

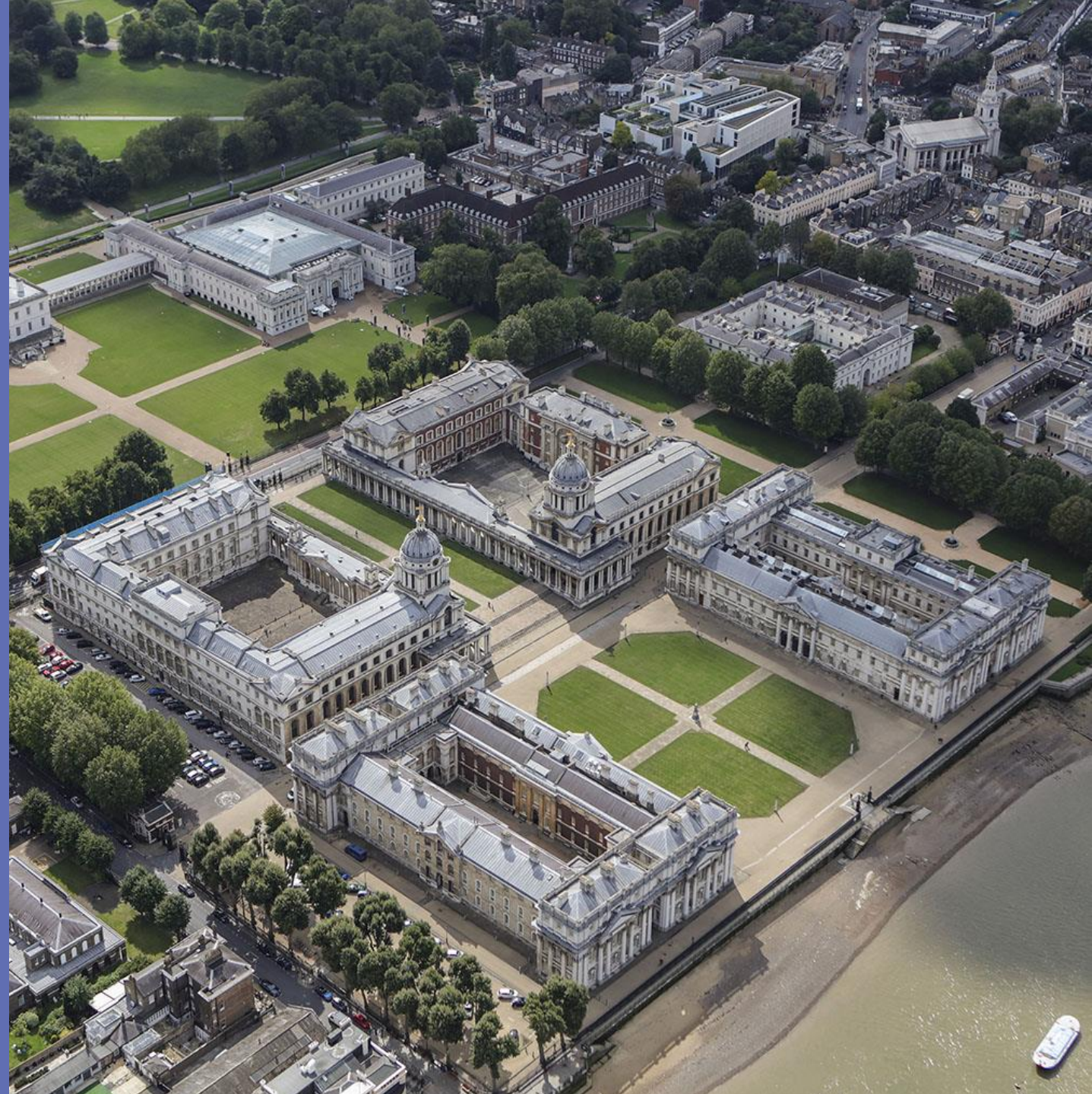
What are student perceptions of 'good' feedback from assessment?

An exploration of student-led teaching award nomination data to explore student views on good practice

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What do students perceive as 'good' feedback?



