

FLIPPING FEEDBACK CASE EXAMPLES



FEEDFORWARD ASSIGNMENTS

Draft-comment-revise-resubmit (Education, UK)

A level one module assignment at the University of Wolverhampton is in four stages: an initial draft, emailed tutor comments, a viva on student understanding of feedback, and final submission, with the option (taken up by half of the forty students) of revising the final submission for extra marks. The innovation has been had a favourable reception from students, and overall grades have improved. Implications for standards and resourcing are discussed.

Prowse, S. et al. (2007). '... Do that and I'll raise your grade'. Innovative module design and recursive feedback.' *Teaching in Higher Educ*, 12.4, 437-445

Feedforward (Film & Screen Studies, Australia)

A large online first year course in screen history at Griffith University introduced a suite of strategies, including enhanced guidance on expectations and criteria, exemplars (selected segments from past assignments) and feedforward comments "oriented towards 'global standards and quality'". Benefits identified are improvements in student satisfaction, grasp of assessment requirements and quality of work.

Baker, D. & Zuvela, D. (2012). 'Feed-forward strategies in the first-year experience of online & distributed learning environments.' *Assessment & Eval in Higher Educ* 38.6, 687-697

Feedforward on dissertation chapters in (Business Studies, UK)

The 18,000-word dissertation is the most challenging piece of writing that Business undergraduates at the University of Edinburgh have to undertake. The process takes place over a full year and has to be carefully managed to ensure that it stays on track and blends in with the various other assignments and assessments that the students have to complete. This is being achieved with the aid of a computerised 'dissertation support system' that operates across 11 degree programmes, helping to match around 180 final-year students with topic supervisors and enabling both to keep tabs on how the dissertation work is progressing. Four supervisory meetings are associated with each dissertation, and students get 'feedforward' comments on two draft dissertation chapters.

<https://www.wiki.ed.ac.uk/display/casestudies/Business+-+Feedforward+and+tracking+progress+on+dissertations>

Continuous assessment in scientific methods (Archaeology, Sweden)

In a scientific methods course taken by undergraduate and graduate students and professionals at Stockholm University, participants write a one-page essay after each lecture. Each essay is graded and given short written feedback by the lecturer concerned, and returned to students at the following lecture. As the course has progressed, the proportion of essays getting distinction grades has increased. Student evaluations have generally been positive, though some have found it stressful.

Isaksson, S. (2008). 'Assess as you go: the effect of continuous assessment on student learning during a short course in archaeology.' *Assessm & Eval in Higher Educ*, 33.1, 1-7

Responding to feedback (German literature, UK)

When students hand in an assignment for German literature classes at the University of Edinburgh, they are required to attach the feedback they received on their previous assignment and to explain how they have used that feedback to improve the current assignment. Essays generally show an improvement in the areas previously commented on. It also improves the quality of the feedback by enabling tutors to make their comments where these will be most productive.

<https://www.wiki.ed.ac.uk/display/casestudies/LLC+-+Students+Commenting+on+Feedback>

Group feedforward in first and final year (Business Studies, UK)

Reports two examples of group approaches to feedforward built into module design at Nottingham Trent University. In one, groups of first-year students take part in a debate and prepare a report. Following timetabled group feedback, there is an opportunity to revise the report in the light of the comments made. In the second, final-year students work on drafts of a group research article, taking account of feedback in each successive revision. The initiatives are relatively resource-hungry, but this is addressed through a reduction in lectures.

Mutch, A. (2003). 'Exploring the practice of feedback to students'. *Active Learning in Higher Education* 4.1, pp. 24-38

REAL-TIME FEEDBACK

The effective use of clickers for in-class questioning (Colorado University, USA)

A podcast which describes recent studies that highlight how clickers can be used most effectively. Participants are Stephanie Chasteen, University of Colorado with Eric Mazur of Harvard University, Jenny Knight of the University of Colorado at Boulder, and Ed Prather of the University of Arizona.

