Det Natur- og Biovidenskabelige Fakultet

Feedback to students

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https://www.ind.ku.dk/feedback

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Feedback to students

What is feedback in this context:

A reaction on a product made by one or more students, aiming at improving learning.

Products: oral, written, performances, actions,...

Two types of feedback:

Formative feedback
- Aiming forward
- Goal: to develop and improve
- Focus on process
- Create progression

Summative feedback
- Aiming backwards
- Goal: to examine a result
- Control and documentation
- Uses scale

Why focus on feedback to students?

According to research evidence, formative feedback increases students' learning and efforts. More feedback is also sought after by students at UCPH and is a focus area in the political debate on education.

In 2015 UCPH's management appointed a taskforce for feedback. The feedback initiatives at UCPH build on recommendations in the report from UCPH's Feedback Task Force:

Feedback at UCPH - Report by the Task Force for Feedback to Students

- Read or download the report on <u>Feedback at UCPH , Report by the Task Force for Feedback to Students</u>
- Read or download the <u>Student council report on feedback</u>
- Read or download the <u>Examples of feedback at UCPH</u>

See: <u>Teaching portal at KUnet: Feedback in teaching - The UCPH feedback initiative</u>

Why is good feedback important?

- One of the most effective learning tools
- Helps students understand the requirement placed on them
- Helps students evaluate where they stand adaemically
- Helps students understand the academic content (both concepts and processes)
- Helps students find the next step in their learning process
- Is motivating and enhances job satisfaction

=> Promotes meta-cognition and Self-Directed learning

(From: Video presentation on Peerfeedback by professor Jens Dolin,
 What is the learning potential of peer feedback?, UCPH june 2017)

Feedback in course descriptions at UCPH

- From next study year it is obligatory to include a description of feedback forms
- The form field has the following check boxes:
  - Written
  - Oral
  - Individual
  - Collective
  - Continuous feedback during the course of the semester
  - Feedback by final exam (In addition to the grade)
  - Peer feedback (Students give each other feedback)
- AND a text field ('tilføj note') where you can describe the feedback in your course.

Feedbackform (sæt gerne flere krydser) ⓘ
- [ ] Skriftlig
- [ ] Mundtlig
- [ ] Individuel
- [ ] Kollektiv
- [x] Løbende feedback i undervisningsforløbet
- [ ] Feedback ved afsluttende eksamen (ud over karakteren)
- [ ] Peerfeedback (studerende giver hinanden feedback)

Tilføj note

Hjælp: Feedbackform (sæt gerne flere krydser)

I notefeltet kan du tilføje egne kommentarer eller uddybe de kategorier, du har afkrydset.
Feedbackfeltet benyttes både til at klargøre forventninger til de studerendes deltagelse i feedback i undervisningen, og afstemme de forventninger, som de studerende kan have til feedbackindholdet, f.eks. form, indhold og omfang.

Et eksempel på en forventning, kunne være krav om studerendes deltagelse i peerfeedback.

Eksempler på feedbackformer:
Undervisers mundtlige eller skriftlige feedback på skriveøvelser, portfolio, digitale quizzer, tests, løbende refleksion over egen læring, feedback i klynger, kriteriebaseret feedback og peerfeedback.

Ok

Examples from existing course descriptions (kursus.ku.dk, search on "feedback")

- Continuous feedback from teacher at computer exercises and discussion workshops. Supervised choice of seminar papers and questions. Feedback from teacher and peers (class) on oral seminar presentation and answers to seminar questions. Organised feedback on choice of essay topic and at workshops for essay writing. Feedback on essay, presentation and discussion at exam. (Biology)

- Lecturer's written feedback on online discussions, peer feedback on online discussions, lecturer's written feedback on written assignments, lecturer's oral feedback during in-class empirical exercises. (Natural ressources)

- Supervised choice of seminar papers and questions. Feedback from teacher and peers (class) on oral seminar presentation and answers to seminar questions, and collective feedback from teachers and discussion of on-line assignments in the week following completion. Organised feedback on choice of essay topic and at workshops for essay writing. Feedback on essay, presentation and discussion at exam. (Conservation biology)

What is important when choosing feedback forms?

