

# Jeremy Levesley

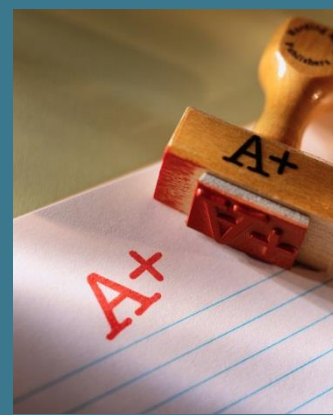
Department of Mathematics



Experiments with student feedback

# Two experiments

- Giving students feedback on their examination scripts
- Giving students verbal feedback instead of written feedback on coursework.



# Viewing examination scripts

- Academic colleagues were informed in advance of marking that they needed to bear in mind that students could potentially view their script.
- It was made clear to students that this process is in place for the purpose of feedback and learning and that it is not an opportunity to negotiate a better mark.

# Number of Bookings/Attendees

## Undergraduate:

- Students:499      Bookings:22
- Attended:11      Further Feedback: 1

## Postgraduate:

- Students:70      Bookings:21
- Attended:18      Further Feedback: 6



## Cost/benefit

- The total financial cost for the scheme **£750**.
- Whilst the scheme on paper appears an attractive proposition, the students did not take up the opportunity.
- Cost implications are considerable for the amount of uptake as well as the fact **50%** of the undergraduate students did not attend booked sessions.



# Oral feedback

- Instead of marking work and returning to students
  - Have quick look at work;
  - Give each student 5 minutes for oral feedback at preassigned time;
  - Put mark but no written feedback on scripts.
- In first year module, marking feedback given this way to a group of 10 students.

# Benefits for student



“I thought that the feedback sessions really helped solidify the concepts that each homework addressed. It was also pleasant to have the opportunity to ask for help on the problems you understood less, which I found in the first year was especially helpful given that the style of maths is very different to any we'd done before, ie in gcse and a-levels.”

Denny Marcus, , 2<sup>nd</sup> year Mathematics student



## Benefits for student

- *“The feedback sessions were extremely useful as it was one on one and you could understand exactly what you had done wrong. It also meant that whilst it was being explained to you, you could ask the necessary questions to make sure you fully understood.”*

*Isabel Moore, 2<sup>nd</sup> year Mathematics student.*

- I believe that students can make little use of written feedback (to debate).





## Benefits for lecturer

- Very efficient use of time - I can give my feedback much more quickly verbally than I can try to think of the right words.
- Much more pleasant to talk to someone and get some sense of understanding from them, than trying to write.



## Downside

- Pressure on timetable.
- Some people do not like to talk and do better with written feedback (student) or in writing feedback (staff) - but this can be tested perhaps.
- Welcome you to think of others.
- Interestingly did not get widespread use - maybe due to enthusiasm of supervisor.