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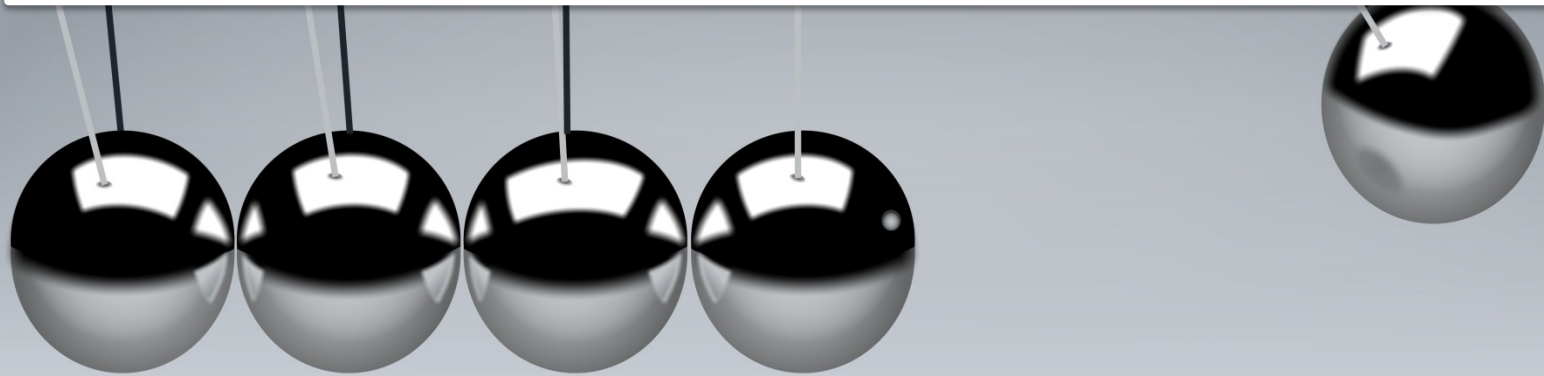
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# Developing Effective Assessment Feedback: The Role of Academic Buoyancy, Relationships and Dialogic Interactions



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Shafi

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- Background
  - Why do the research?
  - Theoretical context
  - Methodology
  - Findings
  - Formulation
  - Questions?

# Background

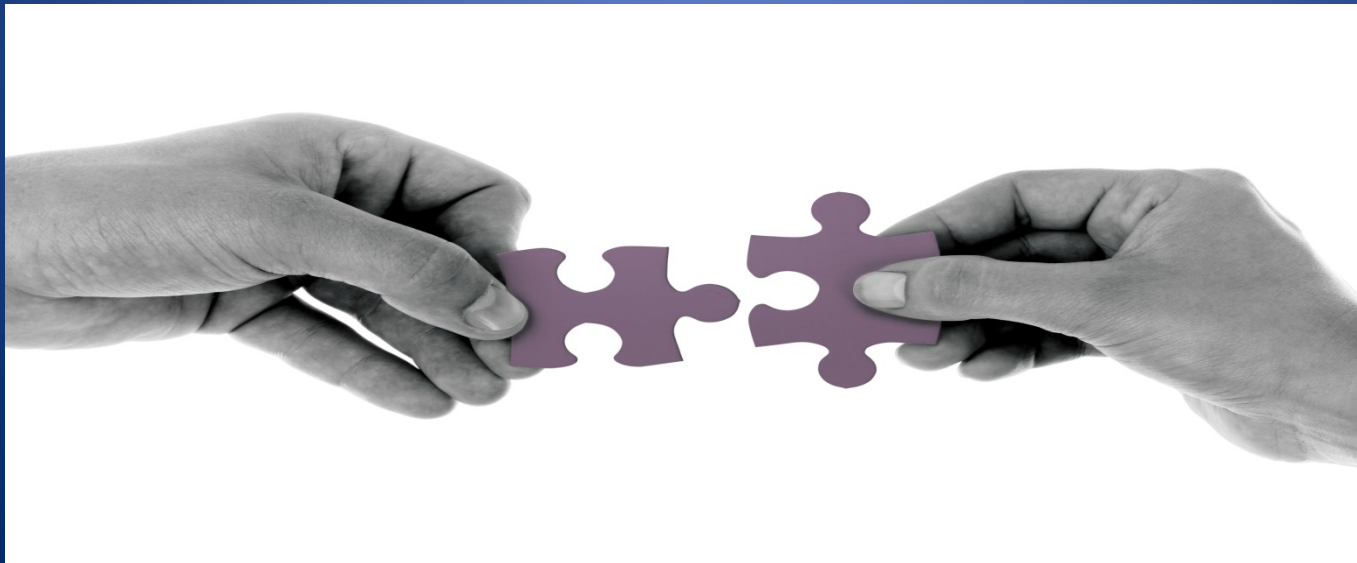
- Course Team: BA (Hons) Education Studies
- NSS Scores
- Desire to improve practice around assessment feedback
- Phase 1 Action Research showed students:
  - had a deeper than expected emotional response
  - made more use of assessment feedback than initially thought
- Resulted in changes in practice: Teaching of Indicators of academic buoyancy (Big 5), PT meetings and change in feedback sheets