Feedback should in principle always be adjusted to the specific student in order to be most efficient on bringing the student from the present level to the desired level indicated in the learning goals.

Good feedback will:

- Emphasis the academic requirements
- Get the student to reflect and assess his/her own level
- Give the student strategies to work toward the academic requirements

Where shall I go? – Where am I? – How do I get there?

Two tools: Criteria-based rubric and Feedback dialogue sheet

Where shall we go?

Students often struggle with the translation from formal requirements to their own work
→ Criteria-based feedback and *rubrics* can help:

Criteria	Outstanding	OK	Needs improvement
…			
Describes …			
Uses systematic approach to …			
Argumentation for …			
…			
Writes correct on …			
Formalia			
…			

Levels of performance (scale)

Rubric design	4	3	2	1
Criterion 1	(Yes, and more!)	(Yes!)	(Yes, but..)	(No)
Criterion 2		Performance descriptors		
Criterion 3				
⋮				

Criteria or Dimensions

September 2018

Rubrics can be used both before and after giving feedback

Criteria	Outstanding	Good	Sufficient	Not sufficient
•				
•				
•				
•				
•				

Feedback dialogue sheet

Assign-ment	Student Action plan	Feedback from teacher	Student reaction
1		It is hard to see how... I will suggest...	What we meant was... Next time we will try...
2	We have tried to... Our focus is on...		
3			
4			
...			

See video example from UCPH on how how formative feedback can be integrated in teaching. The feedback sheet support students to retain the lecturer's feedback and their own reflection on the feedback: http://video.ku.dk/focus-on-feedback-the-green-sheet

September 2018

Peer feedback

Abundant evidence of the benefits of engaging students in peer feedback

- Peer feedback promotes learning
- When students have to apply evaluation criteria themselves, they can develope their understanding of the learning objectives
- Students can get experience of different solutions to tasks, which can help to develop an appreciation of what counts as quality work in the discipline or subject area
- Peer feedback can enhance active participation, motivation, professional and social engagement in the subject and the study program.

Advice on peer feedback

- Important that the student understand the **evaluation criteria**
- Good **examples** are important
- Draw up a "**rubric**" or form to track progression before setting an assignment – one that the students know (or help to draw up).
- Institutionalise reaction to feedback. Change your **didactic contracts** so that the assignment is not finished until the work on the feedback is completed.

(From: Video presentation on Peerfeedback by professor Jens Dolin,
 [What is the learning potential of peer feedback](#)?, UCPH june 2017)

Resources in English

- **www.ind.ku.dk/feedback** (in Danish and some content in English): Examples, resources, guides, etc.

- **Teaching Portal on feedback** (in English): https://kunet.ku.dk/work-areas/teaching/teaching_development/feedback/Pages/default.aspx Videos, examples etc.

- **Online and blended learning** - https://obl.ku.dk/ KU-cases and tools relevant for giving feedback (in English)

- Rienecker and Bruun, 2013: Kapitel 4.6.1 Feedback, i *University Teaching and Learning*, (Rienecker, Jørgensen, Dolin, Ingerslev (eds.) 2013), Samfundslitteratur.

- Hattie, J., & Timperley, H. (2007). **The Power of Feedback**. Review of Educational Research, 77(1), 81-112.

- University of Edinburghs "**The Enhancing Feed-back**" website: http://www.enhancingfeedback.ed.ac.uk/ Extensive collection of resources, strategies, case examples and ideas for both staff and students

- **AU Educate, theme on Feedback**: http://educate.au.dk/en/themes/feedback/ Examples, exercises and tools to be used for feedback in teaching.

- **SDU's Tool for Developing Feedback Activities** (VUF): http://sduup.sdu.dk/vuf-en Examples on different feedback forms.

- UNSW Sydney, **Website on Assessment and Feedback**: https://teaching.unsw.edu.au/assessment Toolkit with ideas, guidelines and practical strategies