

Learning and Teaching Conference 2012

Abstract 5B

Feedback Calendars: Lessons so far

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Feedback calendars are, administratively, a simple, cheap and sustainable device that publishes to the students on each course not just when their work must be handed in, but when it will be returned and with what types of feedback. With respect to students, the hope is that this will make students more aware of the feedback they get. In fact students do not usually get any statement from staff about what feedback is for or how it could be useful. At the least, feedback calendars show that staff consider it an important part of the course. They may also tend to promote a more active approach to feedback and doing something with it. (This could be complemented e.g. by using elective feedback (having students attach questions for the marker to their work).) With respect to staff, the hope is that listing the feedback explicitly and in one place will naturally prompt reflection on this (costly) aspect of course design and delivery. The columns / prompts, either in their own or other courses' calendars, could prompt consideration of various facets of feedback. For example: is the feedback (or should it be) written or oral? From staff or from fellow students or both? Discussed or just "delivered" like a one-way missile? How many words? On what following occasion, and how, could this feedback possibly be acted on?

This talk will present the basic rationale, and discuss the different types of information that could be included, and which have each a place in the theory and literature on feedback. Finally, efforts to promote adoption to date will be reported (about six went into use in semester 1, 2011).

See also <http://www.psy.gla.ac.uk/~steve/rap/fcal/>

Outcomes

By the end of this presentation attendees will have had an opportunity: • To consider this as a method to adopt • To engage with a range of ideas about dimensions of feedback to students