What Our Placement Students said…

when asked about assessment and feedback on placement

Dr. Tom O'Mahony and Catherine Murphy, Teaching, Learning, Assessment and Student Engagement Research Laboratory, Teaching and Learning Unit, Munster Technological University, Cork, Ireland

CIT Teaching & Learning Unit - Enhancing Feedback and Assessment in Work Placement Modules

Outline

- Irish and MTU Context
- Study Design
- Results
- Next Steps

Irish Context

- "unrivalled opportunity for learning" (Sheridan and Linehan 2013)

FORUM INSIGHT

NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

September 2019

Towards a National Understanding of Student Success

Table 1 Themes identified by students

Theme	Response Percent
Developing skills to maximise employability	37%
Achieving high academic attainment	36%

Effective Teaching Practices 2022

66.9%

of students believed that lecturers/ teaching staff clearly explained course goals and requirements

68.9%

of students believed that lecturers/ teaching staff taught in an organised way

67.4%

of students believed that lecturers/ teaching staff used examples or illustrations to explain difficult points

37.6%

of students believed that lecturers/ teaching staff provided feedback on a draft or work in progress
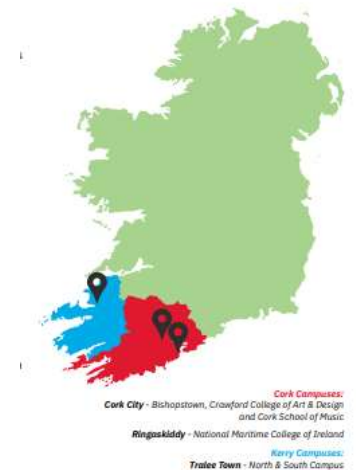
43.1%

of students believed that lecturers/ teaching staff provided prompt and detailed feedback on tests or completed assignments

MTU Context

Learner Education & Experience

- ✔ Fexible Curriculum
- ✔ High Quality Programmes
- ✔ Excellence in teaching, learning, assessment and engagement
- ✔ Digital learning for enriched experience and inclusive access
- ✔ Learners equipped to succeed
- ✔ Work ready graduates

- Aligned with MTU Strategy

- Different assessment mechanisms including logs, essays, reflections, reports, presentations | Different models of management, Lecturers vs Professional Staff | Different grading, Grade vs Pass\Fail |Different credit weighting |Varying durations

*Note Language of host organisation supervisor, MTU Supervisor

Cork Campuses:
Cork City - Bishopstown, Crawford College of Art & Design and Cork School of Music.
Ringaskiddy - National Maritime College of Ireland
Kerry Campuses:
Tralee Town - North & South Campus.

CM0   elective /mandatory …elective they all want to do it ref sandwich [@Catherine Murphy]
Catherine Murphy, 2023-11-13T16:25:16.462

TM0 0   Do you want to mention different durations (3 months to 6 months)
Thomas O Mahony, 2023-11-16T20:55:36.130

Work Placement Learning Community in MTU

- >130 members

- Annual Events

- Collaboration and sharing

Study Design & Participants

- To explore and enhance the **assessment & feedback experience of students**, their host organisation supervisors and the university during work placement.

- Questionnaire targeting students who were on placement in 21/22
- Questionnaire for Host Organisation Supervisors (100 responses)
- Focus groups with MTU Staff
- MTU Ethics Approval No: MTU22067A
- Opt-in

Study Design – Student Survey

19 quantitative mostly Likert-scale questions relating to assessment & feedback.

4 Qualitative Questions

- In what way(s) did the assessment process that you experienced during placement support your learning?
- In what way(s) did the assessment process that you experienced during placement hinder or detract from your learning?
- What suggestions would you make to enhance the work placement assessment process?

- Tell us more about why you think your placement was not fairly marked?
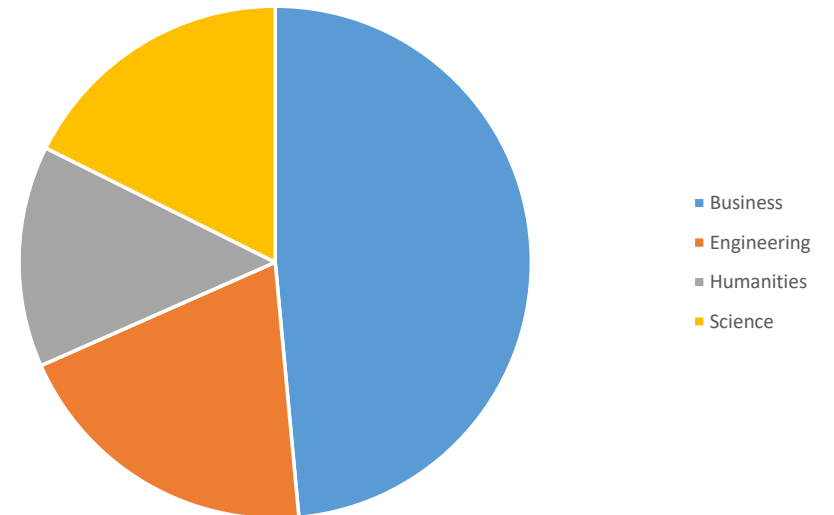
PDF of Student Survey

