Introducing TEDM: Improving Feedback Practices

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This Time It's Personal!

- Think about the last piece of feedback you had
- Was it helpful? If so, in what way? If not, then why was it unhelpful?
- Anyone been positively (or even negatively) angry with their feedback?

Feedback Problems

Detail, generalisations and timing. (Gibbs 2006. Hounsell, 1987; Ivanic, Clark, and Rimmershaw, 2000).

Unable to understand feedback. (Hounsell, 1987; Ivanic, Clark, and Rimmershaw, 2000).

Wrong foci. (Grammar/spelling) (Nicol 2010).

Focus on negatives. (Hounsell, 1987; Ivanic, Clark, and Rimmershaw, 2000).

Disconnected from assessment criteria. (Hounsell, 1987; Ivanic, Clark, and Rimmershaw, 2000).

Unable to convert feedback into action. Nicol (2010), (Lizzio and Wilson, 2008; Orsmond, Merry, and Reiling, 2005; Poulos and Mahony, 2008).

Lack of understanding of assessment criteria. Sadler (2010).

Cognitive load and tone. Sadler (2010; 537) points to Higgins, Hartley, and Skelton, (2001, 2002); Carless, (2006); and Rae and Cochrane, (2008).

Feedback Solutions

- Hybridise formative and summative assessments
- Establish a feedback protocol
- Focus on developing self-regulation, the internalisation of feedback and supporting student activation of the feedback
- Use both peer and tutor assessment
- Get in the mood! Relationship between assessor and assessee
- Motivation
- 'Describe' rather than 'tell'. Descriptive *versus* instructional models
- Model the skills you want students to adopt
- Identify 'must needs' issues

On The Macro Level

1 Identify up to three positive trends in the formative draft of the work.

2 Identify up to three areas to be developed and model how a student would do that. Show them how to do it.

3 Identify up to three major issues-if they exist.

On The Micro Level

TEDM

- **Tell (T):** the student that some aspect of their piece is either effective or ineffective.
- **Explain (E):** why what they have done is effective or ineffective.
- **Describe (D):** how the student could do better next time, or in another draft (even if the feedback is good feedback).
- **Model (M):** that feedback by showing (modelling) the student how to do what you have described above.

Methodology

- 8 focus groups recorded
- 4 staff-student researcher teams
- Transcriptions created
- Braun and Clarke's Thematic Analysis combining inductive (Bacon) and deductive (Aristotle) modes. See Current Research 2 for a breakdown

Current Research 1

- MEd (Professional Practice)
- Peer review
- Tutor review
- Hybridised assessment forms: formative and summative
- Comments given at the formative stage

Current Research 2

- A variation on Braun and Clarke's (2006) six stage model of thematic analysis was used as a paradigm
- Step 1-familiarisation with the data.
- Steps 2 and 3-initial coding and generation of themes-discussed as a team to establish our shared understanding of the application of the model.
- Step 4-One team member was then asked to analyse one transcript to apply initial coding and the initial themes.
- Steps 5 and 6-conducted as a group, using the pattern established in steps 2 and 3.
- Step 6-transcripts divided among the team who produced their analyses, which were then critiqued by the whole team in order to generate Step 6.
- Step 6-The final draft was completed by the team member who carried out the initial coding.

Let's Try The CPD Resource

https://sway.office.com/
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