



**Supporting Transition: Enhancing Assessment Feedback
in First Year Using Digital Technologies**

Our Partners

- National Forum for the Enhancement of T&L (Funders)
- Maynooth University (MU)
- Athlone Institute of Technology (AIT)
- Dublin City University (DCU)
- Dundalk Institute of Technology (DKIT)



Our Aim

The project will identify and develop technology enhanced assessment feedback approaches to facilitate feedback, feed-forward and peer-feedback in first year to support student transition to higher education.

Our Plan

Phase 1

- Establish the project
- Conduct a current practice review and literature review
- Identify technology enhanced feedback approaches

Phase 2

- Pilot feedback, feed-forward and peer feedback approaches and technologies

Phase 3

- Develop and share case studies of feedback approaches
- Disseminate via a National Symposium on Enhancing Feedback

Phase One – June 2015

- ✓ Establish the project
- ✓ Plan and conduct a current practice review
- ✓ Establish a web presence
- ✓ Plan and conduct literature summary (ongoing)



MEET THE TEAM

Y1Feedback is a collaborative project involving Maynooth University, Athlone Institute of Technology, Dublin City University and Dundalk Institute of Technology.



LISA O'REGAN

Lisa O'Regan is the e-Learning Development Officer at the Maynooth University (MU) [Centre for Teaching and Learning](#). Lisa is the Y1Feedback Project Lead.



MARK BROWN

Professor Mark Brown is Director of the [National Institute for Digital Learning \(NIDL\)](#) based at Dublin City University (DCU). Mark is leading the project at DCU.



NUALA HARDING

Nuala Harding is the Learning and Teaching Co-ordinator in the [Athlone Institute of Technology \(AIT\)](#). Nuala is leading the project at AIT.



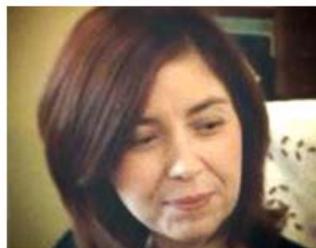
MOIRA MAGUIRE

Dr Moira Maguire is [Head of Learning and Teaching at Dundalk Institute of Technology \(DKIT\)](#). Moira is leading the project at DKIT.



GERRY GALLAGHER

Gerry Gallagher is the e-Learning Development Co-ordinator in the [Centre for Learning and Teaching](#) at Dundalk Institute of Technology.



GERALDINE McDERMOTT

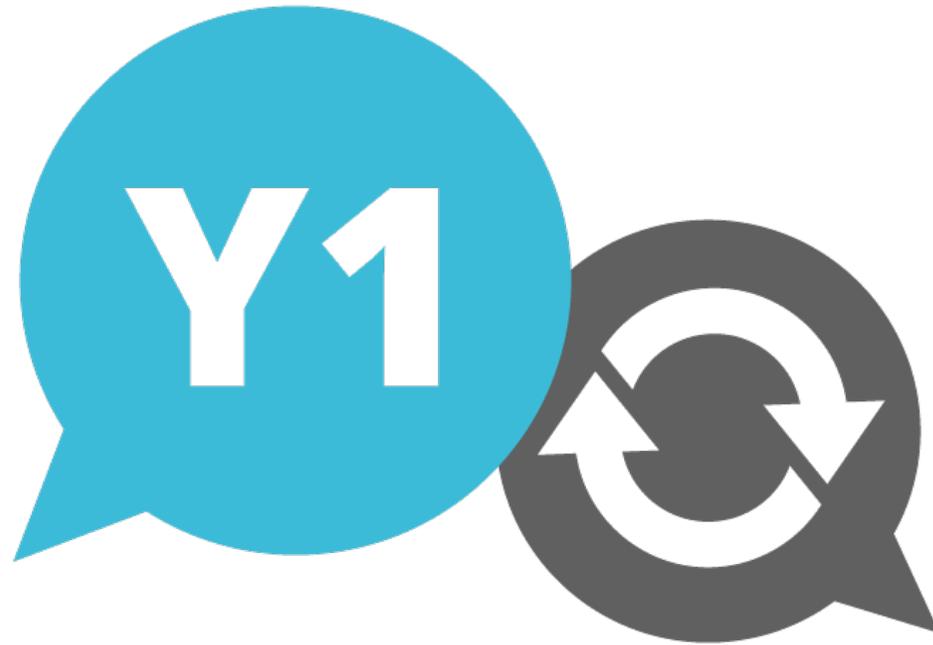
Geraldine Mc Dermott is the Learning Technologist with the [Learning & Teaching Unit](#) at the Athlone Institute of Technology.



