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THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Teaching and Learning Week

1–5 November 2021

Designing Feedback for Inclusive Teaching and Learning

Workshop 4 Nov 2021

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Acknowledgement of **Country**

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.

On Zoom: In the chat…

In person: With others at your table…

- ✓ Introduce yourself: Your role and/or discipline area
- ✓ In one sentence, what does inclusive feedback mean to you?

Feedback Workshop Session Plan

1. Inclusive feedback
2. Students as participants in feedback
3. Activity 1: Padlet: Inclusive feedback in your course
4. Ideas to use in your courses
5. Case Study: Melanie Hoyle, Lecturer in Occupational Therapy (OCTY4208)
6. Activity 2: Back to the Padlet: Embedding a new feedback initiative
7. Final comments

How can we provide feedback which is more inclusive?

Use multiple feedback formats (e.g. rubrics and written, video or audio)

Constructive, fair and equitable (positive, clear and specific guidance on how to improve)

Regular and timely

Inclusive language (accommodate differing language levels, avoid stereotypes)

Empathy (foster a sense of belonging through showing understanding of their personal circumstances)

Involve the student in the process: Activating the student's role in feedback

Photo by Jon Tyson on Unsplash

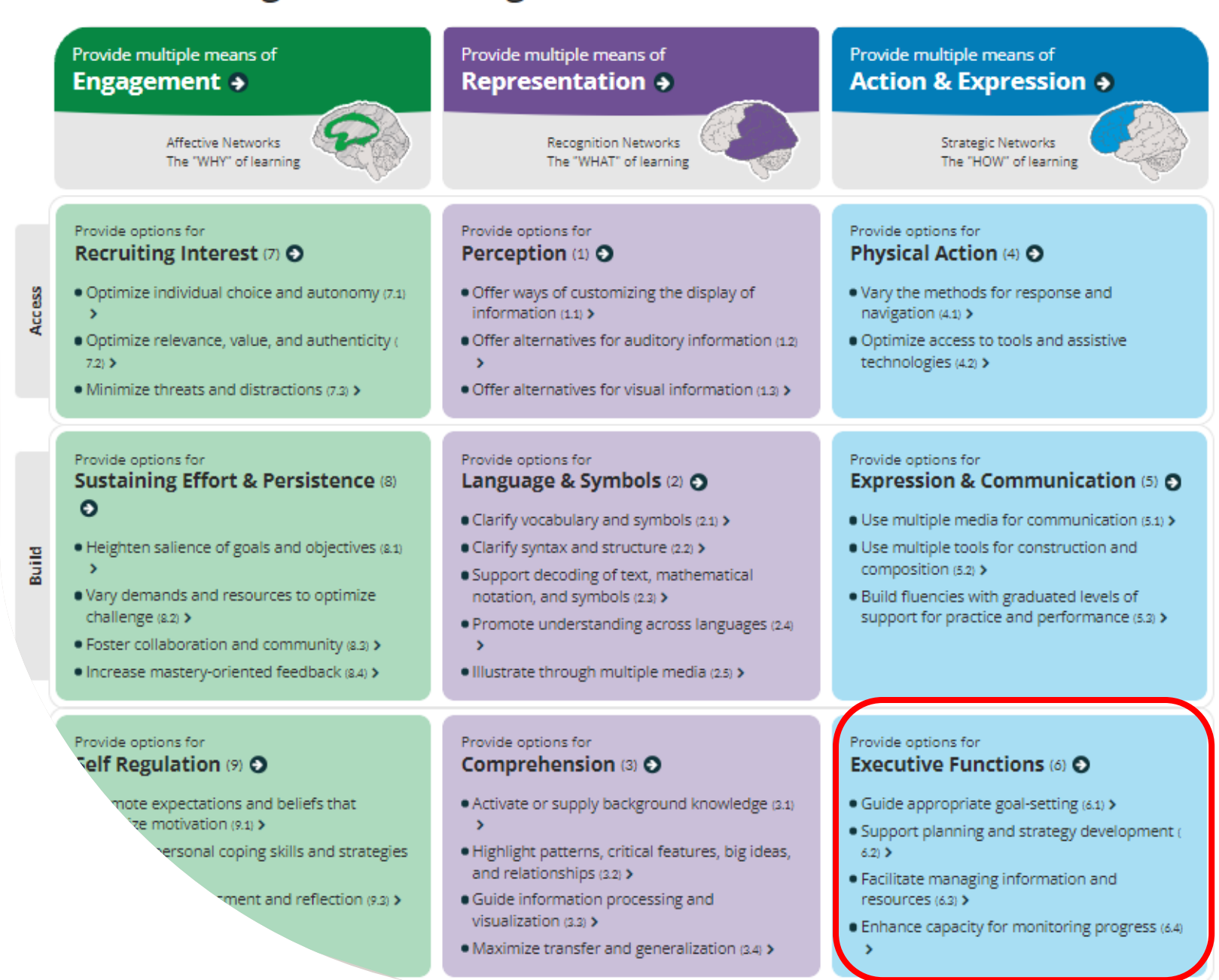
Adapted from Deakin University, https://blogs.deakin.edu.au/iccb/toolkit/how/give-effective-feedback