Student Participants

32 Programmes, 270 Responses
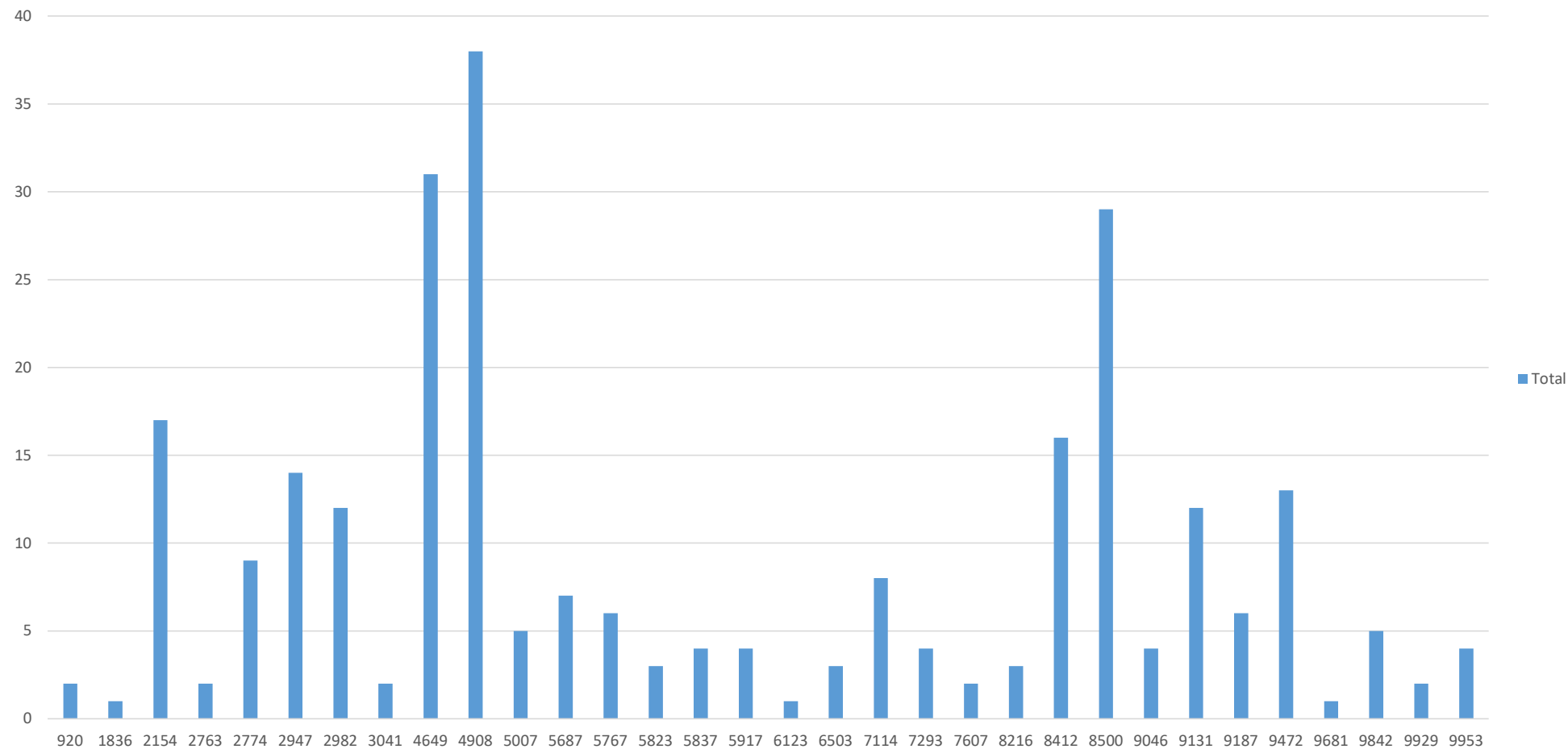
Total Number of Participating Programmes by Discipline
