

Welcome



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Sustainable Feedback: Students' and Tutors' Perceptions

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Introduction

Feedback

- › Positive effect: overall effect size .75 (Hattie, 2013)
- › However, FB does not always leads to learning
- › Contribution of FB to the needs of today's society?
- › Sustainable feedback
 - › Active student participation, dialogue activities, generate and use feedback, ongoing process (Carless, 2013)

Introduction

Feedback related to individual learner characteristics

- › How students feel about themselves (Self-efficacy)
- › How students learn (Goal orientation)

Interaction of feedback with SE and GO

- FB affects SE and GO
- SE and GO influence how feedback is understood

Perceptions

Purpose study/Research Question

Purpose overall

Intervention study aiming at influencing self-efficacy, goal orientation, and learning behavior

Research question

How did both students and tutors perceive the use and value of sustainable feedback?

Subsequently: how can learning behavior better be understood

Method - researchers

- › 3 researchers (authors of the article)
- › Additional assistance by 2 educational advisors
- › A third party transcribed verbatim the interviews

Method - participants

Intervention condition

- › First-year marketing students (BBA)
- › $N=62$; 33 males, 29 females; $M_{\text{age}}=20.35$; $SD=2.60$; range: 17-26 years.
- › 46 Dutch; 15 Germans; 1 Italian

Qualitative research

- › $N=8$; 4 males, 4 females; $M_{\text{age}}=21.5$; $SD=2.60$; range: 17-26 years.
- › 5 Dutch; 2 Germans; 1 Italian
- › 4 tutors

Method - context

- › PBL
 - › Group work and individual work
 - › Experimental and control groups
 - › Instruction for tutors
 - › Feedback questions (learning points)
 - › Sharing of the questions
 - › Evaluation of feedback
 - › Adjustment of feedback question
- Asking for and seeking feedback

Method - instruments

- › Structured open-ended questionnaire for tutors (13) and students (22)
- › Background questions and questions reflecting theoretical framework
- › Table 1 – hand out

Method - instruments

Examples of students questions:

- › You have shared your feedback questions with your peers. What did you think of that? How did that make you feel?
- › How did you experience having to ask for feedback yourself? Did you experience a feeling of being in control?
- › What is more useful from your point of view: asking for feedback yourself or receiving unsolicited feedback?
- › How do you assess the feedback you received from your peers?

Method - instruments

Examples of tutor questions

- Did the students manage to ask for and seek feedback from day 1?
- Please indicate the main differences in terms of your guidance compared to previous periods?
- Please give some examples of the way in which the students asked for and sought feedback?

Method - procedure

- › Students invited at random
- › All tutors invited
- › Carried out by educational advisors
- › Followed a standardized open-ended structure / in a specific order / exactly as worded.
- › Supplementary questions for clarification or deeping

Method - data analysis

- › Digitally recorded
- › Transcribed verbatim
- › Coding: NVIVO 10
- › Initial coding protocol (theoretical framework)
- › Subsequently: codes were modified
- › Results reported per theme

Results

Students

- › Perceptions of formulating FB questions
- › Asking for or receiving unsolicited feedback
- › Forms of feedback
- › Quality of feedback
- › Self-efficacy and goal orientation

Results

Tutors

- › Perceptions of formulating FB questions
- › Asking for or receiving unsolicited feedback
- › Forms of feedback
- › Information for tutors

Conclusion and Discussion

- › Feedback dialogue
- › Process of asking
- › Quality of feedback
- › Relation self-efficacy and goal orientation
 - Perceived increasing levels of competence
 - Individual characteristics
 - Technical approach of the tutors

Conclusion and Discussion

- › Mindset → see feedback as an integrative element of teaching and learning
- › Evolving role of students and tutors
- › Sharing perceptions of what FB is
- › Importance contribution of all participants
- › Developing skills to ask questions

Thank you for your attention

- › Geitz, G., Joosten – Ten Brinke, D., & Kirschner, P. (2016). Sustainable Feedback: Students' and Tutors' Perceptions. *The Qualitative Report*, 21 (11), 2103-2123.