Image from Pixabay.com

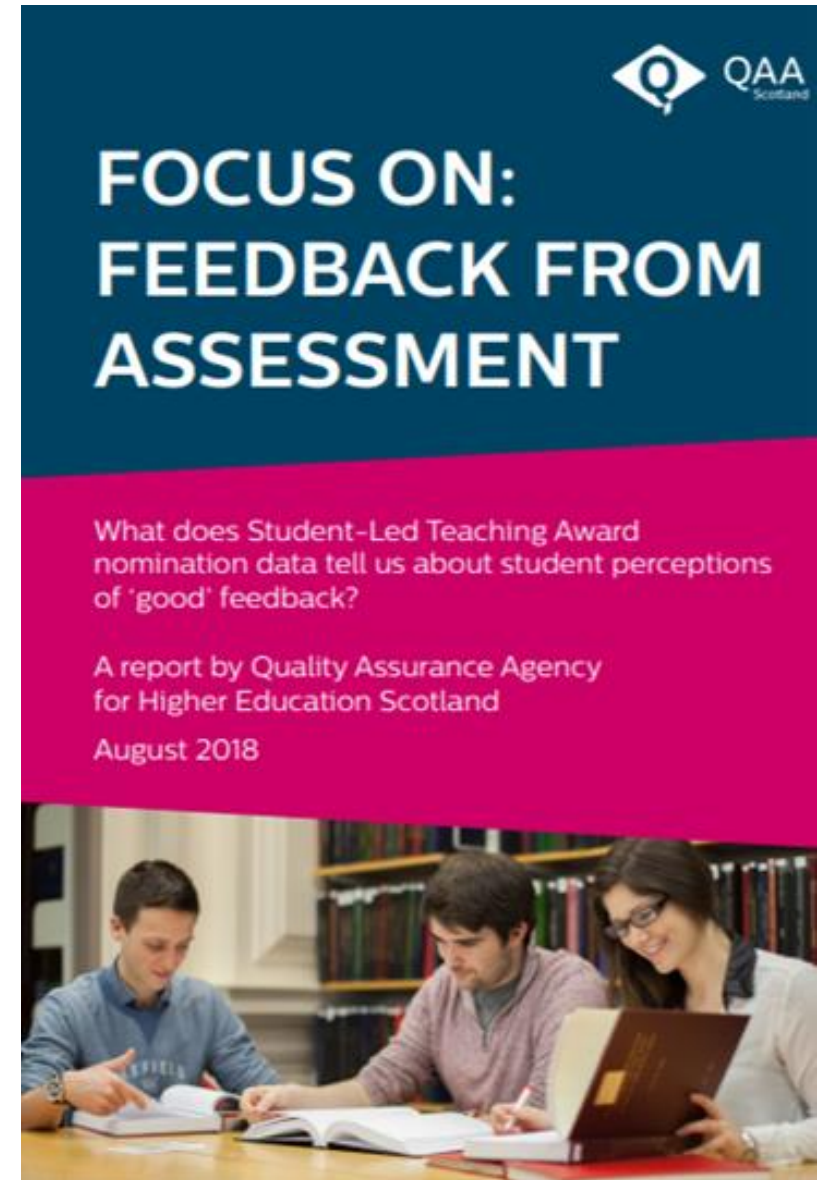
Focus On: Feedback from Assessment

Quality Assurance Agency Scotland

Focus On: Feedback from Assessment Project

The objective of the report was to enhance understanding of student perceptions of 'good' feedback informed by Student-Led Teaching Award (SLTA) nomination data.

