



# Getting feedback from students?

## It's good to talk...

Sometimes it's useful to get student feedback on your module. This could be about the content, the activities and resources used on the course, the teaching, the assessment tasks, or even their feelings about Blackboard. . (There may be slight differences in the look of the Blackboard installation and some of the terminology, e.g. 'course' instead of 'module' but the steps are the same.)

**ORIGINAL POST BY JIM PETTWARD JAN 21, 2013**

## Student guide to feedback

This article from the [Higher Education Academy](#) addresses the question of feedback from the learner perspective.

## Surveying for feedback

Blackboard allows you to easily create anonymous surveys for your students to complete. The results can then be collected and viewed within the Blackboard environment. Although there's always a danger of overloading students with surveys and questionnaires, judicious use of the *Survey* tool can really help an Instructor or Subject Leader get a feel for what is going well and not so well in a module. He or she can therefore feed into improving the module for the next semester.

The steps needed to create a Survey in Blackboard can be found in this guide to creating surveys from the University of California, Riverside.

## Collecting and using feedback

This article from the [Higher Education Academy](#) takes an in-depth look at looks at how to get feedback from students and using it effectively to improve future modues.

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# Using journals for formative feedback

## Using journals for enhancing feedback

According to JISC (2011) technology can enhance feedback in a number of ways, some of which are outlined in: [Effective Assessment in a Digital Age](#)

- Dialogue and Communication
- Speed and ease of processing
- Self-regulated and self-evaluative learning
- Additionality

The new *Journals* tool in Blackboard can be a great feedback channel between tutor and individual students. By providing a private space online, inside the VLE environment, Journals help avoid messy email trails. They also make it easy to monitor student progress and to assess whether feedback is acted upon. In the video above, a Principal Lecturer in the CASS (Sir John Cass Faculty of Art, Architecture & Design) talks about how she has used Journals to improve the formative feedback process.

If you create an instance of the *Journal* tool in your module, each student can

have their own journal space which they can then post entries to. They can use it to submit drafts of essays or reports, reflect on the challenges they experience with a particular topic or piece of coursework or raise issues which they are having trouble with but may not have the confidence to talk about in a whole class situation. The tutor can reply by using the 'Comment' function on each entry.

The information below will take you through the basics of how to set up a *Journal* in your Blackboard module.

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#### Setting up a journal

The University of Tennessee have a useful introduction to help you set up the *Journal Tool* in your module. It covers what a journal is, how to create one, how to view *Journal* entries made by students and how to comment on entries.

Remember: There may be slight differences in look and terminology of Blackboard compared to what you see at your university. For example, what are often called 'courses' may be known as 'modules'.

#### Basic steps for creating a journal

Here's a short document below created at London Metropolitan which will take you through the basics of setting up a journal and making it available to students.



## **Assessment and feedback overview**

The video above was produced as part of the ASKe project at Oxford Brookes

University. To see more of their excellent videos go to [ASKe Multimedia Resources](#).

## Why Assessment and Feedback?

Student surveys in the HE sector have shown that students are routinely dissatisfied with assessment practices and the provision of feedback on their courses. At the same time, many educators are beginning to realise that the rapidly evolving technological landscape makes it essential to revisit the ways in which we assess our students and provide feedback.

As we move towards a more social collaborative educational context, and the relationship between learner and teacher begins to shift, it will be more and more important to use new technologies effectively to enhance the feedback process, both formative and summative.

The resources in this category look at some ways to enhance the assessment and feedback process using Weblearn. We'll look at how to use some of the new communication tools to generate more dialogue between yourself and your students, investigate some innovative approaches to designing assessment tasks and also look at how to encourage peer feedback among students.

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Good assessment and feedback practice

[Assessment and feedback](#) from [Higher Education Academy](#) on [Vimeo](#).

Assessment tasks should: (engage)

1. Capture sufficient study time and effort in and out of class
2. Distribute students' effort evenly across topics and weeks.
3. Engage students in deep not just shallow learning activity
4. Communicate clear and high expectations to students.

Good feedback practice should: (empower)

1. Clarify what good performance is (goals, criteria, standards)
2. Facilitate the development of reflection and self-assessment in learning
3. Deliver high quality feedback to students: that enables them to self-correct

4. Encourage dialogue around learning (peer and tutor-student)
5. Encourage positive motivational beliefs and self-esteem
6. Provide opportunities to act on feedback
7. Provide information that teachers can use to help shape their teaching

From Gibbs and Simpson (2004) and Nicol and Macfarlane-Dick (2006)