

Feedback from the *Enhancing Student and Staff Engagement with Feedback* workshop: summary data

What might you adopt or what might you change in your practice after today's session?

1. Standardised feedback sheet with more detail (what was done well, tick-boxes for specific resources that would help the student) that encourages consistency but allows space for individualisation
2. Generic feedback
3. Electronic feedback
4. Make the marking criteria clear to students in advance
5. Portfolios of work and reflections on feedback
6. Asking students about what they want feedback on
7. Consider withholding grades until students have seen feedback
8. Incorporating a session/workshop/tutorial into teaching on using feedback
9. Having a longitudinal dialogue with students about their feedback rather than it being a one-off judgement/activity
10. Markers meeting beforehand to ensure team are all on the same page
11. Peer discussions across different HE institutions

What problems seem critical in your situation that didn't come out of the psychology example?

1. Feedback on online learning activities
2. Students' understanding of what feedback is
3. How to give students more opportunities for practice w/o incr. workload
4. The "type" of feedback that the majority of the students will respond to
5. Some areas of education assessment need to be highlighted for students to understand where their assessment lacks criticality (for example)
6. Feedback on diverse assessment – a current concern?
7. We do a lot of formative work with feedback and our students get copious amounts of personal consultation time, but there is a still little improvement cross assignments! Something is missing...
8. Getting students to engage in feedback – but that was covered, I just think it is rather critical for us!
9. Very standardised (cross-school) feedback form + requires electronic comments (which massively increases time taken to mark)
10. High student-staff ratio with few (no) UTs and unreliable PG markers. Just don't see how our School could afford to invest these levels of staff time, even with the best of intentions
11. Potential role of bias in assessment
12. Feedback practices, when students are predominantly from an international background – are there any other ways of addressing their challenges (English language barrier for example)
13. Use of an electronic marking system that students find it difficult to engage with
14. Prolonged activities such as design exercises: typically rely on face-to-face feedback; hard to see how to make this efficient. Feedback from exercise at end of one year to students at start of next year
15. Maturity of students
16. Having limited pool of specialised well-trained GTA markers
17. The feedback students receive from mentors on clinical placement varies hugely and the students are summatively assessed whilst on clinical placement
18. Detailed feedback after exams? We have different forms of additional feedback re clinical/practical examinations. LIFTUPP – not sure if this applicable

Where does the bulk of staff effort go in providing feedback to pre-honours students, and should this change?

1. For us it is in clinics + very time consuming
2. Written feedback. Need to look at other alternatives like verbal f/b & need to spend more effort ensuring that students engage with feedback
3. Writing comments, often very detailed. Is it too detailed? Considerable resistance to grids.
4. Understanding of the research question, of the background information and critical thinking
5. Concentrate mostly on spelling, punctuation, grammar and syntax – should change with equal emphasis given to referencing, presenting arguments and writing in an academic register
6. GTA time on essays; should maintain that but I think lecturing staff should give more formative feedback too
7. I'm working with pre-masters students
8. We pride ourselves on the detailed feedback we provide. However there are differences between staff, and a more structured feedback form will help with this
9. A lot of effort is just spent going through the scripts – the sheer quantity
10. In the assessment period
11. Most assessment time goes into exam marking which leads to only generic feedback and is generally ignored.
12. Moderating GTA marking.
13. Essay feedback (individual emails and student meetings, feedback clinics).
14. A lot of 'administrative' type work in moving assignments between markers/moderators/external examiners etc.
15. Staff sometimes need mentoring to be able to grasp the concept of feedback esp. if not from this background (non-academic clinical tutors)