ELAINE WALSH

Elaine Walsh works in Academic Management and Development within the Open Education Unit, [National Institute for Digital Learning](#), Dublin City University.

Our Logo



Feedback

www.y1feedback.ie



[HOME](#) | [ABOUT](#) | [TEAM](#) | [RESOURCES](#) | [CONTACT](#) 



SUPPORTING TRANSITION

ENHANCING ASSESSMENT FEEDBACK IN FIRST YEAR USING DIGITAL TECHNOLOGIES

PROJECT OVERVIEW

The Supporting Transition: Enhancing Assessment Feedback in First Year Using Digital Technologies (Y1Feedback) is funded by Ireland's [National Forum for the Enhancement of Teaching & Learning](#), which aims to enhance the quality of the learning experience for all students at third level, be they full-time, part-time or flexible learners.

The [Digital Roadmap](#) highlights the fact that a focus on assessment and feedback can provide an important route to linking digital capacity to new ways of teaching and learning. The Y1Feedback project specifically seeks to address challenges associated with assessment feedback in Higher Education and leverage the potential of digital technologies to support and enhance feedback approaches.

@y1feedback

Home Notifications Messages Search Twitter

Y1 Feedback

TWEETS 4 FOLLOWING 15 FOLLOWERS 21 FAVORITES 1 Edit profile

Y1Feedback
@y1feedback
Enhancing Assessment Feedback in First Year Using Digital Technologies. A collaborative project between MU, AIT, DKIT and DCU.
Ireland
y1feedback.ie

Who to follow · Refresh · View all

- Higher Education @GdnHig... Follow
- Guardian Education @Guar... Follow

Tweets Tweets & replies

Y1Feedback @y1feedback · Jun 18
Y1Feedback project mention ;0) Thanks! @NIDL_DCU

NIDL @NIDL_DCU
Reflections on EdTech 2015 Conference... ni4dl.org /2015/06/08/ref...

Y1Feedback @y1feedback · Jun 18
Looking forward to presenting on the Y1Feedback project at #AssessmentHEconf next week #y1feedback



Current Practice Review

Why?

- To get a snapshot of current assessment feedback practices across the four partner institutions from a staff and student perspective

How?

- Staff survey
- Student focus groups
- Ethical approval

Student Focus Groups

- First year class representatives
- Developed focus group questionnaire
- Focus group at each partner insitution
- April 2015
- 36 participants in total

The Student Experience - Overview

- Students value feedback and recognise its' importance for future learning
- No consistent experience of feedback
- Feedback received is predominantly grades, or grades with brief comments handwritten or orally provided
- The timing of feedback is largely lecturer/class size dependent
- Use of technology to support assessment feedback practice seems to be low



Student Voice

Value Feedback

- “if you are **doing something wrong** from the start, you are going to probably do that wrong until somebody corrects you. And if someone nips it in the bud at the start, it is going to make a hell of a lot of difference...”

Timing

- “It would take a while .., **but whenever you do get it back, there is usually a good amount of feedback on it**”
- “For one of the five if it comes, but for the other four **it doesn't come on time**” (for the next assignment)

Technology

- “You get the **video recordings** but you also just get to see what he is talking about”
- “Like the facility is obviously there for online feedback but I don't know whether lecturers don't want to do it or they don't know how...”

Student Suggestions for Change

- “It would be nice to have some kind of a continuance between (modules), there's no point in us getting feedback in one module, it'd be nice to have...**Consistency**”.
- “Instead of just getting grades the whole time I think we should get **more comments**”
- “I've emailed and emailed and emailed and now it's like she's a **part-time lecturer** so she's not here so I think it should be made clear to them, you're not going to see them again at least give them a little bit of feedback”



Staff Online Survey

- Staff who currently teach first year undergraduate modules
- Developed staff survey
- Survey open in May-June
- 213 respondents from across four partner institutions

Staff Experience of Assessment Feedback

- Assessment feedback is always (53%) or frequently (33%) provided
- Feedback is predominantly provided in handwritten or orally either individually or to class groups
- Majority of feedback usually provided within 1 (33%) or 2 weeks (21%)



