

# Workshop series in Social Sciences: Providing feedback to support students' learning

---

WORKSHOP I

2.11.2022

Heidi Hyytinen, Anne Haarala-Muhonen,  
Henna Asikainen, Tarja Tuononen

**HYPE**  
CENTRE FOR UNIVERSITY  
TEACHING AND LEARNING



# Background

- In the academic year 2021 - 2022, 67 % of students in the Faculty of Social Sciences expressed in their responses to the HowULearn survey that they did not receive enough feedback on their learning, and 37 % felt that feedback given did not help improving the ways of learning and studying.
- How can we, with current teaching resources, enable students to recognise the feedback they receive and to use it for supporting their learning?



# WORKSHOP 1

## Theme and aims

---

Theme: Diverse feedback practices in teaching

Aims:

After the workshop 1, participants

- Know the importance of feedback in improving students' learning (i.e., feedback for learning)
- Recognize different forms of feedback
- Get pedagogical tools for improving feedback in their own teaching



THINK! What is feedback  
and what is the main  
purpose of it?



---

<https://edu.flinga.fi/s/ERJMVHS>



# Why feedback is important?

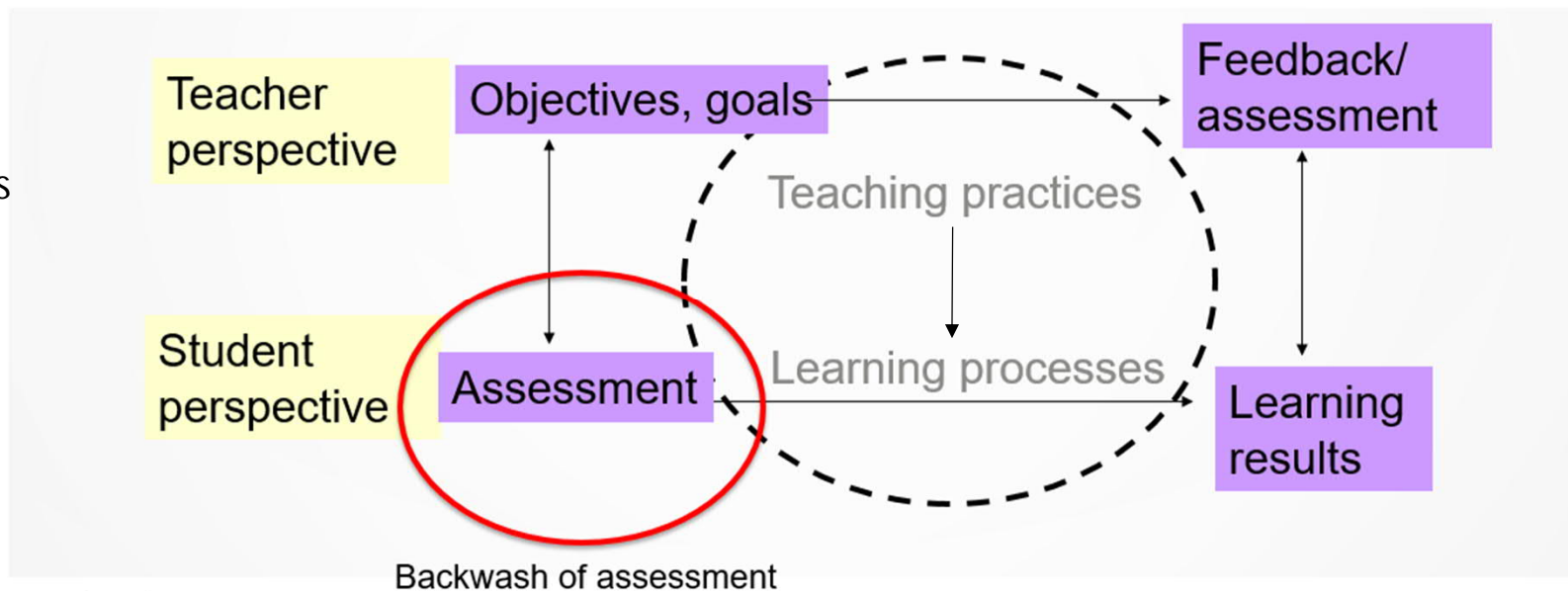
---

Feedback is an important for motivation, learning, development, and reflection

- Helps students to understand the subject they are studying and gives them clear guidance on how to improve their learning procedure
- Communicates the teacher's interest in the student's learning process, indicates caring (Lindblom-Ylänne et al. 2009; Rähä et al. 2019)
- Feedback provides information for students about their performance, increases fairness and engagement to university community, sense of belonging (Rähä et al. 2019)

# Note! Feedback & assessment guides student learning

Planning feedback practices beforehand is important!



(Biggs & Tang 2011; Hailikari et al. 2021)

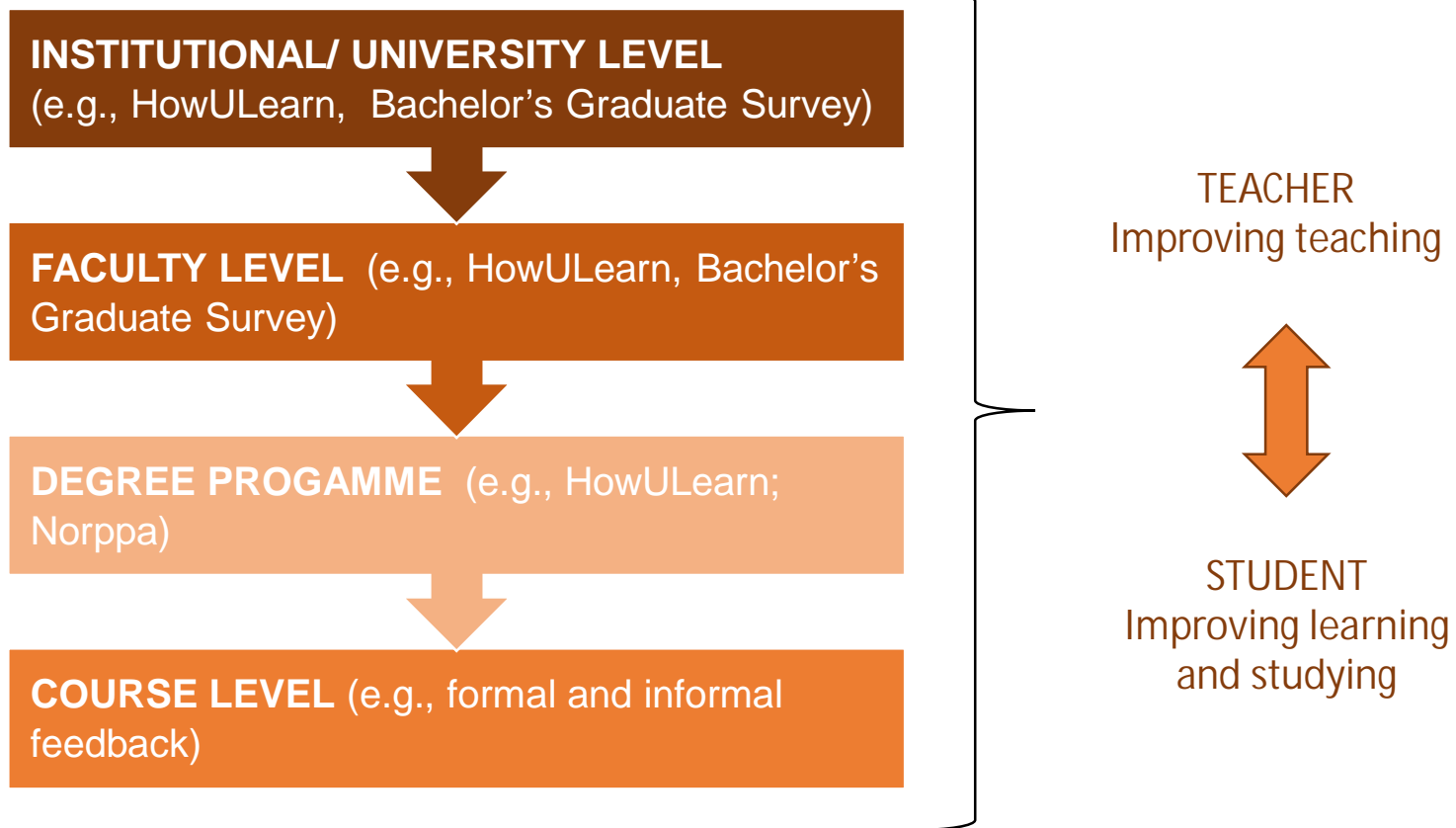
## Different kind of students experience feedback differently