Full report:
<https://tinyurl.com/FocusOnFeedback>



Student-Led Teaching Awards



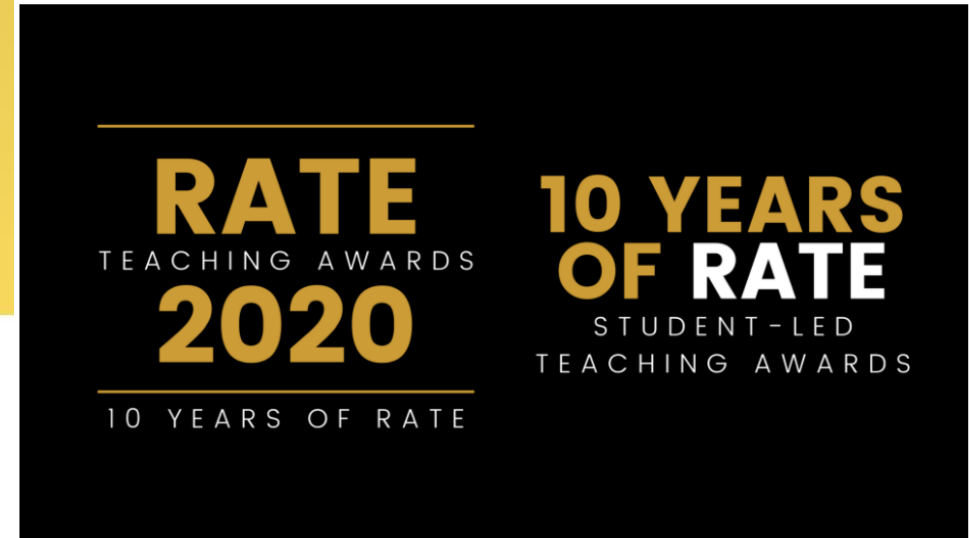
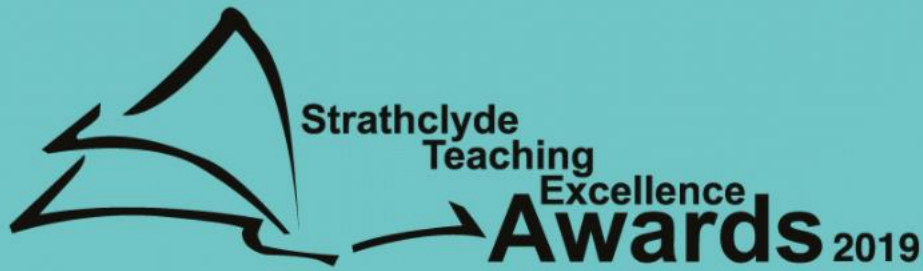
The strength of the data has been signposted as key:

‘a promising way to find out more about what students value most in their learning experience, including their conceptions of excellence in teaching’.

(Davies et al., 2012)

Teaching Excellence Awards

RATE



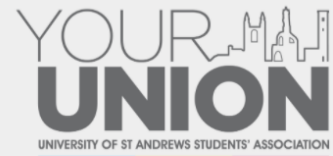
The Recognising and Advancing Teaching Excellence (RATE) Award scheme was first introduced by Stirling Students' Union in 2010. RATE was born from the Union's desire to recognise the excellent quality of teaching at the University of Stirling and to provide students with the opportunity

19 HEI students' associations in Scotland

16 were running SLTAs

10 students' associations contributed to the project

Nearly 5000 nominations



- voice
- students' representative council
- executive committee
- academic representation
- education committee