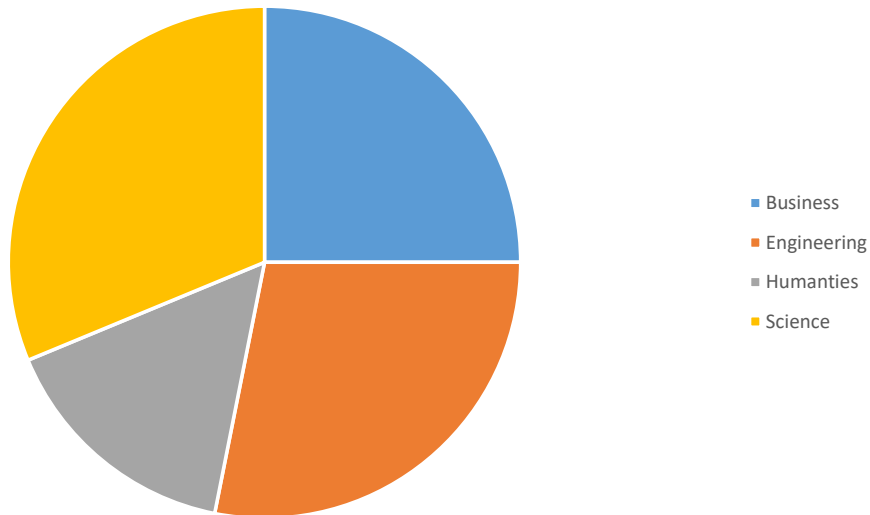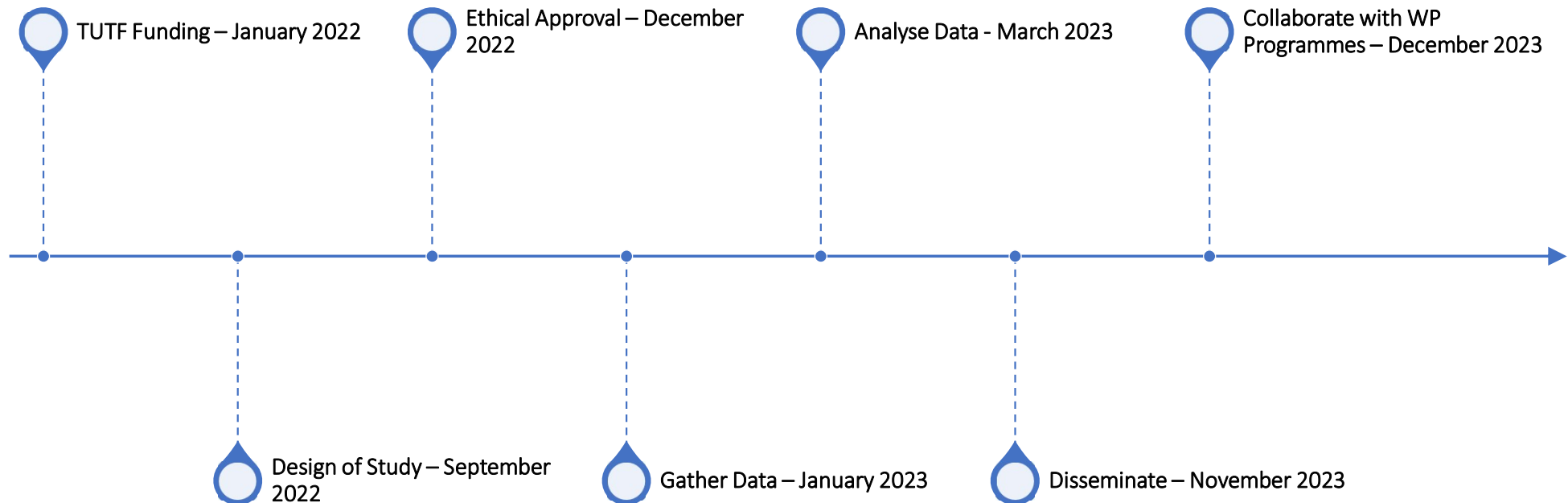
Total Survey Responses by Discipline