- Students who wanted to learn well and develop found feedback useful compared to students for whom studies had only an instrumental meaning (degree) did not want feedback (Räihä et al. 2019)
- Students with good self-regulation skills experienced feedback more positively than students who have problems with self-regulation (Hyytinen et al. 2019)
- HULdata in Social science (academic year 2021-2022): Organised students applying a deep approach experienced peer-support, feedback, and getting enough feedback more positively than unreflected students



# Different levels of feedback

Note!  
This workshop focuses  
on the course level







# What should I consider as a teacher?

---

- Feedback can be
  - Formal: planned and systematically scheduled into the process
  - Informal: can occur at any times as it is something that emerges spontaneously in the moment or during action
- Students do not necessarily recognize how the feedback how it is given
- MAKE FEEDBACK PRACTICES VISIBLE IN THE COURSE
- CONSTRUCTIVE ALIGNMENT: Clear instructions and feedback/assessment criteria:

Clear instructions and learning outcomes which are linked the (feedback/assessment) criteria makes it clearer to the student what is expected of them



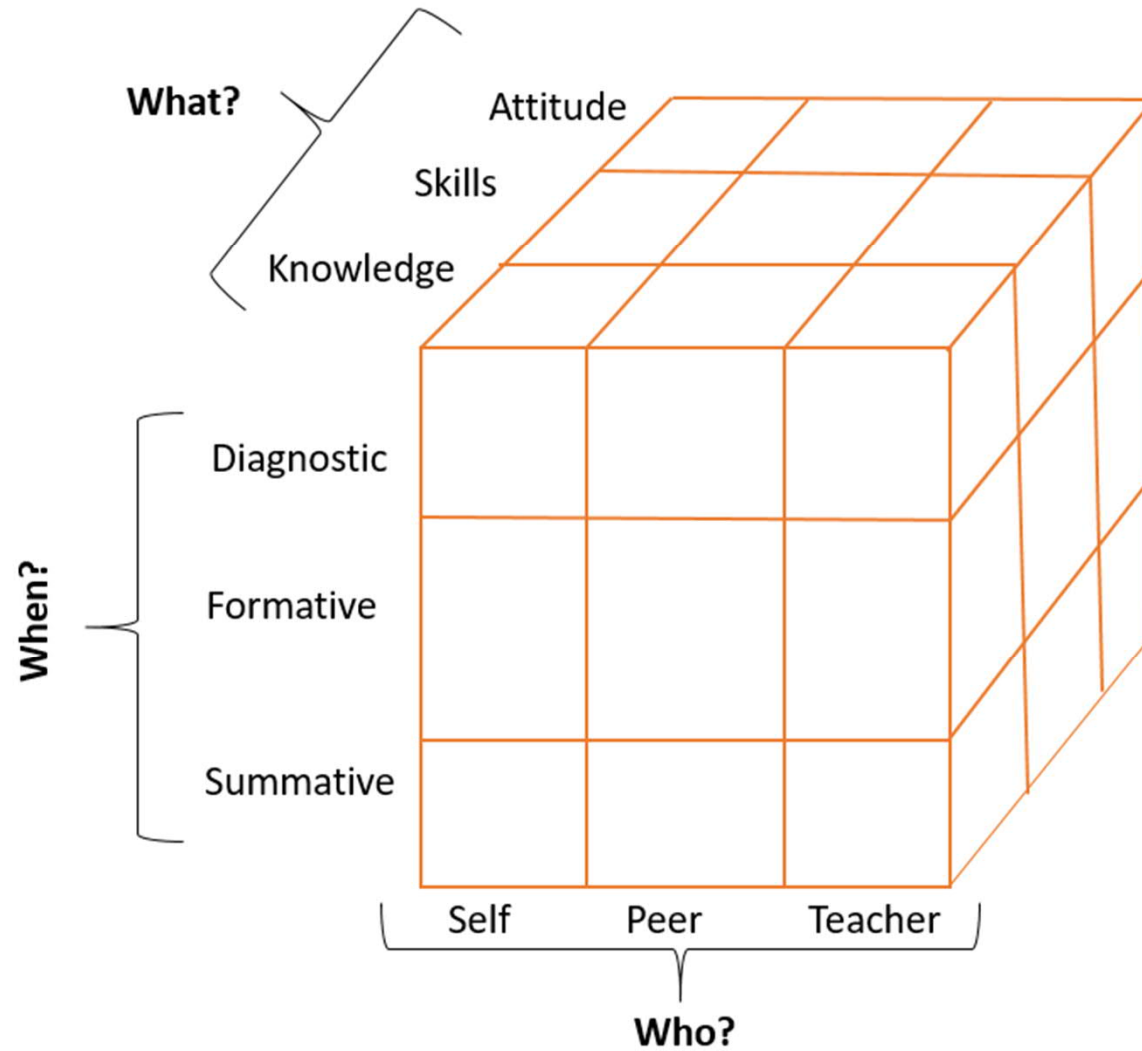
# What should I consider as a teacher?

---

- Activating teaching methods
- Feedback given during teaching is more important to support students' development and learning than feedback given after the course
- During the course,
  - feedback can be obtained from peers and/or teacher, e.g., through discussions and other activities