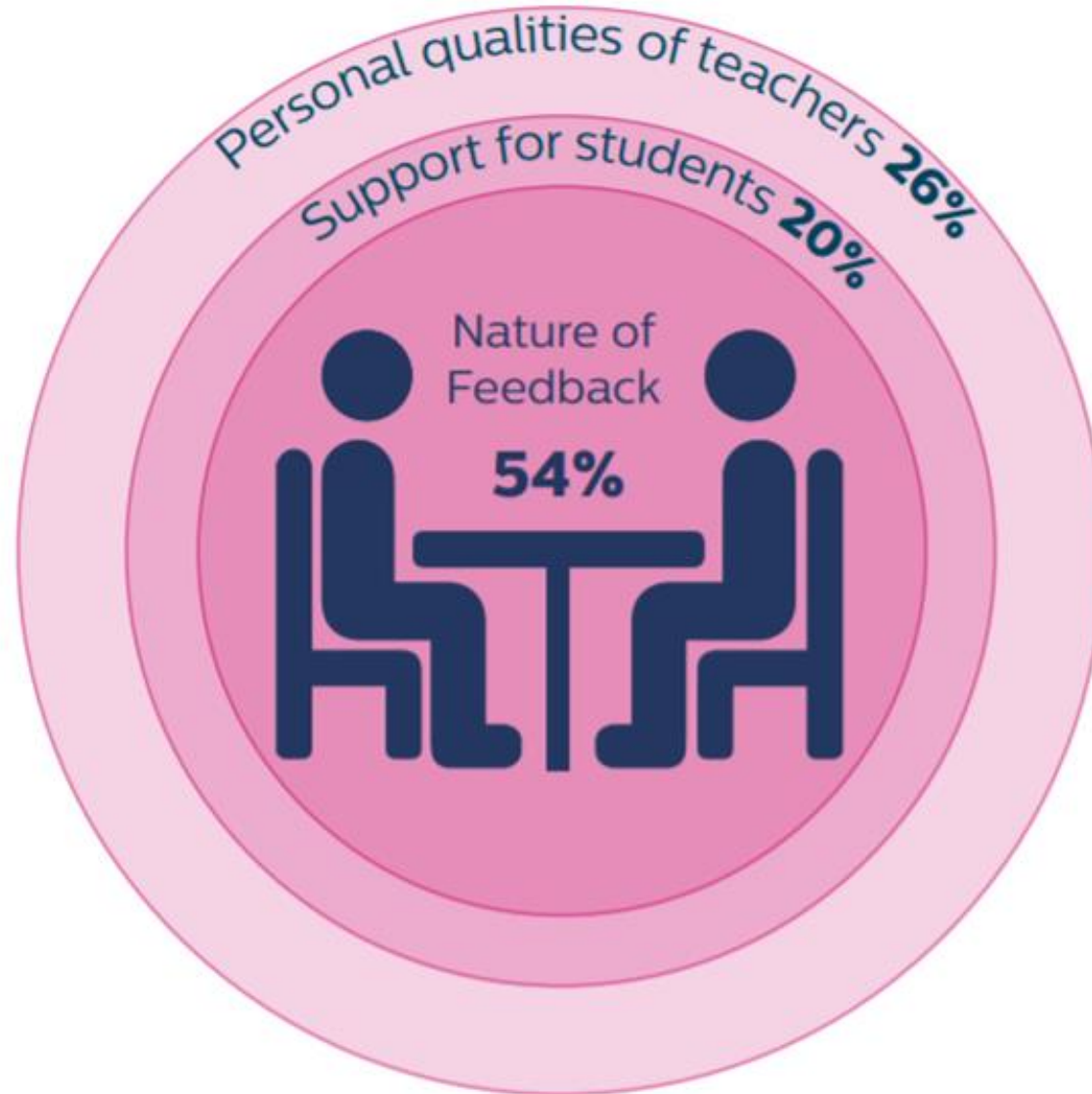


Methodology

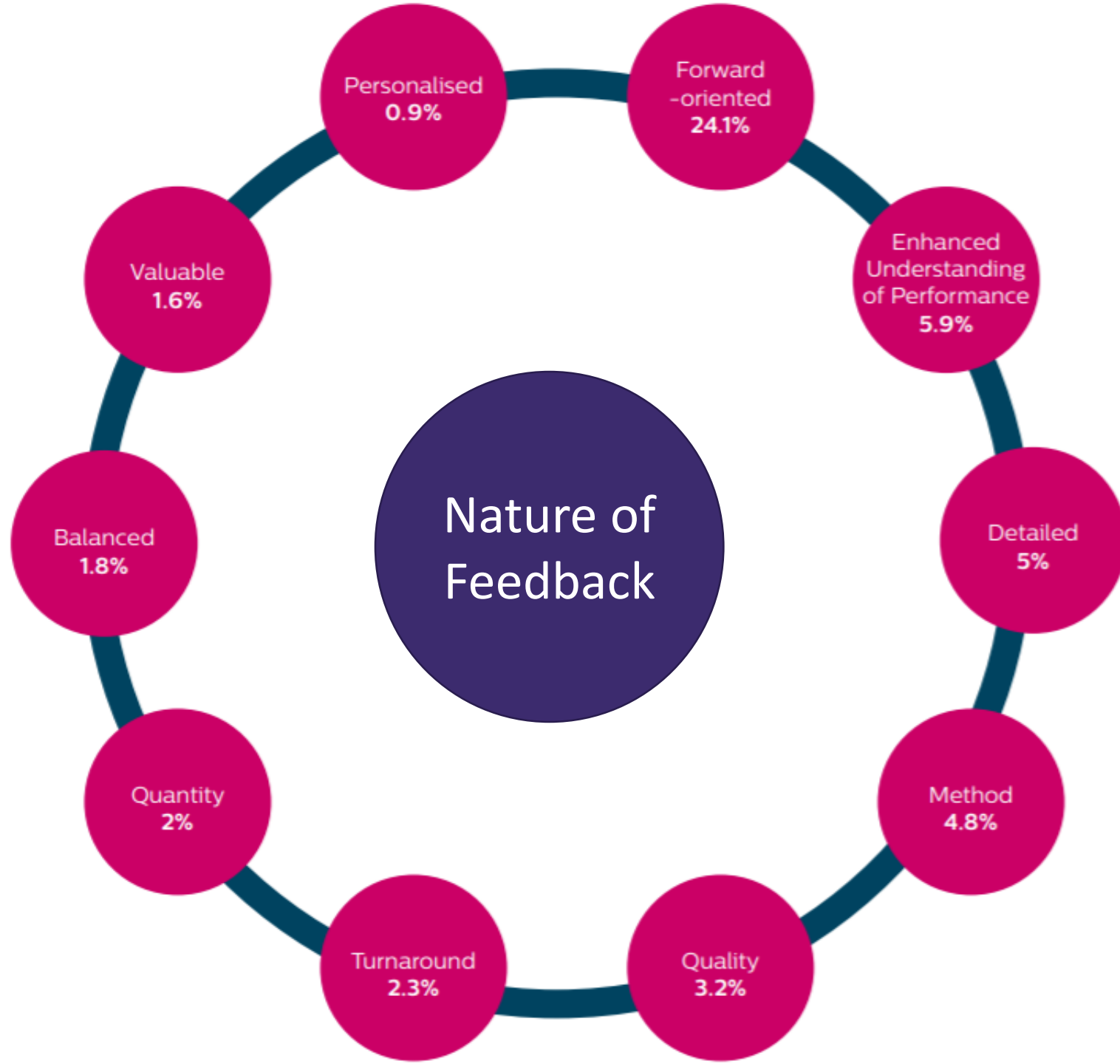
- Exploratory approach to analysing the qualitative statements in the nomination data.
- A grounded theory informed approach (Glaser and Strauss, 1967).
- Inductive – repeat coding - eventual identification of themes – data saturation
- Illustrative sample to explore quantitative weighting of themes – 319 nominations in this sample

