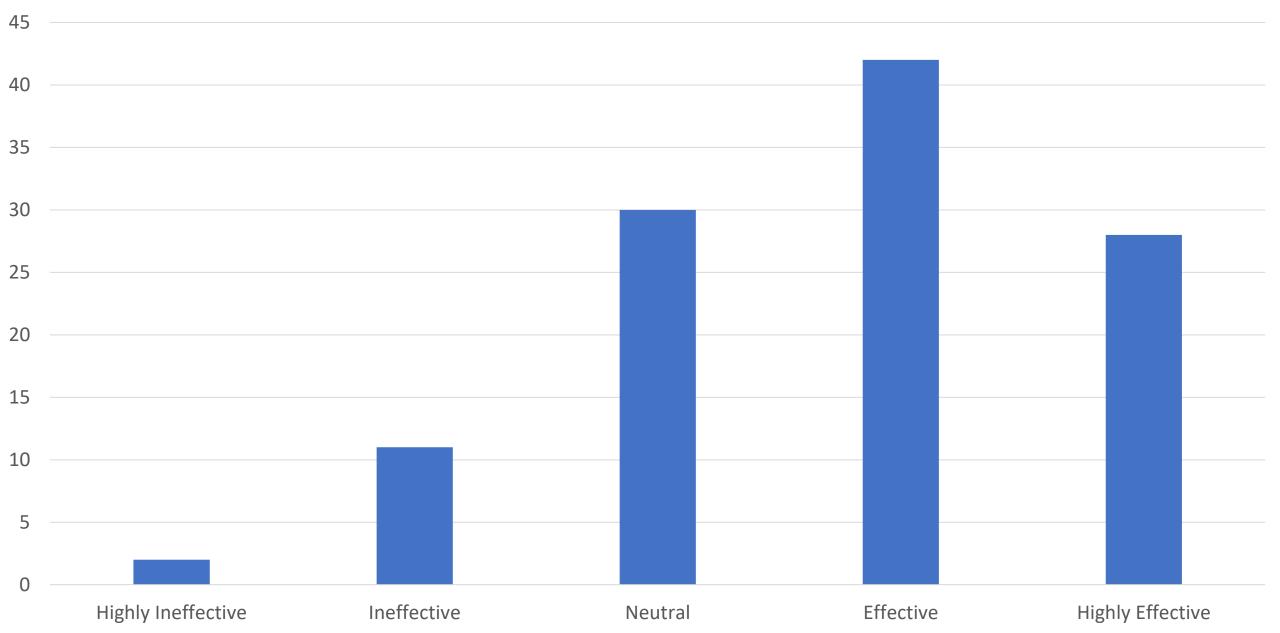
How do you rate the quality of summative feedback on your assignments and assessments?



How much have you engaged with the summative feedback that you received on assignments or assessments? / Have you ever changed your academic practice in relation to the summative feedback that you received on assignments or assessments?



How effective do you believe the quality of the summative feedback that you have received has been to your academic development?



Please could you write a few words in relation to your experiences of summative feedback?

- 55% (n=79) of respondents left further qualitative comments in relation to their experiences of receiving summative feedback.
- Within the qualitative statements 55% (n=64) contained positive elements and 45% (n=53) contained negative elements (some statements contained both positive and negative elements.

- It can be patchy depending on the tutor, sometimes very short and not a lot to say, sometimes ver depth and too much to read! <u>Owerall</u> it's ok though.
- The majority of my tutors throughout university have given me very thorough feedback however is one module in my second year I still haven't received feedback from
- For most of my assignments I have received summarise feedback. However, some of this has been undear or not detailed.
- Feedback is usually prompt and fair.
 Ecompating feedback uses above sizes because these constinues user.
- Summaries feedback was arrange given inserver there are concerned was not enough recorder, sometimes is redback can be more clear and definitive - however 1 do believe the quality of feedback relies on a student's enauement with the course and feedback process.
- The Feadback we received hom easing, reports, presentations, and other assignments all provided marks a reasy used backs in order to improve our truther work. All reduck detailed where something worked and what the particular highlights of an assignment were, as well as indicating what was lacking and where marks were not intered.
- we usually got feedback on bigger projects during the weeks. It was often feedback that could be use but in cases with more than one lecturer giving me feedback, I've had contradicting feedback.
- Sometimes very specific to the assignment, hard to relate to the wider module or similar assignm which is less useful but issually very detailed
- At our school it was thought very early on that feedback is essential for growth and that it was alt essential to learn how to handle feedback
- majority of the offer intercence needback, and majority of the offer it was otherware and contantions which helped in my studies, often if the feedback was little, it wasn't constructive or helped wit improving my work.
- usually got feedback but sometimes failed to understand it
- All the feedback had been broken down into categories which clearly outlined what was positive an
 negative
- The always received this feedback at the end of an assessment, but rarely at the end of a module. Some fectures provide amaring summaritie feedback which enables m to meet the charis batter in future whilst other lectures have been quite brief in their summarize feedback which i've not found to be a height.
- The extent to which objectives have been met are quantified in 6 or so levels in module handbook, a
 individual marks for each section, as well as further comments, are usually given to show this
- Not every teacher provides feedback but those who do, give decent feedback
 In my first year whenever I would get feedback on an assignment I would apply the feedback and the
- et back my grade and be disappointed even though I applied the feed back It's Always to a good standard
- always clear feedback with constructive
- Generally decent feedback with constructive nature
- Always been given good written feedback on a
- Most of the time it is great feedback, rarely it can be
- In my opinion, the quality of my work or assessment is the standard to measure my learning effect and the teaching results of the teachers, which can reflect my learning situation and the teaching level of the
- These good sutors. So, the feedback I get is only when I have done something wrong. Other than the am acod with feedback and I understand it more often
- The give great insights into how one can improve
- Depending on the assignments and grades, butors often give feedback for large assignments and are where they thrink need improvement. Sometimes the feedback could be a little bit vague.
- Feedback seems generalized without individualistic focus
 Some hectorers do give useful, constructive feedback but many just give a rushed, generalised, unclear feedback, and often elements of it, its a rubric, is entitiely missing.
- Sometimes it's unclear what was required to meet a higher grade within the learning outcomes

