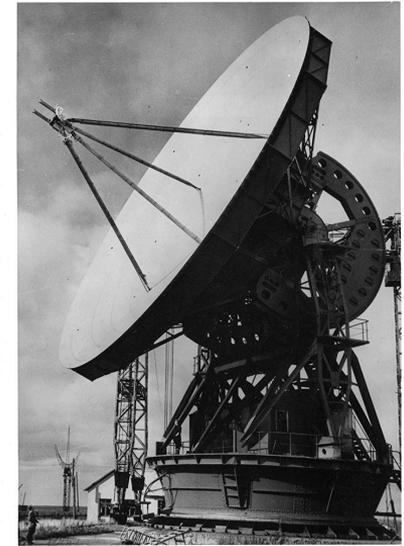


Efficient and Effective Feedback

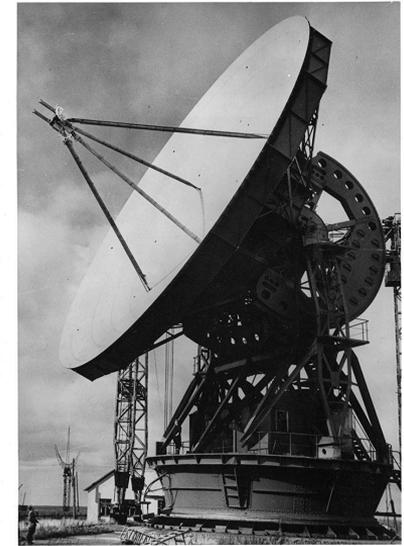


What problems do you face as a receiver of feedback?



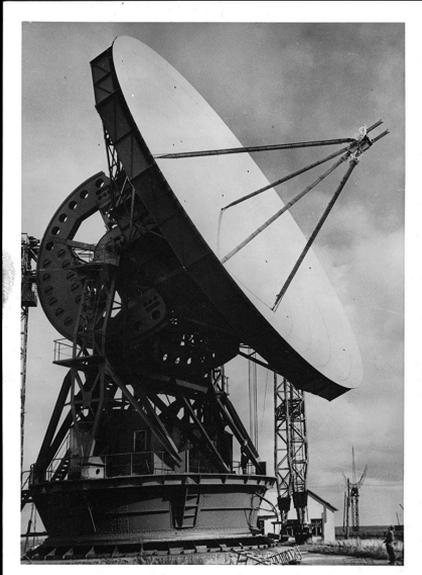


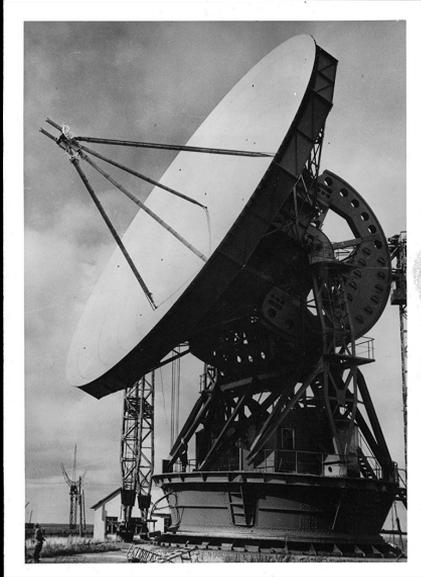
What problems do you face as a provider of feedback?



Is there a relationship between the problems you have as a giver of feedback and those you have as a receiver?

Does thinking about giving feedback inform your understanding of problems you have with feedback received? Or vice versa?



