Closing the feedback loop? Iterative coursework feedback: tutor - student

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Conventional feedback

① Feedback ▶ students
- Tutor doesn’t always know how (or whether) feedback has been used.
- Students may not ‘engage’ with the feedback.

Iterative feedback

② Feedback ▶ students
- Students are required to respond to tutor’s feedback
  Feedback ▶ tutor
- This may be used as part of coursework

Why iterative feedback?

- Students get credit for showing an understanding of tutor feedback.
- Tutor has better understanding of how their feedback is used.
- Students experience the peer review process

Pilot studies of iterative feedback

③ Written feedback
- 30+ students gave feedback on tutors’ feedback
- Tutor feedback was ‘scored’

④ Focus group
- Students asked to elaborate on their own feedback

⑤ Thematic analysis
- Students written and verbal comments were analysed*

“Comments like ‘good’ are not useful!”
“Helpfulness was the most important criterion”
“I want to apply the feedback”
“Feedback alters the way that you work – you get better”
“I need positive comments as well as negatives”
“I have responded to your comment”
“I want feedback to be consistent”

“Not all tutors welcome feedback from students”

* Codes for categorising tutor feedback comments on assignments (Open University, 2005)