Universal Design for Learning Guidelines

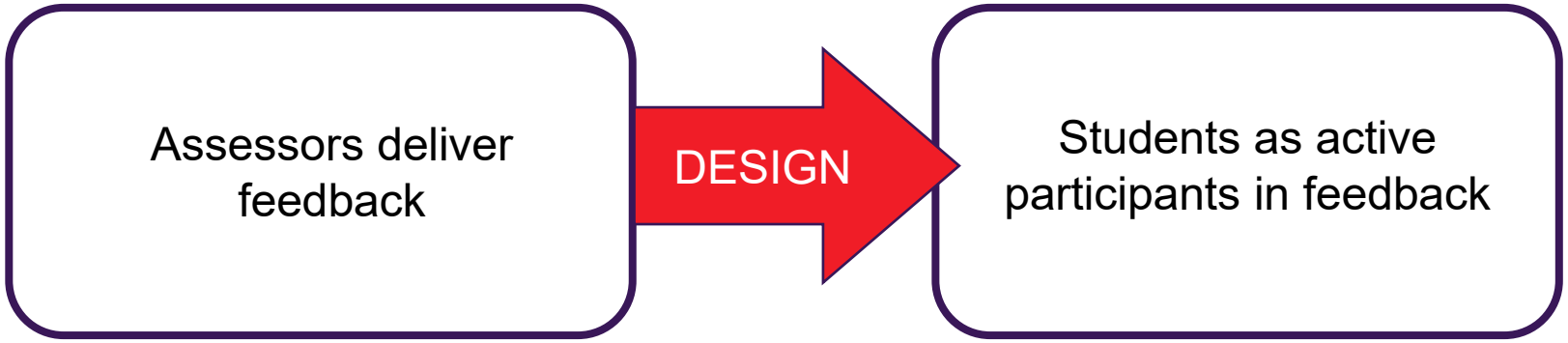
6.4 **Enhance capacity for monitoring progress**