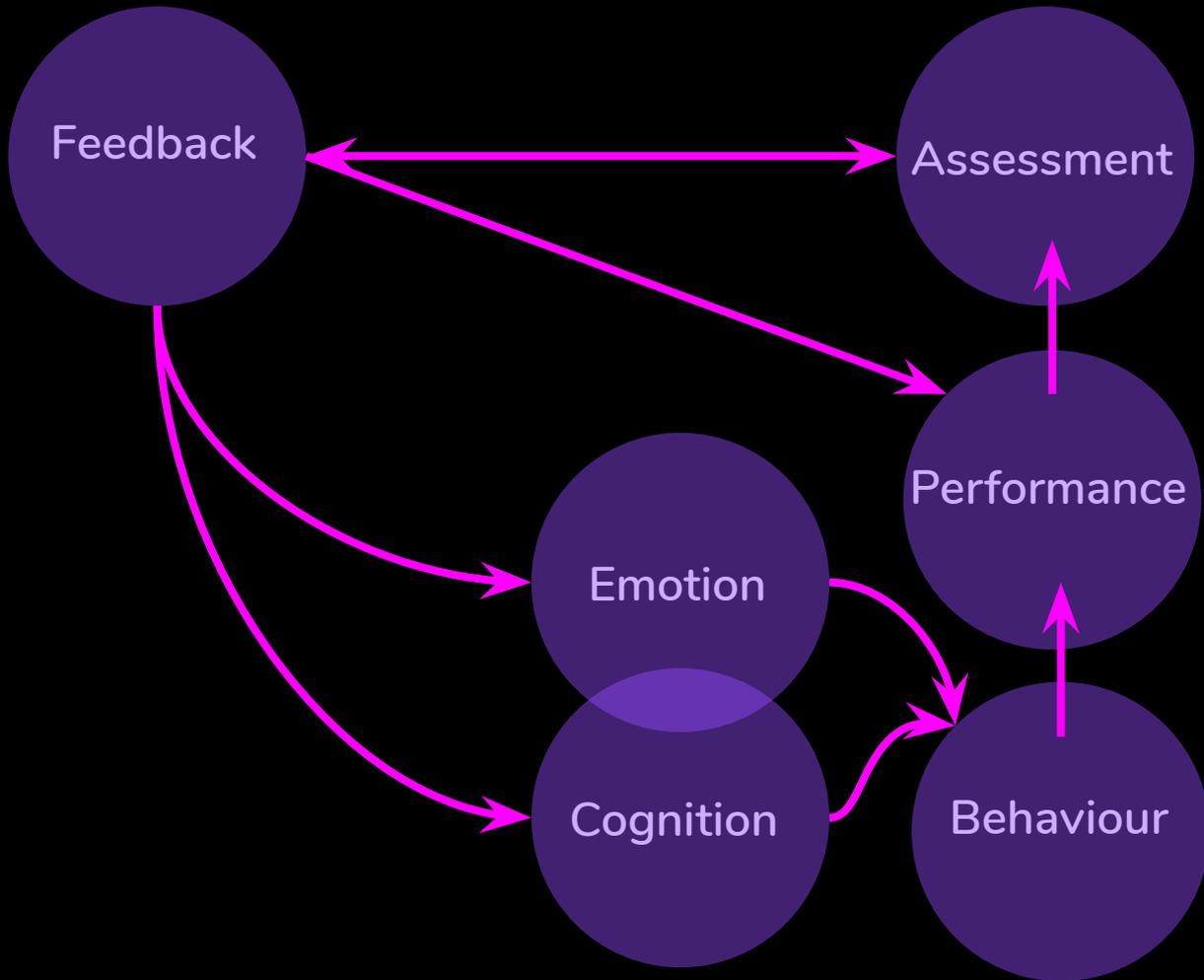


“[W]hen messages are transmitted from a sender to a receiver, the receiver’s role is as crucial as the sender’s, and involves decoding, interpreting, and responding to the message”

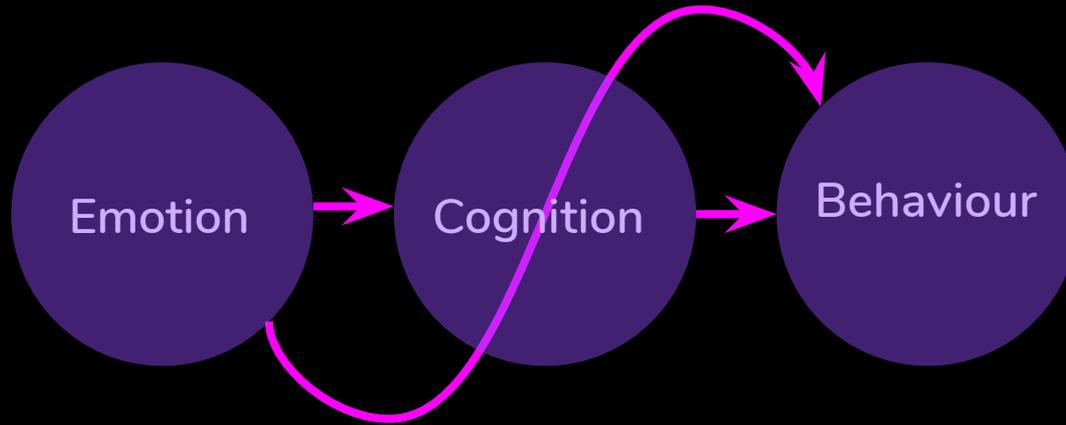
(Winstone et al 2016, p.2026)

Do your students generally make good use of your feedback?

