Sustainable feedback: students' expectations

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Dr Sally Sun, Louise Atkinson, Dr Martin Smith

University of Northampton

This research is to develop sustainable feedback framework for the top-up students at year 3.

Approximately, 94.1% students in our strategic management top-up module are Chinese, who come to the UK to study for the first time. Like international students from any other countries, Chinese students often overwhelmed by transition issues and struggle to adapt into the new education system, society and the English speaking environment. Due to this, international students often require more support during their transition period comparing to students who already had some study experience in the UK.

In order to provide our students super-supportive study experience, we looked into developing sustainable feedback for our students and enhancing the role of students in relation to generate, interpret, and engage with feedback.

Sustainable feedback

"…*active students participation in dialogic activities in which students generate and use feedback from peers, self or others as part of an ongoing process of developing capacities as autonomous self-regulating leaners*".

Careless (2013, p.113)

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3
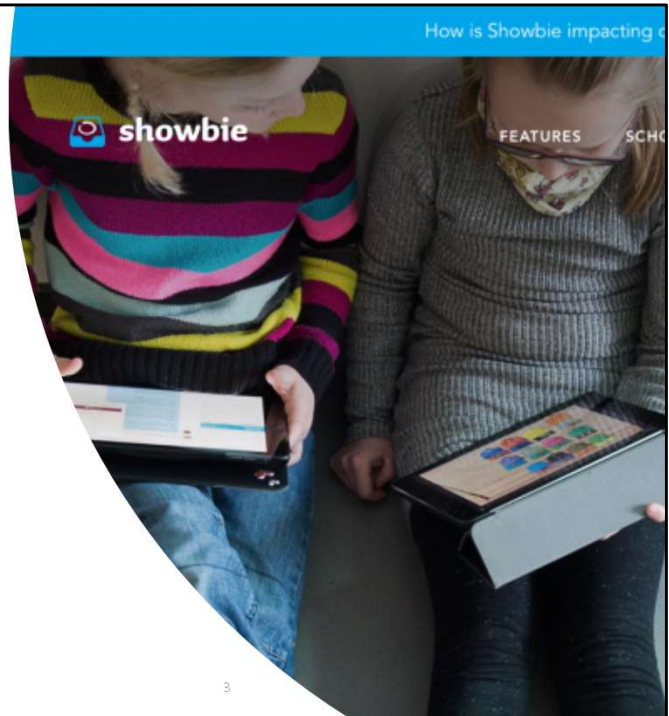
Our students received feedback on a weekly basis if they have submitted their work on time. Other than Showbie, we also used blog and PeerGrade to help students to generate and engage with feedback.

However, students did not engage very well in the blog activities due to they feel it took much time for them to do it. For example, some students could take 20 minutes to write down 3 sentences of what they just learned from the class.

As for PeerGrade, according to the feedback students generated in the first two weeks, students indicated that they do not fully understand the basic standard and requirements from the university. So it was difficult for them to generate feedback for their peers.