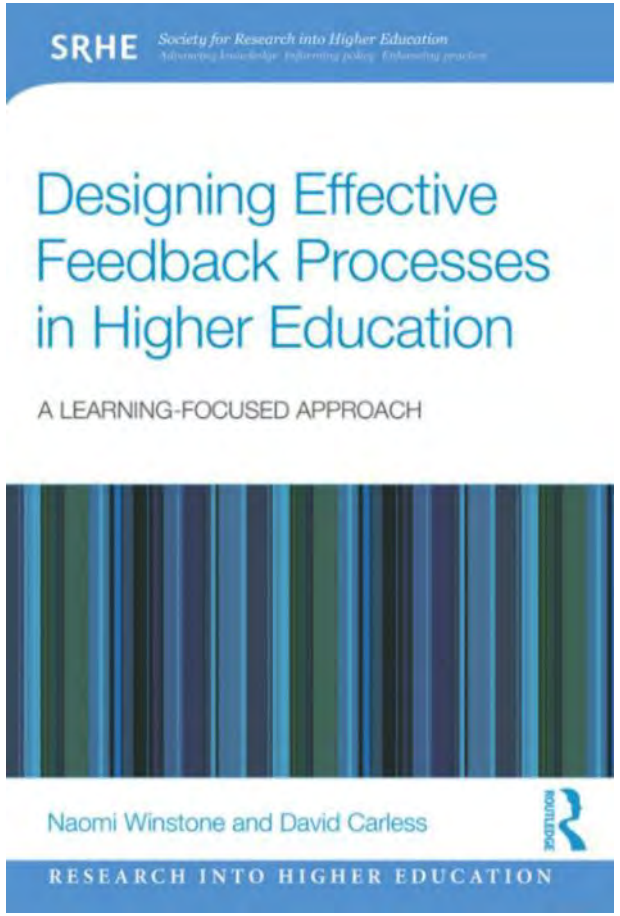
"...more explicit, **timely**, informative, and accessible."

- Formative - self-monitoring & reflection
- Range of formats
- Participation in feedback
  - Students ask for feedback
  - Self-evaluations
  - Peer reviews



Shifting our feedback process to be more inclusive





Feedback as a one-way transmission from educator to student is not inclusive as it can marginalize students and limit their development of self-regulated learning skills (Rowe et al., 2010).

Students as active participants in feedback

Students:

- Understand the importance of feedback
- Value being active participants
- Learn to self-evaluate and compare feedback from different sources
- Are aware of their role to action feedback

Educators:

- Design assessment to enable students to make judgements and use feedback
- Guide students in composing and receiving peer feedback

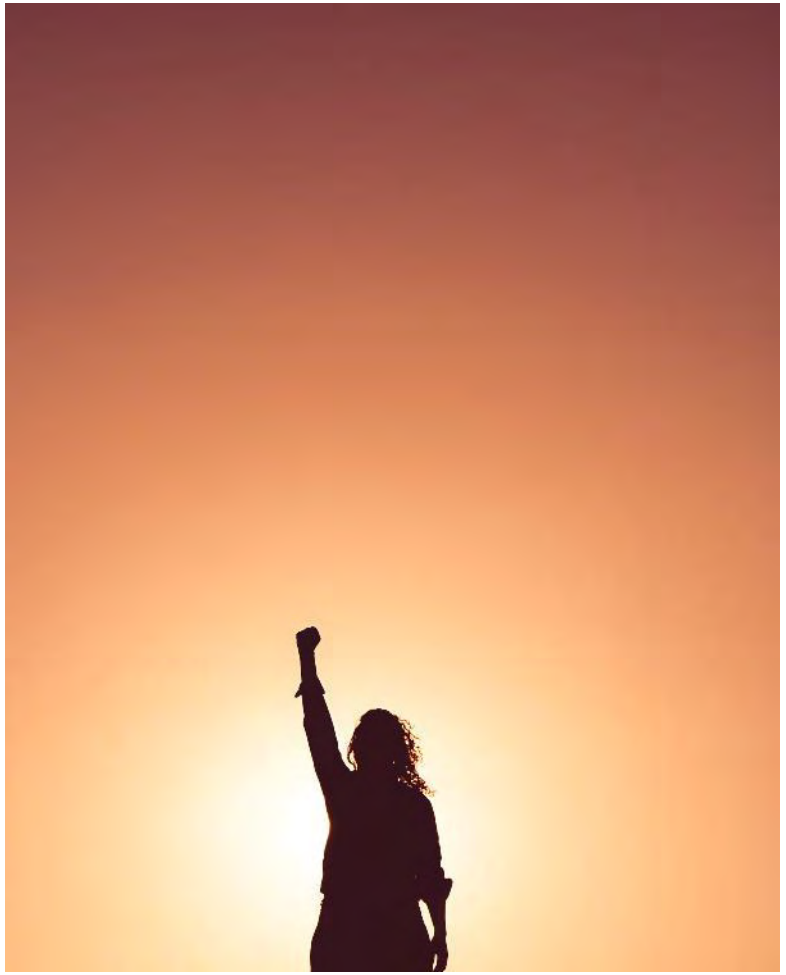


Photo by Miguel Bruna on Unsplash

Activity One:

Tell us about your feedback strategies that are inclusive and/or create a sense of belonging?

https://padletuq.padlet.org/s_bowker1/9q5r6ke3jx0qgoe2

Curating Feedback: Feedback journals

A space for students to collate multiple instances of feedback from teachers, peers, tutors, etc.