- Business
- Engineering
- Humanties
- Science

Student Participants by Programme

Total Number of Participants by Programme (anonymised)

Timeline of Project

TUTF Funding – January 2022

Ethical Approval – December 2022

Analyse Data - March 2023

Collaborate with WP Programmes – December 2023

Design of Study – September 2022

Gather Data – January 2023

Disseminate – November 2023

Analysis

Likert scale data

- % agreement i.e. percentage of participants that selected "agree" or "strongly agree"

Open-ended questions

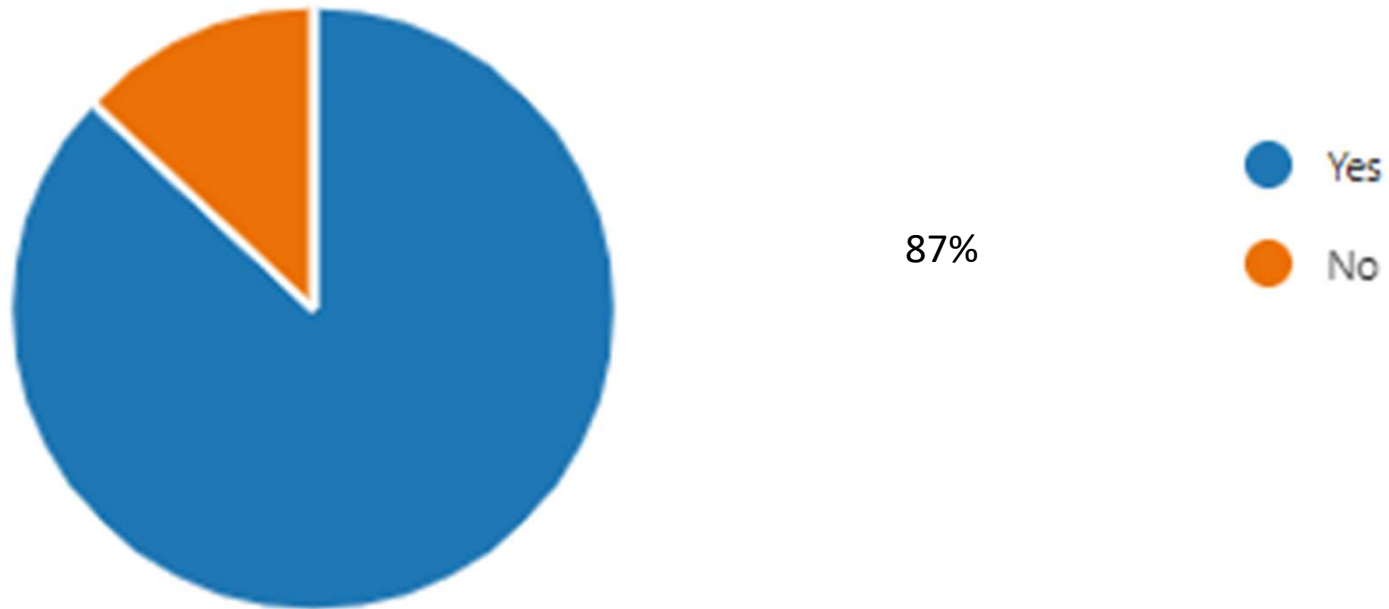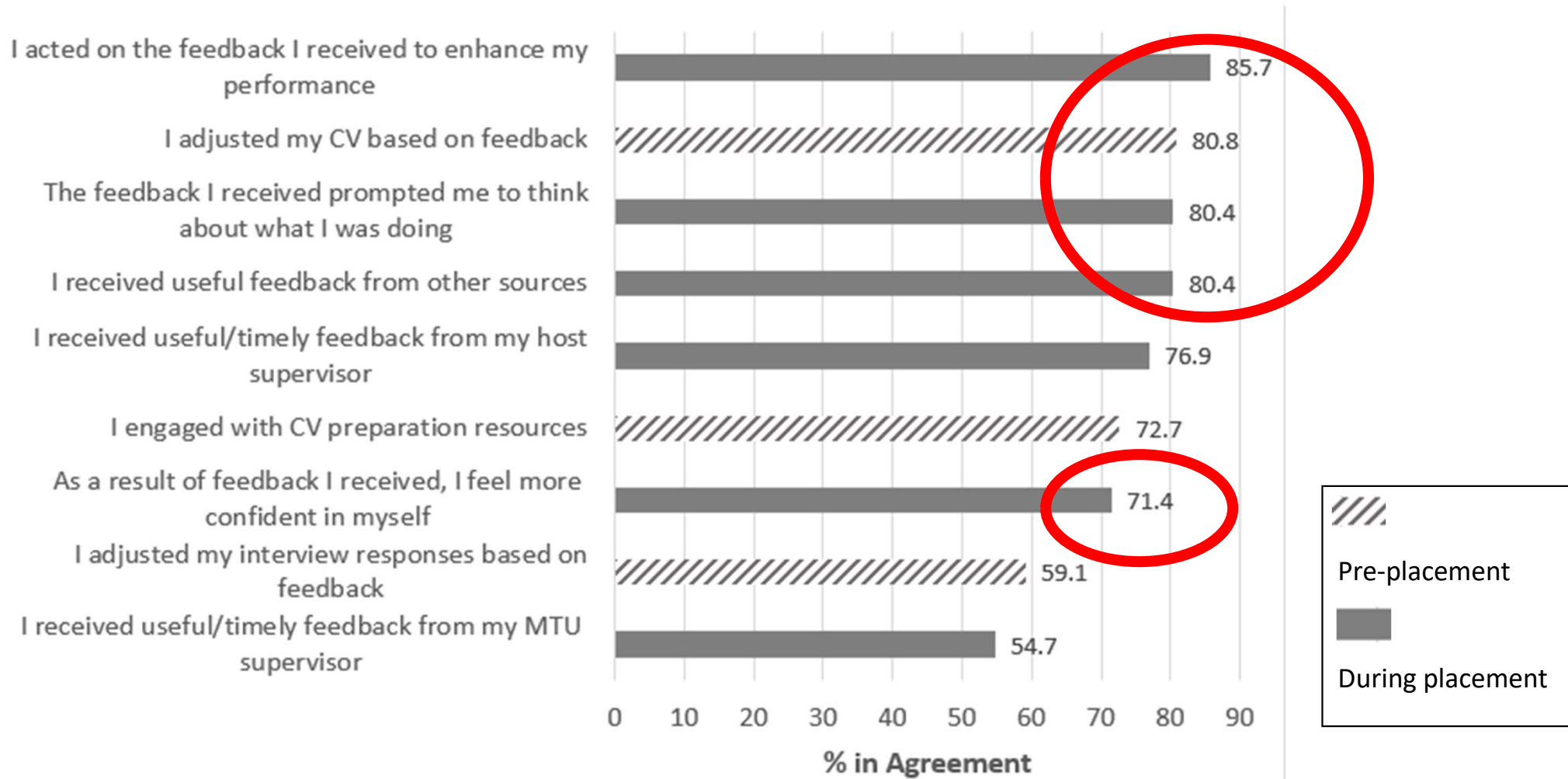- Inductive content analysis, keywords, codes, categories using Nvivo
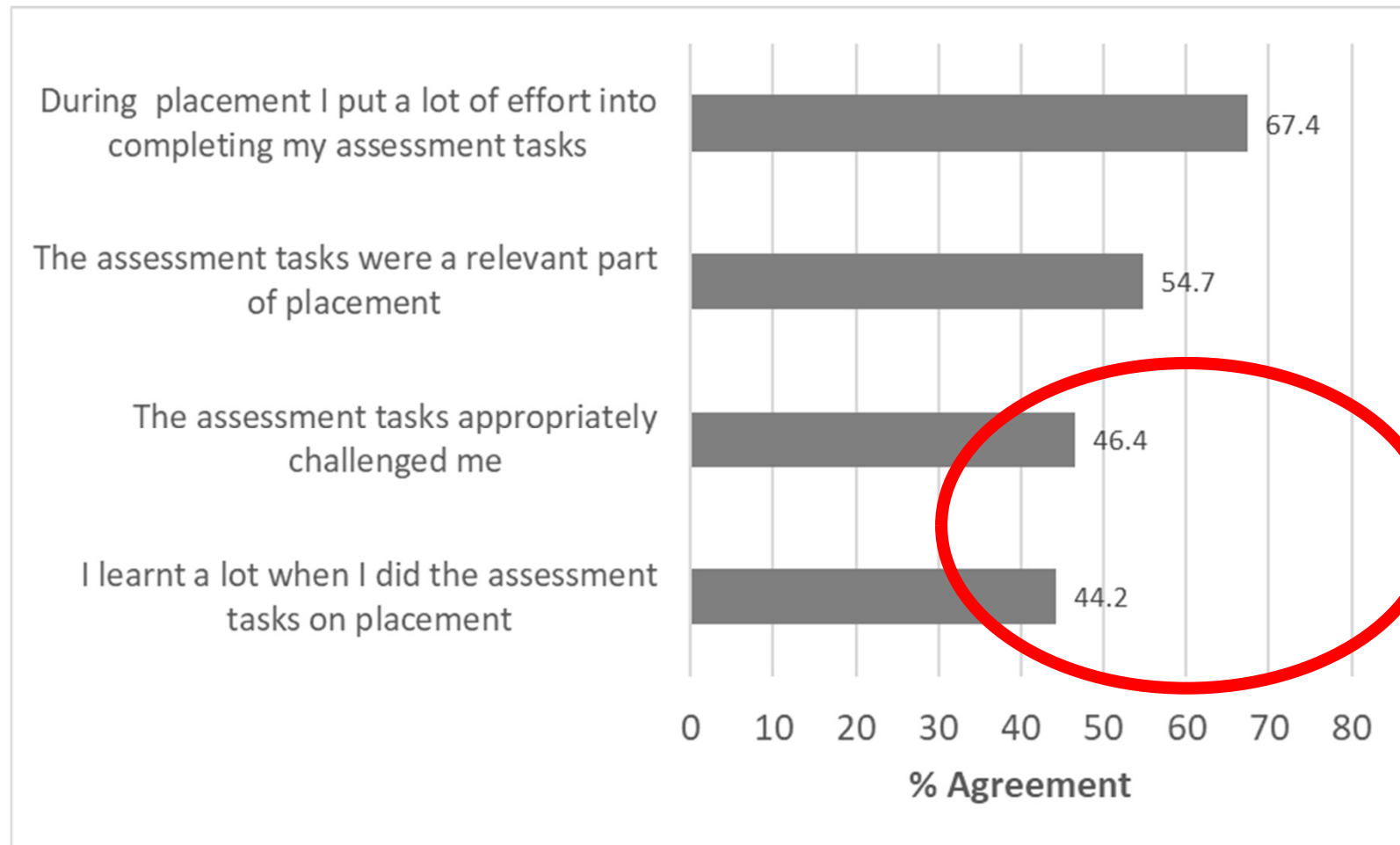
Fairness

?