As such, we used Showbie as a tool to facilitate students' dialogic process of receiving and engaging with the feedback.
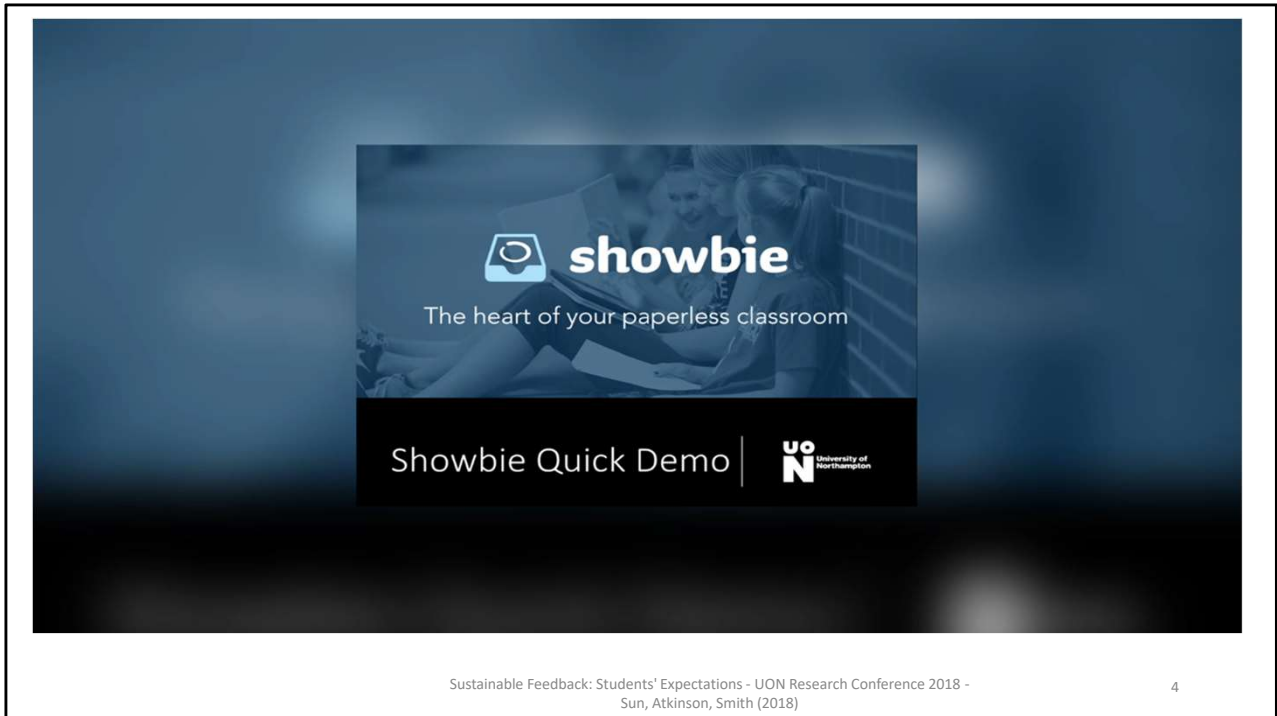
Here is a quick demo of Showbie we made for this presentation

Showbie is available as app and web version. We can use it on all devices. Here is the app version on our laptop.

It allows both lecturers and students to put in annotations in the work with text / voice bubbles or drawing.

We used Showbie as a tool for students formative assessment feedback, and encourage students to engage with their feedback via Showbie, WeChat and WhatsApp.

Methodology

Online questionnaires (n = 22)

- 29 questions
  - Personal preference
  - Perception of the use of Showbie
  - Their engagement with feedback

2 focus groups (n = 7 *2)

- 1 hour and half for each group

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Click 1 - We developed our step-by-step instruction guide to tell students how to register and use Showbie, shared this guide on Whats App with our students.

Click 2 - Then provided videos links from Showbie themselves to our students so that they can see the professional demonstration.

Click 3 - After this, we also populated 2 seconds snap videos, annotated pictures, and messages via WeChat and WhatsApp to encourage and remind our students to ask us questions about feedback. We translated WhatsApp messages into Chinese and shared them via WeChat to try to get students' attention.

Click 4 - We thought Showbie would be a great tool to encourage students to engage with their feedback, but it did not work as what we expected!!!

As such, we developed questionnaires to assess students' perceptions, asked them their personal preferences, their thoughts on the use of Showbie, what did they do with their feedback.

Click 5 - Then we conducted two focus groups to explore students' expectations.

Results

35.2% asked questions;
- 2.9% used text/voice bubbles;
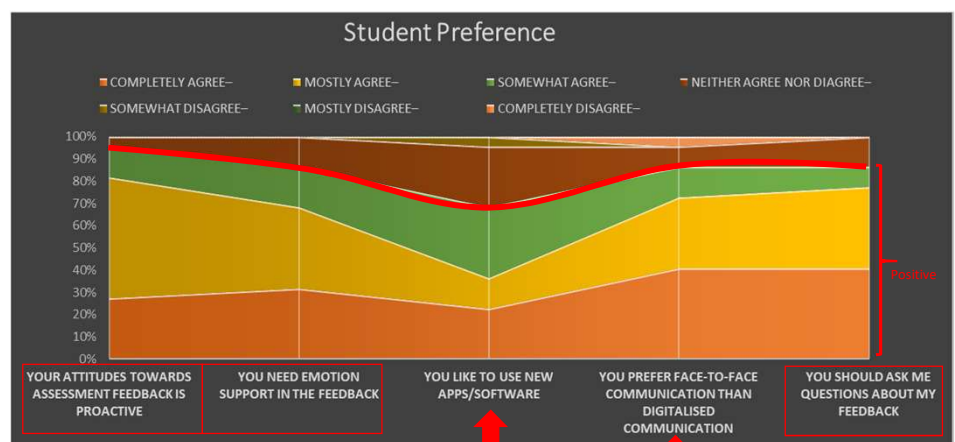- 32.3% asked via email/WeChat/WhatsApp