- Deconstruct feedback generated or received, identify strengths and priorities for development
- Assists to track emotional responses to feedback over time
- Reinforces key features of effective feedback: Dialogue and plan for improvement.

Who was involved?	What was the activity?	Outline why you think the feedback was good or poor.	How did it make you feel?	How did the tutor respond to your questions and comments?	Was a clear plan for improving?
e.g. My tutor and two students in my group		Some was good – identified strengths but mostly focussed on things I missed without providing advice on…	I was gutted – I had performed so well in high school…		

Adapted from Noble et al. 2020

Students ask for feedback: Feedback coversheet

- Students submit coversheet with assessment task
- Promotes participation in the feedback process

Example questions to ask the students:

1. (If this is a task in a series) How have you incorporated learning/feedback from the previous assignment into this assignment?
2. What do you think is the strongest part of your assignment?
3. Which area of your assignment are you unsure of or did you find most challenging?
4. I would particularly like feedback on (list up to three specific areas)

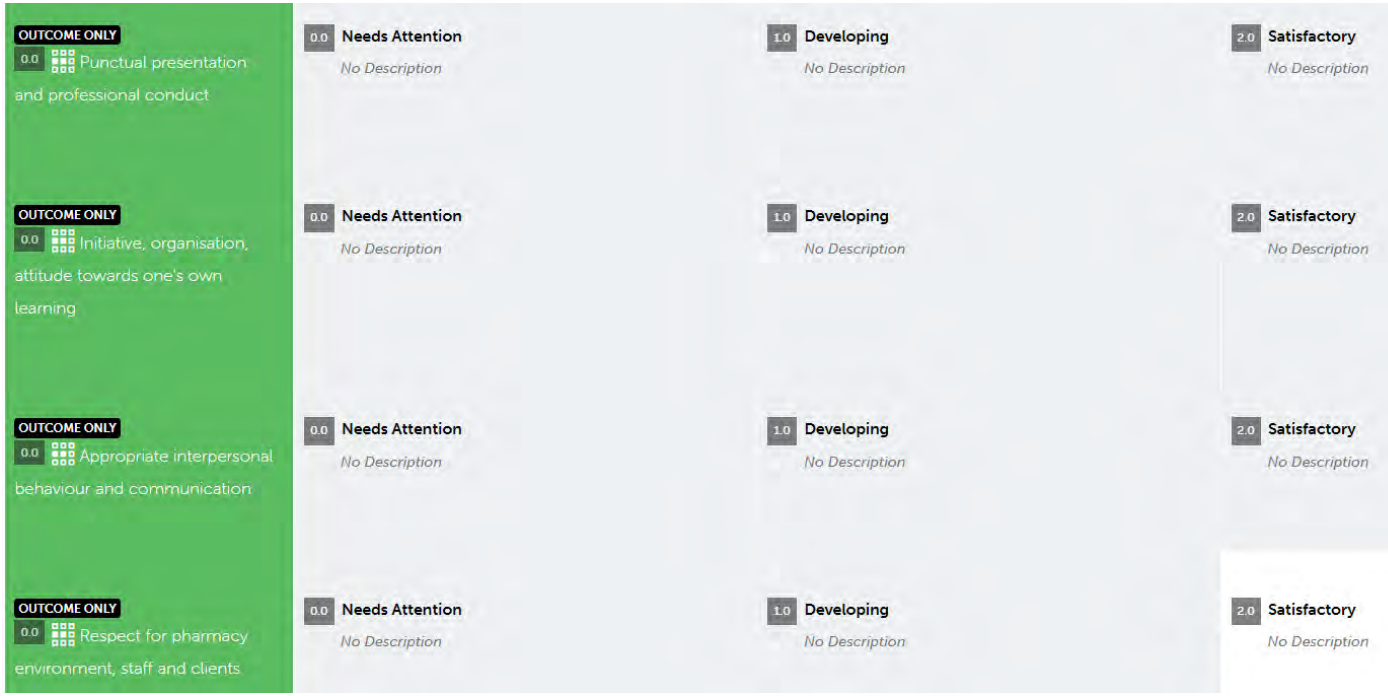
(Adapted from Winstone & Carless, 2019)

