

Engaging students with Feedback and Assessment Ideas from participants

Title: Feedback First Initiative:

Contact: Margo McKeever

Issue

- Students performing poorly on first assessment task (transition point).

Idea

- Full feedback (no mark) given on first assessment (5 weeks before due date).
- Students can rework and resubmit (optional but most resubmitted).
- Piece is marked; feedback and grade given.

Pros:

- Students improve performance on the first assignment
- Students grades generally improve over the whole programme
- Students report reduced anxiety
- Students generally seem to engage better with the tutor and with assessment criteria

Cons:

- Due to the extensive reworking by students, work was marked as if a new piece- therefore fairly time-consuming

Suggestions:

- redesign the assessment to reduce marking load but still promote engagement with feedback
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Title: English and Business support**Contact: Sue Hornibrook KBS****Issue**

- International postgrad taught students meeting IELTS requirements but not able to communicate or critically appraise/write essays etc

Idea

- Test all non native English speaking students with media article, asking for critical analysis. All identified students to attend 5 x 2hr session designed to mirror core module, including seminar activities and coursework essay

Pros:

- Students understand expectations, marking criteria, plagiarism, Turnitin, feedback first, as well as improving communication skills

Cons:

- Large numbers so resource concerns – CEWL, timetabling, rooms etc
- Some students resent being identified as needing further help

Suggestions:

- Provide some credits for participating towards the core module?
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Title: Peer Mentoring**Contact: Sue Hornibrook, KBS****Issue**

- International Postgraduate taught students – adapting to UK educational and cultural expectations quickly

Idea

- Using PhD students as peer mentors

Pros:

- Students understand the different expectations of a UK post graduate taught programme
- Students adapt and engage with both academic requirements and social expectations quicker

Cons:

- Engaging PhD students on a voluntary basis
- Resource constraints – mentors, timetable and rooming

Suggestions:

- Embed in PhD training/PGCHE?
- Build in employability 'points' for the mentors
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