



This is a peer-reviewed, post-print (final draft post-refereeing) version of the following unpublished document and is licensed under All Rights Reserved license:

**Hill, Jennifer ORCID: 0000-0002-0682-783X and West, Harry (2017)
Achieving 100% pass rate and NSS feedback for a module: How we did it.
In: UWE Teaching & Learning Conference, 20 JUNE 2017, Bristol.
(Unpublished)**

EPrint URI: <http://eprints.glos.ac.uk/id/eprint/7897>

Disclaimer

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.

Achieving 100% pass rate and NSS feedback: How we did it

Jennifer Hill

Associate Professor in Teaching & Learning | UWE, Bristol

Harry West

Associate Lecturer & Researcher | UWE, Bristol



Presentation content

1. Feedback context
2. What we did
3. Definitions
4. Research aims
5. Module assessment structure
6. Data collection
7. Selected results
8. How can I adapt this for my context?
9. What might the future look like?



Feedback context

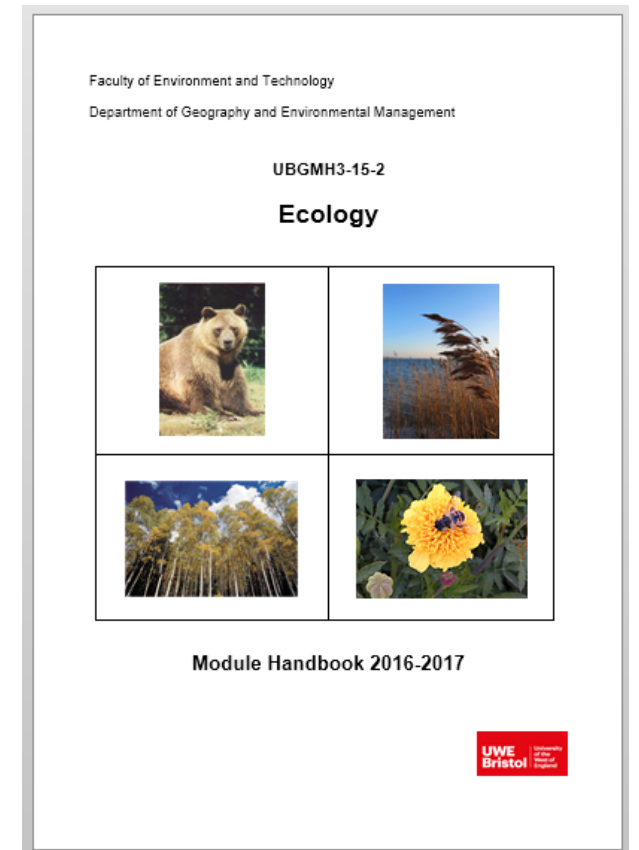
- feedback should help students to:
 - understand current performance
 - understand how to close the 'performance gap' in future assignments
 - have the confidence and belief they have control over their success
 - maintain motivation throughout their degree

(Hattie & Timperley, 2007)

- there is a recognised gap between staff perceptions of feedback and the student experience (Price et al., 2011)

What we did

- we have implemented an assessment approach on a level 2 physical geography module to optimally support students' use of feedback
- based on premise that feedback should occupy a central position within a **dialogic** approach to learning & teaching (Alexander, 2004; Sutton, 2009) and be **future-oriented** (Sadler, 2010; Beaumont *et al.*, 2011)



Definitions

- **dialogic feedback** is the creation of meaning and understanding via spoken discourse between lecturer and student, or student to student (Nicol, 2010)



- **feed-forward** refers specifically to feedback given by tutors that:
 - impacts upon an upcoming assignment
 - is given post-assignment with more specific direction on how this can be applied to future assignments (Carless, 2007)

