Welcome

Stenden
Sustainable Feedback: Students’ and Tutors’ Perceptions

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Introduction

Feedback

› Positive effect: overall effect size .75 (Hattie, 2013)

› However, FB does not always leads to learning

› Contribution of FB to the needs of today’s society?

› Sustainable feedback
  › Active student participation, dialogue activities, generate and use feedback, ongoing process (Carless, 2013)
Introduction

Feedback related to individual learner characteristics
- How students feel about themselves (Self-efficacy)
- How students learn (Goal orientation)

Interaction of feedback with SE and GO
- FB affects SE and GO
- SE and GO influence how feedback is understood

Perceptions
Purpose study/Research Question

Purpose overall
Intervention study aiming at influencing self-efficacy, goal orientation, and learning behavior

Research question
How did both students and tutors perceive the use and value of sustainable feedback?

Subsequently: how can learning behavior better be understood
Method - researchers

› 3 researchers (authors of the article)

› Additional assistance by 2 educational advisors

› A third party transcribed verbatim the interviews
Method - participants

**Intervention condition**
- First-year marketing students (BBA)
- \(N=62\); 33 males, 29 females; \(M_{\text{age}}=20.35\); \(SD=2.60\); range: 17-26 years.
- 46 Dutch; 15 Germans; 1 Italian

**Qualitative research**
- \(N=8\); 4 males, 4 females; \(M_{\text{age}}=21.5\); \(SD=2.60\); range: 17-26 years.
- 5 Dutch; 2 Germans; 1 Italian
- 4 tutors
Method - context

› PBL
› Group work and individual work
› Experimental and control groups
› Instruction for tutors
› Feedback questions (learning points)
› Sharing of the questions
› Evaluation of feedback
› Adjustment of feedback question

→ Asking for and seeking feedback
Method - instruments

› Structured open-ended questionnaire for tutors (13) and students (22)

› Background questions and questions reflecting theoretical framework

› Table 1 – hand out
Method - instruments

Examples of students questions:

› You have shared your feedback questions with your peers. What did you think of that? How did that make you feel?

› How did you experience having to ask for feedback yourself? Did you experience a feeling of being in control?

› What is more useful from your point of view: asking for feedback yourself or receiving unsolicited feedback?

› How do you assess the feedback you received from your peers?
Method - instruments

Examples of tutor questions

- Did the students manage to ask for and seek feedback from day 1?

- Please indicate the main differences in terms of your guidance compared to previous periods?

- Please give some examples of the way in which the students asked for and sought feedback?
Method - procedure

› Students invited at random
› All tutors invited

› Carried out by educational advisors

› Followed a standardized open-ended structure / in a specific order / exactly as worded.

› Supplementary questions for clarification or deepening
Method - data analysis

› Digitally recorded
› Transcribed verbatim
› Coding: NVIVO 10
› Initial coding protocol (theoretical framework)
› Subsequently: codes were modified
› Results reported per theme
Results

Students

› Perceptions of formulating FB questions
› Asking for or receiving unsolicited feedback
› Forms of feedback
› Quality of feedback
› Self-efficacy and goal orientation
Results

Tutors

› Perceptions of formulating FB questions
› Asking for or receiving unsolicited feedback
› Forms of feedback
› Information for tutors
Conclusion and Discussion

› Feedback dialogue
› Process of asking
› Quality of feedback
› Relation self-efficacy and goal orientation
  ➔ Perceived increasing levels of competence
  ➔ Individual characteristics
  ➔ Technical approach of the tutors
Conclusion and Discussion

› Mindset → see feedback as an integrative element of teaching and learning

› Evolving role of students and tutors

› Sharing perceptions of what FB is

› Importance contribution of all participants

› Developing skills to ask questions
Thank you for your attention