

# The future of feedback is personal... and developmental

**NTU Course Leader Conference 2019**

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# The future of feedback is personal... and developmental

- Naomi Winston—all feedback should feed forward (e.g. to future work)
- Feedback should inform students of their progress and help them to improve their future performance (NTU *Quality Handbook* section 15)
- It is expected that frequent interactions with peers or a tutor, as well as guided self-reflection, will generate informal feedback on an ongoing basis (*Quality Handbook* 15)

**This session brings together examples of developmental feedforward which can help students improve their work *before* summative assessment points.**

# NTU NSS Results by Question vs Sector 2018

- NTU is ahead or the same as the sector on every question, bright green scores indicate difference of 5% or more above the sector average.

Questions	Sector average	NTU Overall*	
<b>Assessment and feedback (TEF measure)</b>	<b>73% (0)</b>	<b>80% (-1)</b>	Top 5 in England (J 3 <sup>rd</sup> )
8. The criteria used in marking have been clear in advance	73% (0)	78% (-2)	
9. Marking and assessment has been fair	73% (0)	77% (-2)	
10. Feedback on my work has been timely	73% (0)	84% (1)	Top score in the sector for campus based HEI
11. I have received helpful comments on my work	74% (0)	81% (-1)	

All students (FT , PT, UG and Other UG).

\*% change vs last year is in brackets.



# NTU NSS 2018

- NTU in sector top 5 for Assessment and Feedback
- Open comments: 126 positive comments related to assessment and feedback, including *in-depth feedback*
- Still areas for improvement
  - Students from certain backgrounds (including BME and learning disabilities) are less likely to be satisfied with clarity of marking criteria, and fairness of marking.
  - NTU below 80% for *Marking and assessment has been fair* (77%, - 2%).
  - Open comments: 396 negative comments related to assessment and feedback, including *unclear marking criteria*, and *not enough feedback*.

1. Formative diagnostic tool in NOW which generates feedforward

2. GBA matrices as a developmental tool

3. What makes an early module test 'diagnostic'?

4. Constant feedback through active, collaborative learning

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## 4 Stations (choose 2)

1. Law—core L4 module assessed by an unseen exam. Course team introduced an online diagnostic quiz early in the module which provides personalised feedback.
2. GBA matrices as a developmental tool—example from a Visual Effects module which focuses on development for students.
3. Example from SST to address students' problems with maths, affecting multiple subjects. Diagnostic tool followed by signposting to resources and mentoring which is tailored to students' entry routes (such as BTEC).
4. Developmental peer feedback as a core element of SCALE-UP and Team-Based Learning.

Share one idea that you are going to take away from this session.