- There found the freedback i have received to be very subjective, mostly consisting of options instead of ortigues on how I could have done better by referencing the rubric. The rubrics have been so vague to allow for professors to do this instead of actually being more specific about what they want. I have found feedback to be for the most part unheight towards what I could have done to improve, as they were either interference in the most part unheight accession personal antistic preference/option in disagree with
- When we receive our assessment results most if not all the time they have a feedback. As well as praising bings that we had done well they point out things that didn't work and what to improve on. However, they never tell us HOW to improve them though.
- Sometimes I do receive good feetback but it changes in the amount and quality of feedback
- We rarely do essays or assignments which has affected my answers but I find the feedback very vagu and I don't feel like we are told how we can correct our mistakes in the future.
- The feedback is commonly subpar and un-detailed, not allowing for improvement in future endeav
 Sometimes feedback doesn't cover all assessments areas or is guite generally.
- Use felt that I haven't had all of of impactul feedback, over the previous two academic years and I'm still not sure of what i could do to improve. In this previous academic year for received no feedback for one of my results at all and also received all positive feedback for my lowest grade, which was in a lower grade bracket that I usually receive and had to request for further feedback.
- Our professor judges our work and gives us constructive criticism to improve.
- almost all of my assessments throughout university have had feedback attached, there have been instance where this hand <u>happened</u> however. Of the majority where feedback was given, it was usually useful and provided me with a greater understanding of where the aims were achieved, and where it would improve.
- Inflam jor paragraphs written on what five done well buil i don't often got told what I can do to improve. This isn't a matter of my work being good because there have been times where I haven't got as good of a grade I die built still have no real feedback.
- Feedback is normally good but there has been times where I haven't got full marks but the feedback doesn't indicate anything I can do to improve, it's all just praise.
- It is often unclear or untold where to find the feedback
- Lalways feel satisfied by the feedback given.
 Totan have been more detailed and thorough feedback, others I have received no feedback, or told to
 Totan have been more detailed and thorough feedback.
- I find any feedback quite difficult to deconstruct
- Didn't receive any feedback for one of my projects. The feedback I have received has been brief and basic.
- sometimes it's just criticism and nothing there to actually help for future assignments, also extremely late on receiving feedback
- "Feedback is usually given in a concise way and relates to a given brief.
- Sometimes the academic language used requires some "translation" into layman's terms to fully
 understand. Written feedback is best when combined with in person discussion, where lecturers and
 tubdents can clear up any misunderstandings."
- Locally I get 3 positive and 3 negative points which is not always enough. But then I email and ask for more detailed feedback.
- Most of the feedback has been given in response to essays, rather than participation in lessons, quality
 in their role of the film etc. Extra feedback would be greatly appreciated, even if it doesn't contribute to
 the final mark
- Some of the teachers are very good but others don't give any or don't give much feedback
 Feedback is always provided as it is imandatory, however the clarity of the feedback on how is should reprove or where extra marks could be earned fands to be insubstantial. More significantly, the speed in which the feedback is actually provided, in relation to when it is supposed to be given, is often
- ndiculously different. I don't know if I am understanding correctly, summative feedback is like a grade on a test? Or a w
- Four types in an unberstanding control of similar metabolis in the agreed on a destruction of a written response by your professor telling you how well you have met the course expectations. I have received 2

th. A written response is by far more helpful, and especially when paired with a grade, like A- with an glanation of what I could do to bring it up to an A.

- Sometimes it's helpful and other times it's evident whoever made those comments was not part of the
- evolution of the project and did not have enough time to digest the content of the work.
- Arnost every assignment will receive feedback, but different professors give different levels of feedback. Some fecturers provide feedback more frequently and in more detail whereas others don't
- Some lecturers provide teedback more trequently and in more detail where as others don't Some module tutors provide more extensive feedback than others, assessments particularly in first year
- were moved on from as soon as submitted I am open to feedback in order to achieve as close to perfect as possible.
- Redback has always been given, however some lecturers don't provide feedback that is adequate and inclustes specific areas for improvement, often, if you have achieved a first, there is not much guidance on how to achieve a higher mark
- The feedback is usually pretty <u>helpful</u>, and tells me which areas I could have improved on At doctorate level feedback on coursework is extremely detailed
- I received feedback on all modules during my Ba.
- I took psychology in first year, then dropped for Geography. I had a lot more summative feedback in psychology, especially with lab reports.
- I have received feedback after almost every assignment I have carried out in the different modules of my <u>Masteris</u> degree. In this feedback I have received comments about strong points of my work and
- Depending on who marks my work my summarize feedback can be different built is helpful and i can always as ourships about it
- I feel as it's generated by AI and general and not edited or personalized for me in any way.
- For the most part, we receive summative feedback. This is not always given though as it depends on th
- marker. The feedback is generally useful, however sometimes has no relation to the work produced. I received arenty often, weekly
- The feedback i received touched on mostly on how best to state my argument, how best to reference
- my work and how to develop my writing.
- Some feedback is very vague
- Certain lecturers provide feedback for all their assignments. So far the feedback has helped me understand the module and the areas where my strengths lie.
- If eel like sometimes the feedback was very template feeling, sometimes it felt like they didn't read my work at all, just brushed over it.
- Usually very detailed feedback on what I did good and where to improve. However, in some instances the tutor would not give enough on where to improve.
- Lalways did/do well throughout undergraduate and matters and got feedback, but not much and nothing meaningful so lwas never sure what parts of what I did were good vs just OK vs not read properly or how to improve

I am satisfied with both overall

- The feedback is often very general and difficult to really work with
- There have been instances where the assess/marker has been lay with the feedback. As a result, feedback has been insubstantial on occasions. When feedback is high quality, it can be useful in future assignments and some instances of future (Fe/work).
- I often receive feedback. I sometimes consider this feedback not clear. This may be due to the limited format (written comments). In that case I prefer a face to face discussion.
- There are few teachers who actually give feedback on assignments. That's unfortunate because normally feedback is very helpful



Positive themes that emerged

- Most students get regular feedback.
- Feedback is in-depth, thorough and detailed
- Feedback is helpful, constructive and useful for student improvement.
- Some tutors in-particular are noted for being particularly good at giving feedback.



Negative themes that emerged

- Feedback is inconsistent between tutors.
- Feedback isn't clear enough / understandable.
- Feedback too often consists of generic comments.
- Feedback can be too brief or insufficient.
- Feedback is not in relation to a marking criteria or rubric.
- Feedback doesn't suggest ways forward for improvement.
- Feedback isn't timely / comes too late.
- Students remember the modules / tutors from where they didn't get feedback.

