

# Moving feedback forwards in higher education

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Director, Surrey Assessment & Learning Lab



@DocWinstone



FEEDBACK  
ENGAGEMENT  
& TRACKING

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UNIVERSITY OF SURREY

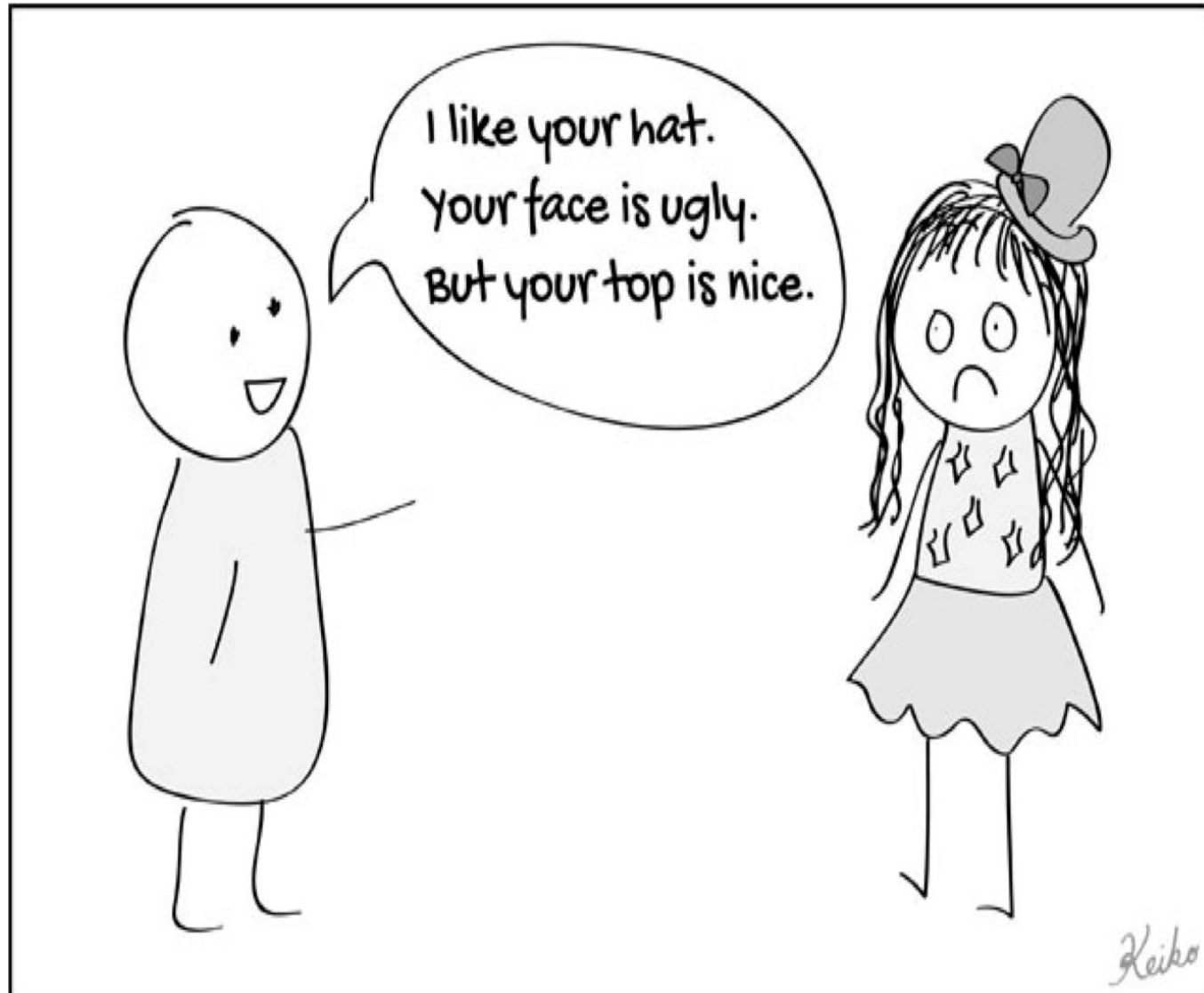