Yes

No

Fairness

87%

- ● Yes
- ● No

Feedback

Statement	% in Agreement
I acted on the feedback I received to enhance my performance	85.7
I adjusted my CV based on feedback	80.8
The feedback I received prompted me to think about what I was doing	80.4
I received useful feedback from other sources	80.4
I received useful/timely feedback from my host supervisor	76.9
I engaged with CV preparation resources	72.7
As a result of feedback I received, I feel more confident in myself	71.4
I adjusted my interview responses based on feedback	59.1
I received useful/timely feedback from my MTU supervisor	54.7

Legend:
- Pre-placement
- During placement

Learning, challenge and relevance...

Personal & Professional Development

"It also allowed me to reflect on my communication methods, which ones worked well and didn't work well"

"How to be organized and apply goals to the work I'm doing"

"I learned to appreciate factors like good teamwork and leadership in my workplace as I had to research these"

"helped me develop my presenting skills and confidence"
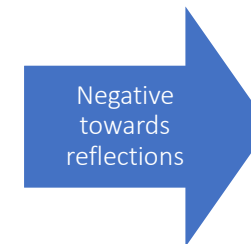
"reflecting helps me to become more self aware"

"Helped me focus on areas I was lacking in and improve on it"
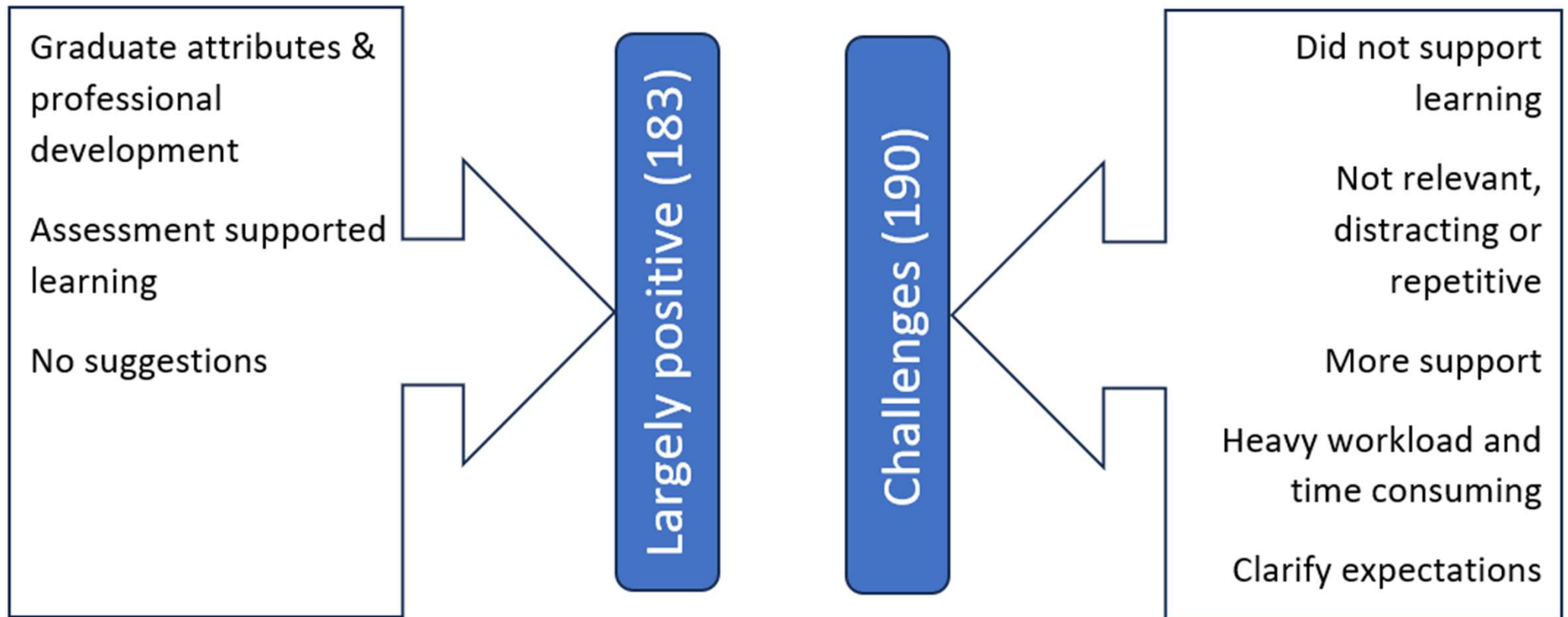
Reflecting on learning

- It helped me make sense of how I handled difficult situations

- allowed me to think about how my time on placement went, how it helped me for the future and how I can approve on certain aspects.

