

**ENGAGEMENT TEAM
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MISSION IMPOSSIBLE

Mission impossible? The challenge of giving valuable feedback in limited time

Who Are We?

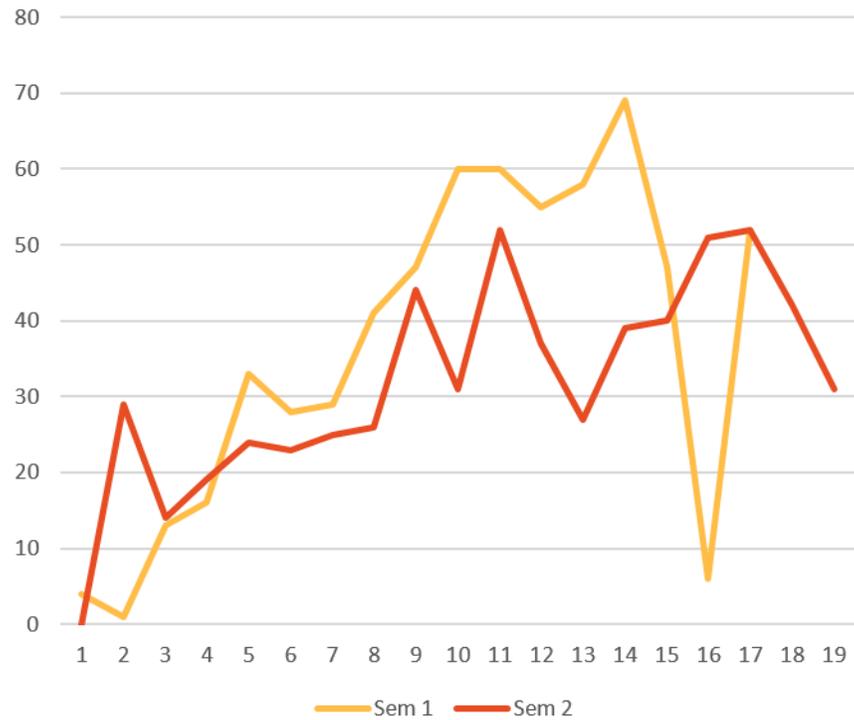
- We offer academic support to students at UWL.
- Our support includes:
 - Academic Skills Workshops
 - Academic Support Drop-ins
 - English Language Support
 - Mathematics Support
 - Peer Mentoring

Context

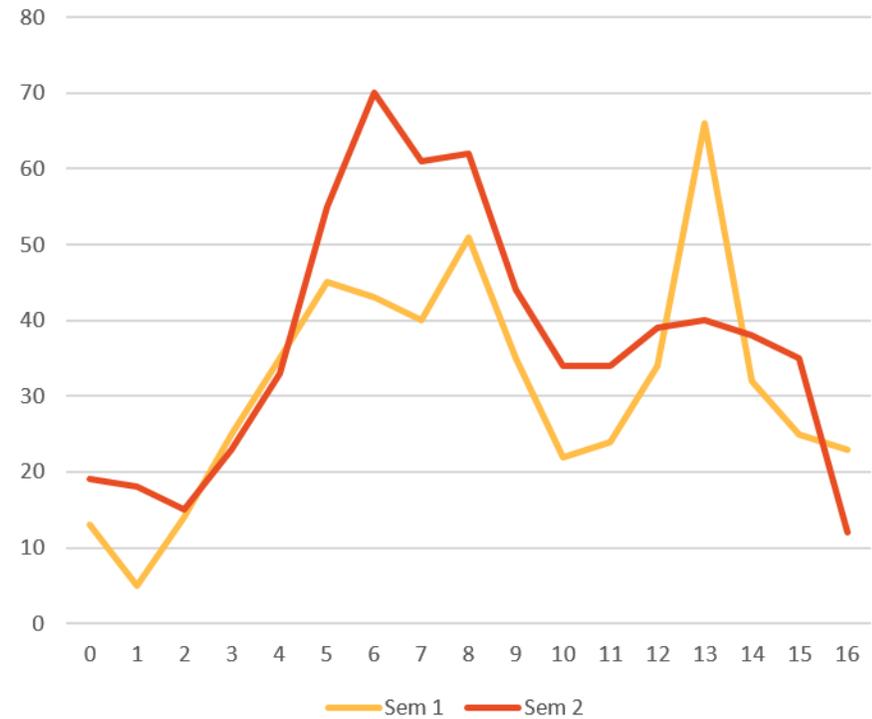
- In 2017-18, we had **1,307** visits (from 695 students) to the drop-in
- In comparison, this academic year, we have had **1,411** visits (from 678 students)
- In 2017-18, **59%** of visits were assignment specific in comparison to **72%** this academic year.