Students: ONE WORD to summarise your perceptions of feedback



Conclusion to the student survey

- The experiences of students at all levels were consistent with regards to summative feedback:
 - students are overall very positive towards receiving feedback;
 - students recognise feedback as being constructive, and;
 - most students believe that they are reactive to feedback.
- Students most prefer written feedback, particularly when it is set against a marking criteria / rubric.
- Students do not appreciate generic feedback comments or summative feedback that is not in relation to a rubric.
- Students remember the classes and tutors who do not give sufficient feedback.

The staff survey

- Contained 24 open (qualitative) and closed (quantitative) questions about summative and formative feedback.
- Distributed online in targeted academic forums as well as Basecamp and via social media over a three-week period in October 2023.
- Completed by 117 respondents who have been working in teaching:
 - 1-5 years 24%
 - 11-15 years 16%
 - 21-25 years 14%
 - 6-10 years 12%
 - 16-20 years 12%
 - 26-30 years 9%
 - Over 30 years 5%



Teaching Staff Approaches and Perceptions towards Feedback in Higher Education

This survey has been created in order to collate staff approaches to and perceptions of summative and formative feedback in higher education. According to the Britannica Dictionary, feedback is "information or criticism that is given to someone to say what can be done to improve a performance" (Source)

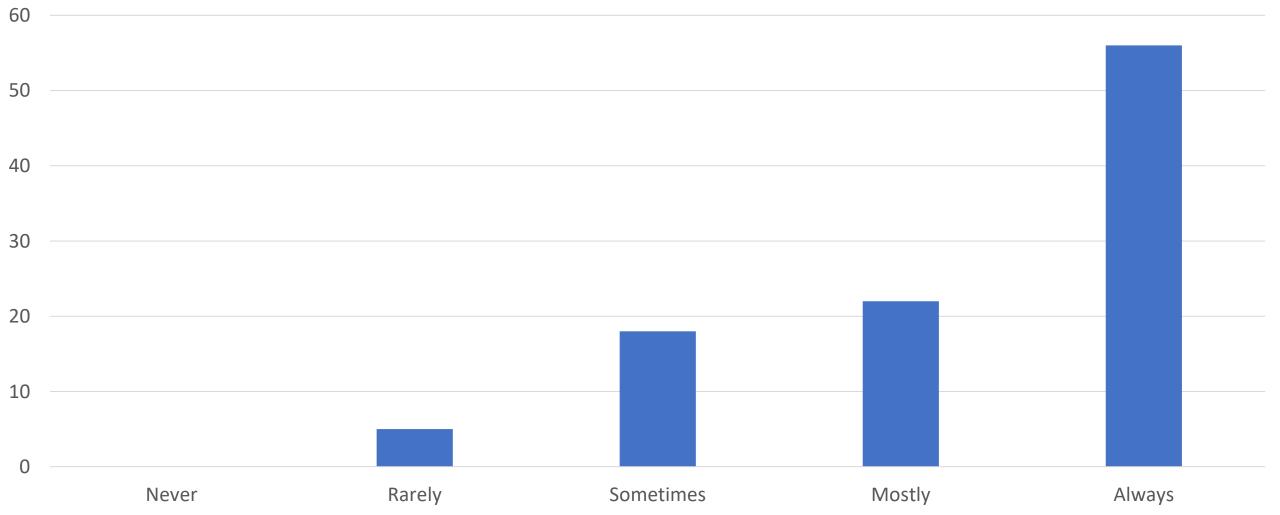
All responses to this survey are completely anonymous, a summary of the survey results will be shared with academic staff from a range of European universities via a conference presentation in November 2023. Should you have any questions or queries regarding this survey, please contact me (Stuart Moss) on s.moss@leedsbeckett.ac.uk . Thank you for taking the time to read this and for your responses.

