

Title: **Student participation in feedback planning: exploring a methodology to involve students in decision-making, drawing on emotional impacts of the feedback process**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Evaluate the value of the expanded TESTA methodology in investigating feedback practices;
- Identify if a similar approach might be appropriate on other courses
- Consider the role and impact of the emotional aspects of feedback and how these can inform our feedback regimes.

Session Outline

This session will focus on the results of a project which expanded the TESTA approach to include opportunities for students to become involved in feedback planning. The researchers worked with the course team and students of the BSc Physiotherapy to identify key feedback events in the course where assessment and feedback was particularly high stakes, and where student input would be particularly useful. These were identified as a group of assessments at the beginning of Level 4 – students’ first experiences of assessment at university.

This project draws on the current interest in examining assessment practice at course, rather than individual assessment level (Gibbs and Dunbar-Goddet 2009), with initiatives such as TESTA (www.testa.ac.uk) developing a methodology for revealing distinctive traits in students’ approaches to learning (Jessop, el Hakim, Gibbs 2014).

This has led to an increased awareness of the challenges presented for both staff and students in giving, receiving and using feedback, with particular emphasis on how to encourage students to *engage* with feedback (Nicol 2013, Nicol and Macfarlane-Dick 2006, Sadler 2010). Some of this literature has begun to pay particular attention to the role of emotion in the feedback process (e.g. Shields, 2015).

Key areas to be addressed:

1. Value of an expanded TESTA methodology: comparing ways of involving students in feedback planning via i) a focus group approach and ii) a whole cohort approach
2. Gathering data on emotional aspects of feedback processes and how it can be used in curriculum development and design of feedback regimes
3. Student evaluation of:
 - a) access to, type and timing of feedback
 - b) confidence and motivation around each feedback event.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

1. Introduction to the project – FH and JE presentation - 8 minutes
2. Groupwork activity – groups will look at data from focus groups and cohort questionnaire, and highlight areas relating to i) student understanding of the activity ii) how emotion is referred to or implied – 15 minutes activity, 5 minutes reporting back (depending on size of session)
3. Findings of the project: what was recommended to course teams – 7 minutes
4. All group discussion on the role of emotion - is it practical to modify feedback approaches based on estimates of student emotion? 10 minutes

References

- Gibbs, G. & Dunbar-Goddet, H. (2009) Characterising Programme-Level Assessment Environments That Support Learning, *Assessment & Evaluation in Higher Education*, 34 (4) pp. 481-489.
- Jessop, T., El Hakim, Y. & G. Gibbs (2014) The whole is greater than the sum of its parts: a large-scale study of students' learning in response to different programme assessment patterns, *Assessment & Evaluation in Higher Education*, 39:1, 73-88
- Nicol, D. (2013) Resituating Feedback from the Reactive to the Proactive in Boud, D. And Molloy, E. (eds.), *Feedback in Higher and Professional Education*, London: Routledge, 34-49.
- Nicol, D. J. & Macfarlane-Dick, D. (2006) Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice, *Studies in Higher Education*, 31 (2) pp. 199-218.
- Sadler, D. R. (2010) Beyond Feedback: Developing Student Capability in Complex Appraisal, *Assessment & Evaluation in Higher Education*, 35 (5) pp. 535-550.
- Shields, S. (2015) 'My work is bleeding': exploring students' emotional responses to first-year assignment feedback, *Teaching in Higher Education*, 20 (6) pp. 614-624.