# The challenge



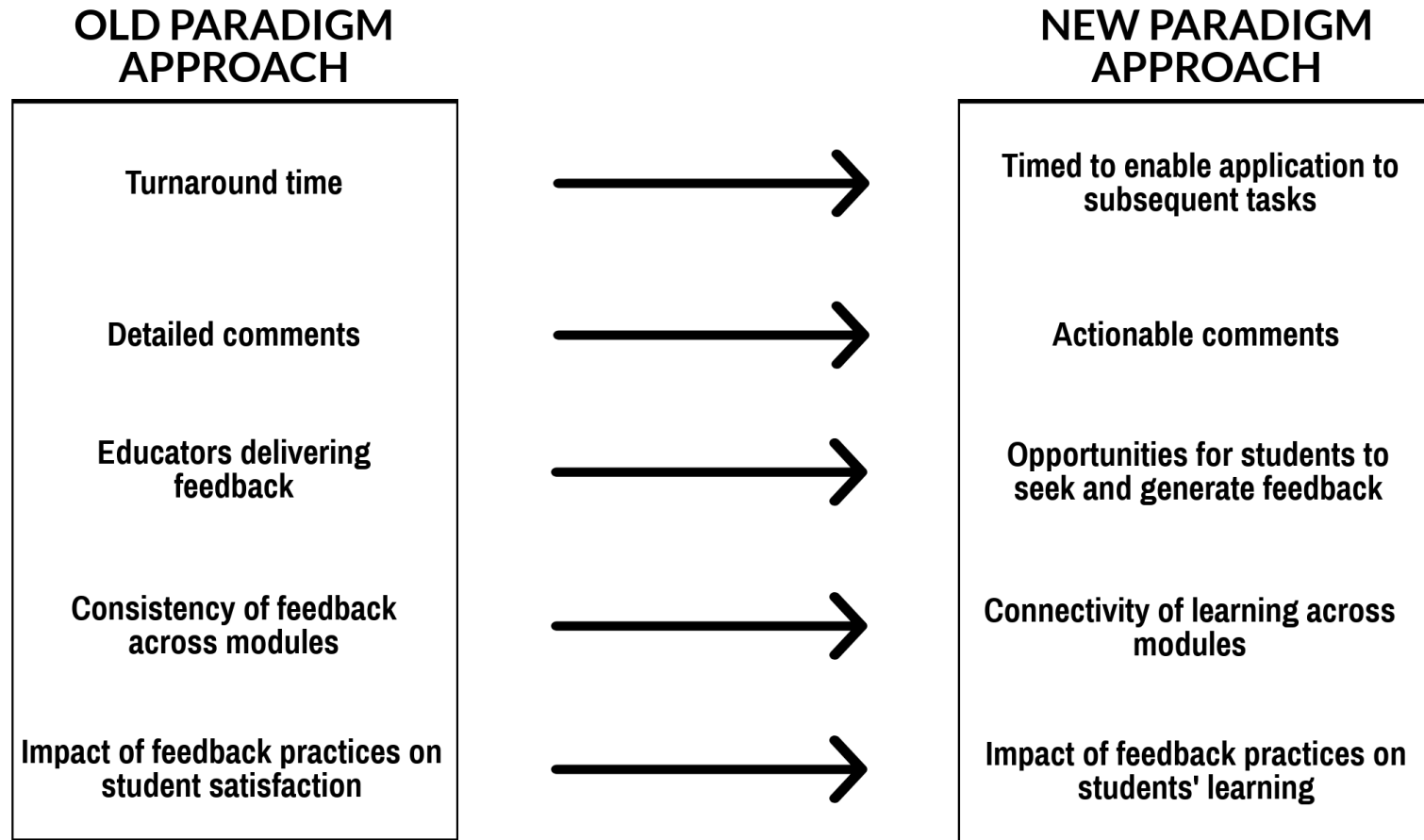


# The solution?



# The solution?

Winstone & Carless (2019)



# The solution?

- 1 CLASH OF THE MODELS
- 2 THANKS BUT NO THANKS
- 3 WE'RE ONLY HUMAN AFTER ALL
- 4 PASSING THE BUCK





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## Feedback is a two-way street. So why does the NSS only look one way?