- It made me think in more detail of what I was actually doing and more importantly why I was doing it

- "It allowed me to reflect on my learning, and the skills I was developing on a regular basis"

- I didn't feel they benefited us in any way

- I didn't learn much from doing the reflections

- it was work that benefited nobody

- just writing what the supervisors wanted to hear

- weekly reflections weren't relevant

- meant to get me to reflect but it felt more like just work to be graded

Positive towards reflections

Negative towards reflections

Placement assessment process

| Graduate attributes & professional development

Assessment supported learning

No suggestions | Largely positive (183) | Challenges (190) | Did not support learning

Not relevant, distracting or repetitive

More support

Heavy workload and time consuming

Clarify expectations |

Choice, relevance, format

"This should all be based on how the tasks you complete in placement "

"Maybe have a larger pool of questions to choose from"

"I would suggest that for the weekly reflections focusing more on the student and the work they are doing and how they can better themselves"

"Possibly an in-class presentation or discussion on the placement would be much better "

"I'd do a 5 Min video log each week and students can showcase what they learned "

More support

Give more feedback on weekly journals every month

More feedback is needed from college staff and work placement host

More frequent contact with placement supervisor

More contact with placement co-ordinators would have been helpful

More on site visits from placement coordinator

If at all possible, more communication between the class-mates

Clarify expectations

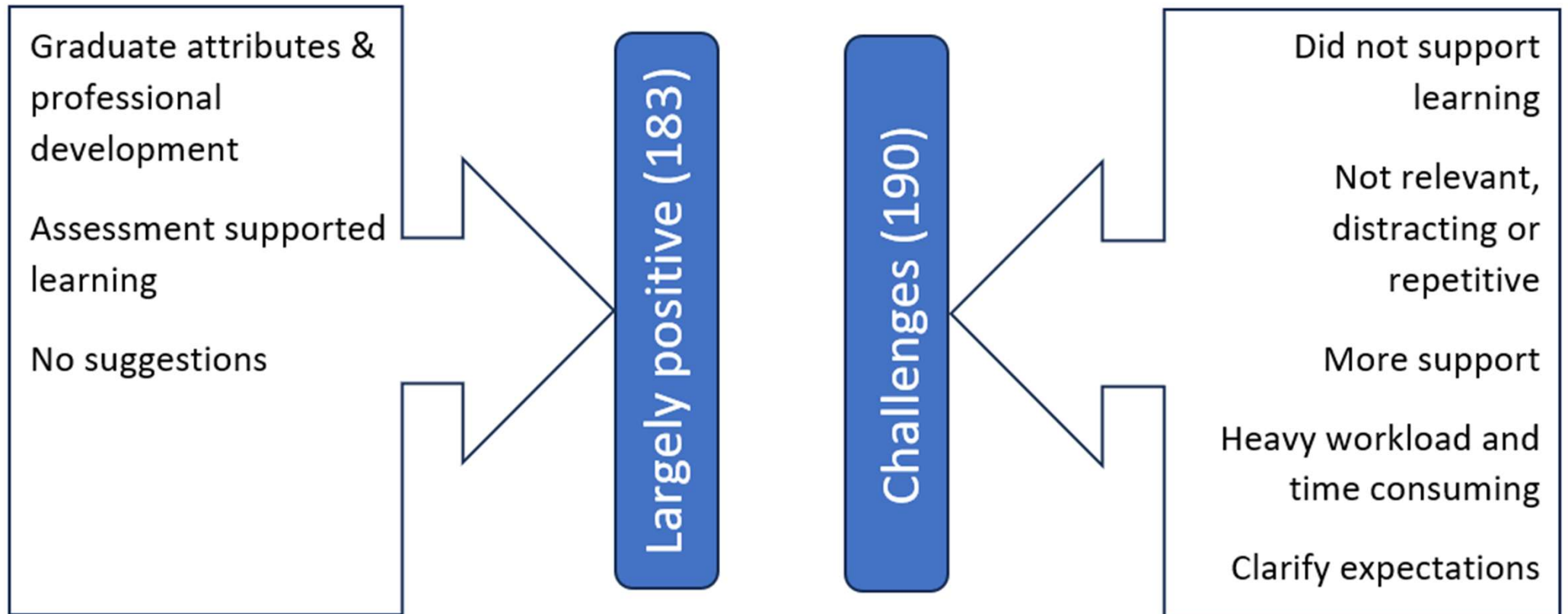"More clarity on what is wanted during the assessment process"