  - Or reflecting one's own thinking and skills to the views of others
- Through activation you can build feedback discussions and elements to your course
  - make this visible to the students where feedback is given
  - align with your intended learning outcomes

Different forms of feedback

## THE DIMENSIONS OF FEEDBACK



# Different forms of feedback at the course level

## Self-feedback/assessment

- Formal or informal
- Oral or written
- Diagnostic, summative or formative
- Discussions with peers (e.g., reflecting learning)
- Assessing one' own performance in assignments based on given criteria
- Testing one' own knowledge (e.g. multiple-choice questions)

## Peer-feedback/assessment

- Formal or informal
- Oral or written
- Group or individual level
- Diagnostic, summative or formative
- Clear criteria important
- Peer feedback/assessment can be done anonymously which prevents favoring of friends etc

## Teacher feedback/assessment

- Formal or informal
- Oral or written
- Group level or individual feedback
- Summative or formative: (e.g, discussions, assignments)
- Counter-feedback from teacher to student(s)

# Why self- and peer feedback?

- These are the ultimate goal of feedback for learning
- Helps students to reach autonomy
- To support self- and peer feedback, it is important that teacher
  - explicitly identify, share, and clarify learning objectives and assessment/feedback criteria
  - model the application of criteria using samples
  - provide guided opportunities for self-feedback
  - teach students how to use feedback to determine next steps and set goals
  - allow time for feedback and reflection.



