

From nurun nahar to Everyone: 08:59 AM

Good morning everyone. It's Nurun from University of Bolton :-)

From Anne Stazicker to Everyone: 08:59 AM

Good morning from a foggy Leeds

From Jim OMahony to Everyone: 08:59 AM

Good morning everyone from sunny Cork!

From Mary Beades to Everyone: 08:59 AM

Good morning, from Listowel.

From Jo Hendy - Cardiff Met to Everyone: 08:59 AM

Hi everyone, I am Jo in Cardiff Met

From Vic to Everyone: 08:59 AM

Yep, foggy Derby too

From Siobhan Creedon to Everyone: 08:59 AM

Hi Everyone, from Siobhán in IT Tralee

From Alexandra Mihai to Everyone: 08:59 AM

Good morning from Berlin!

From Naomi Winstone to Everyone: 08:59 AM

Good morning all - nice to see some familiar names and faces!

From Bruce Mathews to Everyone: 08:59 AM

Hi everyone Bruce here from the sunshine coast of Eastbourne, england. I am a trainer of Police Officers so I hope thats OK.

From Danielle Hinton to Everyone: 08:59 AM

Morning from Northampton

From Matthieu Hausman to Everyone: 09:00 AM

Hi, good morning from Liège, Belgium!

From Samantha Ahern to Everyone: 09:00 AM

Morning, near Cambridge but from UCL

From Mònica Feixas to Everyone: 09:00 AM

Good morning from cloudy Zurich

From tomfa to Everyone: 09:00 AM

Morning Marese

From Judy to Everyone: 09:00 AM

Hi Everyone, Judy based in France here

From Ruth Ní Bheoláin to Everyone: 09:01 AM

Morning everyone! :)

From Siobhan Creedon to Everyone: 09:01 AM

Very diplomatic!

From Judy to Everyone: 09:01 AM

Sunny....! in France

From Suzanne Stone to Everyone: 09:02 AM

Morning all! Sunny in Dublin too, although cold!

From Ruth Ní Bheoláin to Everyone: 09:02 AM

Just getting the kettle on and settling in for the morning!

From Mary Fitzpatrick to Everyone: 09:02 AM

Morning everyone!

From Judy to Everyone: 09:02 AM

Got my coffee with me

From Tanya O'Reilly to Everyone: 09:02 AM

Sunny in Sweden.

From Suzy Houston, GCU to Everyone: 09:02 AM

Morning from Glasgow

From LouiseH.Murphy to Everyone: 09:02 AM

Good morning all!

From Sylvia Schroeder to Everyone: 09:03 AM

Hello and good morning from Germany!

From Wilma's iPad (2) to Everyone: 09:03 AM

Hello

From Emma Pope to Everyone: 09:03 AM

morning All, from a cold but sunny Cardiff

From Yesim CapaAydin to Everyone: 09:03 AM

Hello from Ankara :)

From Tim Fawns to Everyone: 09:03 AM

Morning all!

It's a nice day in Edinburgh

From Elizabeth Metcalf to Everyone: 09:03 AM

Greetings from sunny Wales!

From dcarless@hku.hk to Everyone: 09:04 AM

Greetings from a warm & sunny, Hong Kong

From nurun nahar to Everyone: 09:04 AM

Good morning Marese and Sinead!

Lovely to see familiar faces from EFYE2019

From Sinead.Huskisson to Everyone: 09:05 AM

Morning everyone, I'm seeing lots of people I follow on Twitter - lovely to see you all

From Alison Farrell to Everyone: 09:05 AM

Good morning from the National Forum - Alison here.

From Sinead.Huskisson to Everyone: 09:06 AM

Don't worry Nurun, I used to move the pool table behind me every morning but have given up on that now!

From nurun nahar to Everyone: 09:06 AM

Good one Sinead :D

From Helen Williams to Everyone: 09:11 AM

Morning everyone! Really looking forward to today's amazing lineup of talks.

From Lynne Francis to Everyone: 09:12 AM

Morning

From nurun nahar to Everyone: 09:12 AM

Thanks Sinead. You have given me the confidence to switch on my video!

From Alison Farrell to Everyone: 09:14 AM

Our pleasure Eileen and Marese.

From Conor McK to Everyone: 09:19 AM

Royce D. Sadler

From Conor McK to Everyone: 09:29 AM

We need to create a context for that to happen

From marese Bermingham to Everyone: 09:29 AM

Agree ...think about what we want students to do as a follow on ...feed forward?

From Emma Pope to Everyone: 09:30 AM

I think that we may need to do a lot more work on helping our students to develop their skills in using the feed forward information that is provided

From Conor McK to Everyone: 09:31 AM

Emma, I agree, they need to be trained or educated in doing this....

From marese Bermingham to Everyone: 09:31 AM

Agree Emma...lots of work to be done with developing educator skills too...

From Judy to Everyone: 09:31 AM

<https://srhe.tandfonline.com/doi/pdf/10.1080/02602938.2020.1823314>

Really interesting article - also agree that we need to help the student to understand how to "internalisation" the many sources of feedback, and that can change depending on the context.

From Samantha Ahern to Everyone: 09:31 AM

I agree, they don't always recognise feedback that isn't formal

From nurun nahar to Everyone: 09:32 AM

I agree. Students need to be trained on the skills of understanding and engaging with feedback for an effective feed forward process.

From Conor McK to Everyone: 09:32 AM

Ask them questions, rather than telling them

From marese Bermingham to Everyone: 09:32 AM

Mentoring and coaching approaches?