If not, why not?

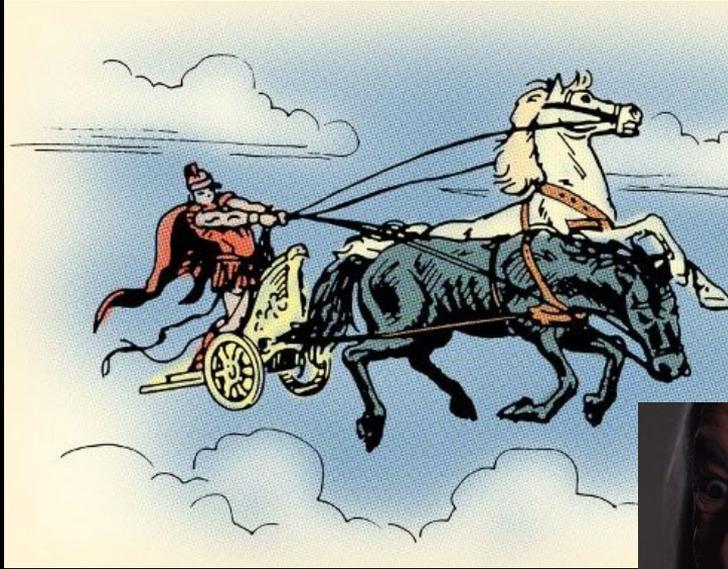


Why emotion?



Because taking criticism is emotionally difficult.

Why emotion? What is emotion?



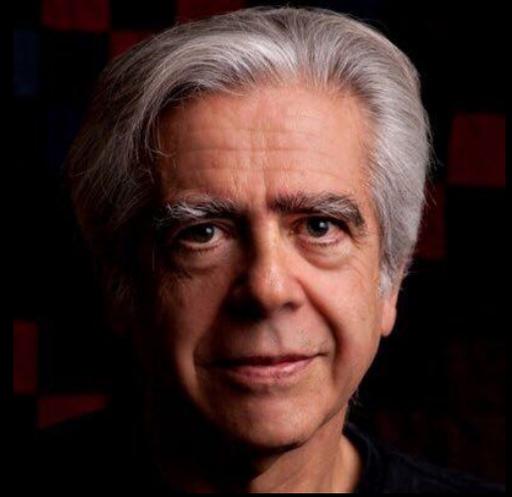
Why emotion? What is emotion?

“Why is the emotional experience of adults in daily life as orderly as it is? Why, generally speaking, do people feel gay at parties, sad at funerals, happy at weddings?”
(Hochschild 1978, p.552)



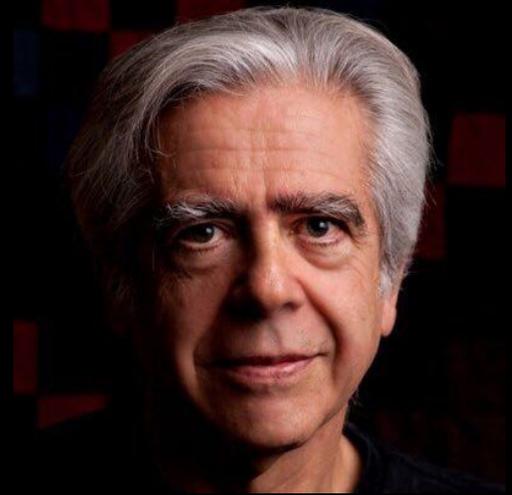
“Emotions [solve] the problem of knowing what to ignore without wasting time examining every possible consequence of a decision... by controlling the salience of information, lines of inquiry, and live practical options. They narrow the focus of attention to ranges of factors that we have “learned”, on both the evolutionary and the individual scale, are the most likely to be relevant in any given situation.”

Ronald de Sousa; [interview for Emotion Researcher](#)



“...Emotions therefore contribute to our capacity for rational decision, even though, as is all too obvious, they sometimes distort judgement and interfere with rational deliberation.”

Ronald de Sousa; [interview for Emotion Researcher](#)



“Less description, more analysis”

How often do you use this comment, or words to this effect?

Take 1min to think, then explain to the person next to you what it means, and what you intend a student to do as a result of receiving this piece of feedback.

“Less description, more analysis”

Was it difficult to explain what you take this comment to mean?

Did you and your partner take it to mean the same thing?

Did you agree about how students should respond?

To what extent did you rely on academic terminology to explain your thoughts?