Students generate feedback

Self-appraisals

- Students complete a self-evaluation of their work using the marking criteria with justifications
- Engages students with criteria and expected standards
- Students self-identify strengths and weaknesses

"If students are not open to self-evaluating their work, defensive reactions to feedback can result, which can hamper strong engagement." (Winstone & Carless, 2019 p.42)

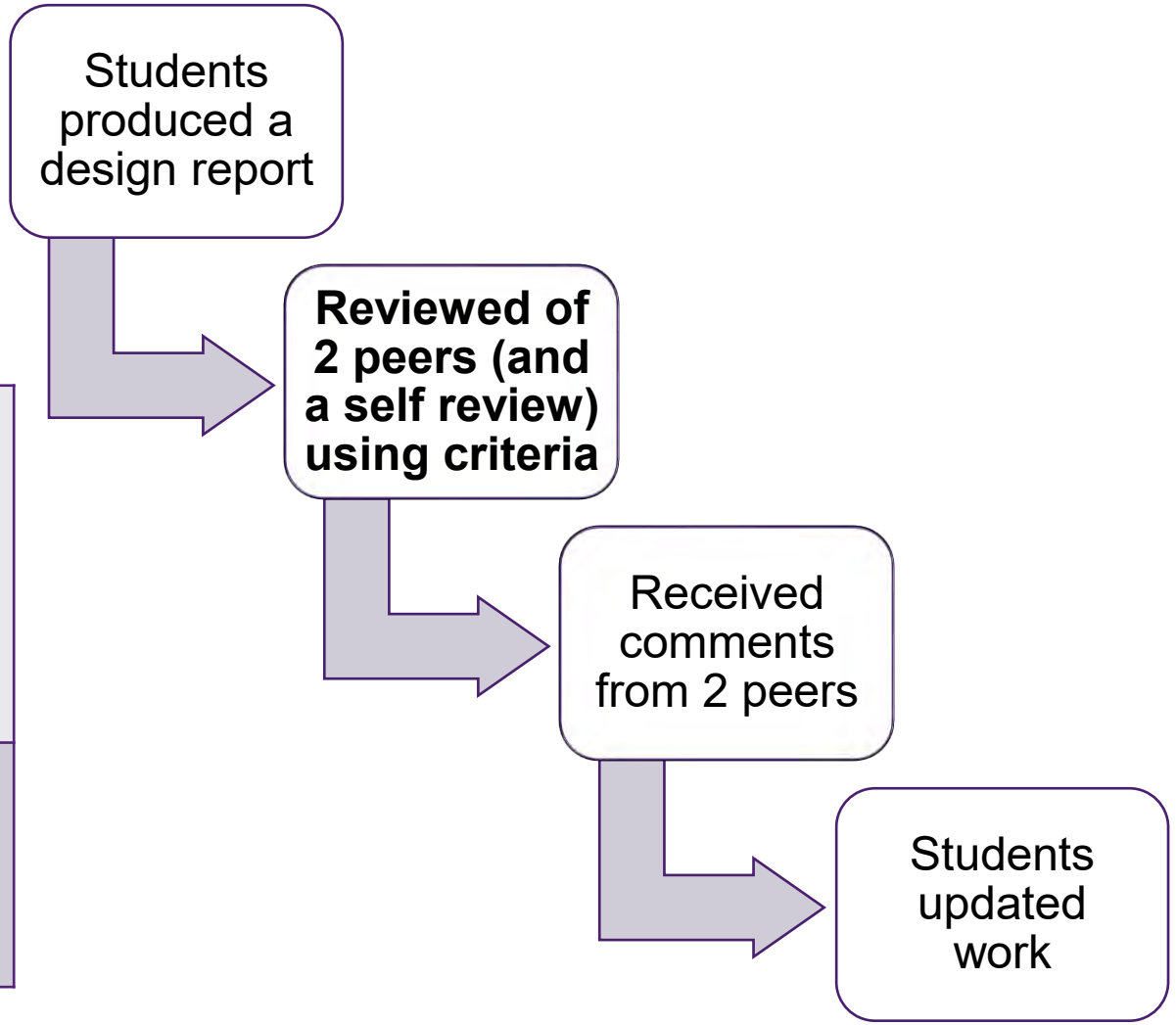


Students generate feedback pt. 2

Peer Review

Students producing feedback meanings for themselves reduces the need for teacher feedback (Nicol, Thomson, and Breslin, 2014)

Giving Feedback: Learning processes	More cognitively engaging, application of criteria, provides insight into new ideas or approaches which they hadn't considered
Receiving Feedback: Subject content	Information on how others interpret their work or on specific areas for improvement



Take action with feedback – Feedback Action Plan

- Following any assignment where feedback was provided
- Assists with feedback uptake, shifting focus from the final grade
- Can assist to clarify any misunderstood feedback

Photo by Ady April from Pexels

Example prompts:

1. Review your feedback. Did any of the scores or feedback surprise you and why?
