Multifaceted approaches to Feedback within an undergraduate Business suite

UWS UNIVERSITY OF THE WEST of SCOTLAND

Our Business School

- 100+ full-time staff
- 2,000+ students
- Four campuses (Ayr, Dumfries, Hamilton and Paisley)
- Onsite and online delivery
- Students from 40 countries
- Practical, real world emphasis
- Extensive range of business disciplines and activities

A new suite of degrees

- 2012, new suite of undergraduate programmes
- Redesigned to support development of the 21C graduate
- Retention
- Progression
- Achievement
- Revisit all aspects: design, delivery, assessment, feedback & feed forward

Undergraduate Programme Design

Level	21st Century Graduates	Underpinning Business Skills				Programme Modules		Options
7	Academic Skills for Business	Foundations of Marketing	Fundamentals of HRM	Global Economic Environment	21st Century Business	***Module title***		N/A
8	Creativity and Technology in Business	Accounting and Finance		Business Law		***Module title***	***Module title***	***Module title***
9	Get into Enterprise	Planning a Research Project		Strategic Management		***Module title***	***Module title***	***Module title***
10	Aspiring Futures	Dissertation (x2)				***Module title***	***Module title***	***Module title***

Feedback & Feed forward

- Removal of formal exams at Level 7 (UGu 1)
- Holistic approach required to feedback & feed forward
- A feedback/feed forward week introduced
- Positioned during inter trimester break
- Generic & Personalised feedback

Feedback/Feed forward week Activities

- What is feedback and feed forward?
- How can students use and benefit from this?
- Research linkages session with postgraduates
- Business society event with external guest speakers
- Marketing plan delivered to external committee

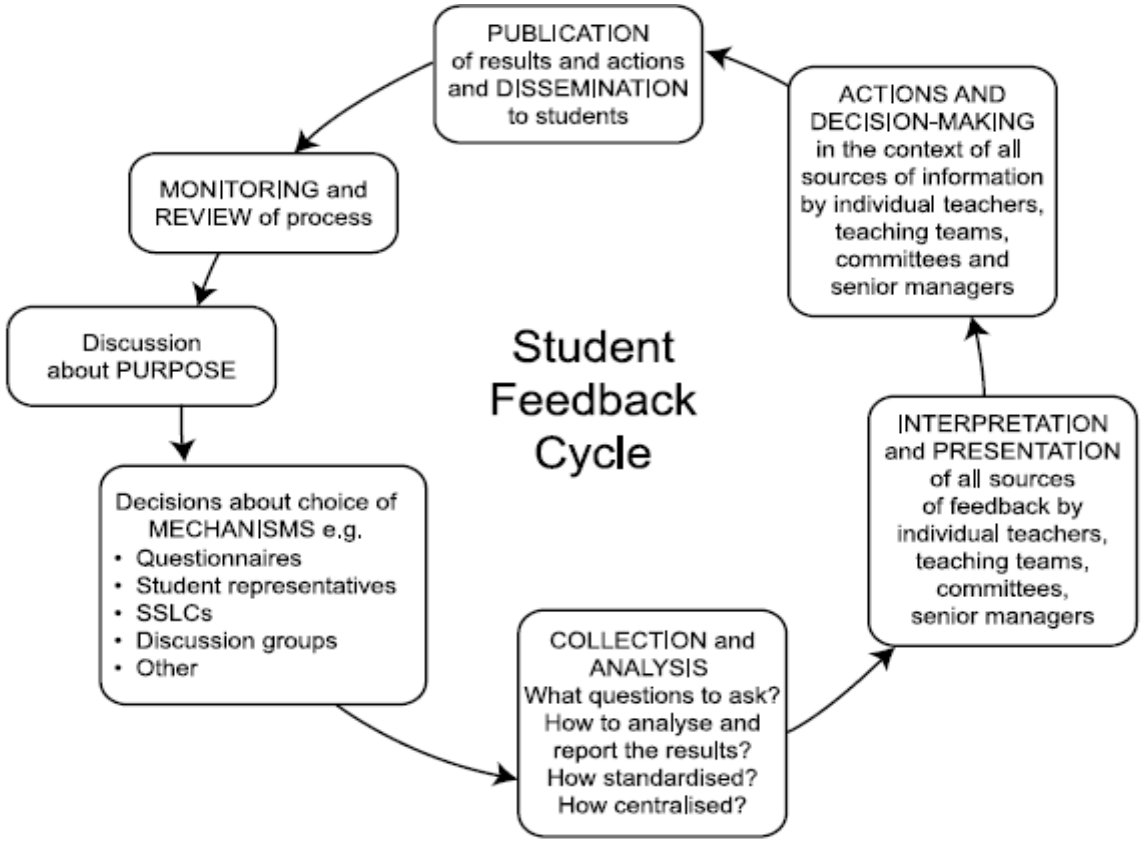
Participation

- Engagement at Hamilton campus: 72 – 74%
- Engagement at Dumfries campus: 64%
- Engagement at Hamilton campus: 47 – 51%

