
7ED GYNHADLEDD DYSGU AC ADDYSGU
7TH ANNUAL LEARNING AND TEACHING CONFERENCE
8-10 GORFFENAF | JULY 2019

CRYNOLDEBAU / ABSTRACTS

ENCOURAGING STUDENTS TO ENGAGE WITH FEEDBACK:
MAKING REVISIONS USING WORD'S 'TRACKED
CHANGES' FEATURE... AND GETTING CREDIT FOR IT

SIMON PAYNE & MARCO ARKESTEIJN

Effective and innovative learning designs will be explored to determine if there are ways to promote student's engagement with their previous work. Engaging students with their own feedback and their previously written work typically is quite challenging, despite theoretically being an effective way for them to reflect and learn for future coursework.

In one of our year two modules (Improving Physical Activity & Sports Performance) we staggered the submission dates of laboratory report sections (intro, method, results, discussion) and set a subsequent deadline for submission of a 'final version' of the complete report; this gave students the opportunity to gain marks for improvements made to the previously submitted sections (worth 10% of the coursework mark), emphasising depth and breadth of the changes - and therefore effort - as much as the scientific quality of the work. As part of the coursework feedback, three ways to improve were provided for each section. Student's were instructed to address these areas of improvement, and highlight where in the original text they had made these changes, using Word's 'tracked changes' feature'.

In this session we will share our positive and negative experiences of this approach. We welcome a lively discussion about other ways to engage students with previously submitted coursework as a starting point to improve their writing skills and attitude towards continual academic improvement