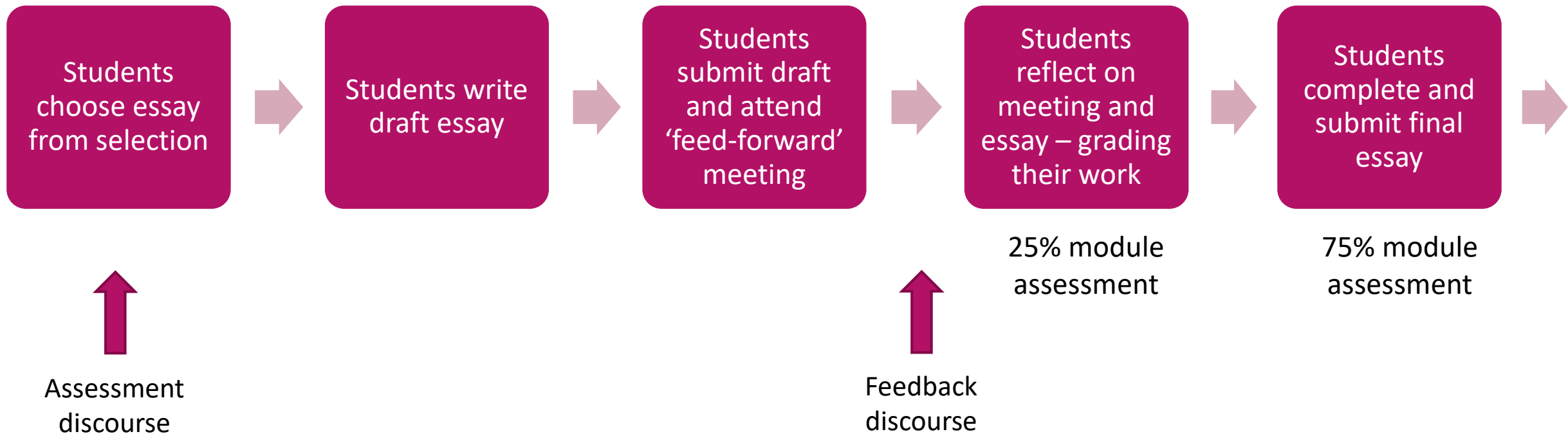


Research aims

1. Explore **student perceptions** of the dialogic feed-forward approach and whether it asserted a **positive influence on their learning experience**
2. Identify if and how the **task-specific behaviour** of students was altered by the assessment approach
3. Identify the extent to which students believed their **self-efficacy** and **self-regulation** skills were improved
4. Examine whether the assessment approach **enhanced student performance** and whether it could potentially raise **NSS scores** related to feedback

Module assessment structure

Supporting Lectures



Data collection

Qualitative case study approach

- semi-structured interviews ... from two consecutive level 2 cohorts at end of module (2015-16 and 2016-17)
- focus groups with level 3 students elucidating post-assignment behaviour and self-efficacy
- essay performance data pre- and post-assessment intervention
- answers to NSS feedback questions

Selected results

Enhanced learning experience

- **conversation** compels students to **engage critically** with their work:

*‘when I have had drafts handed back to me and it’s just written over, either **I don’t understand what they are trying to say**, or it’s not clear enough. I can ask you questions **if we’re talking to each other about it, it’s easier to see things** ... It’s definitely better to talk about it’ R7*

*‘I’ve had it before where you get electronic feedback and **you might not be sure what some of the comments mean** ... being able to discuss it is important. You get that progress and can **discuss how you can change it as opposed to just saying this is wrong**’ R9*

Selected results

Enhanced learning experience

- **Motivational due to pertinent application:**

*'the bit in between my draft and writing the final piece was the best bit because **I knew what I was doing** and could tweak it and **I enjoyed that process of making it better**. It **gave me more confidence** in my writing skills' R7*

*'my first draft was quite vague and I didn't really know what direction I was going with it. Then, **after speaking and having the feedback**, I spent more time on it because **I knew where I needed to go with it**' R8*

