Empowering Students through Effective Feedback

This event draws on cross disciplinary and interdisciplinary expertise and includes both research findings and evidence informed practice.

The day will be highly participative with the opportunity to have national and international student perspectives on effective feedback as well as academics' research and practice.

Programme

10.30   Registration
Refreshments will be available.

11.00   Welcome (Professor Heidi Macpherson - PVC Research and Innovation, DMU)

11.10   Strategies for making exam feedback dialogic
Participants will reflect on and discuss current exam feedback practices in their own discipline/institution and identify areas for development/improvement. Three key strategies to enhance exam feedback will be introduced: exemplar exam question discussions (Green, 2008), exam assignment feedback pro-formas (Blair & McGinty, forthcoming) and feed-forward mechanisms (Duncan, 2007). Participants will be asked to consider the extent to which these models can be adopted within their own practice and gain additional references and support pertinent to their own context.
Alasdair Blair, Sam McGinty, DMU Faculty of Humanities. *This session draws on DMU's NTFS Project 'It's good to talk: Feedback, dialogue and learning'.*

12.10   Feedback for autonomy
During this participatory workshop, participants will be encouraged to consider innovative methods for giving and receiving effective peer feedback, tutor feedback and 'self feedback'. In this instance effective feedback is defined as that which promotes autonomous learning. Students' experiences of engaging with existing autonomous learning frameworks and the feedback resources and tools they want will be disseminated.
Lucy Mathers, DMU Faculty of Technology. Marie Hay, DMU Faculty of Humanities.

1.00   Lunch

1.40   Student responses to audio and visual feedback
Audio and visual feedback assists students with varied learning styles to engage with the comments and apply them to further assessments. A rationale on why students learn from these methods of feedback, complemented by interviews and feedback from the students themselves will be shared. It will include a practical demonstration of how quick and easy it is to complete, upload and file for QA.
Julie Lowe and Richard Chipps, DMU Faculty of Art and Design. *This session draws on the InCurriculum project (NTFS project originally headed by David Pollak, DMU).*

2.35   Student Perspectives on effective feedback
This participatory session will provide perspectives on effective feedback from a range of national and international students.
Julia Pointon, DMU Faculty of Business and Law.

3.25   Closing remarks

3:30-4:00 Optional time for continuing discussions and networking