



Feedback Dialogues: Supporting Academic Development in the Foundation Year and in Transition to Level One

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Today's Paper

- Pedagogic background
- Student group
- The intervention
- Outcomes
- Limitations
- Next steps

Pedagogic Background

‘It is not inevitable that students will read and pay attention to feedback even when that feedback is lovingly crafted and provided promptly. Special steps may need to be taken to engage students with feedback.’

Gibbs, G. and Simpson, C. 2004. Conditions under which assessment supports student learning. *Learning and Teaching in Higher Education*. 1, pp.3-31, p.24.

‘From the student perspective, dissatisfaction with the nature of feedback appears to relate to lack of contact with tutors and the unfamiliarity of university work, all of which serves to further emphasise the feeling that they are not being supported.’

Beaumont, C., O’Doherty, M. and Shannon, L. 2011. Reconceptualising assessment feedback: a key to improving student learning? *Studies in Higher Education*. 36(6), pp.671-687, p.679.

Pedagogic Background

‘the literature ... shows that self regulation is key to effective learning, i.e. in relation to feedback the ability and motivation of the individual to utilise the feedback to recognise the strengths and weaknesses of their own work and thus to identify areas for further development/learning ... The notion of effective learning from feedback to inform future assignments encapsulates the notion of ‘feed-forward’, whereby tutor feedback on a completed piece of work, can be utilised by the student to inform their efforts in future assessments. Clearly if students are not engaging with the feedback provided then it is less likely that improvements can be made in future.’

Orsmond , P., Maw, S.J., Park, J.R., Gomez, S. and Crook, A.C. 2013. Moving feedback forward: theory to practice. *Assessment & Evaluation in Higher Education*. 38(2), pp.240-252, p.241-2.



Student Group

Arts and Humanities Foundation Year

- Full Time
- Widening Participation
- 5 core modules with integrated skills provision
- Kickstart



The Intervention

Project Objectives:

- Improving student engagement with written feedback, potentially improving their satisfaction.
- Encouraging dialogue between tutors and students regarding feedback.
- Direct student involvement in academic development processes.
- Promoting student awareness of resources relating to academic writing and development.
- Assisting students' transition to HE and understanding of the expectations of academic writing.



The Intervention

Project Method:

- Students provided with an initial pack containing an Academic Writing Planner and skills materials (additional resources signposted in the VLE)
- Planners included three aspects to address selected by the tutor from their feedback, with three relevant sample sections from their work.
- They were asked to re-write the selected sections having used resources to assist their understanding of these elements.

Area identified	Example from work	Resource used	Rewritten Section
Consider how you can use specific examples of image or film to support your work	This phenomenon of interpretation is prevalent when viewing an image as a text. A film or photograph is a documentation of a factual event or depiction of a fictitious one, manufactured with the use of a camera.	Lecturer advice and seminar notes.	This phenomenon of interpretation is prevalent when viewing an image as a text. A film or photograph is a documentation of a factual event or depiction of a fictitious one, manufactured with the use of a camera. For instance in Dorothea Lange's Migrant Mother photographic portrait. The close up nature of the image highlights the subject's weather-beaten face and she is framed in the shot by three small children. This leads the viewer to interpret the subject as a hardworking mother who leads an arduous life to provide for her offspring.
Use University of Leeds Harvard Style	Dix, Andrew, (2008) Seeing film: mise-en-scène analysis. FROM: Dix, Andrew, Beginning film studies. pp.9-42. Manchester: Manchester University Press.	http://library.leeds.ac.uk/skills-ferencing-harvard#activate-book	Dix, A. 2008. <i>Beginning Film Studies</i> . Manchester: Manchester University Press.