s.moss@leedsbeckett.ac.uk Switch accounts

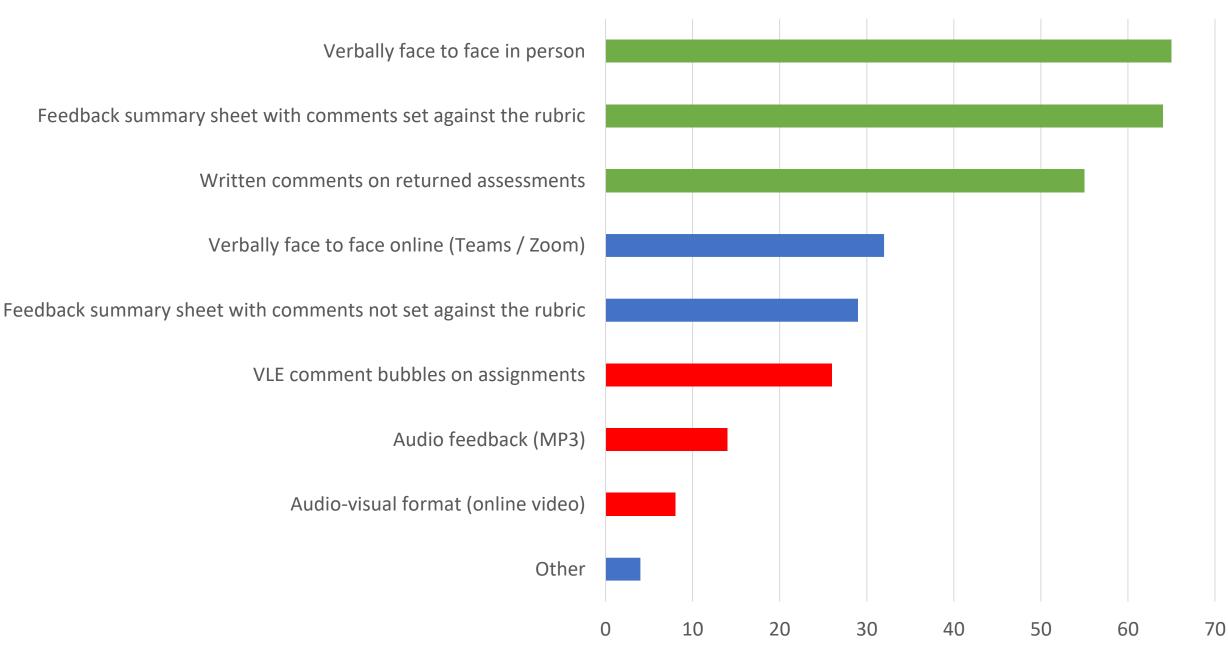


95% of respondents stated that they did give summative feedback

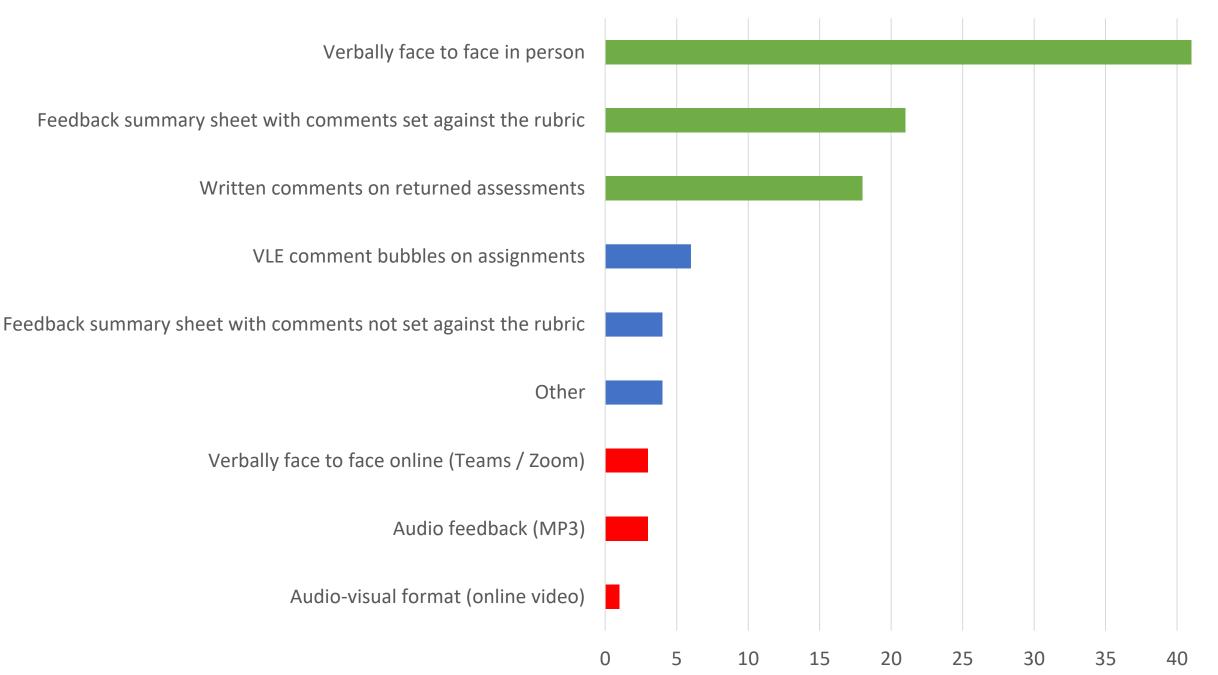
How often do you give summative feedback on the assignments or assessments that you grade?



How do you give summative feedback?



What is your most favourite way to give summative feedback?



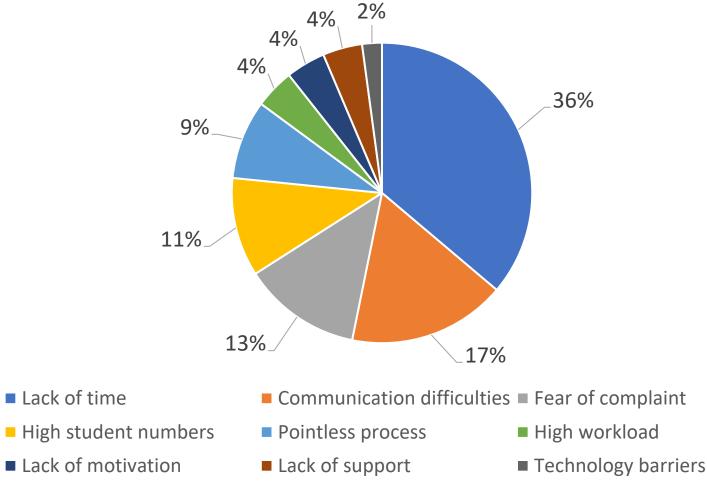
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Why do you prefer those methods of summative feedback?

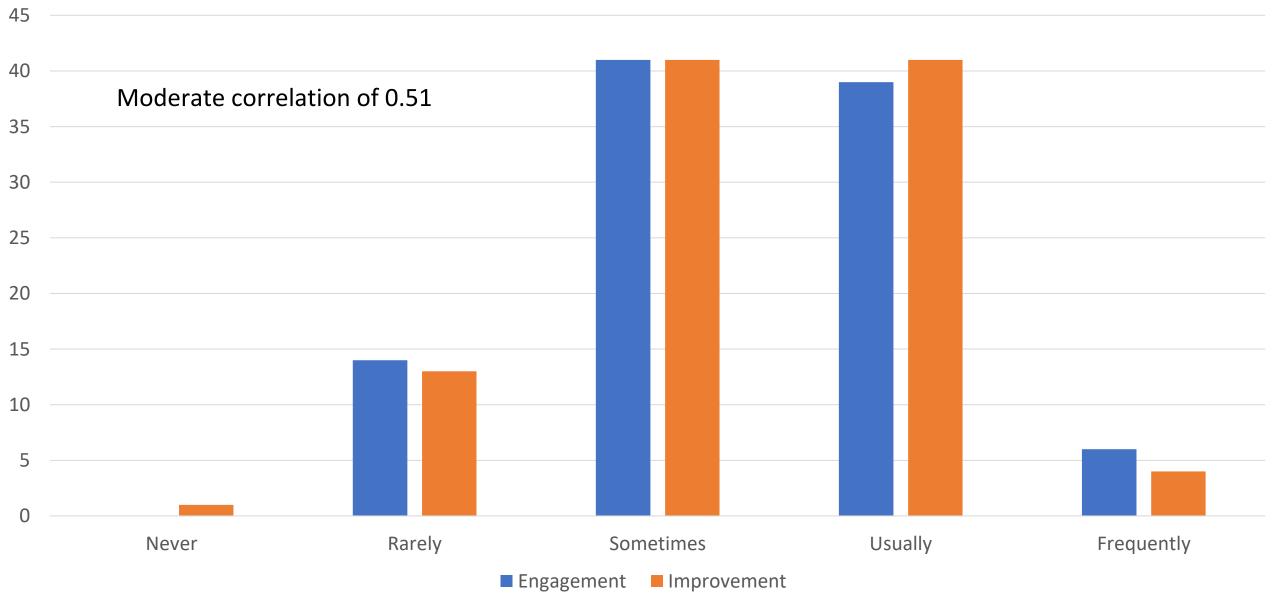
- Verbally face to face
 - Personal connection
 - Immediacy
 - Non-verbal cues can be given
 - Allows for question and discussion
 - Better student engagement
 - Better clarification
- Feedback summary sheets against rubric
 - Easier breakdown of performance (strengths and weaknesses)
 - Clearer, better structured and more digestible
 - It is the fairest / most transparent way
 - Evidence based
- Written comments on returned assignments
 - Specific points can easily be made
 - Convenience / minimises workload
 - Allows for better targeting of areas to improve
 - Allows for proof / reminders for the assessor

Do you ever feel that you experience barriers or difficulties when it comes to giving your students summative feedback?