Being positioned as passive recipients of lecturers' appraisal does nothing to promote the development of crucial graduate attributes, say Naomi Winstone and Edd Pitt

September 14, 2017



By [Naomi Winstone](#)

By [Edd Pitt](#)



## CLASH OF THE MODELS

# Conundrum 1

“Students potentially have access to a limitless pool of feedback opportunities during their time at university, but this is a resource to be drawn down and implemented through a process ultimately driven by the student themselves, not something to be merely “received”.

(Winstone & Pitt, 2017)






Winstone, N. E., & Pitt, E. (2017). Feedback is a two-way street, so why does the NSS only look one way? *Times Higher Education*, 2332 , 30.



**CLASH OF THE MODELS**

# Conundrum 2



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### Academics need to spend more time teaching and less time marking

If the job of the academic is to educate, grading must be kept in check. In what ways can you reduce the burden of examining?

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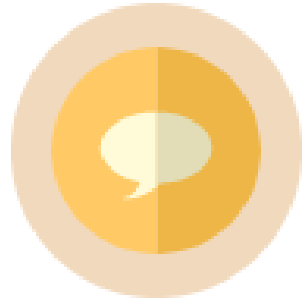
*"I don't [do anything to support students to engage with feedback]– some students admit at the end of the course that they never read their feedback in three years"*

Participant 40, Winstone & Carless (Forthcoming, 2019)

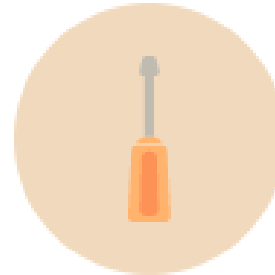
THANKS BUT NO THANKS



# Conundrum 2



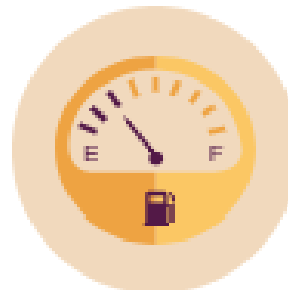
**AWARENESS**  
*of what the feedback  
means, and its  
purpose*



**COGNISANCE**  
*of strategies by which  
the feedback could be  
implemented*



**AGENCY**  
*to implement  
strategies*



**VOLITION**  
*to scrutinise feedback  
and implement  
strategies*

Winstone, N.E., Nash, R.A., Rowntree, J., & Parker, M. (2017). "It'd be useful, but I wouldn't use it". Barriers to University students' feedback seeking and recipience. *Studies in Higher Education*, 42(11), 2026-2041.

**THANKS BUT NO THANKS**

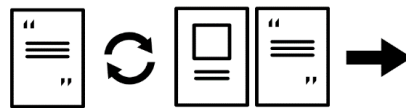
Winstone & Carless (2019)

## 1. Task series



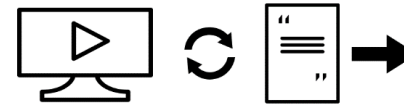
Students complete a series of similar tasks (for example, a series of lab reports), where each cycle of feedback enables them to apply comments to the next iteration of the task.

## 3. Draft-plus-rework



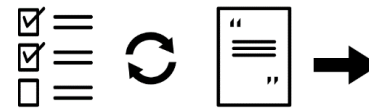
Students receive detailed comments on a draft assignment. When students submit the final assignment, a portion of the grade is reserved for evidence that they have used the feedback from the draft (for example, by completing a written reflection on their feedback use).

