

FEEDBACK ON FEEDBACK: A Student's Perspective

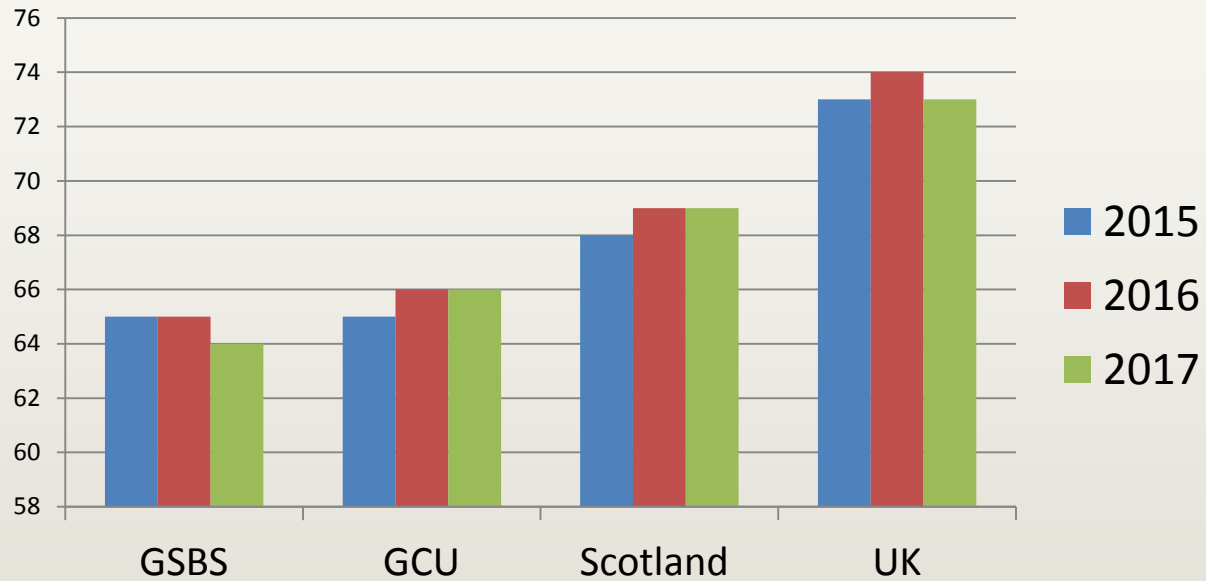
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REASONS FOR RESEARCH

- Increasing amount of online marking
- Digital Assessment Policy
- [NSS](#) results consistently behind sector average
- Student experience - little evidence of student preferences

NSS Assessment & Feedback scores 2015-17



Q11 "I have received helpful comments on my work"

- GCU 63
- Scotland 69
- UK 74

AIM AND OBJECTIVES

- Define student understanding of effective feedback in terms of:
 - format
 - content
 - languagethrough in-depth interviews with students
- Develop recommendations to improve quality and effectiveness of online feedback

QUESTIONS ASKED

- Type of feedback received
- Prefer online or paper-based – reasons
- Online feedback – likes and dislikes; preferences for different types of feedback
- Language – understanding of comments; helpful and unhelpful comments; improvement of future work
- Speed v quality
- Students reviewed assessment feedback on GCULearn

FINDINGS

- Online feedback was the **norm**
- Significant issues **viewing** feedback:
 - Not aware of use of rubrics or grading forms
 - Use of mobile phones
 - Rubrics slow to upload
 - Confusing onscreen message

“[there are] definitely some students who don’t know where to find feedback”

Criteria	Scales		
	> 80% - Outstanding 100.00	> 80% - Outstanding 87.00	70-80% - Excellent 77.00

Total Score: 55.5/100

[Close](#)

The image shows a mobile application interface for 'Instructor Feedback'. At the top, there is a browser address bar with a URL starting with 'aee3776d5a&lang=en_us&o=78054337&u=618...'. Below the address bar, a score of '64 / 0' is displayed, with a question mark icon to the right. A blue header bar contains the text 'Instructor Feedback' and a close icon. Below the header, there is a 'View Rubric' button. The main content area is titled 'Text Comment' and contains the text 'No text comment was left for this paper.' At the bottom of the screen, there is a search bar with a magnifying glass icon on the left and a slider control on the right.

FINDINGS – STUDENT PREFERENCES

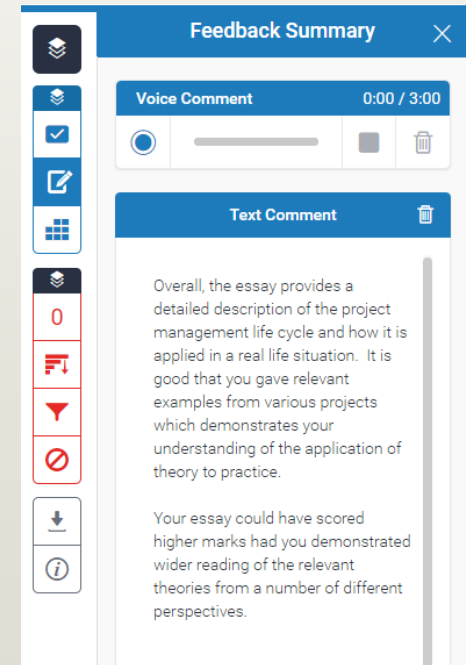
Prefer online feedback:

- Feedback in **one place**
- **Record** of feedback to return to
- Can take **time to reflect** on comments (at home)
- Feedback provided **after module completed**
- If feedback given in class, may not catch everything

BUT possible **lack of interaction** with marker

FINDINGS – FEEDBACK SUMMARY

- Feedback summary:
 - Students valued, especially when highlighting positive and negative aspects of work (preferred to inline?)
“Lets you see how to improve or what you’ve done well”
- Voice comments:
 - More in-depth *“3 minutes provides a lot of feedback”*
 - Personal *“.....could be more personal”*



FINDINGS – INLINE COMMENTS

- Inline or bubble:

- Mixed views
- Good to identify where feedback relates to *“shows exactly where and how you’ve gone wrong”*
- Inline – *“easy to view”*
- Bubbles – *“doesn’t take over screen”*
- Can tend to focus on critical aspects of work....
“Often too many inline comments at the expense of overall summary of positive and negative features”

“I don’t really like inline comments, I prefer a summary”

The screenshot shows a document titled "Enterprise 2.0" with several sections and inline comments:

- Enterprise 2.0**
- Text: "Don't think of web 2.0 as a revolution; think of it as inevitable evolution."
- Text: "Revolution happens overnight whereas evolution takes time to change and allow adaption to change." (This line is highlighted in yellow in the original image, and a blue bubble comment points to it.)
- Text: "What will web 2.0 do for the company?"
- Bulleted list:
 - Help people in organisation collaborate quickly and effectively
 - Enable knowledge sharing and retention etc(A blue bubble comment points to this list with the text: "try not to use bullet points in an introduction")
- Section: "Return on Investment:"
- Text: "Although web 2.0 tools can bring many benefits to an organisation, but without measurement how do you know that the correct tools have been chosen and used appropriately. Although small..." (A blue bubble comment points to this text with the text: "Relevance")

FINDINGS – RUBRICS/GRADING FORMS

- Grading Forms

“good to see mark against each section”

- Rubrics:

“very general”

“....no indication of how to improve”

“doesn’t specify what you could have done better”

-

“use for reference to know what is expected”

“never heard of them”

FINDINGS – SPEED V QUALITY

- Students would opt for quality over speed
 - “prefer more detail”
 - “as long as specific rather than general”
 - “highlight good and bad aspects of work”
- OK for marks to be late as long as this is communicated in advance
 - “3 weeks doesn’t bother me as long as it is communicated”
 - “timely feedback can be really important to improve for next assessment”
 - “more detail – but have to watch time between assessments”

FINDINGS – UNDERSTANDING

- Students don't always understand markers' comments
- Clarity important
 - “not sure if some comments are positive or negative”
 - “‘too descriptive’ – not sure what I have done or how to improve”
- Useful comments:
 - “point out good points and bad points”
 - “more marks if you had done this...”
- Less useful comments:
 - If only negative “more feedback on spelling than how to improve”
 - Vague eg “reference better”; “more Harvard referencing”; “good or wrong”; “this section has a number of deficiencies” (no details); “try not to use emotive language”
 - Marker's comments are in form of questions eg “is this a secondary source?”

FINDINGS – GENERAL

- Students weren't familiar with some **terminology** eg rubric/grading form
- All students value opportunity to contact marker for **further feedback or clarification**
- **Group work** – feedback only given to one group member
- “Good to have **feedback session** within module explaining generally what was done well and what not so”

RECOMMENDATIONS

- Module leaders clearly explain how work is marked and **how feedback will be provided** – before assessment work commences and **when releasing** marks and feedback
- Work with students to explain how they can **access feedback** eg student guide, induction sessions, emails
- Provide overall **summary** of work, highlighting positive and **negative** aspects; provide **examples** to **clarify** comments
- Solution for **group work**
- Provision of feedback **dashboard**

Improvement in Turnitin Feedback Studio

The screenshot displays the Turnitin Feedback Studio interface. At the top, the browser address bar shows "ICT SKILLS - Training for GCULearn" and "ICT Skills Turnitin Assignment - DUE 29-...". The main header includes "Turnitin Test file" and "BY PETER STUDENT". The Turnitin logo is visible, along with a score of "65%" and "30 OUT OF 100". The document content on the left includes the title "ICT Skills Assignment 1" and several paragraphs of text. The right-hand panel, titled "General Comments", contains a "Text Comment" box with the following text: "Overall this attempt did not have enough depth and understanding. In order to improve you must undertake extensive reading expanding on your knowledge and understanding." The bottom status bar indicates "PAGE: 1 OF 1".

This close-up view of the Turnitin Feedback Studio interface shows a score of "66 / 100" at the top. Below the score, there are two tabs: "Instruct" and "Feedback". The "View Rubric" button is highlighted with a red circle. Below this, there is a "Text Comment" section with the text: "Overall this is quite a strong piece of work. You have obviously researched the subject areas well although improvements could be made on ...".