- Yes 49%
- No 51% Barriers to feedback qualitative comments summarised



How much do you believe that your students engage with the summative feedback that they receive? / How often do you note changes in the academic practice of students in relation to summative feedback?



Staff: ONE WORD to summarise your perceptions of feedback



Please could you write a few words in relation to your experiences of summative feedback? Positive and negatives of feedback?

 Find student's rately read the feedback or act upon the suggestions for improvement given. 	 These never had a negative experience with regards to giving feedback, however it can be negative when 	Not all students use feedback to improve. Some only hear criticism, some only hear praise. But most	 Whenever possible, "It revisit the feedback with students in their next assignment (if they're connected). 			
 Often students are disatisfied with generic feedback comments! 	the feedback is not thorough and gives little indication to students on how to improve. I have seen this	benefit in some way from feedback, especially when it is framed to support future learning, not just as	This helps students see the value of feedback but most importantly, how to use it.	 Summative feedback should be done differently. For example two 'takesways' for an assignment. Or two 	rather name. Different outural background and learning experience changes their perception of the feedback, coupled with non-native English skills may result in misunderstandings. Hence I prefer clined	master degree program we have with a better university from abroad which requires an excellent scademic background and is very challenging, so that really shows they like what they are studying with
 In my experience, if the student is happy with their grade (m not even sure if they read the feedback, it 	happen from different colleaguer?	summative criticular	 Nost of the positive experiences I have are with Masters students who are usually more willing to engage 	Tearnings". This would motivate students more, 1		
	 Same mistakes track through the 3 years - referencing errors! 	 When feedback helps a student to see their own potential and helps them with 'stuck' feelings and free- 		 Tell students HOW they can charge things, just to tell them 'you must include more xy_bust tell them 	face to face or Zoom communication, but once again, for large classes I resort to written feedback as well,	the and want to take it to the next level and work for it?
only tends to be when a student's grade is "unexpectedly" lower that any of them ask for further clarity." • I'm fairly new into HE so I don't have a huge body of evidence for this yet, I mostly do what I've been	 Student took advice on having more tutorials leading up to submission." 		with the process and see it as a useful experience that isn't just a means to them receiving a 'mark'."	tather how to do this."	with the option that students may contact me if they have any questions.	 A <u>master</u> degree student, in her final year comes in and wants a better grade, because in my subject she
		 If I spend time (sometimes hours) crafting written feedback on a Turnitin assignment and a student never 	 Last year, one student started arguing about the assignment brief as I was discussing their feedback. This 	 Students just ignore feedback - that's negative enough, isn't it? 	 As I noted for the summative, I have found that most students really appreciate this and at least across 	did not get the maximum grade (as opposed to all other subjects). I explain again the criteria and that she
shown by more senior colleagues. I'm sure there are better ways to provide the feedback for students but	 Takes too long and 9 out of 30 times If's not read 		is one instance where students are more concerned about their mark than the actual feedback and what	 Ny comments relate to the predominantly international students liteach at the moment - answer would 	Europe, in guite a few universities not every lecturer anaptions detailed feedback apartoaches."	has not managed to obtain more points, but she refuses to hear me out and just wants the maximum
at the moment, if set aligning comments with the subric is the most effective way."	 Stronger students engage and make changes. Less engaged students do not always reflect/develop work- 	reviews it, looking only at Results Online for a mark, that feels like a waste of everyone's time."	they need to do to learn from it."	have been a bit different a few years ago. Despite showing them in induction, class and workbooks etc	 Non-native English speakers misundentanding / mistramilating feedback and requiring consultation.⁴ 	grade with a tone that this is a major disappointment for her and that she is a failure to not get maximum
 The downside of this process is you are often writing the same comments over and over again. We have 	further or they need more interventions to do ad	 In times of decreasing personal communication in families and schools with regard to learning and 	 In my practice I usually give feedback to my students. I saw great effect of feedbacks as they helped 	(and then in reassessments, or academic practice hearings), many just do not engage deeply. But I also	Ethink it takes time for students to learn how to use the feedback they get, very often they just try to pask	grades in all subjects; very tough conversation to someone who does not lister; needless to pay i did not
consistency using this approach, but it's not overly nuanced for each individual?	 Weekly verbal feedback sessions at L6 work well. Students become more able to develop their skills of 	behaviour, the personal interview offers the possibility to include personality development in the	students to work on weak points and progress."	feel that this is not our "fault" - the university takes in students who are very marginal in academic skills &-	the example and forget about B1	change my grading 1
 I find students take note of feedback when they need to improve their marks, more so in level 6. 	self and peer-critique. 1	feedback in addition to the professional topics. In many cases, students are grateful when they receive this personal feedback from their mentors and sometimes try to adjust their behaviour as a result. ⁴	 It can be perceived personally and have a different effect than expected. You should know a psychological- 	Inglish (and we put on extra classes)-and are not particularly motivated by the course - it is purely to get	 some students keep the feedback sheets over a longer period and by to mentor themselves and each 	 I believe formative feedback is more effective because it allows students to affect the upcoming mark.
 Group critique for song writing is particularly successful, which includes peer and tutor feedback (written) 	 Ethink it is positive when they engaged or Fursue further feedback 		side of how to communicate feedbacks correctly, 1	a work visa. There is only so far we should go to meet them."	sther"	believe the langhand understanding of a future assignment does not motivate them enough to look at
and spoking 1	 Too late they just want their mark⁴ 	Lose the assessment to adjust my own teaching and practice the skills the class needs to work on for the	Sometimes the students really understand what I mean, especially after discussing the feedback. And	 Lots of them when you see students engage and develop " 	 Some really appreciate the feedback, others are mostly interested in the credits, in 5 	summative feedback only if they want to complain about the mark they have been given?
 I'm unsure of how to qualify or quantify summative feedback impact. Mainly because the only time I see 	Consistent approach needed	head topic 1	continue applying the knowledge. But most of the times the students are not even interested in discussing	 When students don't engage with R, maybe fail reassessments and the module/course, but a 	 The one worse thing than written summative feedback is marks. I have a rule, I won't discuss marks but I 	 only students complain about certain detailed comments and try to challenge it."
summative feedback in action is resits and due to a capped grade the students have a skewed approach	 Assignments are Triked - feedback from part T feeds forward into part two. They get marks for responding 	I think that when I shifted from giving verbal or no feedback to giving written feedback connected to	It, they just accept almost unconsciously the given feedback and grade."	complaint/appeal is upheld. Staff are thrown under the bus?	will discuss feedback until the cows come home. Rubrics are guidelines but many academics treat them	 Mostly depends on the student who receive the feedback*
to pasa. They tweak sections to get a degree rather than work towards "	to feedback 1	learning outcomes / criteria, the students became markedly more capable of actually changing their grade-	I have a full-time athlete as a student, and he is doing his studies mostly completely independently and	 "My students always review the feedback promptly after receiving R. This ensures that the feedback is 	Ike laws and students often simply look at a mark and don't read the feedback. Another perticious	 It would be interesting to see how students really change their ways of thinking and working after having
 Scene students are really getting involved, some just do the minimum." 	 More timely feedback would allow more opportunity to act upon suggestions in similar assignments? 	from one examine the next, it made an enormous difference. However, I did not receive anywhere near-	remotely. And he has progressed as well as his gase-mates, at times with higher grades than them. I	fresh in their minds and they can better understand the context in which it was given.	hangover from a poorly managed education system which is obsessed with grades and grading, not human	received the feedback. But the practice is that other teachers teach them in the other modules, so to be
 One student <u>help</u> me to understand more their generation.⁴ 	 Delivering feedback sessions quickly well received on whole e.g. interediately after presentations of 	the level of direct engagement I imagined I would have gotten. Let the students didn't start actually	sheavy tell him how he should be proud of himself, with his time management skills, and his dedication,	 They also take the time to reflect on the feedback and consider how it aligns with their original goals and 	abilities. It's quite difficult, particularly for undergraduates to change their practice if they don't read your	honest, I do not always have a good overview of the results of my feedback. 1