## 2. Two-part tasks



Students undertake a first task (for example, a presentation), followed by a feedback process whereby they use the feedback to inform a second, related task (for example, a written report).

## 4. Pre-task guidance



Students are given the opportunity to engage with rubrics, criteria, and/or exemplar assignments before completing their own assignment. This dialogue with peers and teachers serves as pre-task feedback that informs the approach they take.

# Conundrum 3

Let's engage in some intellectual streaking\*....

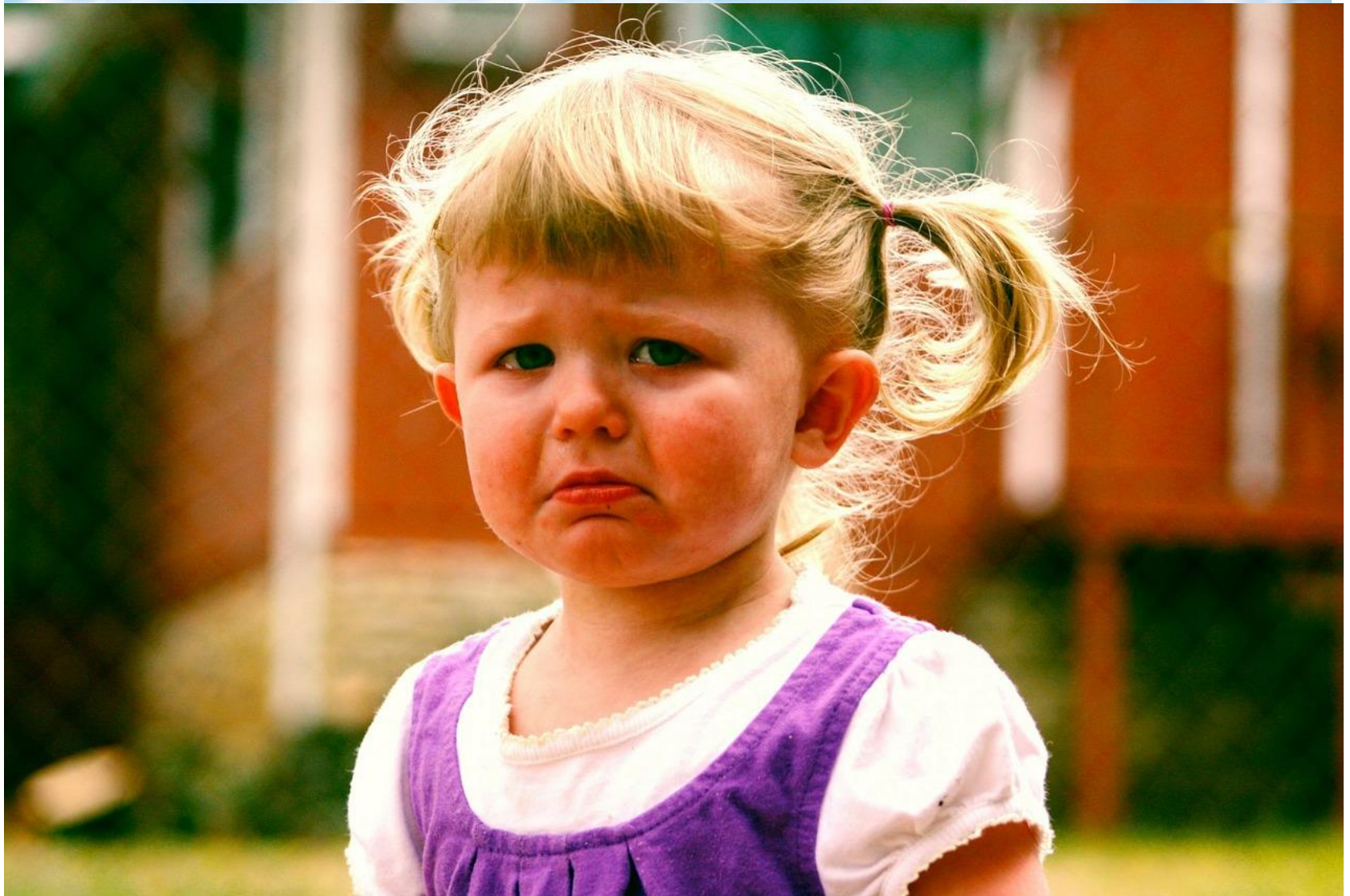


\*Bearman & Molloy (2017), *Medical Teacher*, 39(12), 1284-1285

WE'RE ONLY HUMAN AFTER ALL



# Conundrum 3







**Rob Nash** @DrRobNash · 22 Dec 2018

All I wanted for Xmas was five further rejections of our recently-rejected paper. Thanks, JARMAC, for this added certainty, and for making my Xmas dream come true 🙄🎄

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WE'RE ONLY HUMAN AFTER ALL


# Conundrum 3

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This website is made by BBC Worldwide. BBC Worldwide is a commercial company that is owned by the BBC (and just the BBC.) No money from the licence fee was used to create this website. Instead this website is supported by advertising outside the UK. The profits we make from it go back to BBC programme-makers to help fund great new BBC programmes.

## future

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Psychology

### Why even the best feedback can bring out the worst in us

Our minds have many cunning strategies for shunning feedback - but there are ways to avoid these traps, say psychologists Robert Nash and Naomi Winstone.

#### Related Stories



WE'RE ONLY HUMAN AFTER ALL

## Do you have TAA Deficiency?



(Howell & Shepperd, 2013)

**WE'RE ONLY HUMAN AFTER ALL**

# Conundrum 4

*“We're paying for education so it's not our, sort of responsibility to engage with feedback because we're paying for it”*

-- Undergraduate Economics student

Winstone, Medland, Bourne, Rees & Niculescu (in prep)



*“I assume [students] are educated enough to deal constructively with the feedback they receive – otherwise they should not be at my university anyway”*

Winstone & Carless (forthcoming, 2019)