Drop-in Comparison

Drop-in attendances 2017-18



Drop-in attendances 2018-19



Challenges Of Providing Valuable Feedback In Limited Time

- Over-dependency on support
- Student engagement with learning process
- Expectations of support

Over-dependency On Support

- We do not set a limit on how many times students can use our service. Therefore, we have found that some students have become over-dependent on our support.
- Why are students over-dependent?
 - Lack of academic confidence
 - Undiagnosed Learning Difficulties
- *Students are unlikely to improve by simply receiving feedback – they have to be proactive recipients of feedback (Winstone et al., 2017)*

Student Engagement With Learning Process

- How students interact with learning can become a challenge when providing valuable feedback in a limited time. Some of the things that we encounter includes:
 - Difficult to understand assignment briefs and unwritten expectations
 - Students not engaging with feedback or unsure of how to apply feedback from previous work
- *Students can struggle to implement their feedback if they is a lack of transparency in their directions and feedback (Gravett and Winstone, 2018)*

Expectations Of Support

- A challenge we face with giving valuable feedback is managing the expectations of the students. This includes students expecting us to:
 - Read through multiple assignments in a single drop-in session
 - Proofread their work (e.g. correct grammar and spelling)
 - Provide extensive subject knowledge
 - Respond to imminent deadlines
- *Providing a significant amount of corrective feedback can encourage students to become dependent on explicit directions every time they take on a new task (Court, 2014; Evans, 2013).*

Developing Realistic Expectations

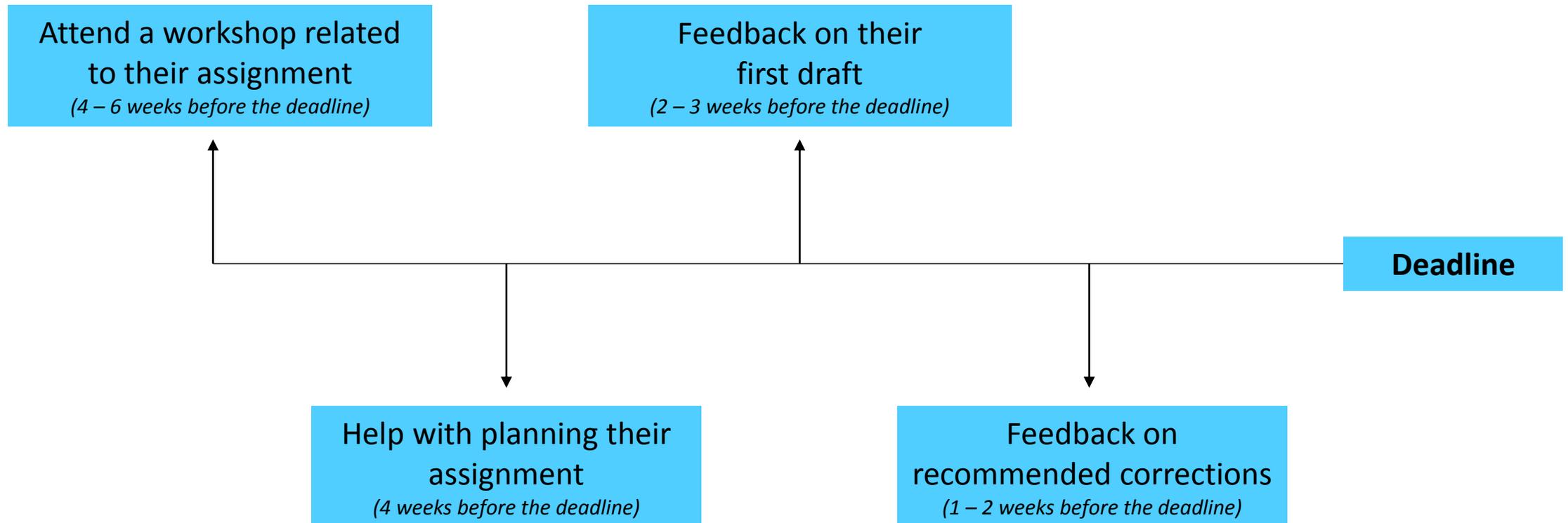
Solution 1 – Service Guidelines

What do we do?	What don't we do?
<ul style="list-style-type: none">• Compare your assignment with its guidelines to ensure that you are on the right track.• Break down guidelines and give you a plan to approach your assignments• Brainstorm ideas with you• Create time plans• Share approaches to academic writing• Offer useful academic tools and resources• Provide tips on study organisation• Provide strategies to edit your work independently• Provide feedback on presentation style• Go over your feedback with you	<ul style="list-style-type: none">• Answer subject specific queries• Correct grammar and spelling• Make changes or adjust your work• Read through more than 1500 words of an assignment• Read through multiple assignments in a single drop-in session• Offer a grade estimation for your work

Solution 2 - Feedback pro-forma

Date of drop-in:	Student Number:
Student Name:	Module:
Assessment Type: (Report/Essay/Reflective account etc.)	
What? What feedback have you received on this work before, or similar types of work before?	
What? Which aspects would you like to focus on. 1. 2. 3.	
What? Which aspects do you find challenging? Which aspects are you most comfortable with?	
When? When does this need to be done by? What other deadlines do you have coming up?	
How? How does doing this work make you feel? Have you spoken to your course tutor about this?	

Solution 3 - Timeline



“Give a man a fish and you feed him for a day, teach a man to fish and you will feed him for a lifetime”

References

- Court, K. (2014). Tutor feedback on draft essays: Developing students' academic writing and subject knowledge. *Journal of Further and Higher Education*, 38(3), 327–345. <https://doi-org.ezproxy.uwl.ac.uk/10.1080/0309877X.2012.706806>
- Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of Educational Research*, 83(1), 70–120. <https://doi-org.ezproxy.uwl.ac.uk/10.3102/0034654312474350>
- Gravett, K. and Winstone, N.E., (2018). 'Feedback interpreters': the role of learning development professionals in facilitating university students' engagement with feedback. *Teaching in Higher Education*, pp.1-16.
- Winstone, N. E., Nash, R. A., Parker, M., and Rowntree, J. (2017). Supporting learners' agentic engagement with feedback: a systematic review and a taxonomy of recipience processes. *Educ. Psychol.* 52, 17–37. doi: 10.1080/00461520.2016.1207538