“Less description, more analysis”

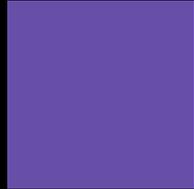
“Of the 68% of History and Politics students who had received [this comment], 46% thought they had not understood it or that it needed more explanation.

Of the 56% in Cinema and Media Studies who had got the comment, 50% thought they had not understood it.

A substantial proportion (40%) of all students who got the comment felt puzzled...by it”.

(Chanock 2000, p. 100)

Opportunities and Threats



“Where feedback was not acted upon this was because assignments were topic-focused, and had moved on, or the feedback lacked relevance to future assignments.”

(Glover & Brown 2006, p. 3)

Opportunities and Threats



	Content/function	Negative example	Positive example
Category 1	Points at feature	Wrong	Good
Category 2	...adds specificity	No - X, not Y	Good use of X
Category 3	...explains why	X not Y, because...	Good - your use of X helps to show...

Adapted from (Glover & Brown 2006, p.4)

Opportunities and Threats

Imagine a case where there is no opportunity for a student to improve their performance on the basis of feedback, and the feedback they receive is predominantly negative.

What effect might this have on the student?



Emotion

Cognition

Behaviour

Opportunities and Threats

Incremental vs entity theories of ability



Opportunities and Threats

Incremental vs entity theories of ability



"When I think about kids watching a TV show like *American Idol* or *The Voice*, then they think, 'Oh, okay, that's how you become a musician, you stand in line for eight f***** hours with 800 people at a convention centre[...]' Can you imagine?"

It's destroying the next generation of musicians! Musicians should go to a yard sale and buy an old f***** drum set and get in their garage and just suck. And get their friends to come in and they'll suck, too. [...] Because that's exactly what happened with Nirvana. Just a bunch of guys that had some s***** old instruments and they got together and started playing some noisy-a** s***, and they became the biggest band in the world. That can happen again!"

Responding to Criticism

Defensive responses to critical feedback:

- Negatively adjust personal commitment
- Undermine the validity of the criticism
- Downward social comparison
- Symbolic self-completion



Responding to Criticism



Constructive responses to critical feedback:

- Positively adjust personal commitment
- Help-seeking behaviours
- Upward social comparison
- Comparison to an objective, ideal standard

How much feedback?

Selective or comprehensive?

“[A]s the level of feedback went from “none” to “low” to “high”, students’ perceptions of the feedback became more negative.”

How much feedback?

Selective or comprehensive?

“That is, students perceived that the instructor’s impression of them was more negative [and] students made less attribution to personal/student effort.”

(Ackerman et al 2017, p.22)

How much feedback?

Selective or comprehensive?

“(I) got the feedback from [tutor]. The whole draft has been corrected, full of red marks. There are eleven comments in total. (I) do not want to read them through. Too discouraged ...’ (M13, diary)”

(Tian and Lowe 2013, p.587)

How much feedback?

Questions to consider:

What will your students perceive as “less” feedback?

How will you decide what to leave out?

How much feedback?

Potential selective, efficient feedback strategies:

- Holistic marking (...maybe. Some serious caveats.)
- “Stop-start-continue” structure
- Considered use of all three categories
- Recorded audio feedback
- Feedback dialogue
- Constructively aligned assessment strategy

N.B: No method is perfect, and most require adaptation and practice.

Internationalisation

Some theoretical questions to consider:

- What is the desired outcome with regard to internationalisation in this context?
- How big is a culture? How homogeneous is a “big culture”?
- What kind of cultural adaptation is it reasonable to expect?
- With whom does the burden of adaptation lie?

Internationalisation

Some more practical questions to consider:

- Will your students feel comfortable seeking feedback in a public environment?
- How much (negative, critical) feedback are your students used to receiving?
- How do your students respond to making mistakes or expressing ignorance?
- How does the university subculture interact with different cultural values and practices?

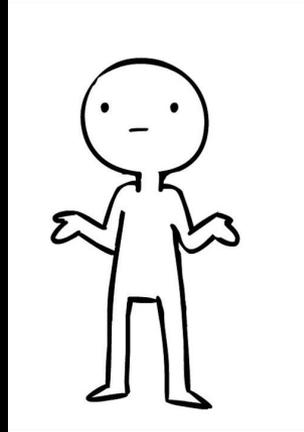
Conclusions?

How might you adopt a more selective approach to giving feedback?

What can you do to lower the emotional stakes of assessment?

How might you make opportunities to repair and improve readily available?

Could you incorporate more student self-assessment into your assessment strategy?



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