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BR26320 Improving Physical Activity and Sports Performance

Encouraging Students to Engage with Feedback: Making Revisions using Word's 'tracked changes' feature... and Getting Credit for It

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Aims of the teaching intervention

Encourage and facilitate student engagement with previously submitted coursework to help them improve their writing skills and their approach towards continual academic improvement.

Aims of today's session

Prompt a discussion and sharing of similar experiences from across AU, with a view to collating an evidence-base of good practices.

Preparing to deliver the new module

We asked students about preferred options regarding the **50% Coursework component – laboratory report:**

- staggered submission deadlines throughout the semester for each section (*Introduction*, *Method*, *Results*, and *Discussion*),

OR

- One submission deadline for the entire laboratory report?

➔ Staggered submission deadlines for each section separately

Laboratory report coursework (50%)

Staggered separate submission deadlines, for introduction, method, results and discussion, PLUS subsequent deadline for submission of a revised 'final version' of the lab report.

Section	Word length (suggested target)	Contribution to CW mark	Deadline
Introduction	750	30%	Week 3
Method	400	20%	Week 5
Results	Not applicable	10%	Week 8
Discussion	850	30%	Week 10
Final version (feedback revisions)	Not applicable	10%	Week 11 (after Easter)
	2,000	100%	

Feedback revisions

- Marks were given based on the ability to use feedback and improve the work, not the quality of the work itself.
- Feedback for each section of the lab report comprised in-text comments, three strengths, and three 'improvement points' (or more).
- Students were instructed to transfer 12 improvement points (three per lab report section) into a simple table as a front page of the submission, and briefly summarise how they used them to improve the lab report.
- The corresponding changes in the lab report text were highlighted using 'tracked changes' comment boxes and marking was based solely on these.

Self-efficacy theory:

The intervention's theoretical foundation

"…people's judgements of their capabilities to organise and execute the course of action required to attain designated types of performances" (Bandura, 1986, p. 391).

- Can I carry out the particular academic behaviours required of the coursework task? ("efficacy expectations")
- Will the behaviours produce a particular [desired] result? ("outcome expectations")
- Both are equally important, and both were targeted in our intervention.