2. What are three plans of action you will take to implement the feedback?
3. Have you received any feedback (e.g. on this assessment or on placement) which you did not understand? Which feedback?

Is inclusive feedback just good feedback?

The case: Designing for participation and uptake in feedback

Context:

HATCH Activities

1. CPD Record – Self-reflection
2. Risk Analysis – Peer Assessed
3. Assessment of Person/Client - Initial Interview – Part of Clinical Performance Mark
4. Assessment of Occupation - Canadian Occupational Performance Measure – Part of Clinical Performance Mark
5. Assessment of Environment – Home Visit & Dimensions of Home – Self-reflection
6. Assessment of Environment –Dimensions of Home – Part of Clinical Performance Mark
7. Concept Drawings – Peer Assessed
8. Telehealth Negotiation with Client – Self reflection
9. Scope of Works – Part of Clinical Performance Mark
10. Preliminary Report – Feedback Coversheet

Final Report and Clinical Performance

HATCH

Home modification and assistive technology to thrive in the community and home

1. CPD Record – Self-reflection

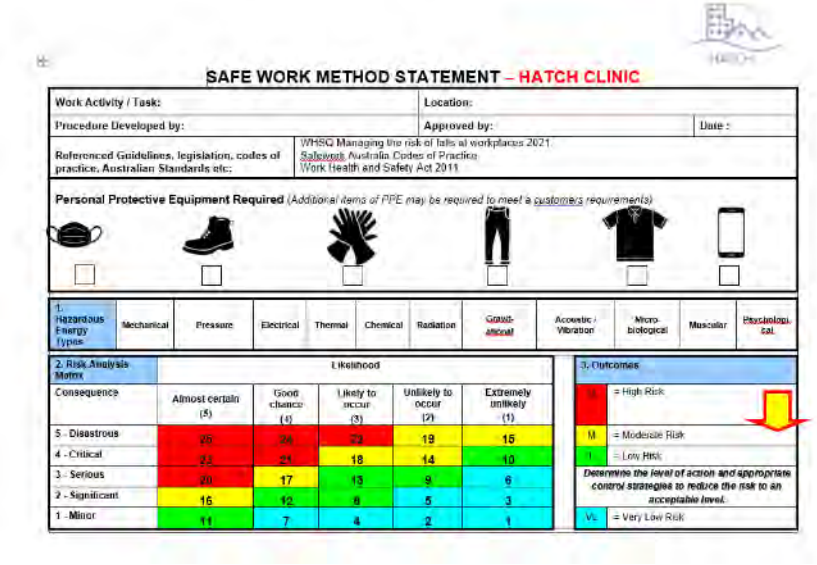
Identify the key learnings from your session (i.e. what were the most useful points from the CPD?).