Nomination data

- Different award categories and selection of nomination data
- Quality and quantity of nomination data
- Data reviewed and illustrative sample quantified



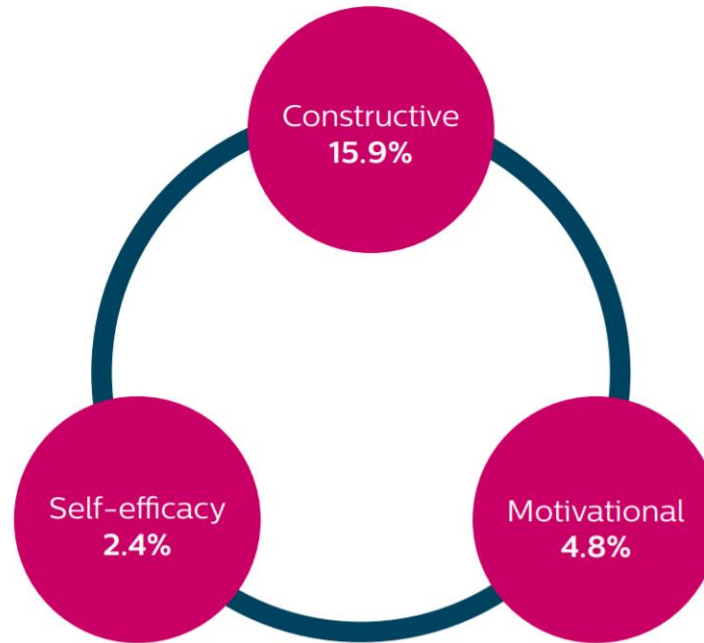
Nature of Feedback



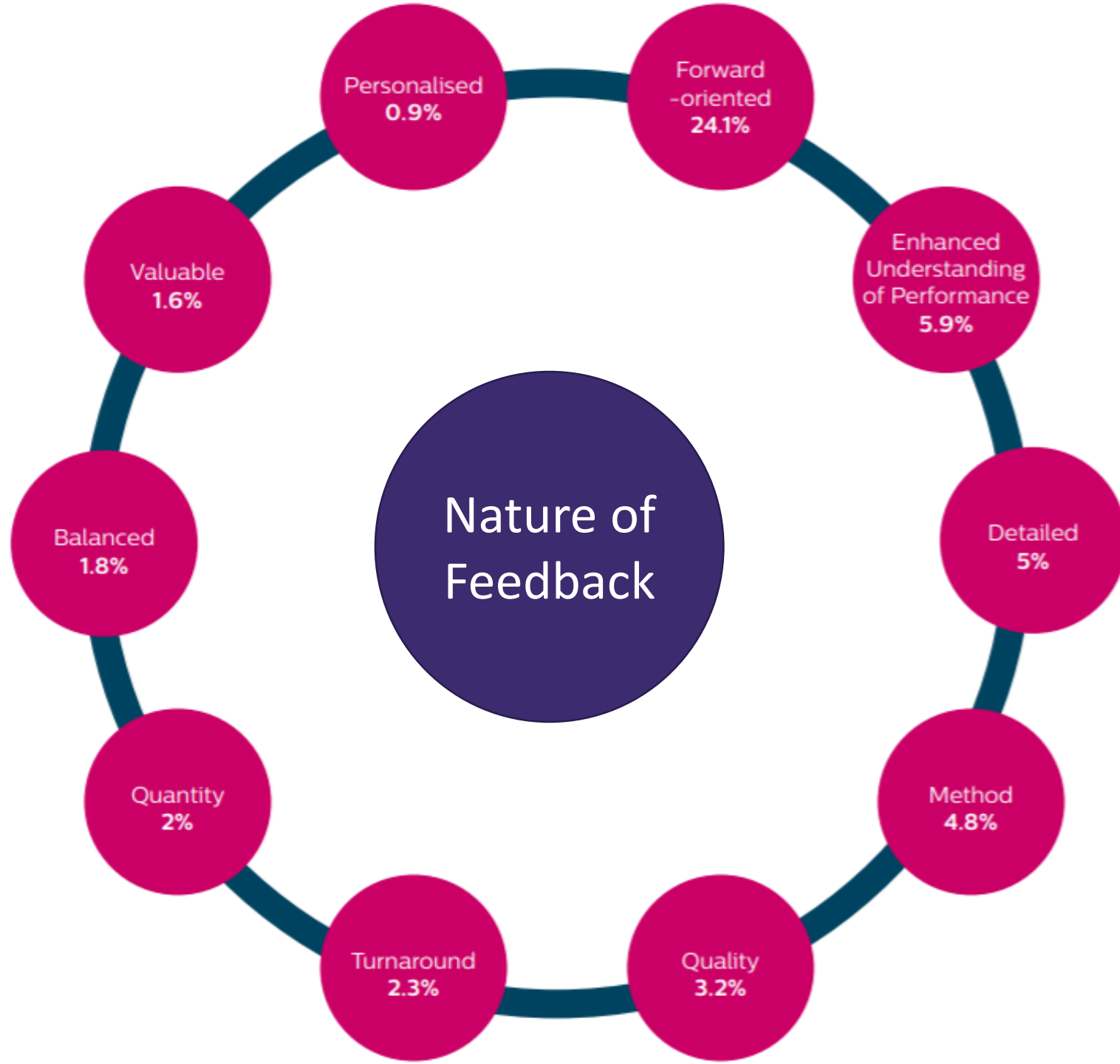
Forward-oriented feedback

‘The feedback was a great help for future assignments and the calibre of work I submit’.

‘If it wasn’t for the helpful feedback comments in my assignments I would be feeling more nervous about the exams.’