From Samantha Ahern to Everyone: 09:32 AM

definitely

From nurun nahar to Everyone: 09:33 AM

Certainly

From Emma Pope to Everyone: 09:34 AM

Mentoring and coaching is a great idea Marese but there could be staff training implications in this as well

From Thomas.Broderick to Everyone: 09:34 AM

<https://doi.org/10.1080/02602938.2020.1823314>

From marese Bermingham to Everyone: 09:34 AM

Absolutely Emma ... essential

From Sinead.Huskisson to Everyone: 09:36 AM

yes its in "doing" and taking action that the benefit of the feedback is harnessed

From William Carey to Everyone: 09:36 AM

I wonder if mentoring and coaching approaches are helpful for all involved in this space? We can adopt a modeling of approaches enabling a better strategy/adoption of practice?

From Helen Williams to Everyone: 09:36 AM

Loving these points - teacher-led feedback is hard work and not as effective in promoting metacognitive reflection and internalised reflection. Peer feedback, supported perhaps by teacher framework, seems to be powerful - though the peers also need training and support in giving constructive feedback. Skills definitely improve with practice and the normalisation of peer feedback practices

From Judy to Everyone: 09:37 AM

If we consider ourselves (the teachers) as learners in this "new" process then could we share experiences with our students and learn from each about this new paradigm?

From marse Birmingham to Everyone: 09:37 AM

As you talk David ...these are skills that will stand to graduates all their lives....agency, quality awareness, self regulation, listening, dialogue...etc

From Conor McK to Everyone: 09:37 AM

Power!!!

From Helen Williams to Everyone: 09:37 AM

@Judy - great idea

From Ruth Ní Bheoláin to Everyone: 09:38 AM

I loved the student-led use of exemplars and rubrics to develop assessment and feedback literacy in "Managing dialogic use of exemplars". The timeline is presented therein is very helpful and tangible!
<https://doi.org/10.1080/02602938.2016.1211246>

From William Carey to Everyone: 09:38 AM

agree with you Judy. is there such a difference between educator and learner? 😊

From Emma Pope to Everyone: 09:39 AM

Sharing our experiences and the uncomfortableness that can sometimes be caused could be a powerful learning tool

From Samantha Ahern to Everyone: 09:39 AM

I used to do 1 a lot when teaching secondary, would be scaffolded, often 2 stars and a wish at KS3

From Judy to Everyone: 09:39 AM

@William C.....lifelong learning!

From marese Bermingham to Everyone: 09:42 AM

Follow Kay Sambell and Sally Brown on Twitter and have a look at their work in this space. Geraldine O'Neill at National Forum too...

From Suzy Houston, GCU to Everyone: 09:43 AM

We use Aropa for large and small cohort anonymous online peer assessment and it works great as part of a longer process of developing peer review literacy

From Rachel Stead to Everyone: 09:44 AM

@suzyhouston thanks for the tip as we have used peer scholar and i found it so complicated to manage

From Jo Hendy - Cardiff Met to Everyone: 09:44 AM

I found it really helpful to invite a student from the previous year (in person or virtual) to talk to current students about their experiences of the assesment and share ideas/top tips. Had really good feedbck from students about this!

From dcarless@hku.hk to Everyone: 09:51 AM

I welcome thoughts on the capacities that teachers need to manage feedback processes effectively

From Tim Fawns to Everyone: 09:55 AM

I can

From Helen Williams to Everyone: 09:57 AM

One of the things we discussed was the difficulty both as students and as lecturers of separating the person from the work. This distancing becomes easier for students the more practice they get.

From Naomi Winstone to Everyone: 09:59 AM

I think it's important that not all the responsibility is placed on individual teachers - the systems and structures are important too in enabling teachers to design effective feedback processes. Often there are constraints in processes and systems that can limit the capacity of individual teachers to exercise agency in how they design feedback!

From Pablo Dalby to Everyone: 09:59 AM

I'm happy to share some thoughts

From Alison Farrell to Everyone: 10:00 AM

I agree Pablo.

From Rachel Stead to Everyone: 10:00 AM

one of the key issues our group raised was getting the students on board with this process. We all seemed to be keen to innovate, however we are battling with an education system which has socialised the students into wanting the teachers to direct their learning. i.e. what do you want me to do? what's the best way to do this to get the best mark?

From Helen Williams to Everyone: 10:01 AM

Really good point, Pablo - feedback should be both ways. It's both useful and empowering

From Will to Everyone: 10:01 AM

We had a very similar conversation, Pablo. A move from a potential mode of transmission 'in the classroom', to facilitating and adopting coaching approach in the feedback aspects of the module. Practising what we preach - adopting a modelling approach across our own learning to inform our learners' experiences

From Judy to Everyone: 10:01 AM

Thanks @ Rachel, good points from our group

From Alexandra Mihai to Everyone: 10:01 AM

We also talked about the idea of incorporating feedback in the course / assessment design- formative feedback on small tasks, building on each other, with a focus on how feedback is incorporated in the next step. Also, we need to be generally open & receptive to the new paradigm.

From Samantha Ahern to Everyone: 10:01 AM

Rachel - sounds like a good argument for ungrading

From Alison Farrell to Everyone: 10:02 AM

Agreed - as a dialogue with students. We would learn a great deal too!

From Rachel Stead to Everyone: 10:02 AM

well actually Samantha Ahern, i teach on a programmatic course which is all formative until June - no grades. The students however want grades!