 Some students don't have enough experience to understand how difficult work can be," 	practical tasks	discussing the feedback with me, so they would engage, they would just not engage with me about it as	and his "humbleness". His background is that of privilege, and he could easily act as if he "knows best" but	intentions. They can ask themselves questions such as: What did I do well? What areas need	feedback, but if the feedback isn't clear and well thought out, it can have negative effects. I still see far-	 In my experience it works quite well when the work form stimulates a lively debate on the topics that are
 Students seem to be more interested in the marks than feedback." 	 Students waiting several weeks to receive feedback almost forgotten what assignment brief was 	much as limagined.1	able he regularly corres to personal study plan discussions to discuss, to ponder, to get feedback and to	improvement? How can Lapply this feedback to future assignments or assessments?"	too much poor or vague feedback."	on the table. Ex work forms like a guiz or a discussion/debate on specific statements 1
 Deing questioned about marks and specifics in feedback. 	 Lonly see improved work from students who have failed the initial assessment. In most of those cases the 	 Not a particular experience, but I did find it a completely exhausting practice, because it was so much 	make sure all is in order. I could adopt Nm, for sure?	 If students have any questions or need further clarification on the feedback provided, they don't usually 	 Students who write in a reflective journal that the encouragement they received in formative feedback 	 Not a specific negative experience, but I do experience that giving feedback and having discussions about
 I do this mostly when we practise presentations.1 	students do act on the feedback. This is usually a combination of written feedback and a number of	effort that went beyond the "event horizon" of my and my institution's planning of my work structure, so	 Some students have been taught to cheat every which way they can, and if you face them with academic 	besitate to be I ree, 9	particularly, enabled them to real to an ambition or to achieve a goal that wasn't actually indicated in the	the feedback given is much easier when the group size is smaller. S
 constructive feedback coming from them (+ THEY have to start with what they found POSTIVE in their 	meetings so is probably not comparable to the standard approach of students receiving feedback on their	It was a very draining task - but completely essential in improving the learning of the students. It	and ethical rules, they completely ignore the feedback. They keep on talking and explaining and denying	 Responsible students look for patterns or recurring feedback across multiple assignments or assessments, 	module aims and objectives. Self-actualisation is a very important part of the university experience and a	 It would depend of the group but generally it makes a positive impact?
own work; I realise they tend to only focus on the negative and what they haven't achieved yet when	Turvitin subvrission 1	 It is sometimes guite different to tell whether feedback has had an effect, as tasks your might 	and looking straight into your eyes with very little willingness to change their ways. It is a means to survive	providing insights into areas where they may need more focused attention or improvement, "	delight to withese 1	 depends on the students. Some take on the feedback, others have a harder time learning from #1
analysing their work, and it is rewarding when they manage to focus on the positive aspects too, after	 Linfortunately nothing that stands out. 	only be able to tell based on performance in later courses.	In some communities, thus they are incapable of understanding anything else f	 Based on the feedback received, students are able to set specific goals for improvement. These goals can 	 Students who report that feedback adversely affected their mental health." 	 seeing broad feedback given on a specific area of their work being reflected in other areas."
some constructive feedback sessions 1	 Not negative but I do find that students only view red scribbles on their work as 'feedback'. Very few 	 Students often to not read their feedback, but only look at their mark. They perceive the written feedback 	Ethink overall there is a positive engagement, but it's not total, there is a lot of apathy and I see repeated	be targeted towards addressing specific areas of weakness or building upon existing strengths."	 Students not always follow up on the comments f 	 giving feedback, again and again which is never taken on board is very frustrating. I don't necessarily think
 students (in general) just want to pass an examination 	would class formative feedback as actual feedback.	we give as so much blah blah de blah blah."	errors in the final year that I was picking up in the first year, and around Harvard referencing, so they	 Finally, the most important step is for students to take action based on the feedback they have received. 	 It is all about interaction between you as a lecturer and the student. It is not one-sided. It should be based 	this is out of bad will, but frustrating nonetheless 5
 Thed a student who had researched good things during her graduation but not the things that were asked 	 When students realise the impact of summative assessment and engage, come for tutorials and ask for- 	• I like to give good marks to students who work hard. <u>Unawaan</u> if they do not meet the learning outcomes	might say they're reading the feedback, but they aren't always taking it in. I	This may involve revising their work, seeking additional resources or support, or implementing new-	on real interaction,"	 I are just not sure, it depends on the student always in every context anew what s/he will use or not use
for het graduation. I provided het with feedback. She took it to heart and started working on it. She has	help their work improves significantly however, this is a very small progent of students."	this is difficult. One shudents received a 68 for their essay two years in a row. Thad to explain that the first-	 Really rice complimentary feedback returned from the students, thank you cands at graduation. 	strategies in future assignments or assessments. This happens frequently, although not always."1	 Sometimes students can be disappointed, but this is part of the learning curve they are going through. 	In the future. Possibly you will see the fruits of the feedback given never (when they are professionals thy
now passed 1	 Yes, one student last year really had a lightbulb moment - went from 50s to 80s when he realised how to 	time it was because they had no references in their essay. The second time it was because there were no-	conversations in the confider where they say how seeful feedback was to them, it makes it worthwhile f	One particularly positive experience (had in relation to giving feedback to higher education students was	 After summative feedback, I notice that some students make progress, but I don't always notice clearly. 	territore (con)
 It have had students who have not interpreted formative feedback correctly. They also submitted a report 	encode and his skills and confidence developed. 1	images (which had been part of the brief). When I explained the student cheered up as they realised there	 When students feel attacked, I have to be so careful around the language that I use as it can easily be 	when I provided detailed feedback on a student's research paper. The student had put a lot of effort into-	observable progress in each of the students. The question then arises for myself as to what I could do	 manyone that stick students who get more organised and get higher grades and later work and thank
in the second instance that did not meet the requirements. It really comes down to good formulation by	 One level 6 student said he was too embarrassed to let anyone read his work prior to submission." 	was a real teason, and that they could improve in the future. This was an unusually mature student in my-	taken the wrong way or out of context."	their work and showed a deep understanding of the subject matter. In my feedback, I not only highlighted	more or better, but also sometimes whether real progress is still possible given the limited time we have	me for feedback and everything on even better students who thank you for failing them in the first place()?
the instructor and good latening and interpretation by the student. Miscommunication is lunking:	 Depends on many factors e.g. I might not see students in modules that follow; what stage of their 	aspectore, .	 Written feedback sits alongside copious formative verbal feedback in the studios, so we can discuss 	the strengths of their paper but also provided constructive suggestions for improvement."	to further test students and give feecback."	 manyhowever, often students get what I am saying. On the other hand, often average work would be
 It is sometimes hard to tell as assignments are anonymised, but sometimes you can see trends of 	academic career students are on (page) give very detailed feedback in the first double module in US before-	 Students sometimes come with their parents to find out 'why they did not pass' or 'why their mark is not 	summative feedback in relation to current concerns.	 After receiving the feedback, the student expressed gratitude and mentioned how helpful it was in guiding 	 Assignments improve after students learn what is expected from them. If I am teaching the same class in 	seen for students as very good: Sney Just do not know someSmesl C
improvement linked to specific feedback given There were Teres I think I could tell Thad a student who i-	their final major project) which I think is valued as the next project 'counts' (60 credits) towards their	better'. Parents want long detailed feedback as if the students are in primary school. Parents often have	 Verbal feedback enables the feedback to be adjusted depending on the reaction of the student. Success 	their revisions. They appreciated the specific examples and explanations I provided, which allowed them	consecutive years, I see that their assignments prepared much better in the second or third courses	 The study coach is the one who is tracking the progress of each student, not necessarily the assessor,"