The Art (and Science) of In-Class Questioning via Clickers.
<http://www.per-central.org/items/detail.cfm?ID=11316>

Interactive teaching in action (Physics, USA)

An eight-minute Harvard Education video in which Physics Professor Eric Mazur demonstrates "peer instruction" and "just-in-time" teaching techniques.

https://www.youtube.com/watch?v=wont2v_LZ1E&feature=youtu.be

A flipped introductory course (Physics, UK)

A large-enrolment introductory physics course at Edinburgh University has been inverted so that content and material are delivered to students for self-study in advance of lectures, via a combination of home-grown electronic course materials, textbook reading and external web resources. Subsequent lectures focus on problems students are still having after self-study of the material, which have been self-reported by them as part of a weekly reading quiz assignment. Lectures are transformed from sessions for transmission or initial presentation of information, to guided discussion sessions, with a particular focus on peer instruction techniques and discussion, facilitated by extensive use of clicker questions.

Bates, S. & Galloway, R. (2012). The inverted classroom in a large enrolment introductory physics course: a case study. *Proceedings of the Higher Education STEM Learning & Teaching Conference* DOI: [10.11120/stem.hea.2012.071](https://doi.org/10.11120/stem.hea.2012.071)

For further case-examples of real-time feedback, see footnotes 11 to 18.

EMBEDDED FEEDBACK

Writing-up research-led presentations (Biosciences, UK)

In this module at the University of Hull there are weekly presentations on which the students write 500-word pieces highlighting new results to a scientific audience and receive individual written feedback (annotated electronically on the work), plus an indicative mark. For

subsequent reports, only a subset is marked each week, but students have access to written feedback on their peers' reports and are encouraged to use it as feed-forward on subsequent work. At the end of the module, students self-assess their eight submissions and select their two best pieces for summative assessment. Student attainment increased throughout the module, with higher marks for the two chosen reports than for the two marked reports or their first report.

Morrell, L. J. (2013). Use of feed-forward mechanisms in a novel research-led module. *Bioscience Education*, 22.1, 70-81. DOI: [10.11120/beej.2013.00020](https://doi.org/10.11120/beej.2013.00020)

Dialogic e-feedback in postgraduate (Law & Education, Norway)

At the University of Bergen, the Faculty of Law has a system of non-graded writing assignments and feedback. Students post their individual writing assignments to the VLE (virtual learning environment or learning management system such as Moodle), receive online feedback from peers in small groups, and later discuss the assignment in a class meeting. The final exam consists of a take-home group exam followed by an individual one. Similarly, Education students enrolled on a web-based programme publish their group assignments on the VLE and receive teacher feedback, but for the final assessment they submit a revised version of their assignment. Through such open access to other students' paper and teachers' comments, students are encouraged to argue for their own perspectives, to learn through divergent voices and disagreement and, more importantly, to actively use feedback to improve their own texts.

Dysthe, O. et al (2010). Productive E-feedback in higher education: Some critical issues. In S. Ludvigsen et al. (Eds), *Learning across Sites: New Tools, Infrastructures and Practices*. Oxford, UK: Pergamon Press.

Scaffolding of a group wiki assignment (Digital education, UK)

In an online Master's course in assessment for digital learning, students work in groups on a wiki assignment. Midway through the students' work on the wiki, tutors provide feedforward in the form of a seven- to ten-minute audio discussion for each group, along with generalised written commentary on the wiki as a whole. Every student is also encouraged to feed in comments as a critical friend to another wiki group. All the MP3 audio-recordings and wikis are freely accessible to all the course participants.

O'Shea, C. & Fawns, T. (2014). 'Disruptions and dialogues: supporting collaborative connoisseurship in digital environments.' In: Kreber, C. et al. eds, *Advances and Innovations in University Assessment and Feedback*. Edinburgh: Edinburgh UP. pp. 225-245. ISBN 978 0 7486 9454 9