From Suzanne Stone to Everyone: 10:02 AM

Emotional aspect discussed in our group also. One way to take the 'personal' out is to communicate breakdown of assessment through a rubric or similar

From Tim Fawns to Everyone: 10:02 AM

@Naomi - I think you're point is really key and underappreciated. We need to break from the heroic individualism (as Gravett calls it) of just making teachers or students better at feedback and attending to the structures and cultures underneath

From Samantha Ahern to Everyone: 10:03 AM

I know, they've indoctrinated that the grade is all that matter

From tomfa to Everyone: 10:03 AM

Rising tuition costs can result in an emphasis on instrumentalism...they paying for a Degree not necessarily an Education?

From Jo Hendy - Cardiff Met to Everyone: 10:04 AM

We should be doing this right from the start in welcome/induction week with interactive tasks/ projects

From David Nicol to Everyone: 10:04 AM

Peer review is a powerful method but it is not receiving comments or writing comments for others that is most important. It is comparing their work against others' work. I took away writing comments for others and switched that to writing comments for themselves out of the comparison and 70% improved their grades after this comparison without any teacher input.

From Samantha Ahern to Everyone: 10:04 AM

Tommy - that too sadly

From Will to Everyone: 10:05 AM

@Rachel - I'm also curious if there are some of the socialising practices you mention might need to be considered with educators as well ;) I think *we are all keen to innovate/develop but not sure that all are - however, that certainly shouldn't be a reason not to continue :)

From Rachel Stead to Everyone: 10:05 AM

@david nicol that's a good idea. I get mine to write an action plan of ideas that they have gleaned from the work of others but removing the writing of comments is something I haven't tried. thanks :-)

From Eileen O Leary to Everyone: 10:06 AM

Very good point David and a great idea - gets the students thinking more on the 'what is in it for me' and also it feels less personal and less emotional = really nice twist, thank you

From Will to Everyone: 10:06 AM

@Jo - very much agree. I wonder where this is happening well?

From Rachel Stead to Everyone: 10:06 AM

@Will - fight the good fight eh?

From David Nicol to Everyone: 10:06 AM

Yes it takes away all the emotional issues about commenting on others work or receiving comments from others

From Helen Williams to Everyone: 10:07 AM

@Samantha - I'm an advocate of ungrading and would love to find out more about how your institution is applying it, what works and what doesn't. Maybe we could discuss later?

From Samantha Ahern to Everyone: 10:08 AM

@Helen sadly we're not, we went for pass/fail on some summer assessments due to the pandemic but that was as far as we have got

From Tim Fawns to Everyone: 10:09 AM

Isn't the key thing about timing that if feedback is reliant on teachers, it will rarely come at the right time?

From Helen Williams to Everyone: 10:10 AM

@Samantha - ah thanks! @Rachel Stead - do I understand your institution is using ungrading?

From Ann Marie Farrell to Everyone: 10:10 AM

Are the ed processes the Education winner used available / published?

From Judy to Everyone: 10:11 AM

@ Tim if it is peer feedback then the students could take control over the timing?

From Anne Stazicker to Everyone: 10:11 AM

It does depend on how long you've got the students for. We have six-week pre-sessional modules so not much time for building these skills. We can only really introduce them to the idea.

From William Carey to Everyone: 10:11 AM

is gift giving a reciprocal activity at Christmas...? ;)

From Tim Fawns to Everyone: 10:12 AM

@Judy yes, although comparison with exemplars, resources or the already-available work of others would put timing even more under each student's individual control?

From Rachel Stead to Everyone: 10:12 AM

@Helen Williams, I'm not actually familiar with the term ungrading (looking it up now ;-). However, the course I teach on is a programmatic curriculum - one of only a couple at the university and very new.

From Judy to Everyone: 10:12 AM

@ Tim yes agree

From Sinead.Huskinson to Everyone: 10:13 AM

@David Nicol, do you have any views on students comparing with themselves - I use weekly quizzes which the students can take multiple times (the quizzes have inbuilt feedback which gives a hint or advice to help the student improve) and set them the challenge of taking the tests again and again to improve their marks? Can comparison with self be suitable internal feedback?

From David Nicol to Everyone: 10:14 AM

If students generate inner feedback by comparing their work against teacher comments, then why should comments be the best or only comparator? IMO this is the crux of the matter.

From marsee Bermingham to Everyone: 10:15 AM

Lovely to have David Nicol also in house today...welcome

From David Nicol to Everyone: 10:16 AM

@Sinead - yes comparing against earlier work would generate inner feedback about own improvement. Need to think of MCQs for this

From Lynne Francis to Everyone: 10:16 AM

Apologies for thumbs up - accident but actually thumbs up is appropriate as all very helpful

From nurun nahar to Everyone: 10:16 AM

Thank you David. Found the presentation very useful.

From Samantha Ahern to Everyone: 10:17 AM

@sinead I would also be mindful of the wellbeing impact of students repeatedly doing the same MCQ

From Tim Fawns to Everyone: 10:17 AM

How did assessment and feedback scholarship come to be ruled by Davids?

From tomfa to Everyone: 10:17 AM

Thank you David

From Samantha Ahern to Everyone: 10:17 AM

But also, what exactly it is that they are learning. Are they rote learning the answer to the MCQ rather than developing their understanding or application?

From Tim Fawns to Everyone: 10:18 AM

(inc. David Boud and Dai Hounsell)

From Tim Fawns to Everyone: 10:20 AM

We tried this recently on a design course for lecturers and it was really powerful

(with David Nicol's input - thanks!)