(ahmed Shafi, A, Hatley, J, Middleton, T, Millican, R & Templeton, S (2017) The role of assessment feedback in developing academic buoyancy. *Assessment & Evaluation in Higher Education*, (43)3)

Which led to:

# Why?

- Phase 2 exploring the impact of changes to our practice.



# Theoretical Context

## a) Assessment Literacy

A student's ability to interpret assessment and feedback within the context of its purpose, the assessment criteria and grading.

(Price, Handley & Millar, 2011)

A student's ability to engage with and interpret feedback is necessary in order to lead to action.

(Carless, 2016)

# Theoretical Context

## b) Significance of Emotions

A students' emotional response to feedback mediates how they will act on assessment feedback.

(Pitt & Norton, 2017)

Students need to develop self-regulatory mechanisms which involve both metacognitive and affective skills.

(Thoutenhoofd & Pirrie, 2015)

Relationships can provide support and security which helps with student self-regulation.

(Higgins, Harley & Skelton, 2002)

# Theoretical Context

## c) Academic Buoyancy – The Big 5

- An internal locus of control
- An understanding of the grade
- Being forward looking
- Being improvement focused
- Being action focused.

(ahmed Shafi et al, 2017)



# Theoretical Context

## d) Dialogic Feedback

Moves from viewing feedback as *input* to perceiving and acting on it as contextualised dialogue.

(Ajjawi & Boud, 2017)

“..feedback for learning rather than feedback on assessment”

(Hayes & Fulton, 2017, p296)