# Why self- and peer feedback?

- Involving students in feedback and assessment practices
- Makes students more engaged in the learning process
- Supports active and deeper learning
- Assessing and giving feedback to others supports learning
- Understanding and using criteria supports reflection skills, ability to recognize one's own knowledge, lifelong learning skills, expertise
- In both peer and self-assessment, when grading is done, asking for written reasoning to support the evaluation is recommended



(Asikainen, Virtanen, Postareff & Heino 2014; Biggs & Tang 2011; Bloxham & Boyd 2007; Boud 2000; Bpud & Falchikov 2006; Brown ym. 1997; Falchikov & Goldfinch 2000; McGarr & Glifford 2013; Nicol, Thomson & Breslin 2014; Virtanen et al. 2015)

# SUMMATIVE PEER GRADING IS JUST ONE WAY: MULTIPLE WAYS OF USING PEER FEEDBACK/ASSESSMENT

---

Individual – group

One student gives feedback – group gives feedback to another group

Summative – formative

Giving a grade – feedback about work when it is still in progress

Oral – written (or even video etc.)

Feedback is given in discussions/presentations – feedback is given in written for example in Moodle

*Formative use of peer feedback is very useful for learning;  
peers can help each other forward!*

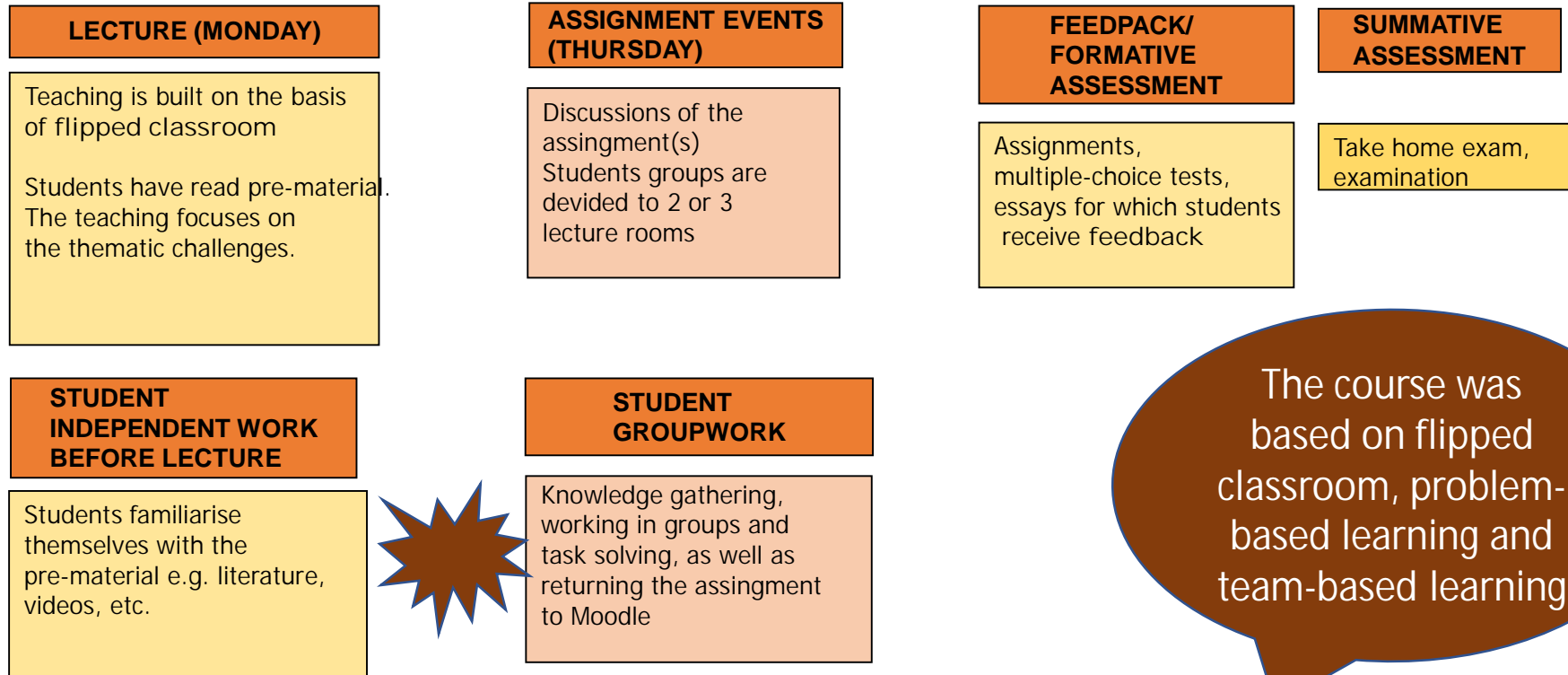
# LARGE CLASS COURSES: HOW TO ADD FEEDBACK FOR LEARNING?