# THANKS <sup>MUCH LARGER</sup> FOR THE FEEDBACK

THE SCIENCE AND ART OF  
RECEIVING FEEDBACK WELL

EVEN WHEN IT IS  
OFF-BASE, UNFAIR,  
POORLY DELIVERED,  
AND FRANKLY, YOU'RE  
NOT IN THE MOOD

*SWITCH?  
DS says no*

Douglas Stone & Sheila Heen

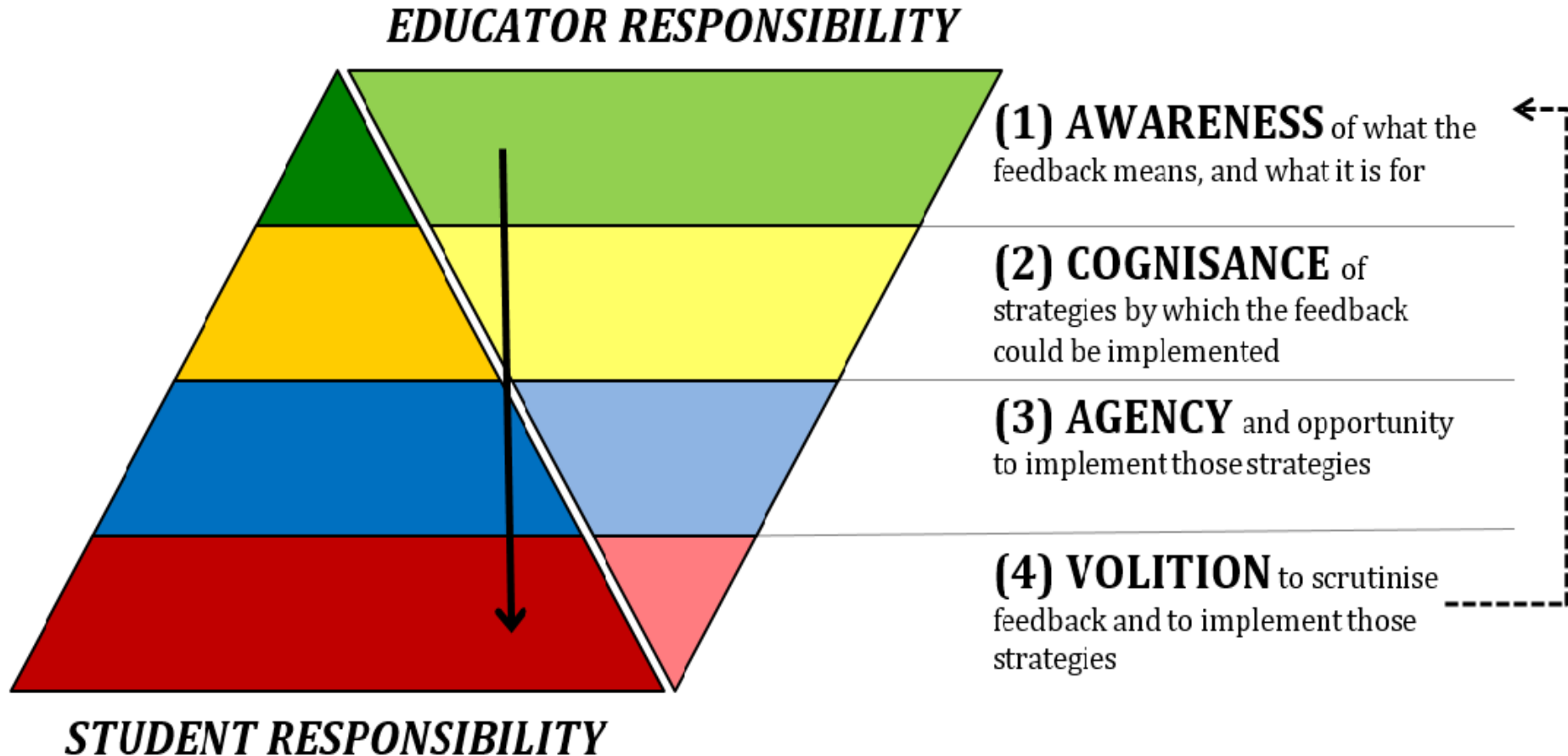
of the Harvard Negotiation Project  
co-authors of **DIFFICULT CONVERSATIONS**

“Interesting. When we give feedback, we notice that the receiver isn’t good at receiving it. When we receive feedback, we notice that the giver isn’t good at giving it.”