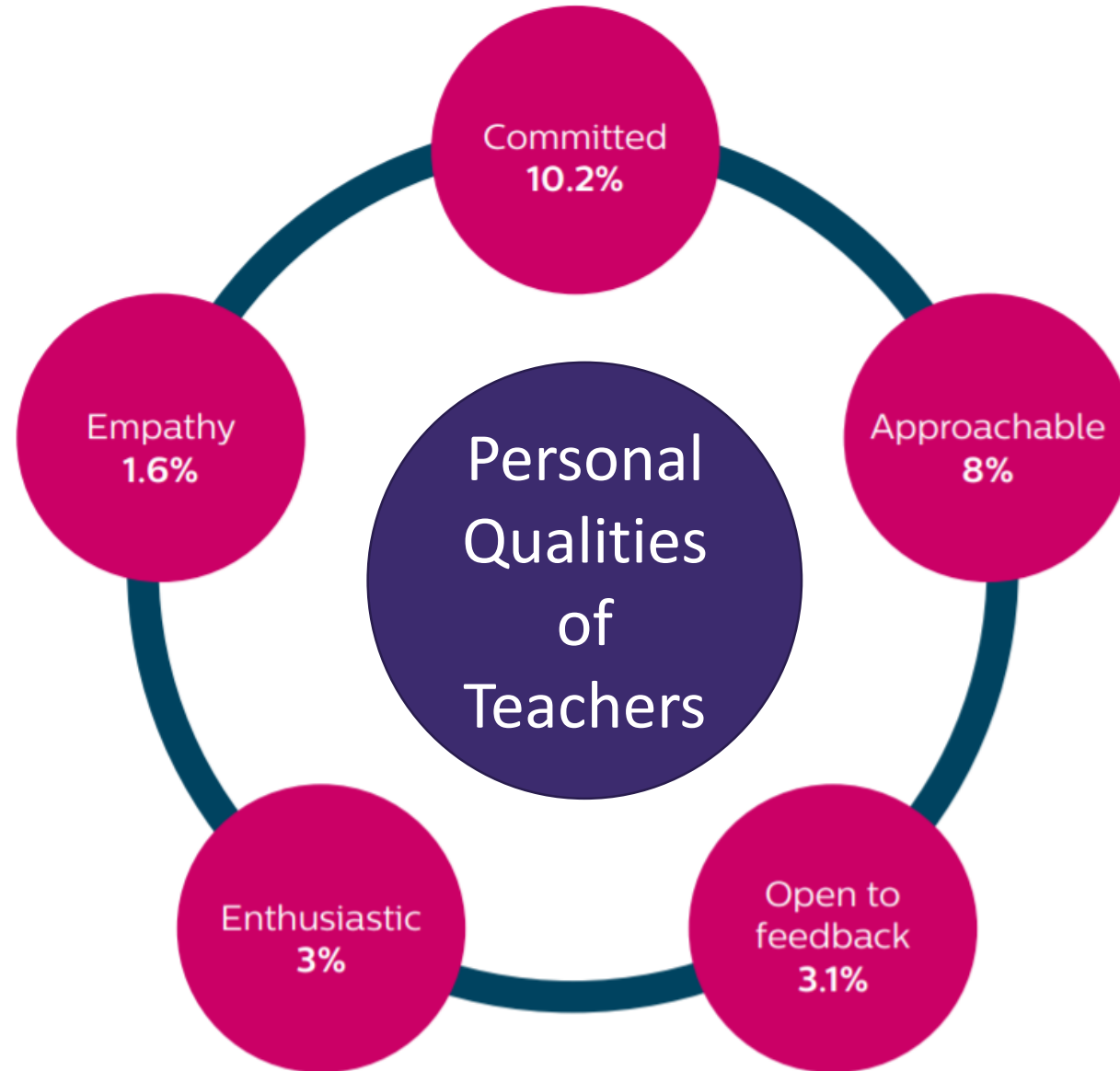
‘Her communication skills, passion for the subject and competence as a lecturer are so inspiring and have influenced my determination to become a teacher.’



Practice-focused considerations

- Providing forward-oriented feedback
- Encouraging reflection and engagement with feedback
- Students value feedback which recognises them as individuals, makes them feel supported and builds self-efficacy
- Students recognise good feedback as provided in different contexts and at different stages before, during and after the assessment. Could you consider providing different types of feedback (group, individual, in-class, forum feedback, formative), and signposting to students when feedback is being provided?
- Clarity on what feedback can be expected and turnaround times