From Sinead.Huskisson to Everyone: 10:21 AM

@samantha, the quizzes are randomized and pulled from banks so there's a different quiz each time - time consuming to create!

From Vic to Everyone: 10:21 AM

The use of feedback in control loops is based on comparison of the set point vs the actual process variable, and trying to reduce that gap, so ties in well with what David is saying.

From Tim Fawns to Everyone: 10:21 AM

You also get additional insight into the students' understanding of the topics at hand

From Sinead.Huskisson to Everyone: 10:21 AM

but after initial creation, can be used many times!

From Judy to Everyone: 10:21 AM

Great question to remember...."how did you learn that.....?" we should ask that of ourselves too.

From Naomi Winstone to Everyone: 10:22 AM

It's a fantastic read, I thoroughly recommend it!

From tomfa to Everyone: 10:22 AM

<https://www.davidnicol.net/>

From Judy to Everyone: 10:22 AM

Absolutely agree, it resonates with lots of what we are talking about this morning.

From Suzanne Stone to Everyone: 10:22 AM

Great question and really simple How did you learn that

From Helen Williams to Everyone: 10:23 AM

@David Nicol - great points. In early years scaffolded feedback sessions (with pointers of what they might evaluate) I ask the students to first use the form to do self reflection, before asking them to review others in a triad. But (both Davids!) I am now wondering if this is useful - it sounds like comparison with exemplars is more powerful than self reflection...

From Lynne Francis to Everyone: 10:23 AM

Is it possible to download the chat does anyone know? There's some really interesting points being made here as well. Cheers

From Jo Hendy - Cardiff Met to Everyone: 10:23 AM

thank you so much - i have to go to a meeting now but I will catch up on the rest via recording. What a great group, thank you.

From Dai John to Everyone: 10:24 AM

David Nicol paper URL <https://www.tandfonline.com/doi/full/10.1080/02602938.2020.1823314>

From Jo Hendy - Cardiff Met to Everyone: 10:24 AM

great!

From marsee Bermingham to Everyone: 10:34 AM

Thank you David Nicol for sharing.

From Linda O'Sullivan to Everyone: 10:39 AM

Hi Lynne Frances, we were thinking the exact same thing as there is lots of useful comments and feedback in this seminar. We will save the chat and circulate it, the video and resources afterwards.

From Lynne Francis to Everyone: 10:40 AM

Many thanks. That's great!

From Yesim CapaAydin to Everyone: 10:42 AM

@Lynne Zoom automatically saves the chat box. It will be in Zoom folder.

From Lynne Francis to Everyone: 10:43 AM

Ok Great Yesim; I will see if I can find it

From Linda O'Sullivan to Everyone: 10:45 AM

@Yesim, I'm sorry but our institute has that feature turned off by our administrators so you'll have to trust us to do it for you

From Yesim CapaAydin to Everyone: 10:45 AM

OK, thanks

From Linda O'Sullivan to Everyone: 10:46 AM

No problem

From marse Bermingham to Everyone: 10:50 AM

Ok, back on chat colleagues and please share any good ,useful links to work done in the assessment space...

From Conor McK to Everyone: 10:54 AM

There are different levels of engagement involved - behavioural, emotional, cognitive

Cognitively, when we generate questions we all really like to have them answered

From David Nicol to Everyone: 10:55 AM

@Naomi - that is a good way of thinking about it -feedback that generates questions in the minds of those who are producing it anyway all the time.

From Suzanne Stone to Everyone: 10:57 AM

Agree Conor but supporting students to understand the purpose of feedback eg explicating saying that generating new questions is ok could make student more comfortable with unanswered questions

From Conor McK to Everyone: 10:59 AM

Yes :-)

Feedback is an integral element of assessment - formative?

From Emma Pope to Everyone: 11:00 AM

I agree Conor, bringing students along with this is often the challenge

From Helen Williams to Everyone: 11:01 AM

Separating assessment from feedback is an interesting approach, as Naomi says they are often tangled together with feedback as an afterthought.

From David Nicol to Everyone: 11:01 AM

To be more precise the information they are given or make comparisons which raises questions in their minds which they answer themselves with reference to the comparison information - if you carefully select the comparison information and stage it appropriately and use multiple comparisons and lastly comments as feedback they will generate it by themselves as they must do anyway if they are to learn

From Helen Williams to Everyone: 11:03 AM

As well as paying more attention to feedback as a separate and designed process, with students as partners in the design, perhaps there's also more scope for including students as partners in the design of the initial assessments in the first place.

From Ruth Ní Bheoláin to Everyone: 11:05 AM

Striking me that I automatically often think of assessment and feedback as a linear continuum even though I know it's not, need to challenge myself to think more about how I visualise this relationship!

From David Nicol to Everyone: 11:06 AM

Thanks everyone - I have to go to attend to something urgent. Really enjoyed the buzz.

From marsee Bermingham to Everyone: 11:07 AM

Thanks David for adding to the buzz...

From Conor McK to Everyone: 11:07 AM

Brilliant David N - great to have you hear with us

From Tim Fawns to Everyone: 11:09 AM

@Conor - that use of "hear" actually works nicely :-)

From nurun nahar to Everyone: 11:10 AM

Assessment - to assess students' learning and understanding of contextual knowledge.

From Lynne Francis to Everyone: 11:10 AM

Purpose of assessment to see where students are in relation to fulfilment of LOs

From Anne Stazicker to Everyone: 11:10 AM

Both can and should be developmental?