- The whole course is based on active learning:
  - an approach to teaching that involves actively engaging students with the content and course materials through discussions, different assignments (such as problem solving, case studies, role plays and other methods), from in-class activities to out-class activities.
- Timing is everything: the right form and right place at the right time --> feedback is linked to the learning objectives
- Clear instructions and feedback/assessment criteria
- Use and combine different forms of feedback
  - The final course assessment is only one part of feedback!
  - The teacher does not have to give all the feedback. Take advantage of self- and peer feedback.
  - Help students to utilize feedback in their studying and learning



# EXAMPLE 1

## Feedback at mass course/large class lectures



# EXAMPLE 2

## Course (5 ECTS) for Master's students

---

Group size: 70 students; 20 hrs contact teaching + group work, reading materials, peer- and self-feedback  
Teacher provided clear instructions for group work, and peer- and self-feedback throughout the course

Feedback during the course: Group work was conducted throughout the course, students received continuous feedback from teacher and peers

- *in-class activities* (discussions, assignments, contents of contact teaching) supported the group work
  - *out of class*: Group work + The groups provided and received written feedback using Moodle
- > The different forms of feedback were used to determine next steps, set goals, and improve the group work

Feedback/assessment at the end of the course:

- Group work was assessed using the assessment criteria (teacher)
- Self- and peer-assessment was taken into account in the final assessment (the form of self-assessment and group assessment were used; student)
- Teacher provided counter-feedback for students

# Self- and peer feedback/assessment in group work

---

	<b>Group work</b> <i>How did I participate in the group work? What was my contribution to the group work?</i>	<b>Content knowledge</b> <i>How well did I familiarize myself with the relevant contents? How well did I master the contents? How did I share my own knowledge of the contents with my group? How well did I master the objectives?</i>
<b>SELF-ASSESSMENT</b>  <i>YOUR NAME:</i>	<b>Written evaluation:</b>	<b>Written evaluation:</b>
	<b>Group work</b> <i>How did my group work? Did all members participate equally?</i>	<b>Content knowledge</b> <i>How well did the group members familiarize with the content knowledge? How did the group members share their knowledge? Were there exceptions (who and how?) Did all invest equally time and effort to study the contents? How well did the group master the objectives?</i>
<b>GROUP ASSESSMENT</b>  <i>Group name:</i>	<b>Written evaluation:</b>	<b>Written evaluation:</b>

# THINK & SHARE!

- 1) How could you develop your feedback practices?
- 2) Share your good feedback practices



---

<https://edu.flinga.fi/s/EASHEMP>



# Workshop II

Wednesday, November 23, 2022, at 14.15 - 16.00

---

Venue: Siltavuorenpenger 1A, Psychologicum, hall K170

---

Theme: Concrete tools for feedback and assessment during courses

---



# THANK YOU!

[heidi.m.hyytinen@helsinki.fi](mailto:heidi.m.hyytinen@helsinki.fi)

[anne.haarala-muhonen@helsinki.fi](mailto:anne.haarala-muhonen@helsinki.fi)

**HYPE**  
CENTRE FOR UNIVERSITY  
TEACHING AND LEARNING