Personal Qualities of Teacher



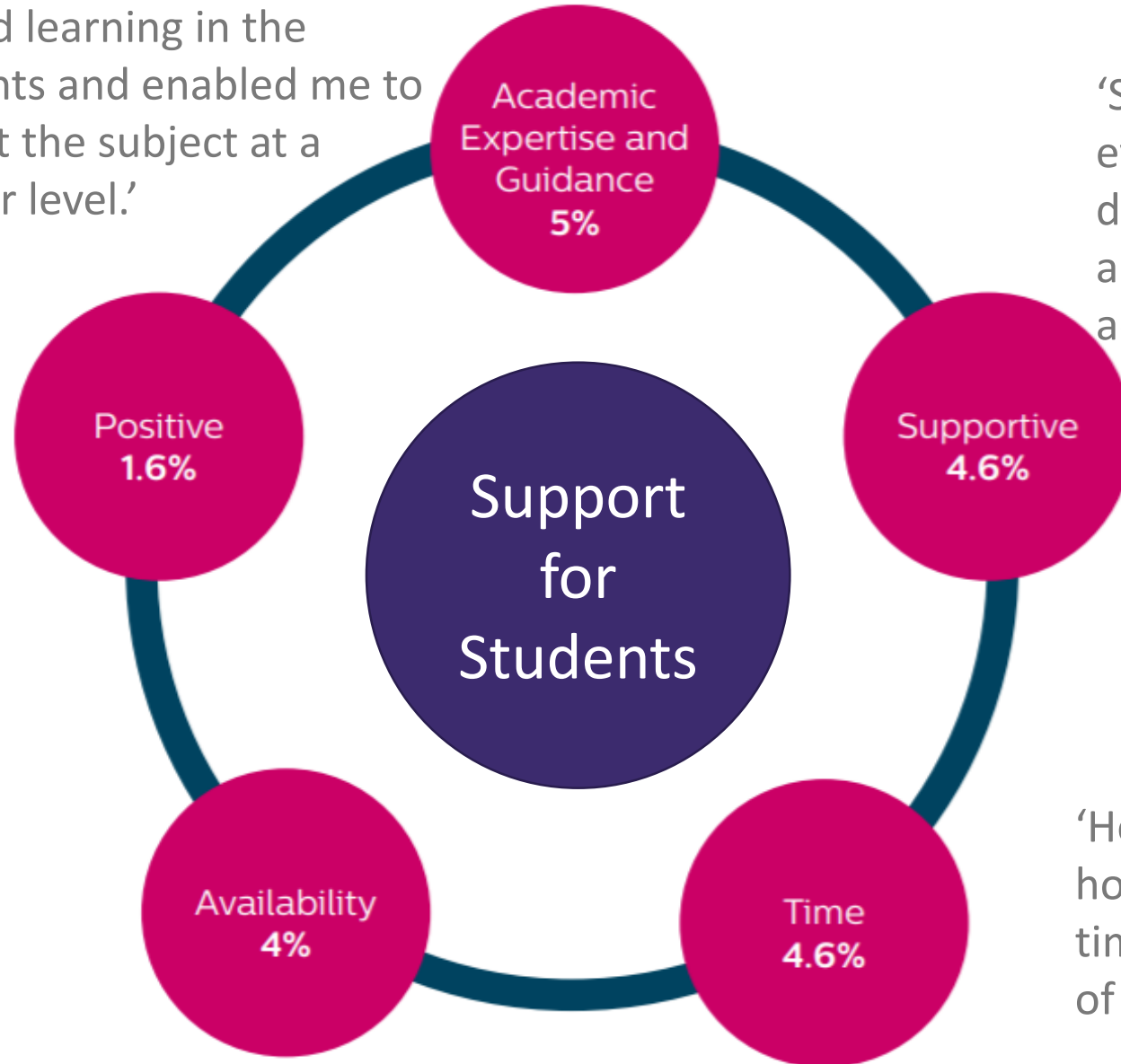
Issues for discussion

- Exhibiting our passion and commitment to the subject area.
- Explore opportunities to engage students in dialogue on the feedback process.
- What personal qualities enable you to build rapport and to connect with your students?
- Reflect on how approachable you seem to your students.
- Setting expectations – exceptional teaching

Support for Students

‘His obvious expertise in the subject area has helped to embed learning in the students and enabled me to look at the subject at a deeper level.’

‘She has been with me every step of the way during my dissertation and her assistance and advice are greatly valued.’



‘She makes herself available to arrange to meet to discuss feedback after receiving results.’

‘He sat with me for two hours and took the time to explain aspects of the topic.’

Issues for discussion

- Students value academic guidance that includes inspiring them and keeping them with up-to-date with relevant research, developments and activities in the discipline, field or profession.
- Again, boundaries and expectation is important not just in terms of physical time but support and types of feedback at different levels of study
- Is there scope to explore common departmental or programme approaches to student contact and teacher availability?
- Students appreciate when their teachers are available for discussion. Could and should this contact time be more formalised or organised? Should this vary at different levels of study? What about group sessions or peer-support?

What do students
perceive as 'good'
feedback?

Some conclusions



Image from Pixabay.com

Organisation label SLTA01	Sample year	Feedback-focused award category	Number of nominations in sample (Total number = 319)
SLTA01	2017	No	72
SLTA02	2017	Yes	10
SLTA03	2017	No	16
SLTA04	2018	Yes	39
SLTA05	2018	No	10
SLTA06	2017	Yes	9
SLTA07	2018	No	79
SLTA08	2018	Yes	10
SLTA09	2018	Yes	20
SLTA10	2018	Yes	54