From Emma Pope to Everyone: 11:10 AM

Assessment is about what students have 'learnt'. feedback is about how they can develop in the future

From Alison Farrell to Everyone: 11:10 AM

Both can help me know where I am with my learning.

From Eileen O Leary to Everyone: 11:10 AM

Commonality - help student identify knowledge/skill gaps and to learn how to narrow them

From Yesim CapaAydin to Everyone: 11:11 AM

both - to enhance students' learning

From Samantha Ahern to Everyone: 11:11 AM

AfL and other formative assessments can help me understand as an educator where my student are at and inform my planning, feedback enables students to critically reflect other own learning and development, deepening the learning

From Michelle Blackburn to Everyone: 11:11 AM

For me, assessment is about attainment of module learning outcomes. Feedback is there to rationalise the marks for the students and also to give them areas to focus on for future assessment - so both backwards and forwards looking.

From Sinead.Huskisson to Everyone: 11:11 AM

Does feedback have the purpose of improving performance but also the sub purposes of increasing intrinsic motivation and learning to learn skills?

From Lynne Francis to Everyone: 11:11 AM

Purpose of feedback - to get stds asking questions about how they can close the gap in terms of meeting the LOs

From Tim Fawns to Everyone: 11:11 AM

Assessment is about understanding the quality of your knowledge or performance (perhaps in order to improve it or judge it). Feedback is about generating insights into how one's knowledge or performance could change and what that would mean.

From Andrew Roberts to Everyone: 11:11 AM

Assessment - taking stock of where you are, Feedback- planning further action.

From marese Bermingham to Everyone: 11:11 AM

Feedback should really motivate to improve and build evaluative judgement capacity with students

From nurun nahar to Everyone: 11:11 AM

Feedback - Give students the opportunity to develop further through carefully constructed guidance

From Wilma's iPhone to Everyone: 11:11 AM

assessment enables students to demonstrate their learning and to develop their own thinking and feedback helps to refine thinking and preparation in order to hopefully get a better mark

From Susannah Wilson to Everyone: 11:12 AM

Feedback - to guide learners towards an understanding of strengths, weaknesses, and to guide learners towards development.

From Ann Marie Farrell to Everyone: 11:12 AM

What Ass and FB has in common = the potential, if designed well taking diversity of learner into account, to enhance understanding of key concept through engagement with those concepts. Also, both need to be interpreted by students and reciprocally, by teachers. They can both support the learning of student and teacher ... two-way feedback

From Alison Farrell to Everyone: 11:12 AM

@Marese. Yes - we can use feedback to encourage our students and to boost their learning morale.

From Nathalie Cazaux to Everyone: 11:13 AM

Ideally, assessment is a key to move to the next level and feedback the tools to achieve that move. In reality, assessments are there to give grades and feedback to 'prove' that mark is fair?

From Ruth Ní Bheoláin to Everyone: 11:13 AM

I'm finding this very interesting but also challenging because there are some areas where assessment and feedback do overlap. Both can be formative, both can be summative. Feedback related to grading rubrics for example should have a relationship with enhanced performance, I think, when implemented effectively by students so I could understand student frustration if didn't have that impact..

From Helen Williams to Everyone: 11:14 AM

Such a telling image!

From marese Bermingham to Everyone: 11:15 AM

Does Ass tell me where I am and feedback/forward illuminate where I might go?

From Susannah Wilson to Everyone: 11:16 AM

Do you know what stage of their student career these learners were at? Interesting to know..!
(Although doesn't take away from your point)

From Rachel Stead to Everyone: 11:16 AM

@marese I love that. I've been struggling to formulate my definitions because of what others like @Ruth have said. The entanglement and disentanglement are both necessary and difficult

From Helen Williams to Everyone: 11:16 AM

@Marese - I like that, clear and succinct

From Tim Fawns to Everyone: 11:19 AM

@Marese - I think feedback can also tell me what there is (i.e. it helps me understand the terrain, even if I choose not to go down some of the illuminated paths)?

(actually, I guess your "where i might go" covers this)

From marese Bermingham to Everyone: 11:20 AM

Absolutely Tim...yup was the reason I put 'might' in there...;-)

From Lynne Francis to Everyone: 11:22 AM

Ask students to reflect on previous feedback and say how they have responded to it in the subsequent task. Comment on this and allocate a very small amount of the arks awarded to completion of this reflective task. Paper by Sigrun Wagner, sorry can't remember date or journal but will add

From Rachel Stead to Everyone: 11:22 AM

We ask our cohort to submit a small reflection on what they took from their feedback (if anything) and how they have worked that into this current piece of writing. And also how that felt and in what way they feel this may enhance the work

From Judy to Everyone: 11:22 AM

In our modular programme we ask students to specifically reflect on previous feedback and try to articulate what they will use in the current module.

From Tim Fawns to Everyone: 11:22 AM

Ask them to articulate how they will use prior feedback on a current task

From Emma Pope to Everyone: 11:22 AM

signposting, using 'in-class exercises to help them to see the links

From Eileen O Leary to Everyone: 11:22 AM

Its an interesting idea - is it about asking the questions we know they need to think about to engage well in the new assessment?

From Samantha Ahern to Everyone: 11:22 AM

I think its important to make the link, ask them to reflect on the previous work and where they are nw in their learning. How does that differ to the feedback?

