

Workshop: Optimal Feedback for Students: How to Implement Feedback Mechanisms in Education that Respond to Students' Needs?

Anna Bos-Nehles
University of Twente
a.c.nehles@utwente.nl

Alieke van Dijk
University of Twente
a.m.vandijk@utwente.nl

Veronica Junjan
University of Twente
v.junjan@utwente.nl

Joyce Karreman
University of Twente
j.karreman@utwente.nl

İpek Seyran Topan
University of Twente
i.seyrantopan@utwente.nl

Abstract – Participants in this workshop will be acquainted with five feedback mechanisms that are proven to enhance students' learning experiences and their performance: peer feedback, 360-degree feedback, feedback for self-regulated learners, feedback for multidisciplinary groups and co-creation of assessment rubrics. Interviews with teachers were held to get more insight in their ideas about these mechanisms. Student opinions were collected by means of a survey. The results showed that teachers and students consider feedback as important, and that they are interested in different feedback mechanisms. However, the feedback mechanisms are not often used. In the workshop, we will discuss possibilities for the implementation of the mechanisms in education.

Index Terms – Education, feedback, multidisciplinary, peer feedback, self-regulated learning.

INTRODUCTION

Providing feedback is a valuable tool to stimulate learning and development. Constructive and timely feedback helps students to know how well they are doing and what needs to be done to improve their work [1], and it supports students to understand what good quality work is in the context of their assignments [2]. Many studies have been done to investigate how feedback should be given and by whom. In the current study, we aimed to get more insight in five feedback mechanisms that are proven to enhance learning experiences and performance outcomes: peer feedback, multisource feedback in a process of 360-degree peer feedback, feedback for self-regulated learners in their bachelor and master thesis, feedback in multidisciplinary groups of students, and

development of assessment criteria for feedback through co-creation of assessment rubrics.

Interviews with 13 experienced teachers were held about their opinions regarding feedback. They were also asked to share their best practices on how to implement feedback mechanisms in the classroom. Next to the interviews, a survey was sent out to undergraduate and graduate students; 289 students responded to questions about their needs for and experiences with feedback. The results showed that although both students and teachers are open to new feedback mechanisms and see their potential benefits, the selected feedback mechanisms are not yet used by many teachers in their educational activities. Students expressed diverse experiences and attitudes in regard to giving and receiving feedback. Therefore, we provided several suggestions about ways to train teachers to integrate more student-centered feedback mechanisms in their teaching activities that help students' learning processes.

In this workshop, we would like to discuss our study results and explore opportunities with the workshop participants on how to implement innovative feedback mechanisms in offline and online education.

TARGET AUDIENCE

This workshop is primarily meant for teachers, curriculum developers, and others who are interested in learning about innovative feedback mechanisms and in sharing experiences about the implementation of different types of feedback in education. It is not necessary for the audience to have experience with feedback mechanisms.

LEARNING OUTCOMES

At the end of the workshop, participants will have learned about the results of our study. So, they will have knowledge about the five feedback mechanisms we studied and about the opinions of teachers and students with regard to these mechanisms. Secondly, the discussions about their own opinions and experiences will have provided them with new ideas and possibilities for the implementation of feedback in their education.

PROJECTED ACTIVITIES

As initial input, we will share the results of our study. For each of the five feedback mechanisms, the findings from our literature study, the findings from the interviews with the teachers, and the findings from the survey about students' experiences and needs will be presented.

Participants will then be invited to discuss the feedback mechanisms and build on them by focusing on the opportunities to implement different types of feedback in education. For this part of the workshop, the World Café method [3] will be used. We will have a World Café table for each feedback mechanism, in which participants will discuss about one of the feedback mechanisms in alternating, small groups in three rounds of 15 minutes each. A facilitator (one of the workshop leaders) will moderate the discussion and make notes which will be used as a starting point for the next groups' discussion.

The workshop will end with a short plenary conclusion. The notes that were made during the group discussions will be summarized. They will also be made available afterwards for the participants.

REFERENCES

- [1] D. Hounsell, "Student feedback, learning and development," in *Higher education and the lifecourse*, M. Slowey & D. Watson, Eds. SRHE and Open University Press, 2003, pp. 67-78.
- [2] D. Hounsell et al., "The quality of guidance and feedback to students." *Higher Educ. Res. & Development*, vol. 27, no. 1, pp. 55-67, 2008.
- [3] K. Löhr, K. et al. (2020), "The "World Café" as a participatory method for collecting qualitative data," *Int. J. Qual. Methods*, vol. 19, 2020.

ABOUT THE AUTHORS

The workshop leaders are experienced teachers at the University of Twente, a university for technical and social sciences in the Netherlands.

Anna Bos-Nehles is an assistant professor in Human Resource Management. She teaches in the bachelor's and master's program of (International) Business Administration and in the bachelor's program of Health Sciences. She is specialized in the role of line managers

and the implementation of HRM and innovative ideas in the organization. She has 15 years teaching experience and a strong interest in teaching methods that help to enhance students' self-regulated behaviors. She has finished her Senior University Teaching Qualification in 2021 about co-created 360-degree peer feedback processes. She is Teaching and Learning Fellow of the University of Twente and examines feedback mechanisms for self-regulated student behaviors in challenge-based learning projects.

Alieke van Dijk teaches in the bachelor's and master's program of Psychology and in the master's program of Educational Science and Technology. She is specialized in self-regulation, collaborative learning, and differentiation in students in different age groups. She has 7 years teaching experience and a strong focus on enhancing student-centered education in which students get freedom to control their learning process. Currently she is working on her Senior Teaching Qualification on the topic of co-creation of rubrics in formative feedback settings. In the project where this workshop is based on, she focused on co-creation of rubrics and its use in the context of feedback.

Veronica Junjan is an assistant professor in Public Management. She teaches in the bachelor and master programs in Public Administration and European Studies, as well as in the Executive Program Master Public Management. She serves as the chair of the Program Committee of Master Public Management. Veronica has almost 20 years' experience in teaching. Currently, she works towards achieving her Senior Teaching Qualification on the topic of formative feedback in challenge-based learning. Within the project presented in this workshop, she focused on feedback for self-regulated learners. Her research interest focuses on analyzing the changes in tasks of government in light of new technological developments.

Joyce Karreman teaches in the bachelor's and in the master's program of Communication Science. She is specialized in technical communication, human-centered design processes and user experience. She has more than 20 years teaching experience, and she has a strong interest in innovative teaching and assessment formats. She finished the Senior Examination Qualification Trajectory in 2020. In the project where this workshop is based on, she focused on feedback for multidisciplinary groups.

İpek Seyran Topan teaches in the bachelor's and in the master program of Industrial Engineering and Business Information Systems and bachelor's program of in International Business Administration. She is specialized in (deterministic) operations research. She has 15 years teaching experience. She is working on the University teaching qualification. She won the University of Twente Education Award (best teacher of university) in 2019.