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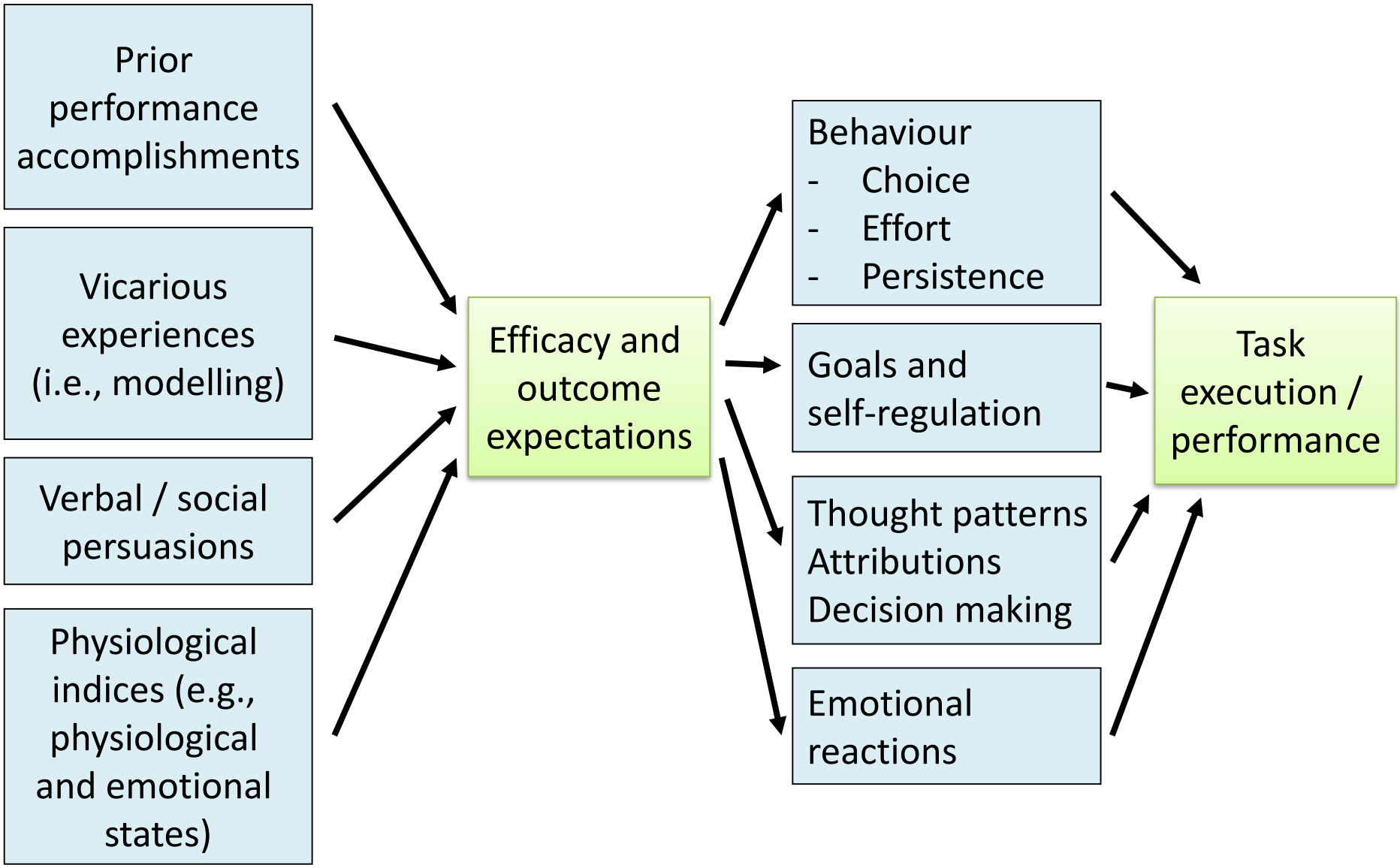
Usher, E. L., & Pajares, F. (2008). Sources of Self-Efficacy in School: Critical Review of the Literature and Future Directions. *Review of Educational Research*, 78(4), 751–796. https://doi.org/10.3102/0034654308321456



Student performance

Section	Average (%)
Introduction	44 ± 23
Method	51 ± 17
Results	63 ± 24
Discussion	55 ± 15
Feedback revisions	65 ± 23**
Final mark	46 ± 21*

Overall:

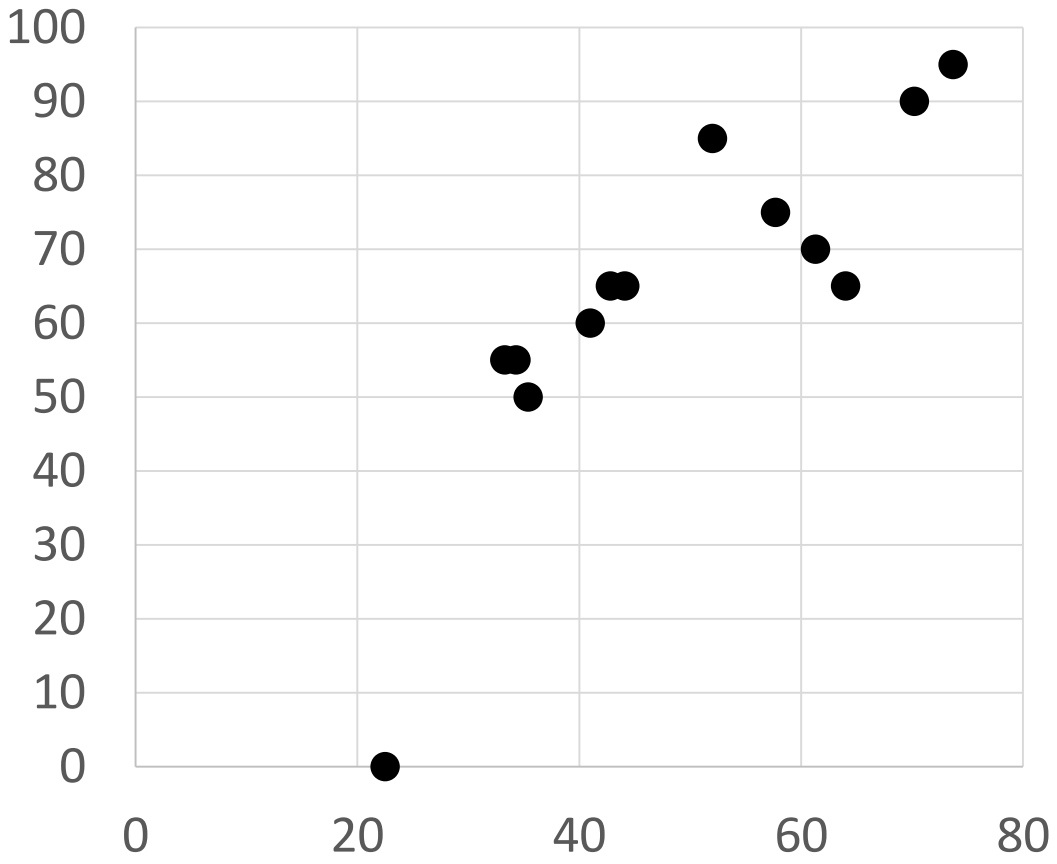
Fails:	8* and **
40-49%:	1
50-59%:	5
60-69%:	4
70%+:	4

* Two students did not submit most components; without those low marks, the avg. would be around 50%

** Only 12 of the 17 relatively engaged students submitted a revised final version.

Revision mark and final CW mark

Generally, those with (or "carrying") higher marks were the ones who submitted and scored better on revisions.



Student (informal) feedback

- The staggered deadlines contributed to a higher perceived workload (also influenced by other tasks with deadlines).
  - Almost every week saw one deadline.
  - Students "talked the talk"…

- Seven out of 20 did not submit revisions:
  - Two "ghosts" (complete non-engagers),
  - One passed the CW component already,
  - One with Special Circumstances,
  - Two would have failed the lab report even if they scored 100% for the revision,
  - One would have passed the lab report if the revision scored 50%.

  + One student "only" revised' the document; marked as 0 as impossible to evaluate improvements as no 'tracked changes' or table.

Observations and reflections

- The quality of the revisions was decent (avg. score ~65%), but…
  - Four students didn't bother at all, and a few more demonstrated poor effort!
- Most students did address 12 improvement points, but…
  - They often lacked sufficient 'depth'; students didn't capitalise on our fairly "generous" approach to marking the revisions! (They should have all got 100%!)
- It was quite nice to recognise and mark a student on improvement, not just quality.
- Staff workload implications in bigger modules? (Bulk vs spread marking)
- Were some students simply put off by the lab report task and this triggered a downward spiral of attendance and effort?
- Low avg intro score (in absolute terms and compared to method and results) – not able to "get into" the semester quickly enough? Not used to such an early deadline?
- Negative self-fulfilling prophecy?
  - Self-efficacy works both ways – had students with low self-efficacy given up?
  - Lack of self-regulation ability robbed them of chance to make the most of the opportunity?
  - Other factors than self-efficacy clearly influence behaviours and resultant performance.
  - Only the students with better study habits booked tutorials to discuss drafts, performances, reflections on performance, and plans for their revisions, thereby perpetuating/reinforcing what we know about students.

Discussion: Building an evidence-base of good practices from AU

1. Has anybody else tried a very similar approach? Reflections?
2. Has anybody tried a broadly similar approach?
3. Other engagement-with-feedback approaches that include explicit recognition for improvements made?

= Work in groups > can one person write down and be ready to share an example from the group. (Label the examples 1-3, as above.) > Legible hand-writing please, so that we can collect in your work!