Focus group:

"I feel safe when I can talk to you face to face in your office…because I can feel what you might want to say"

(Student 2-6)

"I think you will tell me more things if we can speak to each other face to face, because you are not be able to write down everything in the feedback"

(Student 2-3)

Student Preference

■ COMPLETELY AGREE–   ■ MOSTLY AGREE–   ■ SOMEWHAT AGREE–   ■ NEITHER AGREE NOR DIAGREE–

■ SOMEWHAT DISAGREE–   ■ MOSTLY DISAGREE–   ■ COMPLETELY DISAGREE–

| YOUR ATTITUDES TOWARDS ASSESSMENT FEEDBACK IS PROACTIVE | YOU NEED EMOTION SUPPORT IN THE FEEDBACK | YOU LIKE TO USE NEW APPS/SOFTWARE | YOU PREFER FACE-TO-FACE COMMUNICATION THAN DIGITALISED COMMUNICATION | YOU SHOULD ASK ME QUESTIONS ABOUT MY FEEDBACK |

- 86.4% - prefer face to face communication
- 4.55% - do not like to use new App or software

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6

Click 1 – After all the information and reminders provided, only 35.2% students have actually asked questions about feedback, and only 2.9% student asked questions about feedback in Showbie by using the text/voice bubble, and the rest 32.3% asked questions via email, WeChat, WhatsApp, or use instant messages via Showbie. (they said because it is easier)

Click 2-In relation to questions towards students attitudes about feedback, students' responses are positive, as you can see from this chart, above the red line, are the percentages of students who disagree with the question statement, and below the red line, are the percentages of students agree. The brown area is the middle point, neither agree nor disagree.

Click 3-For their perceived attitudes of seeking for feedback, whether they need emotional support in the feedback, they all give positive response
Click 4-However, 86.4% students prefer face to face communication
Click 5-4.55% students actually do not like to use new app and software
Click6-From the focus group results, students mentioned that they feel safe when they can speak to lecturer face to face. This is due to they believe they get extra information from the facial expression and body language of the lecturer

6

Click7-Moreover, they also indicated their perceptions according to their previous experience. They obtained more information from the face to face drop-in sessions with other lecturers than what they can get in the written feedback.

Therefore, students' personal preference and their own experience have impact on what they believe can be the best for them, and they do not like to read digitalised feedback, even if it is delivered with voice through video calls via WhatsApp/WeChat/Skype.
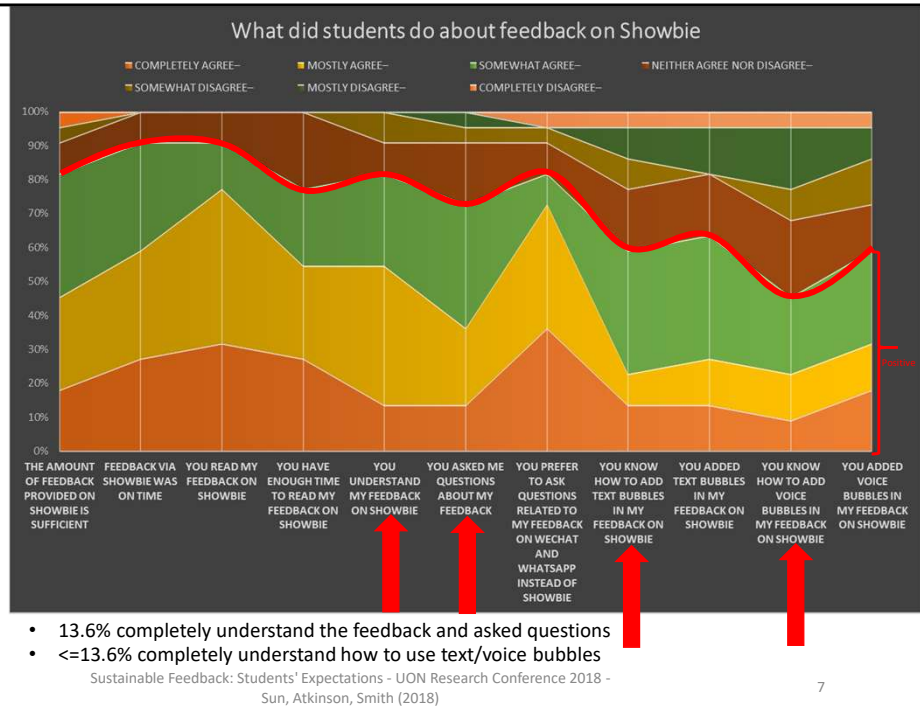
Results