Name THREE actions you will take to implement your learnings during this field work.

Criteria:

Learnings and actions are clearly articulated	YES	NO
CPD Record Complete	YES	NO

2. Risk Analysis – Peer Assessed



SAFE WORK METHOD STATEMENT – HATCH CLINIC

Work Activity / Task:	Location:	
Procedure Developed by:	Approved by:	Date :
Referenced Guidelines, legislation, codes of practice, Australian Standards etc:	WHSQ Managing the risk of falls at workplaces 2021 Safework Australia Codes of Practice Work Health and Safety Act 2011	

Personal Protective Equipment Required *(Additional items of PPE may be required to meet a customers requirement(s))*

1. Hazardous Energy Types	Mechanical	Pressure	Electrical	Thermal	Chemical	Radiation	Gravitational	Acoustic / Vibration	Micro-biological	Muscular	Psychological

2. Risk Analysis Matrix	Likelihood				
Consequence	Almost certain (5)	Good chance (4)	Likely to occur (3)	Unlikely to occur (2)	Extremely unlikely (1)
5 - Disastrous	25	20	23	19	15
4 - Critical	22	21	18	14	10
3 - Serious	20	17	13	9	6
2 - Significant	16	12	8	5	3
1 - Minor	11	7	4	2	1

3. Outcomes	
H	= High Risk
M	= Moderate Risk
L	= Low Risk
Determine the level of action and appropriate control strategies to reduce the risk to an acceptable level.	
VL	= Very Low Risk

Criteria			
Risk Assessment complete and accurate	Requires major review	Recommend further refinement	Meets requirements

Criteria:

5. Assessment of Environment – Home Visit & Dimensions of Home – Self-reflection

Aspect of performance:

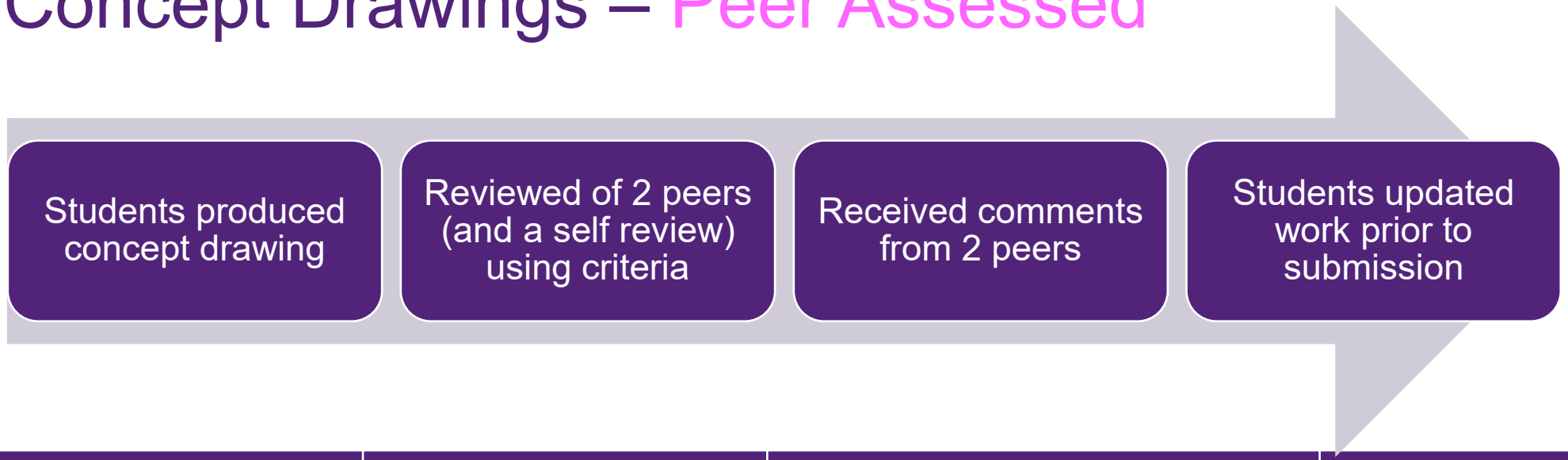
What? – *Describe the experience i.e., what did you do (positive and negative)?*

