

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

This proposal focuses on a case study of electronic marking and audio feedback, of formative assessments on a postgraduate Masters in Legal Practice at the University of Sheffield. The proposed presentation sets out an explanation of how feedback was addressed by those teaching on the Masters in Legal Practice (namely on two modules within this masters), and how both electronic marking and audio feedback were introduced for formative assessments completed by students.

The presentation will set out how this presentation will set out how Blackboard and Kaltura Media were utilized in order to carry out both electronic marking and audio feedback, including some of the specific methods implemented e.g. the use of colour coded comments, the use of 'quickmarks', the use of focused, structured and personalized audio feedback, and the active engagement of students with any feedback provided. The presentation will also explain the rationale for implementing such techniques, drawing on wider literature in relation to the provision of feedback. In particular, the presentation focuses on methods attempted to engage student with feedback on formative assessments, create and encourage proper 'feedforward' to summative assessments, and to provide effective, focused, consistent and constructive feedback.

The presentation also sets out qualitative comments from both students and staff experiencing this model of feedback, and from this reflects on how the study compares to both the perceived benefits and challenges as drawn from other studies and wider literature.

The presentation aims to provide an informative and critical analysis of both electronic marking and the use of audio feedback, specifically for formative work, and will be of particular benefit to anyone involved in the provision of formative feedback. The presentation in particular aims to show how both electronic marking of assessments and the provision of audio feedback can greatly enhance the student learning experience, and can provide a more positive attitude generally to the giving, and receiving, of feedback from both staff and students alike.

Gareth Bramley

University Teacher
University of Sheffield

Kate Campbell-Pilling

LPC Lecturer
University of Sheffield

Ian Loasby

Learning Technologist, Senior Fellow of the Higher Education Academy
University of Sheffield