From Lynne Francis to Everyone: 11:23 AM

<https://journal.aldinhe.ac.uk/index.php/jldhe/article/view/335/pdf>

From Judy to Everyone: 11:24 AM

@Eileen, yes I think that is part of it, but also to let them see they have a role in the feedback process

From Will to Everyone: 11:25 AM

I like that this approach of landing on feedback more than once can also encourage a programmatic view of assessment and feedback practices - promotes the 'joining of dots' for students (and staff).

From dcarless@hku.hk to Everyone: 11:26 AM

Yes, Will, programme-focused approaches to feedback have a lot of merit, but not yet much published peer reviewed literature on them.

From Will to Everyone: 11:29 AM

I wonder why this is David...is there much happening or is this still emerging? Is it 'too hard'? ;) Is it a resourcing issue within an increasingly modularised setting? ...?

From Linda O'Sullivan to Everyone: 11:29 AM

<https://www.advance-he.ac.uk/knowledge-hub/developing-engagement-feedback-toolkit-deft>

From Judy to Everyone: 11:29 AM

Thanks Linda, was just looking for the link!

From dcarless@hku.hk to Everyone: 11:29 AM

'hard graft' required to improve work and learning strategies (Carless, 2015, p. 195)

From Helen Williams to Everyone: 11:31 AM

@Will - great question

From Lynne Francis to Everyone: 11:32 AM

Rob's assignment design excellent way of reducing contract cheating possibilities!

From Linda O'Sullivan to Everyone: 11:33 AM

Feedback Recipience Paper

<https://www.tandfonline.com/doi/pdf/10.1080/00461520.2016.1207538>

From marsee Bermingham to Everyone: 11:34 AM

Thanks Linda...great links for everyone here...

From Elizabeth Metcalf to Everyone: 11:35 AM

yes thanks for all these references & links, very helpful

From Tim Fawns to Everyone: 11:37 AM

In health education, the main thing is helping students overcome entrenched, linear perspectives on feedback (teacher tells students how to move towards set learning outcomes)

From Elizabeth Metcalf to Everyone: 11:37 AM

Healthcare disciplines, bridging the gap between undergrad and postgrad learners, acting upon patient feedback as a key source to drive lifelong learning

From SIDNEY MARTIN MOTA to Everyone: 11:37 AM

in my case it is pretty stratightforward: pronunciation task > deliver feedback > pronunciation task again to show improvement

From Judy to Everyone: 11:38 AM

Within medical education is it very useful to signpost the student to the clinical reflections they undertake and ask them to utilise this in terms of their own learning.....sometimes harder for them to reflect on their own performances.

From dcarless@hku.hk to Everyone: 11:38 AM

Boxers get overloaded with too many comments from the trainer during the break and end up punch drunk

From Susannah Wilson to Everyone: 11:38 AM

Discipline - Education. Relevance of acting upon feedback -- becoming a reflective practitioner (requirement of teaching council in Scotland) - importance of listening to the student voice.

From Eileen O Leary to Everyone: 11:38 AM

Chemistry: writing and editing procedures and reports and being able to work collaboratively on them taking and giving feedback in a collegial manner

From Andrew Roberts to Everyone: 11:38 AM

The 'crit' in Architecture is certainly one where feedback helps students to understand the problem rather than whether they have done the right thing.

From Rachel Stead to Everyone: 11:38 AM

healthcare - realising the unofficial and not so obvious channels via which feedback may arrive

From Helen Williams to Everyone: 11:38 AM

I teach Creative Digital Media, a very practical degree course. In my Year 2 module I get students to work for a real world client to produce a website. They meet with the client at various stages to present their work to date, and get feedback. The 'real world' nature of the project really helps motivate students to act upon the feedback before meeting the client the next time.

From Charlotte Emanuel to Everyone: 11:39 AM

feedback in healthcare is so important as learners often don't see what others see from the outside

From Vic to Everyone: 11:39 AM

Within business and entrepreneurship, taking feedback from customers on a new product, and improving the product as a consequence

From Eileen O Leary to Everyone: 11:39 AM

Chemistry: Lab manager to motivate team and know how to give feedback to promote teamwork and motivate continued engagement in quality outputs

From Samantha Ahern to Everyone: 11:39 AM

Educational development - reflecting on practice, what is working, why or why not, what assumptions are you bringing?

From Deirdre Casey to Everyone: 11:40 AM

in service Mathematics difficult to gets students away from black and white thinking 'right' or 'wrong'. If the answer is wrong they tend to discard all learning from their progress.

From Sylvia Schroeder to Everyone: 11:40 AM

for development of intercultural competence, deep reflection on an intercultural experience, and then developing an action plan with students focusing on small doable steps

From nurun nahar to Everyone: 11:41 AM

Thoroughly enjoyed this seminar. Unfortunately I have to leave now for another meeting. Thank you very much for organising this event @CIT @Marese and also the speakers @Naomi and @David for sharing some very useful and thought provoking information.

From marese Bermingham to Everyone: 11:41 AM

Lovely to see you here Nurun...thank you for coming along.

From Nathalie Cazaux to Everyone: 11:42 AM

Giving a mark to that process is what I find challenging

From nurun nahar to Everyone: 11:43 AM

My pleasure and lovely to see you too. I hope the chat conversation will be available to view later as there are some really useful tips and links to papers shared by colleagues.

