**Your Feedback about the Challenges of giving FB**

**(From Rachael and Tove’s FB session)**

|  |  |
| --- | --- |
| **Challenges identified in the session** | **Possible solutions?** |
| 1. *Check the impact of FB* | * Discuss FB directly in tutorials * Ask sts to reflect on FB directly in the enxt assignment (make this reflection part of the grading criteria) |
| 1. *Describe/Explain/Analyse* | * Not sure what this means other then cognitive skill shifts? |
| 1. *Force colleagues to take responsibility* | * ?? |
| 1. *Praise* | * Personally I tell sts before submission of work to assume that if there are no comments this signifies that the work is of a good standard. I only comment where there is room for improvement or if the work is exceptionally good (which still leaves a lot of commenting!) |
| 1. *Could do with knowledge of the other assessments that the students are doing* | * At level 4 we have an overview of assessment types and dates to avoid bunching (produced last year by Clare Millington) |
| 1. *Checking that written FB is read* | * Perhaps Learning Technologists can help with this through analytics? |
| 1. *Giving group FB is difficult using Turnitin* | * In ML189 and ML150 we do an in-class demonstration of how to access FB on Turnitin. We demo all four FB methods: annotations, comments, rubric and originality score. Perhaps other lecturers could do the same if they aren’t already? * In ML189 and ML150 we produce overview slides after submission of key areas of strength and weakness for the group submissions. These slides are presented in class in a seminar titled ‘assignment FB’ and uploaded onto student central for reference |
| 1. *Connecting year to year FB is challenging* | * There is little formal liaison across the year groups. Perhaps we can ask the sts to show their first year reflective documents from ML189/ML150 to their second year tutors? Is reflection of the included in the second year assignments? Perhaps this could be added in to show progression/engagement with key issues? * In years one and three the sts produce a Personal Development plan. Perhaps this could be revisited in the second year? |
| 1. *Getting sts to look at previous FB when introducing a new assignment* | * See point 8 above * In previous work, we didn’t give the grade to the students on the marked work. The sts had to read their FB and estimate their grade by looking at the grading criteria before coming to a tutorial to find their final grade. |
| 1. *Exam FB. Is it needed?* | * My students often ask for this as they genuinely want to see where they went wrong. I am not sure that there is a fix for this other than doing tests online and the sts accessing automatically generated real-time FB (with all the challenges that this entails) |
| 1. *The time taken for sts to get their FB is too long* | * Having seen Lucy’s presentation about giving recorded rather than/in addition to written FB and Laurence’s online testing, I think that greater use of these methods may well help us with this. |
| 1. *Consistency between markers is desirable* | * More moderation? |
| 1. *Consistency across tutors* | * I’m guessing that this is asking for tutors to be more similar in the amount/type of FB given. I think we should manage expectations about what FB the sts will receive. At level 4 in the skills module they are receiving very detailed and extensive FB about both their English (where necessary) and the academic content. Does the amount/type of FB lessen as the sts progress through the course? If so this will cause dissonance amongst the learners unless overtly explained. |
| 1. *Accessing Fb on Turnitin is difficult for some students* | * Sts are fully trained up in this in ML150 and ML189. Barring IT issues,the only excuse for not knowing is non-attendance at the workshops. Perhaps we could put some guidance notes up on Student Central? |
| 1. *Smaller groups/class sizes* | * ?? |
| 1. *Students disagree with the mark* | * This is difficult but with detailed rubrics and matching FB to learning outcomes, most of this should be overcome. |
| 1. *Measure if the sts read the FB* | * Analytics as previously |
| 1. *Developing students’ understanding of FB to increase its utility* | * Referring to it directly in tutorials (as above) and asking sts to conduct reflctions at the end of assessments based on previous FB should help with this. |
| 1. *Restrictions by professional bodies* | * This is tricky. Perhaps you have ideas? |
| 1. *Motivate weaker sts to engage proactively with FB* | * Tutorials and in-class FB sessions |
| 1. *Increase engagement with FB* | * As above. |