Focus group:

"It is too much. We are only here for 6 months"

(Student 4-3)

"We have a lot of exams and assessments need to do at the same time, we are not at the point to look at them yet"

(Student 2-1)

What did students do about feedback on Showbie

COMPLETELY AGREE—   MOSTLY AGREE—   SOMEWHAT AGREE—   NEITHER AGREE NOR DISAGREE—
SOMEWHAT DISAGREE—   MOSTLY DISAGREE—   COMPLETELY DISAGREE—

- 13.6% completely understand the feedback and asked questions
- <=13.6% completely understand how to use text/voice bubbles

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7

This chart shows students' engagement with the feedback
Click 1-Below the red line are the percentages with positive responses
Click 2-only 13.6% students completely understand the feedback provided on Showbie and asked questions about feedback, after step-by-step instructions, links and videos were provided with translation
Click 3-13.6 % or less completely understand how to use it
Click 4-From the focus groups, many students indicated that they have too many assessments and exams, and they feel they do not have to read the feedback until they finish their preparation of other exams and assessments.
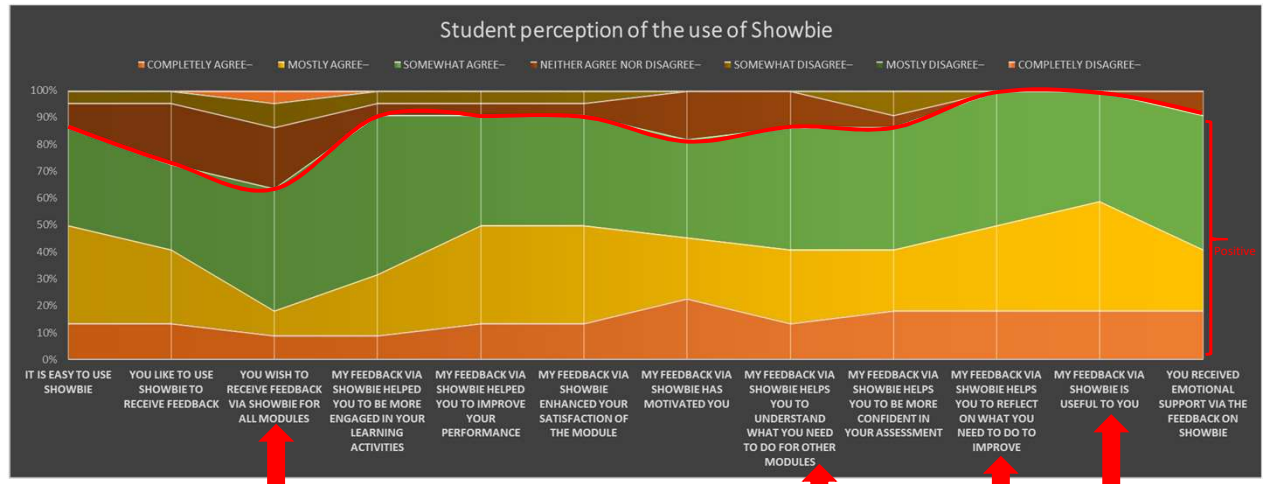
Click 1-Although only 9.1% students completely agree that they would like receive feedback from Showbies for the other modules

Click 2-All students agree that the feedback provided on Showbie helped them to improve and was useful

Click 3-Most importantly, 91.9% students agree that the use of Showbie has enhanced their satisfaction of this module

Click 4-According to focus group results, students feel their satisfaction of the module has enhanced is due to all channels of support were provided for them which gave them flexibility and alternative choices that can be suitable for each of them.