had given feedback for before and could see they had specifically focused and worked on the areas I had	degree classification 1	more difficulty understanding why the student did not get top grades than the student themselves."	is easy to determine as one senses the effectiveness of one's words."	to see exactly where they could enhance their arguments and strengthen their writing."	delivered by me. 1	 It gives clarity both for the students and faculty.
pointed out previously and it really, helped boost their grade	 Enemember a student who really struggled when she first arrived, scraping thirds if she managed to pass. 	 Because summative feedback affects their rest assignment. 	 Students receiving written feedback have occasionally misinterpreted it in a negative way and become 	 The positive experience was not only in seeing the student's appreciation but also witnessing their growth. 	 Graduates sometimes send messages noting how much they benefit from their presentation skills at their 	 The ambitious students benefit from my summative feedback; some moderate make the same mistakes
 Not specifically, but hearing that the proportion of students who don't even look at the feedback given is 	She worked incredibly hard and through her time and university sought out and responded to as much	 Sometimes there is real opportunity to provide feedback that is gesuinely feed forward - that students- 	almost aggressive."	In subsequent assignments, I noticed a significant improvement in their writing and critical thinking skills.	employment. This is probably the best feedback regarding what we aim to achieve at school " Most students are receptive to constructive feedback if it is delivered in the correct way, However, it is	in the formative best as they have in the summative, preceding test, sometimes I wonder if certain
very high, is guite disheartening f	feedback as she could get, graduating with a solid 2/1, it was really rewarding to see the progress she	can take into their next assessment	 Students are directed to feedback and mainly act on it? 	It was rewarding to know that my feedback had made a positive impact on their academic development."	 Most students are receptive to constructive needback in it is devened in the correct way. However, it is shown a challenge to prepare the students to receive the feedback so that it can be put to the best and 	students have even reading feedback to their summative tests. 1
 This helps, the students to know better what level is needed for the final assignment. 	rrade 1	 However often feedback is just stating the obvious things students should have done? 	 Universal positive feedback from students who comment on audio feedback? 	I once encountered a particularly negative situation. I had provided detailed feedback on a student's	always a challenge to prepare the students to receive the feedback so that it can be put to the best and most constructive use."	 Students telling me that they found it very helpful and it helped them grasp the topic better for
 Personally, i have never seen it because I don't teach the students for long enough. But I trust that at least 	 An otherwise excellent student who unfortunately completely missed the point on one module, refused 	 If you are expected to write a lot of summative feedback but you know the students are unlikely to engage 	 Not particularly negative but really hard to get colleagues into audio feedback.⁴ 	assignment, highlighting areas for improvement and offering suggestions for further development.		 It is very time consuming to give every student the same attention; some make many mistakes and if i feel
pome of them do?	to accept this and eventually left the course (though she would have progressed into the next year just	with it in a detailed way it feels a bit pointless."	 In modules where I have two assessments, feedback on the first assessment often leads to improvements. 	However, instead of taking the feedback constructively, the student became defensive and distribute at first, refusing to acknowledge any shortcomings in their work and instead questioning my expertise. This	 If delivered in the correct way, it engages students and leads to an interactive dialogue is which the 	they have not looked into my feedback as I can see them making the same mistakes in a subsequent
 Eve heard students complaining about the marking on an assignment Thelped to mark (we worked as a 	fine). I was early on in my teaching career and felt unsupported and harassed by the student who was	 Students that engage with feedback bend to better meet learning objectives later in the same semester. 	in the second, e.g., with accuracy of referencing, clarity of arguments, depth of academic support in	rest, rectang to acknowledge any inortionings in their work and instead questioning my expertise. I his negative encounter made it challenging to have a groductive discussion and could have hindered the	student internalizes the information and uses it to improve higher performance. ⁴ Some students are hyper-sensitive to feedback and shut down to any form of priticium. It takes more 	augrment, it is a quite demotivating experience?
team for this one due to the sheer quantity and I don't think it was one that I marked, but it was still sad]."	bombarding me with angry and messages yet refused to see me face to face for a meeting. I found this	and in further coursework. In easy assignments, I note improvements in later easys that correspond to-	essays, etc. On the other hand, with work such as final year dissertations, I'm not sure if students are ab	regative encounter made it shallenging to have a productive discussion and could have hindered the student's ability to learn and grow from the feedback given, but later on the student was able to		 some students are better than others at actively responding to feedback, seems to happen more with
 The students accept it when they know the criteria in advance? 	emotionally challenging f	the feedback I provide.*	all interested in feedback upon which they can improve future work?	student's ability to learn and grow from the reedback given, but later on the student was able to understand the value of constructive criticism and approached me for further guidance. We were able to	patience and creativity to connect with these students."	assignments at the beginning of the academic year?
 Many students don't check the Austhoritito my experience). But for those who actually check, their 	The most angaged in the task / activity are also the most angaged with the feedback given and more likely	 Most students use the feedback to improve their work, and ask for additional clarification if the feedback 	 The best experiences of giving feedback are usually linked to being able to celebrate student success and 	have a more open and collaborative conversation, and the student started implementing the feedback	 Very much linked with the overall level of engagement that individual students display, " Success in encouraging evidence-based argument". 	 students who really improve their performance based on feedback live given?
performance is obviously improved a lot f	to want to discuss further and take on board any advice accordingly?	Kundkag 1	the brilliance of their work. In these instances, it is a joy to be effusive with praise and comment on how	the attack of the construction of the second second second second in a second sec		 Yes students do learn a lot from feedback if they get the how to improve things comments clearly
It is always my pleasure to provide feedback to students who seek it and understand the positive	 Through targeted activity and feedback it was possible to get better engagement going forward from the 	 A very small minority of students will complain about feedback and try to argue that it is wrong so that 	dudents have surpussed expectations set in the marking otheria.	 Theach at many linternational universities in English across Europe. For many students, such feedback is 	some students will be motivated by seeing that some teachers really give them true and objective	in feedback is at the heart of learning if done properly?
subcomes associated with taking the feedback on board. For me, the more thorough feedback, the better	(TOUD)*	they can get a higher grade.5	 The worst experiences with feedback are when students either (1) do not read the comments (which may 	actually supprising they may not have regive such detailed feedbacks providually and they appreciate it.	feedback (no matter if good or bad) and will improve and have more desine as a result, other on the other	 When they understand the mistakes they made, they think about it and lears."
the student experience and their academic progress.	Some students find it difficult to accept qualitative feedback as they have been told they are high	 Students who so wish can commit to points of improvement (objectives to be achieved), which are 	have been estensive), and/or (2) challenge marks based on where the feedback matches the marking	At the same time, to generate change, this has to happen reliably across the courses and one course is	hand simply do not care (they just want to pass, or they just want grade X) and are very indifferent to the feedback itself!	 I spend a lot of time during oral esams explaining what students did good/wrong and that's a moment-
	achievers and have not been allowed to fail in previous activities or been given honest feedback on their	reflected in additional marks. This is why they are attentive to feedback and intereste themselves in the	ofiteria. This reduces "learning" to a numerical exercise (marks) vis-a-vis a marking grid. I'd be happy to-	not really going to make the change in the academic practices of the students. Sometimes it does. Some		they really laten to what we say sometimes, when the feedback is written, they misunderstand what is
	application of a task?	Process 1	do away with marks and grades altogether."	students use a detailed feedback to argue for a better grade or express their different opinion, but this is	 Egive feedback (<u>Eachnine</u> degree) and some students then pursue their studies in master's degree with 	TRACT.
					tte, we sometimes even work for their Master degree thesis or they may well want to pursue a joint	