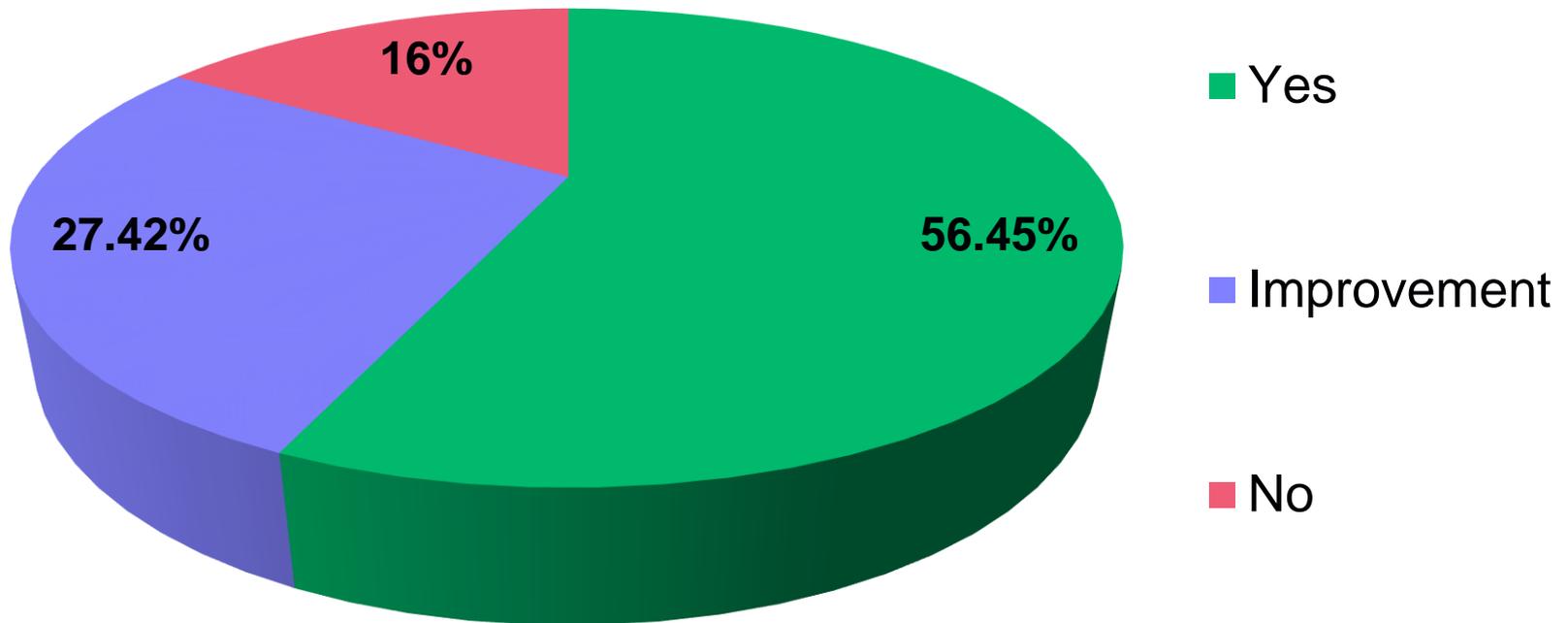
The Intervention

Project Method:

- Once completed, forms were returned to the tutor, and received feedback, further guidance, referral to skills@library, tutorial support, etc.
- Developmental points were developed across the year/semester to reflect the students' increasing written proficiency.
- Final planner points were chosen by the students, based on their feedback from tutors (as part of a 'Working with Feedback' skills session).

Outcomes

Were the development points identified resolved in the final essay?





Outcomes

What did you like about the writing planners?

- ‘Displayed key issues to work on’
- ‘To help improve my work’
- ‘It brought constant small mistakes in my work to my attention’
- ‘They informed me about aspects that I had not considered on a more detailed level’
- ‘They pointed out mistakes I wouldn't have seen otherwise’
- ‘Highlighted aspects of academic writing that needed improvement’



Outcomes

Anecdotally ...

- Students were more aware of the resources available to them (and were prepared to ask for suggestions)
- Students discussed their work, development and resources more (more emails, requests for tutorials, etc.)
- Students engaged with other aspects of their feedback and tried to develop their work



Limitations

- Small sample sizes
- Skewed statistics (optional for A&H students)
- Were improvements due to this initiative?
- Will this have an impact on feedback about feedback?



Next Steps

- Second year of the pilot just completed– addition of generic sheets for those without feedback
- Investigation of electronic forms (integrated online delivery)
- Peer feedback possibilities
- Verbal form of feedback discussed for implementation on other programmes