



Feedback - Academic Poster

Action Research

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Intro into the Topic

Feedback in Higher Education (HE)

Jones et al (2018) describes feedback as essential for students to experience positive engagement within Higher Education (HE), identifying that the method of verbal feedback was the specific format of receiving feedback that the students responded best to. Feedback is a classic problem within the development of students if not approached correctly, Murillo-Zamorano and Montanero (2017A) highlight this through their analysis on the impact improper application of peer and teacher feedback has on students. This poster aims to inform the reader of the negatives and positives within the varied methods of feedback for post-16 students. Hoping to conclude on some of the better methods of feedback and justify the reasons to avoid the techniques that do not respond well to students based of their very own feedback.

Feedbacks Place Within Education

Feedback is a constant essential dynamic within education, Smith and Higgins (2006) deem that interactive practice should always be encouraged and the best way to implement an open classroom interaction is through the focus on reaction to students' responses when questioned instead of the actual questions themselves. Even now in the modern-day Miller and Staley (2021) agree with these original suggestions and through testing a variety of reflective methods such as videos, written and peer reflection. Through exposing the students to this interactive learning methods, they felt that they had the ability to be more honest in reflection and feedback to the students not only on an academic standpoint but a personal one, then in doing this it increases the possibility of both the student and teacher confronting the student's weaknesses. This study also helped indicate the particular reflection preferences the students preferred. They were very honest in deciding what reflection method they would rather use, routing for written and video reflection over the peer format due to the pressure felt critiquing others work. Feedback as previously mentioned is essential to all forms of communitive life, the effectiveness of this feedback however, is crucial to the determined methods used by the practitioner. Brown and Harris (2018) have broken down methods of feedback into subsections these are labelled as: Statistical Analytic Methods, Quasi-Experimental Feedback, Nonexperimental Methods, Mixing Methods and Content Classification Methods. Through the understanding of these methods, they derived a theory that the one area of feedback that is lacking is the importance and influence of cultural context on the results. Alluding to the possibilities that individual groups may react differently to the individual methods of feedback, examples being; statistical methods more appealing for Asian students than western students and vice versa for the method of self-evaluation.

Motivation

Agricola, Prins and Sluijsmans (2019) allude to feedback as a direct influencer on students' motivation, mainly identifying written feedback as the main cause for these motivational issues when students misunderstand the context or content. This being taken into consideration it was concluded that based off the experiment with the feedback written form vs the feedback mode of verbal feedback the results showed that students were more positively responsive to verbal feedback than written with less chances of misinterpretation taking place through the form of face-to-face conversation. It was clarified that more investigating was needed within the method of the feedback form, but for vernal feedback, it was clear that it had an impact on students' motivation and perception of their individual development.

Communication

Another research study founded by Moller et al (2021) focused on the transfer of communication skills from University to a clinical workplace and whether it effected their communications skills in their workplace especially when communicating with patient's with the study exploring if and how feedback skills from teachers plays a role in communication skills training in the clinical workplace.

Reference to study: Møller, J.E., Kjaer, L.B., Helledie, E., Nielsen, L.F. and Malling, B.V., (2021) 'Transfer of communication teaching skills from university to the clinical workplace—does it happen? A mixed methods study', *BMC medical education*, 21(1), pp. 1-11.

COVID-19

With the inclusion of the Covid-19 pandemic teachers were plunged into a whirlwind of home schooling, then an adaption of teaching methods to cater for a form of delivery called 'blended teaching' whereby pupils are involved in both online and in-person learning. Deng (2018) acknowledges that feedback as an instructional design strategy is essential to improving a teacher's effectiveness. Some of the issues highlighted within Den's theory is the validity of feedback delivered within an online environment, mentioning the functions of feedback for both online and hybrid forms of learning. With interactions between students and lecturers more frequent within classroom sessions, the problem is the efficiency of these interactions is difficult to monitor and control.

To Conclude

Feedback is a tool of communication that has influenced education and other areas of intellectual crossover such as engineering and medicine, with the method being analyzed by many researchers it is clear that the use of feedback has positives as well as possible pitfalls. Feedback has it correlation as a way of motivating students, with this being a risky motivation tool as depending on the method chosen, it has a direct impact on the possibilities of misunderstandings and opens the possibility of negative student interpretation. This study has identified the way to avoid this is through utilising vocal feedback. This could include the methods of voice notes, in person feedback or the more appropriate to assist blended learners, digital video-based feedback. Medical specialists highlighted clearly that frequent feedback through converse or reports are the most efficient for the area of work. This also bleeds over the clinical workplace application, where within this area it is very common for feedback to be given as a frequent in person review either done weekly or monthly, with reports showing that this formal way of given feedback ended up adding more stress, whilst directly hurting workplace morale. Within education it is as responsible for the student to attend and apply effort to work completion as it is for lecturers to help guide their students and in doing so leave space for self-growth and motivation. This is where feedback becomes even trickier with too much leading to a possibility of handholding the students through their work. The other end being to little feedback and as stated previously causing direct harm to student morale and motivation. Feedback is still in the trail and error stage even though its been applied for decades its effeteness is still under scrutiny. One thing this report has clarified is that without open communication and trust between student and practitioner, then feedback will always come down to personal preference and will forever be walking on its own eggshell's.



The final study researched was conducted by Wang and Wang (2021) it looked into feedback received from 300 students in school and graduation, the feedback was gathered through the methods of interviewing and investigating the students mainly focusing on the possibilities of innovating teaching design and methods, whilst highlighting the students opinion on how they felt about the new curriculum reform due to the pandemic, this study also looked at the communication between teacher and learner and the differences in online and in person focusing on areas such as communication skills. The report suggests that within this modern society its essential for the teaching within higher education to include more compound talents that fit with the informative receiving methods of the modern-day students, if the teachers' methods continue to just revolve around the use of textbooks, teachers' words and handouts. The use of such a simple form of teaching and feedback especially when utilising these methods as a tool to impart knowledge it is inevitable that these methods will be unfavorable to the plethora of talents and variety of receivers. To figure out the better methods of feeding back information and guidance to the students, Wang suggests that the foundations of curriculum itself is an area of improvement, through the changing and reform of educational ideas, methods, thoughts and behaviors.