Results

- Principle component analysis (SPSS 22)

Significant perception variation in six components

Rotated Component Matrix[a]				
	Component			
	1	2	3	
Q3.1	.862			The amount of feedback provided on Showbie is sufficient
Q2.9	.802			My feedback via Showbie helps you to be more confident in your assessment
Q1.1	.769			Your attitudes towards assessment feedback is proactive
Q3.7	.724	.468		You prefer to ask questions related to my feedback on WeChat and WhatsApp instead of Showbie
Q3.2	.694		.309	Feedback via Showbie was on time
Q3.5	.658		.494	You understand my feedback on Showbie
Q2.12	.618	.352	.553	You received emotional support via the feedback on Showbie
Q2.8	.608	.328	.426	My feedback via Showbie helps you to understand what you need to do for other modules
Q1.2	.597	.493	.312	You need emotion support in the feedback
Q2.1		.811		It is easy to use Showbie
Q1.3	.347	.754		You like to use new Apps/software
Q1.5		.738	.367	You should ask me questions about my feedback
Q2.7	.524	.533		My feedback via showbie has motivated you
Q3.4			.886	You have enough time to read my feedback on Showbie
Q1.4		.401	.772	You prefer face-to-face communication than digitalised communication
Extraction Method: Principal Component				
a. Rotation converged in 10 iterations.				

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9

According to the principle component analysis results of 15 attributes of students' perceptions/attitudes, we found 6 of them have made significant differences in the variation of their perceptions. These are:

- The amount of feedback
- Whether feedback has made them to be more confident
- Whether their attitudes towards feedback is proactive
- Whether it is easy to use Showbie
- Whether they have time to read feedback
- Their preferences to face to face communication

Results

Pearson correlation analysis (SPSS 22)

Smart Learning Environment

"*able to offer instant and adaptive support to learners by immediate analyses of the needs of individual learners from different perspectives (e.g., learning performance, learning behaviors, profiles, personal factors) as well as the online and real-world contexts in which they are situated. Moreover, it can actively provide various personalized support to the learners, including learning guidance, feedback, hints and learning tools, based on their needs.*"

Hwang (2014)

Correlations

		Q2.7	Q2.8	Q2.9	Q2.12	Q3.1	Q3.2
Q2.4 Engagement	Pearson Correlation	.681**	.413	.236	.359	.380	.459*
	Sig. (2-tailed)	.000	.056	.290	.101	.081	.032
Q2.5 Performance	Pearson Correlation	.537**	.572**	.488*	.491*	.551**	.489*
	Sig. (2-tailed)	.010	.005	.021	.020	.008	.021
Q2.6 Satisfaction	Pearson Correlation	.424*	.506*	.593**	.360	.412	.551**
	Sig. (2-tailed)	.049	.016	.004	.100	.057	.008

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

2.7 - My feedback via Showbie has motivated you

2.8 - My feedback via Showbie helps you to understand what you need to do for other modules

2.9 - My feedback via Showbie helps you to be more confident in your assessment

2.12- You received emotional support via the feedback on Showbie

3.1 - The amount of feedback provided on Showbie is sufficient

3.2 - Feedback via Showbie was on time

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10

In terms of what actually contribute to the good feedback. According to the Pearson correlation analysis between these six elements and students perceived impact on their engagement, performance and satisfaction.
They all have positive correlations. Boxes highlighted in orange have moderate correlations.
Click 1- All six elements have moderate positive correlations with their perceived improvement in performance;
Click 2- Two of these elements are moderately correlated to their perceived improvement in engagement;
Click 3- Four are moderately correlated to their perceived improvement in module satisfaction
Click 4- Therefore, all these six elements should be considered, if we wish to provide students personalised study environment which can be suitable according to their own preference and attitude, as well as in order to improve their engagement, performance and satisfaction.