Selected results

Task-specific behaviour and self-regulation

*'it helped me to **realise how to critique my own essays** because I was able to sit down with you and go through the essay and know exactly why you were commenting on something ... **It allows me now to see in other essays the same things I'm doing**'*

R10

*'I never understood how good submitting a draft and getting feedback is and now that I've done it I'm **definitely going to take advantage of it this year**'* R24

Selected results


Self-efficacy and graduate attributes

- students display increased self-efficacy: stronger beliefs in their capabilities to accomplish tasks in future
- believe learning is carried over to other level 2 assignments
- self-avow to altered level 3 behaviour
- we see students displaying **ready and able**, **future facing**, and **self reliant** competencies

Selected results

Enhanced student performance

Significantly higher marks 2015-17 v 2011-13
($p = < 0.0001$)



Band (%)	2011-2012 (%)	2012-2013 (%)	2015-2016 (%)	2016-2017 (%)
0-39 (inc. NS)	16	5	0	5.5*
40-49	9	14	3*	5.5*
50-59	34	38	28	17
60-69	41	38	58	58
70-100	0	5	11	14
Number (n)	32	37	36	36


Dialogic assessment

* Did not have a meeting

Selected results

Enhanced NSS and TEF metrics

- **all** students rated the module as giving them high quality feedback: detailed, conversational, personalised, timely (relevant application), multi-faceted
- **all** students said the feedback helped them clarify things they did not understand: proactive engagement with learning – they had to prepare for the meeting, think about their work, ask and answer questions



How can I adapt this for my context?

1. Place dialogic feed-forward assessment into a level 1 core module?
 - 20-30 students per staff member (linked to APT?)
 - re-allocate staff time: less module content and summative feedback; more conversational feed-forward
2. Adjust this process for a level 2 module?
 - ask for discretionary workload bundles
 - research the outcome via LTF project – staff time
 - peer to peer feedback (via PAL?), facilitated by VLE
3. Finesse elements of this approach at level 3?
 - comment only upon a page of student work
 - answer 3 questions only posed by students

What might the future look like?

1. We deliver **all feedback before grades**. When students start at UWE (e.g. field trips, lab work) they only receive comments ... then marks
2. We offer students **mastery experiences**, completing phased tasks, and receiving verbal feedback and encouragement to improve their capabilities
3. We deliver curricula that emphasize **coherence of assessment objectives** and adopt **standardised grading schemes** in order to facilitate developmental feed-forward
4. We offer **enhanced resource at specific, critical feedback moments** when students find learning development particularly challenging

References

- Alexander, R. (2004) *Towards Dialogic Teaching: rethinking classroom talk* (Third edition). University of Cambridge: Dialogos.
- Beaumont, C., O'Doherty, M. & Shannon, L. (2011) Reconceptualising assessment feedback: a key to improving student learning? *Studies in Higher Education*, 36, 671-687.
- Carless, D. (2007) Learning-oriented assessment: conceptual bases and practical implications. *Innovations in Education and Teaching International*, 44, 57-66.
- Hattie, J. & Timperley, H. (2007) The power of feedback. *Review of Educational Research*, 77, 81-112.
- Nicol, D. (2010) From monologue to dialogue: improving written feedback processes in mass higher education. *Assessment and Evaluation in Higher Education*, 35, 501-517.
- Price, M., Handley, K. & Millar, J. (2011) Feedback: focussing attention on engagement. *Studies in Higher Education*, 36, 879-896.
- Sadler, D.R. (2010) Beyond Feedback: Developing student capability in complex appraisal. *Assessment and Evaluation in Higher Education*, 35, 535-550.
- Sutton, P. (2009) Towards dialogic feedback. *Critical and Reflective Practice in Education*, 1, 1-10.

Thank You For Listening



Questions and
discussion

LinkedIn

harry2.west@live.uwe.ac.uk

jennifer.hill@uwe.ac.uk

<https://uk.linkedin.com/in/harrywest94>

<https://www.linkedin.com/pub/dr-jennifer-hill/a2/7a6/22>