So What? - *Describe what impact or meaning they have for you i.e. why are they important?*

Now What? - *What you going to do to continue your professional development in light of this learning?*

Clinical reflection is complete	**YES**	**NO**

7. Concept Drawings – Peer Assessed



Criteria	Requires major review	Recommend further refinement	Meets requirements
The drawing is consistent with drawing related conventions	The drawing contains limited details and/or contains inaccuracies.	The drawing contains adequate details and/or is mostly accurate.	The risk assessment is complete and accurate.
The drawing is clear and unambiguous			
The title block includes all the required elements			

8. Telehealth Negotiation with Client – Self reflection

Identify 3 things which went well.

Did you miss anything in this meeting?

What was the main challenge of this meeting?

Name 2 – 3 things that you would like to upskill/practice/change for next time?

Criteria:

Telehealth reflection and action plan is complete	YES	NO

10. Preliminary Report – Feedback Coversheet

Which aspects of the report did you find to be the easiest and why?

Which aspects of the report did you find to be the most challenging and why?

I would particularly like feedback on (list up to three specific areas)

Actively engaging students in feedback & self-reflection

Created sense of belonging and valued member of team, all supporting each other towards success (i.e., graduation)

Supported reciprocal learning

Encouraged continued self-reflection and critical thinking/evaluation

Enabled timely feedback

Promoted student engagement making a more positive learning environment for students, clinical educators and clients

Reduced supervisor's workload and enabled targeted and customised feedback

Student response

- Students really engaged in the fieldwork, self-reflection, and peer assessed items – Understanding the importance of these both theoretically and practically in improving their clinical practice.
- Students were very appreciative of the feedback that they did receive which was targeted towards their identified areas of concern highlighted in the feedback form.
- *Unsolicited student quote: "I just wanted to say thank you for such insightful and detailed feedback in the draft report. It's really going to help me get a good understanding :)"*
- Students learnt valuable skills in giving and receiving feedback which will be highly valuable in their future clinical careers, as many will work in teams in clinical practice.
- Student's preliminary reports were of a good quality, as some aspects e.g., the drawings, had already received review and refinement prior to being seen by course staff.
- It was noted that student's self-initiated, going back to previous submissions, to improve and refine them based on new learnings in the course content.
- Students and staff had a positive course experience
- *Unsolicited student quote: "we really enjoyed this course"*
- *WATCH THIS SPACE AS WE ARE CURRENTLY AWAITING FURTHER FEEDBACK FROM STUDENTS!*

Challenges and significance of the practice

In this course we mark overall clinical performance at the end of the semester:

- Documentation of all submissions and feedback recorded in an ePortfolio has enable me to review and examine progress.
- Feel more confident that assigned grades are an accurate reflection student performance over the course of fieldwork.
- This is a more sustainable monitoring intervention – students produce their own feedback, record and track their progress, plan for future development, and use their feedback in subsequent tasks.

Activity Two

Thinking about assessment in your own course:

Describe how you could improve feedback to be more inclusive for students?

https://padletuq.padlet.org/s_bowker1/9q5r6ke3jx0qgoe2

Differentiating feedback – how?

Using UDL principles, the advice is to provide various feedback options such as rubrics and written or audio or video.

Tell us about your experience with this…

Tools and platforms:

- Turnitin
- Inspera
- Anthology ePortfolio
- Other?
- eLearning guides: https://elearning.uq.edu.au/guides/assignment-tool/video-and-audio-feedback

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Thank you

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CRICOS code 00025B

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David Nicol, Avril Thomson & Caroline Breslin (2014) Rethinking feedback practices in higher education: a peer review perspective, Assessment & Evaluation in Higher Education, 39:1, 102-122, DOI: 10.1080/02602938.2013.795518

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