Top 5 Technologies Used to Deliver Feedback

1. MS Word
2. Email
3. Moodle Gradebook Feedback Comments
4. Moodle Gradebook Feedback Files
5. Moodle Quiz



Top 5 Recommended Feedback Approaches

1. Face –to- Face/ One to One (30% of responses)
2. Detailed written feedback and one-to one discussion
3. Group/class discussions
4. Rubrics/Marking Schemes/Structured feedback sheets
5. MCQs

Challenges in Providing Assessment Feedback

1. Numbers
 2. Time
 3. Workload
 4. Student engagement with feedback
 5. Attendance
 6. Technology
- “While I provide feedback on all the assignments I set, **not many students engage with it**. However, those that do seem to benefit from it”
 - “One-to-one discussions can’t be replaced by technology”
 - “Some aspects of grade administration in Moodle are clunky”



Lecturer Suggested Solutions

- “To be able to provide effective feedback then you need to **reduce the class size** significantly”
- “Impact could be improved by **providing feedback closer to the student submissions** and introducing feedback in the first three 3 weeks”
- “More **training** on and availability of new technologies”
- “Training students on **feedback** might help”

Take Aways So Far

- Need for a conversation about feedback and a common understanding (staff and students) of what feedback is
- Perception that using technology for feedback is actually more time consuming – Myth or Reality?
- The biggest problem with technology, is the technology.
- We need approaches that cope with numbers!
- How can we replicate F2F feedback discussions online?

Literature Review (Ongoing)

- In progress
- Literature database in development
- Will inform feedback approach development
- Forms part of Baseline Report

National Impact

Impact Evaluation Framework (IEF) for T&L projects (Weir, K. 2014)

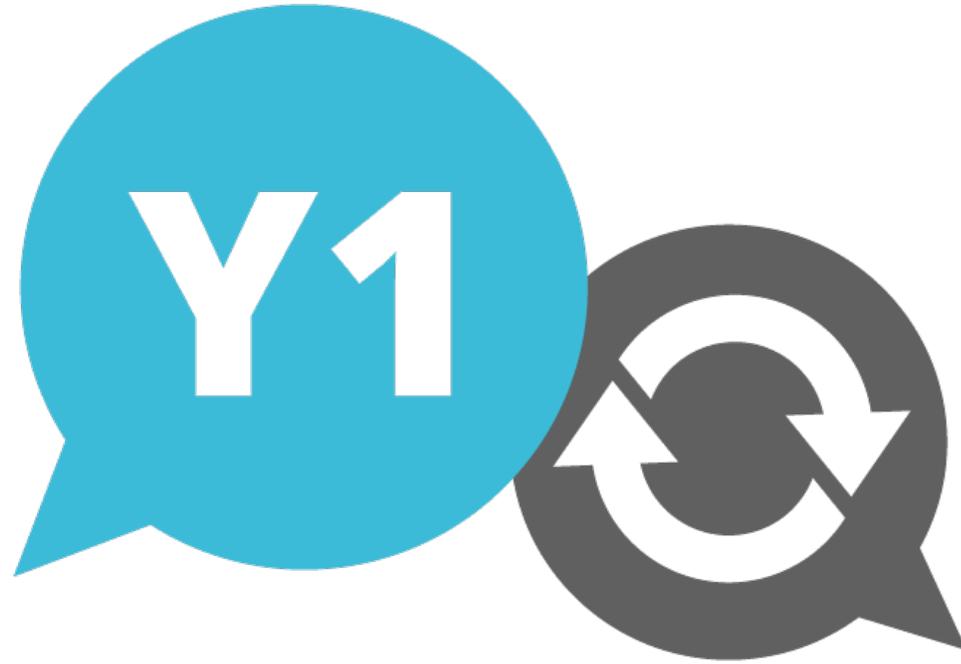
- Reach of outputs
- Impact on teaching practice
- Impact on learners
- Impact on the project team

Project Advisors

- Subject Matter Experts
- Student Advisors

Top 3 Benefits to Higher Education

1. Research informed suite of technology enhanced feedback approaches for first year
2. Increased awareness, capacity, and take up of digital technologies to support assessment feedback practice
3. Enhanced feedback experience for first year students to support student success



Feedback

Thank You

[@y1feedback](#)