The thorny issue of feedback: how to enhance student and staff experience of feedback with technology

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The context

• Feedback is essential to student learning and development

• However: Feedback needs to be effective

• What does ‘effective’ mean? – what are the challenges?:

  - For the students: feedback is needed for the development of learning and achievement – students need to know how to use their feedback properly and to interact with it

  - For staff: feedback can be time consuming, may not be properly considered by all, or most students
The plan – audio feedback

Provision of Audio feedback:

• Studies suggest students are undertaking less reading, and processing written information may be increasing difficult

• Studies suggest factors such as the tone of voice, and the ability to pause and rewind, can allow students to better engage with feedback

• Technology allows staff to easily record such feedback, and also allows students to easily interact with such feedback

• The aim was to provide bespoke comments, that could really expand on and focus the feedback provided

• Feedback supported by clear reference to marking rubrics and learning outcomes
The method

- Audio feedback utilised in two modules on the Masters in Legal Practice – for formative assessments

- Use of Grademark audio recording (although limited to 3 minutes – need to be succinct) or use of Kaltura to provide audio and video feedback

- ‘World service’ microphone for better audio quality!

- Students submitted electronically: audio feedback was linked to written comments on script itself (use of Grademark online marking)

- Focus comments on strengths, weaknesses and ‘feedforward’ comments (what to work on ahead of summative assessment)
The recording studio!
The feedback

In this case we are acting on behalf of Nightingale Tiles Limited (NTL), who in this situation is the final business in a supply chain of tiles to a local health club consumer. NTL could be potentially liable for the damage caused by supply of the tiles following the injury to the gym member and the independent expert report instructed by the local health club.

The local health club may try to argue that NTL are in breach of the terms of their contract of sale, specifically the implied terms under the Sale of Goods Act 1979 which will be directly incorporated into the contract, taking into account any attempt to alter these terms within the contract. Specifically, the main liability which falls to NTL that the health club may rely upon is the satisfactory quality implied term under s.14(2) Sale of Goods Act 1979. S.14(2) incorporates an implied term into the contract that where the goods are sold in the course of a business they must be objectively of satisfactory quality. In this case the goods are clearly in the course of a business transaction and therefore it will be implied.

s.14(2) Sale of Goods Act 1979 lists factors which the courts will take into account in concluding on the satisfactory quality as fitness for common purpose, appearance and finish, freedom from minor defects, safety and durability. In this case in question the independent opinion has concluded that the tiles are more slippery than would normally be regarded as satisfactory and that the fault is caused by the glare on the tiles. This shows many factors the court may take into account under s.14(2), specifically the opinion states that they are not of satisfactory quality for common purpose, the glare (finish) on the tiles appears to be causing the defect and leading to issues with the safety of the product leading to the injury to the health club client and potentially their durability. When looking at all these factors combined it is highly likely that the court would conclude the tiles supplied by NTL are unfit for common purpose and unsatisfactory in quality. NTL are recommended that the tiles for this purpose and the health club are using the tiles for their normal state purpose.

The health club could potentially also try to argue that NTL are in breach of a further implied term of sale by description under s.13 (1) Sale of Goods Act 1979. If the description of the goods suggests that they are the appropriate tiles for this use or makes no mention of the glare of the product which was identified as the fault then NTL will also be in breach of this implied term. For this to apply the buyer must know of and have relied upon the description, as appears to be the case here with the local health club pursuing recommendations from NTL.

Gareth Bramley: Very good detail and application here

Gareth Bramley: Good - could also consider s.14(3) and the health club

Add Notes
Save Draft
Submit
The feedback

Lashonda Powell (Attempt 1 of 1)

Comment

Lashonda Powell

injuries as the club has a pool and it is reasonably foreseeable that injuries in the pool area could occur.

However, Nightingale should be advised that they could be liable for...
The results

- **Staff comments**
  
  - Audio feedback encouraged the use of more detailed, structured and bespoke comments
  
  - Marking online certainly helped with poor handwriting, and helped to more clearly highlight work
  
  - Did not save time initially! – but, efficiency in audio feedback improved over time; use of Quickmarks for electronic marking helped
The results

• **Student comments**

  • The audio feedback was exceptionally useful. It not only discussed generic advise, but also tailored specific advise to my paper and focused on areas that I had not quite answered correctly. This will be useful for the actual exam in June, as I will be able to focus my study on these aforementioned areas to strengthen my understanding.

  • The audio feedback was a good way of going through the exam paper question by question, as it highlighted the specific strengths/weaknesses of my answers. The audio feedback is clearer than written feedback because sometimes it is hard to read a tutor's writing on an exam script.

  • The positive of audio feedback is that it takes far less time to explain a point. What can be said in a few seconds would usually need a paragraph if written. Therefore, it is a more efficient way of giving feedback and also allows for more in depth feedback.

  • It is more flexible and can be listened anywhere and feels more personalised.

  • The tutor could verbally explain any misunderstandings that arose in my answers. Additionally, the feedback felt more personalised and I was able to tell that the tutor had spent a long time marking my work/ preparing the feedback.
For the future?

• Self and peer assessment – can academics truly provide the most effective feedback?

• Use of video feedback – including ‘screen capture’ and ‘live’ interaction with script

• Encouraging the collation of feedback for students – a feedback ‘hub’ (audio feedback may well be easier to collate in one place)

• Development of workable feedback structure to apply to different marking – will help with pace and content