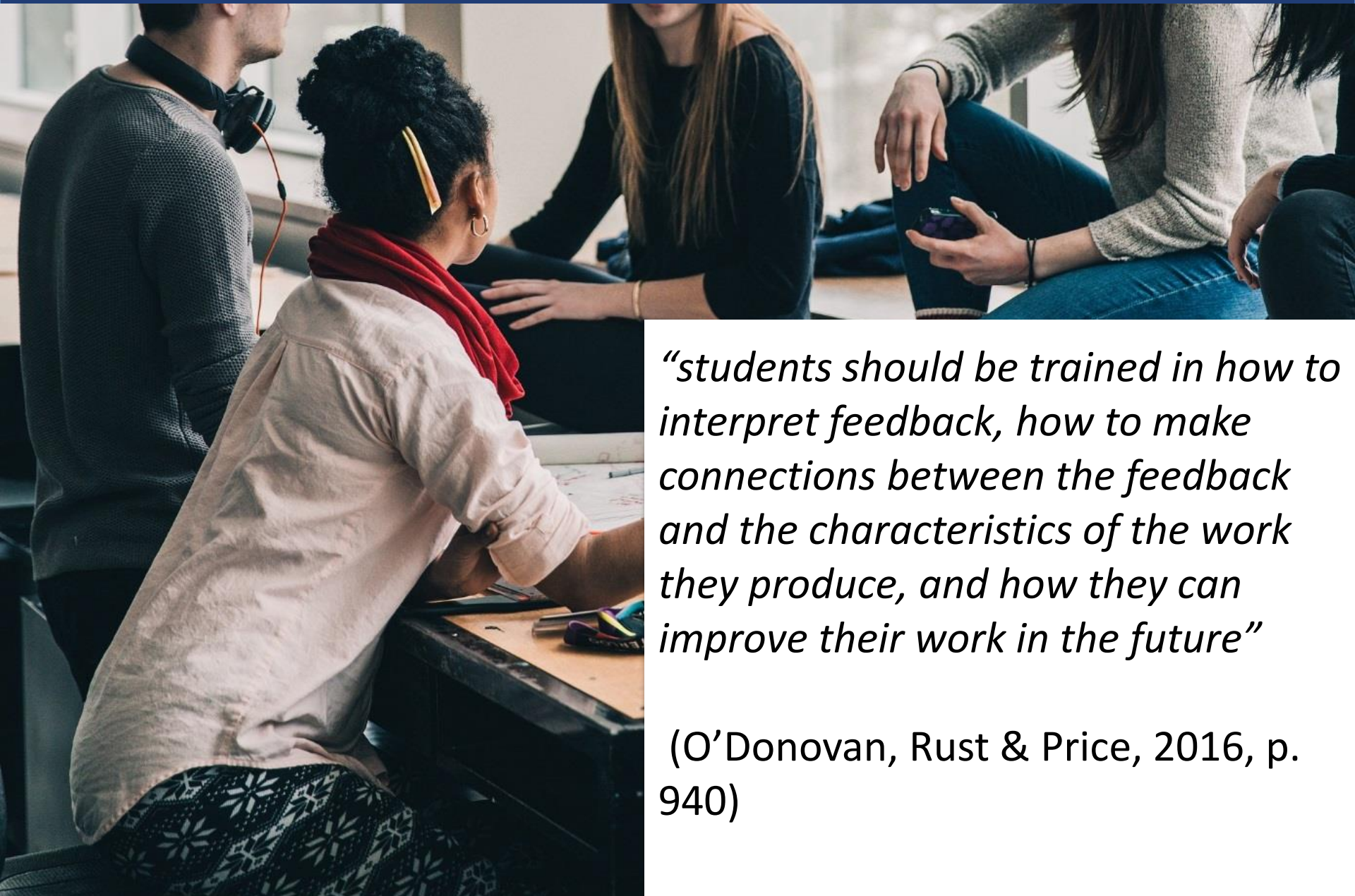
Stone and Heen (2014,  
p. 3)

PASSING THE BUCK

# Conundrum 4



# Building Feedback Literacy



*“students should be trained in how to interpret feedback, how to make connections between the feedback and the characteristics of the work they produce, and how they can improve their work in the future”*

(O’Donovan, Rust & Price, 2016, p. 940)

## FEEDBACK RECIPIENCE SKILLS

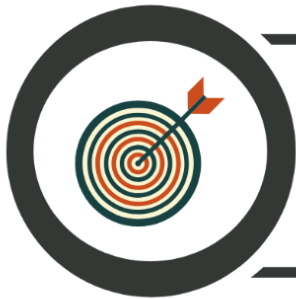
WINSTONE ET AL. (2017)



SELF-APPRAISAL



ASSESSMENT  
LITERACY



GOAL-SETTING &  
SELF-  
REGULATION



ENGAGEMENT &  
MOTIVATION

Winstone, N., Nash., R., Parker, M., & Rowntree, J. (2017). Supporting learners' engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational Psychologist*, 52, 17-37.