From Tanya O'Reilly to Everyone: 11:45 AM

We do a feedback viva in Dept of Education in Sweden too. We call it ventilation

Students have student opponents...peer feedback

From dcarless@hku.hk to Everyone: 11:45 AM

Feedback requests & feedback seeking as areas for future development perhaps

From Helen Williams to Everyone: 11:46 AM

I'm experimenting this semester with providing class based feedback of all the issues found across the teams' draft submissions. Teams have to review and discuss this class feedback, think about what applies to them, and submit a team response of what they have identified for improvement and how they'll apply it. We then have the individual team meetings to discuss the feedback and reflection. We'll see how it goes!

From Elizabeth Metcalf to Everyone: 11:46 AM

ALOPA model for feedback...

From Linda O'Sullivan to Everyone: 11:47 AM

FEATSportfolio info <https://www.surrey.ac.uk/departments-higher-education/learning-lab/feedback-engagement-tracking-surrey>

From Rachel Stead to Everyone: 11:47 AM

@Helen Williams, yes we used something similar - whole group feedback - verbal - then individuals reflecting on what was relevant to their draft and completing the task again and giving themselves an estimated new evaluation based upon what they have now done / improved.

From Tim Fawns to Everyone: 11:47 AM

@Helen - sounds (potentially) great!

From Sinead.Huskisson to Everyone: 11:49 AM

Feats portfolio might also allow the student see their own progression towards the graduate attribute of self evaluation

From Will to Everyone: 11:49 AM

@Sinead ...was just typing something similar there!

From Conor McK to Everyone: 11:54 AM

Regrettably, I have to leave :(I am delighted to have had the opportunity to share this space with you all. Many thanks to David, Naomi, Eileen & Marese - I have learned a lot from today. Best of luck in Feeding back all you have learned into your day to day work and lives.

From Linda O'Sullivan to Everyone: 11:54 AM

Thanks Conor

From Tim Fawns to Everyone: 11:54 AM

I wonder if this emphasis on applying feedback is constraining too? What about ideas that are relevant but don't fit the scope of future work?

From Rachel Stead to Everyone: 11:54 AM

Thanks so much everyone - really interesting discussions and great to share ideas with you all.
Thanks @Naomi @David @Eileen and @Marese

From Conor McK to Everyone: 11:55 AM

Thank you Linda

From Judy to Everyone: 11:55 AM

Such a lot of food for thought and the questions Naomi has asked is really making me think about where we could improve the processes.....might not be able to make wholesale changes but little steps??

From Emily Steggall to Everyone: 11:55 AM

Personal tutor/ personal academic coach role in enabling students to synthesise feedback

From dcarless@hku.hk to Everyone: 11:55 AM

Great slide: mapping feedback opportunities

From Mary Fitzpatrick to Everyone: 11:56 AM

Thank you so very much @Naomi, @David, @Marese and @Eileen for a very wonderful online event. Take care all and have a good weekend!

From Judy to Everyone: 11:56 AM

I am thinking especially in the consolidation phase we could do better by involving students in developing the synthesis of their previous feedback and support them in this.

From marese Bermingham to Everyone: 11:56 AM

Judy...Little steps are good...Rome was not built in a day....but it was built!

From Judy to Everyone: 11:57 AM

@Marese :)

From jinghua ye to Everyone: 11:57 AM

Sadly I have to leave too. I have a lecture in a few minutes. Thanks. It is a great and inspirational session. I have a lot to reflect and rethink about my assessments and particularly feedback parts.

From Jim OMahony to Everyone: 11:57 AM

Thanks everyone. So much to reflect on and put into practice. Have to leave for a lecture now. Really enjoyed the range of expertise and advice.

From Samantha Ahern to Everyone: 11:57 AM

Thank you, but sadly I have another meeting. It's definitely been food for thought.

From Eileen O Leary to Everyone: 11:57 AM

Is feedback literacy something we should embed at programme level - or is it something like David mentioned earlier that we engage in with the students in the first semester in first year?

From marese Bermingham to Everyone: 11:57 AM

Thanks Jing and Jim...

From SIDNEY MARTIN MOTA to Everyone: 11:58 AM

will the ppt be available for download? :)

From Stephen Thornton to Everyone: 11:58 AM

Any thoughts on how technologies (e.g. Turnitin/Grademark) often seem to limit such opportunities?

From Will to Everyone: 11:58 AM

@Judy - are there spaces here for both students to be involved as individual learners to synthesise their feedback but also for broader partnership opportunities for students to shape and create synthesis processes for their peers?

From Lynne Francis to Everyone: 11:59 AM

I think PeerMark can be usefully used on some occasions?

From Linda O'Sullivan to Everyone: 11:59 AM

David Nicol Paper relating to Naomi's Mapping Feedback Opportunities:
<https://srhe.tandfonline.com/doi/pdf/10.1080/02602938.2020.1823314>

From Bruce Mathews to Everyone: 11:59 AM

My training is short courses with police commanders and will now really look to structure the feedback with the course so it can support learning but also transfer into workplace

From Siobhan Creedon to Everyone: 11:59 AM

Thank you all, very informative and plenty to reflect on. Thanks also for all the links and references.

From dcarless@hku.hk to Everyone: 11:59 AM

Develop feedback literacy throughout; start early and revisit frequently; partnership orientation

From Judy to Everyone: 12:00 PM

Thank you so much for a great informative session. Sorry got to go now....

From Bruce Mathews to Everyone: 12:01 PM

Sometimes my students can be very critical in their own feedback and it impacts on confidence. Any ideas to manage.

From Tim Fawns to Everyone: 12:01 PM

Tech doesn't inhibit feedback by itself, systems do that.

