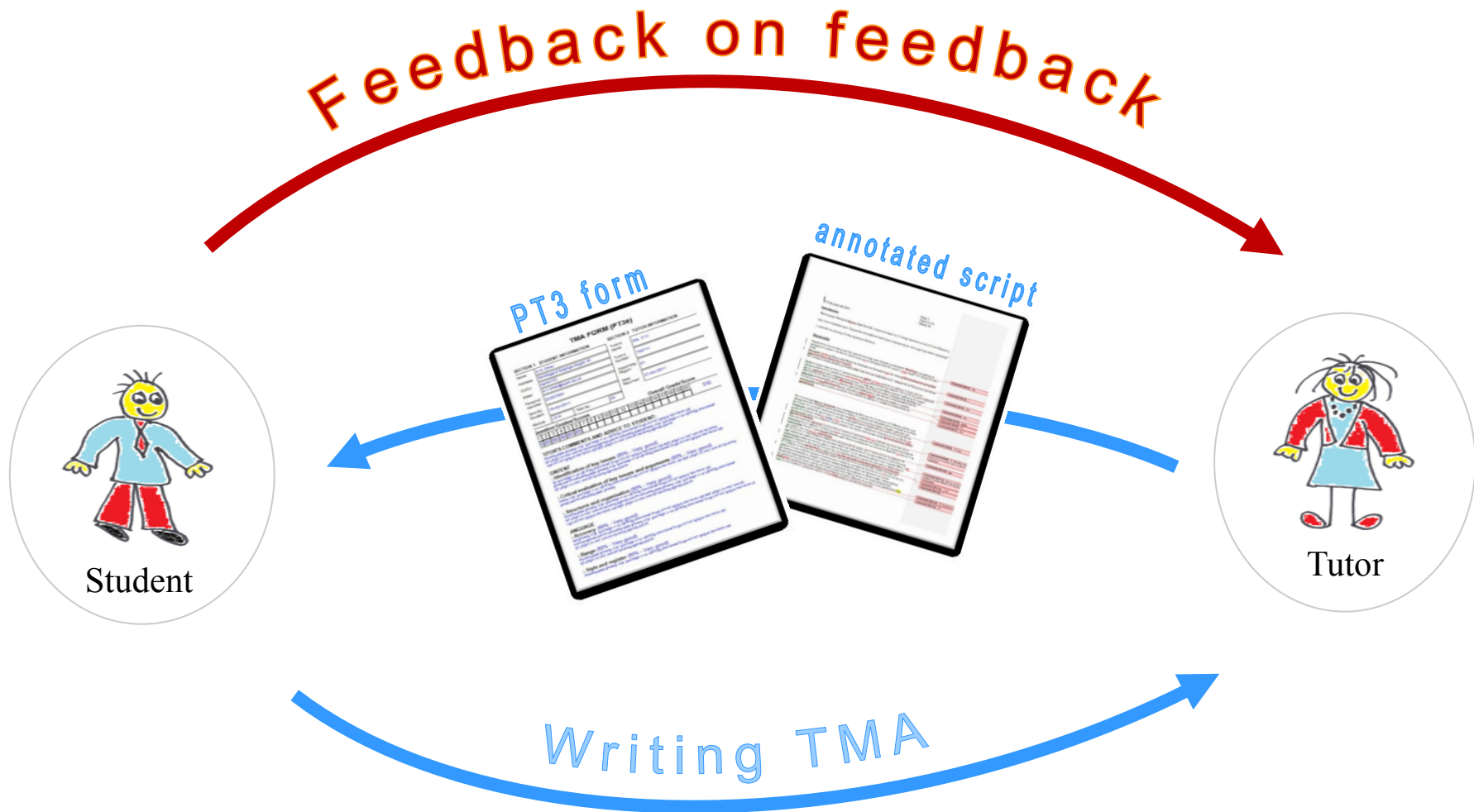


# Feedback on feedback: Transferring research to scholarship

María Fernández-Toro, Concha Furnborough, Matilde Gallardo

Open Languages Research and Scholarship Forum 1<sup>st</sup> July 2014

# The principle of 'Feedback on feedback'





# How it all started



Started: Sept. 2011  
Ended: July 2013

- One of the aims:  
To investigate the ways in which students engage with the written and spoken e-feedback that they receive

# Data collection



- 10 students (self-selected)
- 2 recordings per student: written script + feedback form



- Software used: Jing
- Maximum duration: 5 mins per recording







- Set of instructions + model recording

***Suggested areas to report about***

- *students' first reaction to the feedback*
- *comments students did or did not understand*
- *comments students found useful or not useful*
- *feelings elicited by different comments*
- *use that students made of the feedback*
- *things students learned from the feedback*



# Data analysis

1. Students' use of the feedback  
(Two media: summary form + comments on script)
2. Responses to feedback on weaknesses 
3. Responses to feedback on strengths 
4. Responses to different depths of feedback

# Findings



- Students do engage with feedback and make active efforts to integrate it.
- Sometimes the students' responses to the feedback are ineffective
- Sometimes tutors' assumptions are incorrect

# Research outputs



- Conference paper at  
**EDEN 2013**  
(Fernández-Toro & Furnborough 2013)
- Journal article in *Educational Media International*  
(Fernández-Toro & Furnborough 2014)

*EDEN 2013*  
*Best Research Paper Award*



# Method evaluation



## Strengths

- gives students a voice & promotes feedback dialogue
- potentially viable (students voluntarily produced & submitted recordings)

# Method evaluation



## Limitations

- Self-selected sample
- Students talked to the researchers, not their tutors

# Getting tutors involved



- Does it work as a teaching method?
- How do students use it when the feedback is addressed to their tutors?
- How do tutors respond to feedback on their feedback?

# Bridging the gap between research and scholarship



OU Assessment Scholarship project

María Fernández-Toro, Concha Furnborough, Matilde Gallardo



# Project sample

- 5 tutors → 3 Spanish, 1 English, 1 Art
- 7 students so far
- Submitting 2 recordings each  
(relating to PT3 form + TMA script)



## Planned outputs

- Evaluation of students' engagement with their tutors' feedback.
- Evaluation of tutors' experiences & personal development during the project
- A set of open access training materials for tutors and students.



# Project stages



- Briefing session for tutors



- Tutors invite their students



- Students return feedback on feedback



- Debriefing session with tutors



- Data analysis



# Data collected

## Tutor questionnaires

- Questionnaire 1 (prior to briefing session)
- Questionnaire 2 (prior to debriefing session)





# Data collected

## Other data

- Tutors' self-reflective log (optional)
- Notes from/recording of debriefing session
- Screencasts from students (audio transcribed for analysis)



# Training resources for tutors

- Rationale (2 published articles + summary)
- Template invitation for students
- Link to training resources for students
- Post-feedback evaluation checklist



# Training resources for students

- Rationale (1/2 page summary)
- Technical instructions
- Example recording
- Handout: Talking through your tutor's feedback

# References



- Fernández-Toro, María and Furnborough, Concha (2013). Eliciting students' voices through screencast assisted 'feedback on feedback'. In: *The Joy of Learning – EDEN Annual Conference Proceedings, 2013, Oslo, 12-15 June 2013*, University of Oslo, Oslo, Norway, pp. 61–70.
- Fernández-Toro, Maria and Furnborough, Concha (2014). Feedback on feedback: eliciting learners' responses to written feedback through student-generated screencasts. *Educational Media International*, 51(1) pp. 35–48.

**Thank you!**