# Methodology

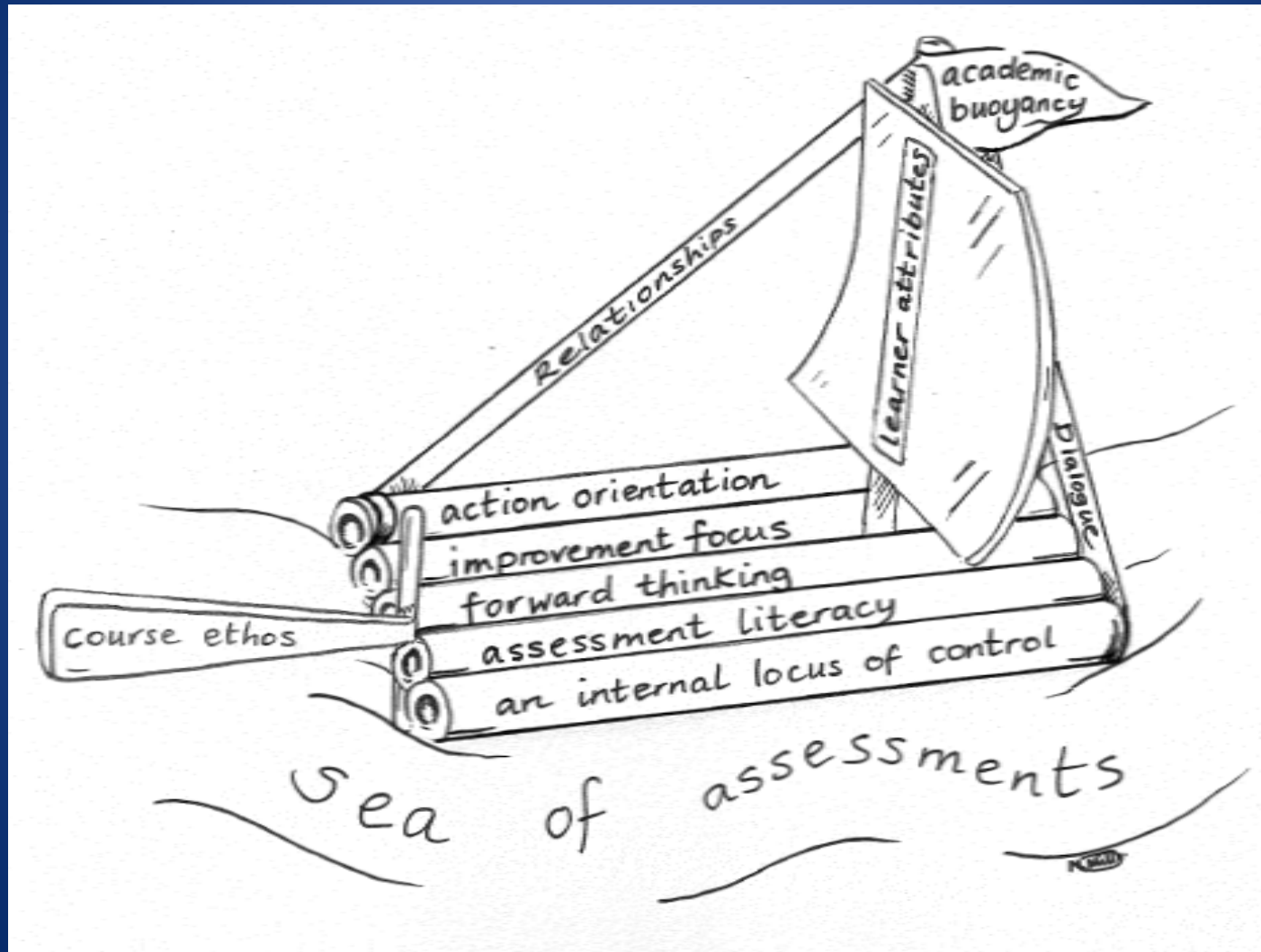
## Action Research project (Phase 2)

- 2 stages:
  1. Four focus groups
  2. Individual interviews
    - L5 & L6 (experienced pre and post practice)
    - L4 (only experienced new practice)
- Inductive thematic analysis

# Findings

1. Big 5 was a useful frame of reference for assessment literacy.
2. Revised assessment feedback sheets helped focus on improvement and forward planning.
3. Focused meeting with PT including contextualised dialogue was useful for future learning.
4. Relationships with the teaching team are important.
5. Self-awareness of personal attributes and contextual factors influencing their development are important.

# Formulation



# Paper out for review

- **Developing assessment feedback literacy:  
The role of reciprocal relationships and  
dialogic interactions**
- *Adeela ahmed Shafi, Tristan Middleton, Sian  
Templeton, Richard Millican*

# Limitations

- Research from focus groups conducted by us as tutors – power vs trust
- Need to consider longitudinal impact
- Small sample from one course

# Summary



Links between feedback processes, affect, instruction and academic buoyancy emerge.

The dynamic interaction of the social and personal contexts are key factors in feedback processes.

Questions?





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