From Anne Stazicker to Everyone: 12:02 PM

Ask them to give one positive and one point for improvement only

From Wilma's iPhone to Everyone: 12:02 PM

could you share the code for the discount on the book again?

From Bruce Mathews to Everyone: 12:02 PM

thanks @Anne

From Helen Williams to Everyone: 12:03 PM

Is it possible to have a link to the book again (as shown on Naomi's last slide)?

From Sara Eastburn to Everyone: 12:03 PM

apologies - I need to leave now. Thanks for a great learning opportunity this morning :)

From Anne Stazicker to Everyone: 12:03 PM

I think they misunderstand criticality sometimes or are too kind so they need to know it should be supportive

From Yesim CapaAydin to Everyone: 12:03 PM

FLR40

From Lynne Francis to Everyone: 12:04 PM

Does the code work through any provider? Amazon?

From Stephen Thornton to Everyone: 12:04 PM

Many thanks for response (and whole fascinating presentation), and agree tech is a double-edged sword

From Lynne Francis to Everyone: 12:04 PM

Really useful morning . Thanks all.

From Ruth Ní Bheoláin to Everyone: 12:05 PM

the 3CQ method is a nice way to introduce critical, constructive feedback I think

http://transliterate librarians.weebly.com/uploads/3/7/4/2/37427333/publishing_sharing_and_com_menting2.pdf

From Tim Fawns to Everyone: 12:06 PM

@Stephen — I think tech needs to be understood in terms of principles rather than as instrumental things that cause effects. Tech use is embedded within practices that also involve people's agency, cultures, etc. It's cultural practices with tech that inhibit or enhance feedback, rather than the functionality or interfaces by themselves

From Nathalie Cazaux to Everyone: 12:06 PM

'fail better'

From Helen Williams to Everyone: 12:07 PM

@Nathalie - yes! FAIL = First Attempt In Learning

From Tim Fawns to Everyone: 12:08 PM

@Helen - but does that mean we should only fail the first time (and not the second, third...)?

From Helen Williams to Everyone: 12:09 PM

@FAIL... SAIL... TAIL... all valuable :-)

@Tim - sorry, missed your name from my response

From Nathalie Cazaux to Everyone: 12:11 PM

@anne great idea !

From Lynne Francis to Everyone: 12:11 PM

Yes defo a great idea

From Tim Fawns to Everyone: 12:11 PM

@Helen :-)

From Alexandra Mihai to Everyone: 12:12 PM

Thanks a lot for the great session!

From Ruth Ní Bheoláin to Everyone: 12:12 PM

Thank you for a wonderful event, everyone. So much to think about.

From SIDNEY MARTIN MOTA to Everyone: 12:12 PM

gotta leave! thanks for great webinar! ;))

From Nathalie Cazaux to Everyone: 12:13 PM

Thank you very much !

From Pablo Dalby to Everyone: 12:13 PM

thank you all very much. great session!

From Anne Stazicker to Everyone: 12:13 PM

Really great session. Many thanks everyone!

From Naomi Winstone to Everyone: 12:13 PM

<https://blogs.deakin.edu.au/cradle/2018/09/11/defanging-feedback-by-rewriting-into-action-items/>

From Tanya O'Reilly to Everyone: 12:13 PM

Got to go. Thanks to everyone for a great seminar. Really enjoyed this!

From ka.mckee to Everyone: 12:13 PM

Brilliant session. Thank you very much!

From Yesim CapaAydin to Everyone: 12:13 PM

Thank you all :)

From Ann Marie Farrell to Everyone: 12:14 PM

Thanks so much to you Eileen and Marese for organising this and to David and Naomi for the guidance ... tks so much ... I've taken 8 pages of notes!!!!

From Chris Payne to Everyone: 12:14 PM

Thank you. It's been a brilliant webinar!

From Nathalie Cazaux to Everyone: 12:14 PM

WE're getting good at these webinars!

From Kathryn McSweeney to Everyone: 12:14 PM

Excellent, thank you.

From Tim Fawns to Everyone: 12:14 PM

This was great, thanks

From Rob Lowney to Everyone: 12:14 PM

Thanks so much Eileen, Marese and all. Great session.

From Wilma's iPhone to Everyone: 12:14 PM

really interesting and thought provoking

From Vic to Everyone: 12:14 PM

Thx to everyone. Some really good advice

From Sinead.Huskisson to Everyone: 12:15 PM

Brilliant session, thank you David & Naomi. Thank you also Eileen & Marese, hosted so warmly.

From Alison Farrell to Everyone: 12:15 PM

Great contributions. Thank you everyone.

From Irene.Hogan to Everyone: 12:15 PM

Thanks Eileen, Marese, Linda for organising and Naomi and David for excellent presentations

From Elizabeth Metcalf to Everyone: 12:15 PM

many thanks all!

From Helen Williams to Everyone: 12:15 PM

So much more engaging and valuable than the 'other' discussions going on today in the world!

From Louisa to Everyone: 12:15 PM

Will next week's session on reflection be recorded?

From John Kelly to Everyone: 12:15 PM

Thanks so much David and Naomi!

From Charlotte Emanuel to Everyone: 12:15 PM

thank you amazing - how do we access the recorded sessions please, I would be interested also in the next session

From Louisa to Everyone: 12:16 PM

Yes, thanks you David and Naomi - very engaging session!

From Linda O'Sullivan to Everyone: 12:16 PM

We'll email you a link to the recording, resources and chat afterwards