"Can I talk to you?" she whispered: Enhancing student learning with formative feedback tutorials

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Can I talk to you?

WHAAM!

ENHANCING STUDENT LEARNING

…WITH FORMATIVE FEEDBACK TUTORIALS!

MIDWAY THROUGH THE MSC TESOL MODULE, STUDENTS SUBMIT A FORMATIVE ASSIGNMENT

With these formative assignments, I can see how my students need to improve. I'll give them written individual feedback, then I'll collate the feedback to go through together in the next teaching session.

POW!

AFTER THE SESSION…

Hey, I think that worked well. They asked questions and seemed really engaged with the module and what they have to do in the assignment!

BUT THEN AT SUMMATVE ASSESSMENT TIME…

"Suffering Sappho! Not all students used the formative feedback!"

REFLECTING, SHE WONDERS WHY NOT ALL STUDENTS COULD TRANSFORM FEEDBACK INTO IMPROVEMENT…

Hmm, my PG students seem to like chatting with me at the end of class. What about a face-to-face meeting? 1-2-1? Maybe more office hours? No, only the good, confident students ever visit. Wait, do I really have time? Am I giving them too much support already? How can I instil good practice in them?

KA-POW!

…AND CONSIDERS WHAT TO DO NEXT.

SHE COMES UP WITH A PLAN!

WOW!

In the tutorials, students have a very clear focus and speak candidly about the strengths and weaknesses of their own work. They have had time to work these out and tell me about them.

Students like them too! 'VALUABLE', they say. 'Useful interviews' , 'a good opportunity to talk' and a way of 'making time for all students'

2. WHOLE CLASS FEEDBACK PRESENTATION WITH Q&A

Understanding feedback

Using feedback to improve

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1. INDIVIDUAL WRITTEN FORMATIVE FEEDBACK

3. INDIVIDUAL FORMATIVE FEEDBACK TUTORIAL

Working on assignment

WHY DID THIS WORK?

PG and International students want f2f time with lecturers

Demonstrates how assessment can be a meaningful process of and for learning

Provides structured support to encourage self-regulation and critical self-reflection

Meaningful and transferable

by AISLING O'BOYLE