"Improvement in communicating with students of what is required to be included on their assessment"

"Clearly explain what the different assessments are and give examples of appropriate answers to the assessments"
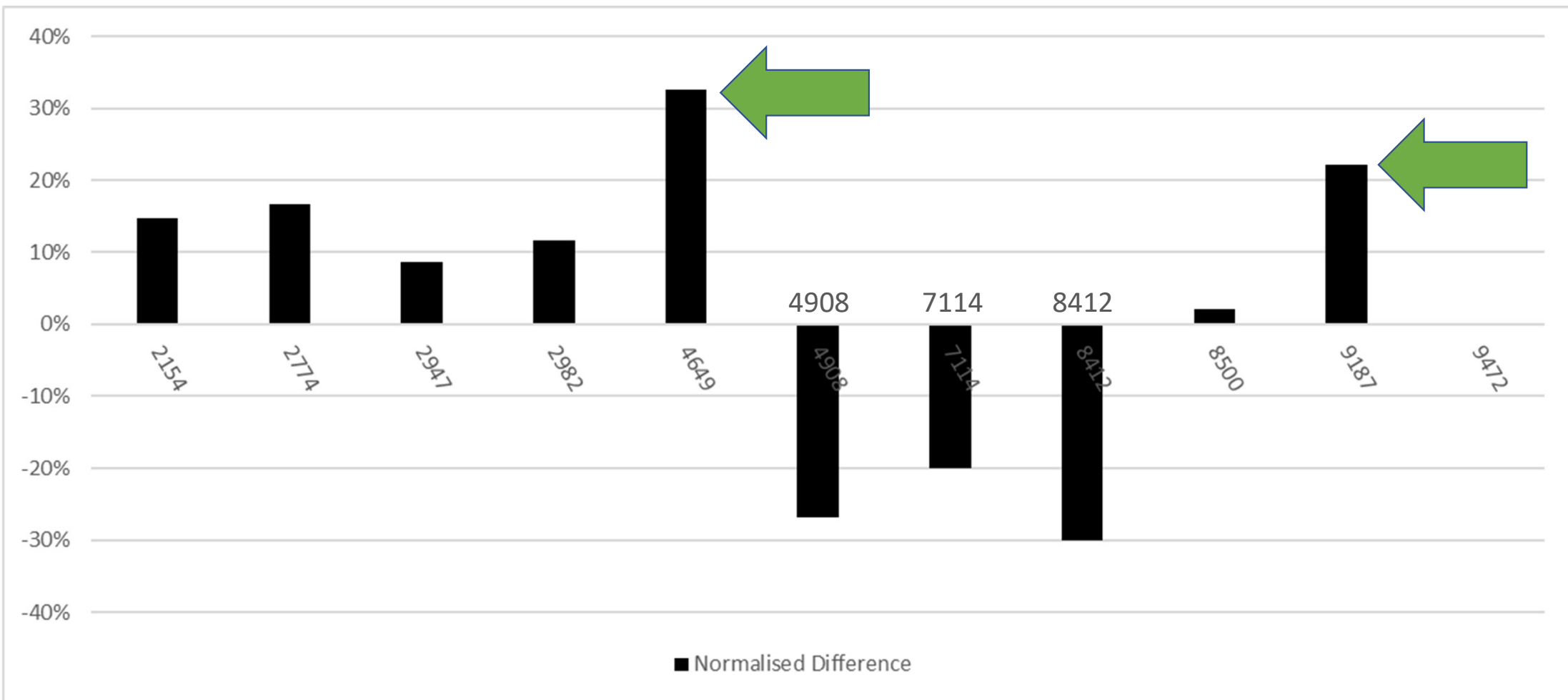
"It felt like guess work for some assignments"

"Make it more clear to students what's being assessed"

Programme dependent nature of A&F

Graduate attributes & professional development

Assessment supported learning

No suggestions

Largely positive (183)

Challenges (190)

Did not support learning

Not relevant, distracting or repetitive

More support

Heavy workload and time consuming

Clarify expectations

Programme dependent nature of A&F

Next Steps for the Research

- Follow our progress here
- Add your email in the post event survey to join our mailing list for updates and future events

- Create Case Studies based on best practice
- Analyse the Host Organisation & Focus Group data
- Collaborate with interested HEI's to explore institutional contexts and influence
- Compile the findings into a final report for dissemination

Opportunities for MTU Staff

- RAFT3 – Time to redesign your module

- SATLE Funding to undertake an intervention

- Programme specific conversation to examine data and possible intervention

- Participate in Assessment & Feedback in Placement Settings 2023/34

Post Event Survey