- 90% (n=105) of respondents left further qualitative comments in relation to their experiences of giving feedback.
- Within the qualitative statements 62% (n=104) contained positive elements and 38% (n=63) contained negative elements (some statements contained both positive and negative elements.

Conclusion to staff survey

- Verbal face to face feedback is the most preferred method by staff and is considered the most effective by them.
- Technological modes of feedback are least preferred by staff.
- Staff are less convinced of the impacts of feedback on students but remain overwhelmingly positive towards the feedback process.
- Half of staff are time-poor, overworked, teaching too many students and insufficiently supported by their institutions, which presents a barrier to them giving feedback.

Limitations

- Time, this research was conducted at relatively short notice.
- Lack of methods, this research ideally needs complimenting with more qualitative research (focus groups particularly).
- Needs involvement of more powerful stakeholders as research participants.
- I asked mostly positively phrased questions only, I should have asked negatively phrased questions also to find out what respondents don't like.
- The research was conducted too early in the academic year to attract many responses from first year students who have not yet experienced feedback.
- I haven't had chance in the presentation to cover formative feedback in as much depth as what I would have liked to.

Overall Conclusion

- In terms of student improvement, the numerical evidence doesn't quite support the student sentiment with only half of PP2 students improving after feedback, but more students on the survey indicating that their practice had improved / developed.
- The percentage of students who left positive statements about summative feedback (55%) is reasonably similar to the percentage of PP2 students who showed improvement through feedback (50%).
- The number of students who left negative statements about summative feedback (45%) is reasonably similar to the percentage of PP2 students who showed improvement through feedback (40%).
- Staff are less convinced of the effectiveness of feedback than what students are.
- Overall, both staff and students are positive towards the feedback process.
- From reading the student and staff comments, a blended or combined approach (e.g. written comments followed by a meeting) may provide more effective feedback.
- The time taken to give quality feedback to students needs factoring into staff deployment, this will need support by senior managers.

Thank you! Any questions?

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