Results — Sustainable Feedback Model
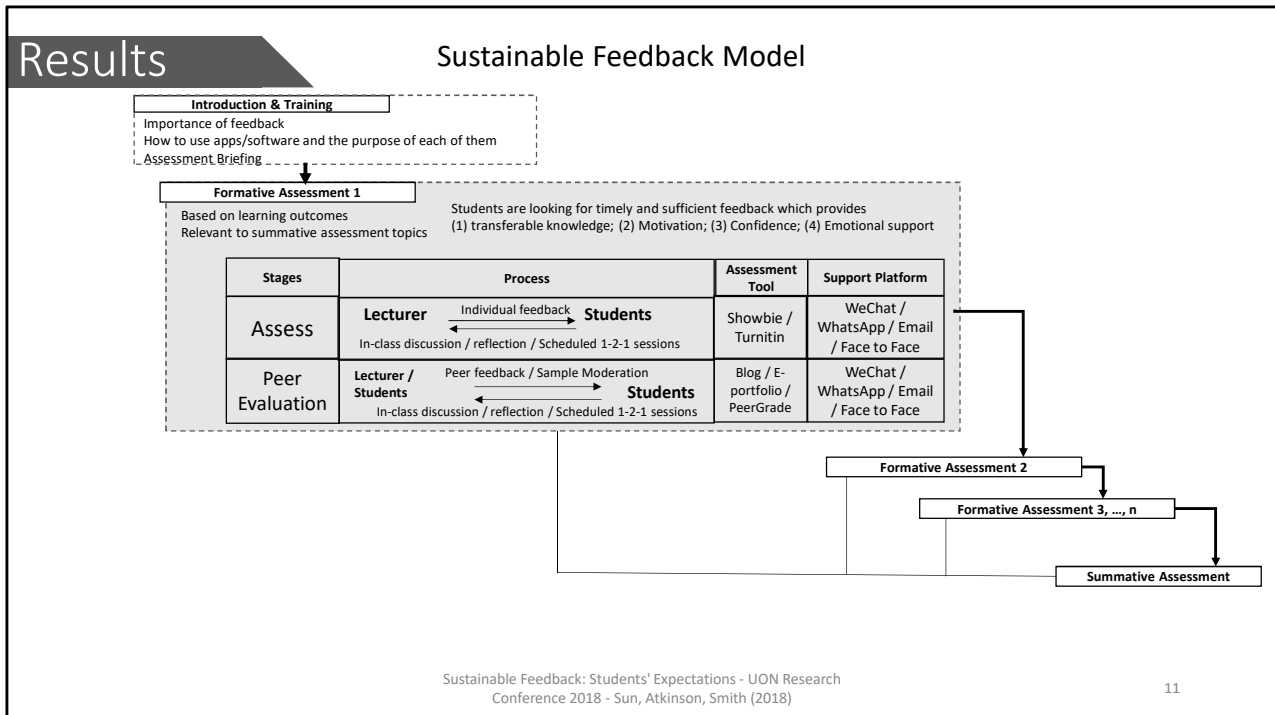
Click 1-According to results from focus groups and questionnaires, we should highlight the importance of reviewing feedback and how the feedback can be also implemented for other modules if possible, from the very beginning of the module, train students to use all the software and apps, and explain the purpose of summative and formative assessments, so that they can understand how their formative assessments contribute to their final assessment.

Click 2-So each formative assessment should be designed for students to completing their final assessments

Click 3-For the feedback loop of each assessment, in order to have clear encoding and decoding process between sender and receiver, there are two stages in this loop.

Click 4-Each formative assessment can have the same two stages, each stage can have the same support platforms via social media, email and face to face

Click 5-First, assess. Lecturer gives students their personalised feedback via Showbie or Turnitin,

Click 6-And then students can have opportunities to discuss and reflect their understanding of the feedback, with scheduled 1-2-1 sessions if it is required by students. After the class, students can have options to contact the lecturer via email, WeChat/WhatsApp or face to face appointments

Click 7-To ensure students can implement what they have learned, the second stage

is peer evaluation. Students can do peer evaluation by using the PeerGrade app, and the lecturer moderate their peer evaluation results by selecting a sample from them Click 8-After this, students should be provided with opportunities to discuss and reflect in the class regarding their peer evaluation.

Click 9-The six elements identified from Pearson correlation analysis demonstrate what students want from the feedback: timely, sufficient, transferable knowledge, motivation, confidence and emotional support. Especially for confidence and emotional support, which were also highlighted in the focus groups by students. These two stages of each formative assessment may last 2 or 3 sessions/weeks, and these activities can be part of the ABL activities

Click 10-Each formative assessments will have the same two stages,

Click 11-All of these contribute to their final assessment

Thank you for listening

WE WANT YOUR FEEDBACK

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12

Thank you very much for listening