- (1) Feedback guide**
- (2) Feedback workshop**
- (3) Feedback portfolio**

**<http://tinyurl.com/hea-deft>**

**The Developing Engagement with  
Feedback Toolkit (DEFT)**

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Dr Naomi E. Winstone – University of Surrey

Dr Robert A. Nash – Aston University

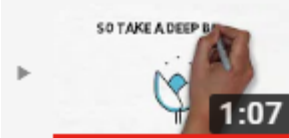
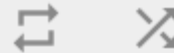
Winstone & Nash (2016). *The Developing Engagement with Feedback Toolkit (DEFT)*. York, UK: Higher Education Academy.

# Using the DEFT

- Small groups
- Large groups
- Single activities vs. learning programme
- Independent activities
- VLE

## DEFT toolkit

Surrey Assessment and Learning Lab - 1 / 5



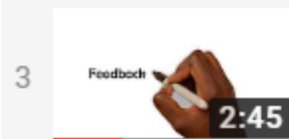
### FEEDBACK TIME

Surrey Assessment and Learning L...



### The purpose and function of feedback K1 DEFT

Surrey Assessment and Learning L...



### Feedback as a tool for learning, K3

Surrey Assessment and Learning L...



### Action Planning A1, 3

Surrey Assessment and Learning L...



### Quick guide to dealing with feedback.

Surrey Assessment and Learning L...



<https://tinyurl.com/FEATSportfolio>



**Section A: Feedback  
Review and Synthesis Tool**



**Section B: Skill Development  
tool**



**Section C: Action Planning  
Tool**



**FEEDBACK  
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Act upon and track the  
impact of your feedback  
[feats@surrey.ac.uk](mailto:feats@surrey.ac.uk)

## DASHBOARD

### PART A - Review Your Feedback

[Add a Feedback Review](#)

[My Feedback Reviews](#)

[My Grade Tracker](#)

[My Skill Scores](#)

### PART B - Browse Resources

[Browse Resources](#)

[My Basket \(0\)](#)

### PART C - Build Action Plan

[My Action Plan](#)

[My Completed Actions](#)

[Tutorials & Guidance](#)

#### Welcome

Welcome to FEATS - Feedback  
Engagement and Tracking at Surrey.

FEATS is an easy-to-use tool to help you  
better understand and engage with  
feedback from your assignments.



Introduction



2

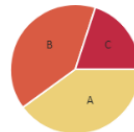
feedback reviews completed

#### My Skill Scores



Top Skills

■ Construction of argument  
■ Collaborative working skills  
■ Personal skills



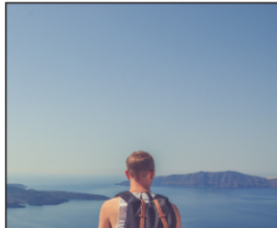
Skills for improvement

■ Critical thinking and evaluation  
■ Effective use of literature  
■ Literature searching



“In the past I've struggled to put my feedback into action, whereas FEATS provides real guidance on how to identify your strengths and weaknesses and then points you to resources to develop your skills. The process feels very organic and personalised.”

“FEATS has taught me that it is essential for us to take responsibility for our own learning.”



2

actions in your action plan

2

actions marked as complete

“By using FEATS, I have been able to understand and overcome weaknesses in my writing”



## Route mastery: can we turn student feedback into a two-way street?

We need a cultural shift in the process of providing comments on student work, argue Naomi Winstone and Robert Nash

“The solution will require us collectively to create learning environments in which students’ active participation in the process is expected and valued”

# Acknowledgements

Images from Pixabay

## Research Assistants:

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Georgina Mathlin

Emily Papps

Jessica Bourne

Joshua Best



LEVERHULME  
TRUST



<https://www.surrey.ac.uk/departments/higher-education/learning-lab>

SRHE

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