Using student feedback to inform teaching, learning & assessment

Accounting and Finance for Non-specialists

A model of student feedback



Learning and Teaching Support Network – January 2004

A model of student feedback

1. Purpose
2. Mechanisms
3. Analysis & Interpretation
4. Actions or Outcomes

Purpose

- Identify areas of student weakness
- Timely intervention
- Targeted resources (time constraints)
- Balanced exam paper

Traditional Mechanisms

Mechanism	Pros	Cons
Staff-student liaison group	Rich dialogue, Can be actioned, Staff-student relationship	Lack of participation, May be unrepresentative, Periodic
Module evaluation questionnaire	Rich data, Various issues, Quantitative & Qualitative	Lack of participation, Students don't see results, Too general, After the event
Module review form (lecturer or coordinator)	Reflective, Objective analysis of data, Feed forward	Lecturer perspective, After the event
Personal tutor meeting	Identify many issues of concern, Rich dialogue	Lack of participation, Intimidating, Periodic, Too many issues
Tutorial & Lecture contact	Timely, Some issues dealt with immediately	Dominated by vocal students, Intimidating, No hard data

Mechanisms fit for purpose

- Brennan and Williams (2004) suggest:
  - Combination of mechanisms
  - Choice of mechanism determined by purpose, level and context
  - Issue of timing and frequency taken into account
  - All involved understand purpose & benefits

Use of VLE tools to gather student feedback at the topic level

Mechanisms	Pros
VLE Quiz Performance Data	Data at topic/sub-topic level Hard quantitative data Easy to analyse (multiple times) Timely, allowing intervention Builds in formative feedback High student participation Students see benefits and outcomes
Topic surveys Response to a simple question	Straightforward unlike other mechanisms Data at topic/sub-topic level Hard quantitative data Easy to analyse (multiple times) Timely, allowing intervention High student participation Students see benefits and outcomes

Analysis and Interpretation of data

Topic 2 quiz stats		
Mean (final attempts)		70
Standard deviation		21
Median		73
Count		117
Q3		83
Q1		60
IQR		23

A difficult topic?

An easy topic?

Topic 4 quiz stats		
Mean (final attempts)		77
Standard deviation		18.31
Median		80
Q3		90
Q1		67
IQR		23

Analysis and Interpretation of data

How did you find the lecture material and the tutorial problem for this topic?

TOPIC 4

Responses

Easy	Comfortable with it	Challenging, but will be ok after read through	Difficult, I need help to master it	Impossible
4	11	22	5	0
9.5%	26.2%	52.4%	11.9%	0.0%

Respondents = 42

Median = 21.5th, 'Challenging, but will be ok after read through', Likert 3

IQR = Likert 3 – 2 (negative skew)

Positive response 35.7%; Negative response 11.9%

Analysis and Interpretation of data

How did you find the lecture material and the tutorial problem for this topic?

TOPIC 2

Responses

Easy	Comfortable with it	Challenging, but will be ok after read through	Difficult, I need help to master it	Impossible
1	13	30	18	2
1.6%	20.3%	46.9%	28.1%	3.1%

Respondents = 64

Median = 32.5th, 'Challenging, but will be ok after read through', Likert 3

IQR = Likert 4 – 3 (positive skew)

Positive response 21.9%; **Negative response 31.2%**

Outcomes

- Student weaknesses identified
- Student resources targeted at weak topics
  - Additional problems
  - Revision session
  - Camtasia video
- And…
- Balanced Exam Paper

Completing the cycle: student feedback on target resources

Did you find the revision paper video to be useful?

Responses

	No use at all	Some limited use	Useful	Very useful	Extremely useful
The number of user	0	2	5	13	23
The number of user in percentage	0.0%	4.7%	11.6%	30.2%	53.5%

Thank you so much for taking the time to record the Video Solution,
It was extremely helpful.

Hi Gerry just watched the video and its great I wish all revision was done like this.

Think I really like this concept of being walked and talked through examples!

Hi Gerry Having looked over your video i have rated this extremely useful, as anything that can give you that bit more understanding in my opinion is rated as this.

There were couple of things that I was not positive about but once explained it sunk in...
another good thing about the video is you can re wind and listen as many times as you want.

At this late stage before the exam its great to pick up on the little things that you are not quite sure of and this video did just that

Great idea and thanks for taking the time to do it

Where to go from here…

- Programme level
  - Should feedback / feed forward be rolled out across all years?
  - Collect detailed data
    - Progression and retention
    - Student feedback on process

- Module level
  - Should approaches from A&F be considered for other modules?
  - Impact on module grades and pass rates?
  - Worthwhile to target individual students needs?
  - Is there need to replicate next term i.e. are results typical?