

**LSE 100.**

## 'Designing and Offering Dynamic Feedback'

How LSE100 facilitates students' personal development

Dr. Simona Milio  
and  
Ms. Elizabeth Stubbins Bates

The LSE Course: Understanding the causes of things

**LSE 100.**

## Which of these types of feedback do you currently use in your teaching? (Select as many as apply)

10%	1. Online (e.g. LFY)
7%	2. Audio feedback
7%	3. Written
7%	4. Office hours
13%	5. Moodle self-testing resources
10%	6. Exams
17%	7. Peer feedback
10%	8. Student self-reflections
20%	9. Referrals to TLC or the Language Centre

**LSE 100.** Personal response

**LSE 100.** Overview

1. Dynamic Feedback and Student Development
2. Designing Dynamic Feedback in LSE100
  - 2.1. Using Technology to Facilitate Dynamic Feedback
  - 2.2. Written Feedback
  - 2.3. Personal/One-to-one feedback and Skills Coaching
  - 2.4. Group and Peer feedback
3. Impact of Feedback on Students' Performance
4. The Dynamic Feedback Loop - LSE100's responsiveness to students' feedback
5. Conclusion

The LSE Course: Understanding the causes of things

**LSE 100.** Innovation in course design and dynamic feedback

LSE100 is innovative for two main reasons:

1. It is **multidisciplinary**; and
2. it adds a **skills-coaching dimension**.

LSE100's **dynamic feedback** has three aspects:

- A. Timing
- B. Relationship
- C. Diversity

The LSE Course: Understanding the causes of things

**LSE 100.** 1. Dynamic feedback and student development

TQARO, focus group and video comments from students in the pilot year and TQARO data & the progression of students' marks from last term (in the first full run) begin to support the theory that **dynamic feedback** can benefit students' personal development, self-confidence and sense of self-improvement.

"1.6 Provided helpful feedback on your work/performance:"

Rating	Percentage
1 (Very Good)	47.4%
2	36.5%
3	12.6%
4	2.8%
5 (Very Poor)	0.6%

(TQARO GTA survey LT2011)

The LSE Course: Understanding the causes of things

**LSE 100.** Aims of LSE100

By exploring different types of evidence, forms of explanation, strategies for abstraction and modelling used in social sciences, students are invited to strengthen their critical skills in three areas:

1. **methodological**
2. **information and**
3. **communication skills.**

The course employs task-based teaching methods that aim to align learning outcomes, teaching techniques, assessment and feedback.

The LSE Course: Understanding the causes of things

## LSE 100. LSE100 Learning outcomes

### Methodological skills

- **Evaluate** and **interpret** evidence of different types, including documentary and other qualitative sources as well as statistical data
- **Explain** the respective roles of, and interaction between, questions, theories, evidence and explanations in the social sciences
- **Identify** the role of counterfactuals in social science explanations
- **Analyse** a contemporary social problem using theoretical perspectives from more than one social science discipline.

7

The LSE Course: Understanding the causes of things ■

## LSE 100. Classes aligned to learning outcomes



10

The LSE Course: Understanding the causes of things ■

## LSE 100. LSE100 Learning outcomes

### Information skills

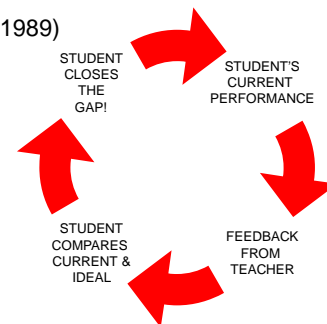
- **Find** and **access** information relevant to social science problems, making use of good searching principles and techniques
- **Evaluate** information sources, distinguishing scholarly sources from other content and critically assessing information from internet and other sources
- **Manage** information – and reduce information overload – using online and other resources as well as appropriate citing and referencing techniques.

8

The LSE Course: Understanding the causes of things ■

## LSE 100. Relevance of feedback for learning and development: Educational theory

(Sadler, 1989)



11

The LSE Course: Understanding the causes of things ■

## LSE 100. LSE100 Learning outcomes

### Communication skills

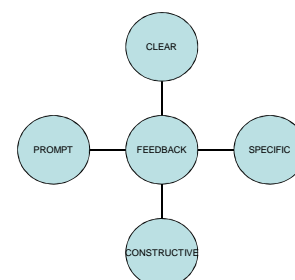
- **Construct** a coherent and persuasive argument – both orally and in writing – on a current issue in the social sciences, structuring the argument logically and supporting it with relevant evidence.
- **Plan** and **deliver** an engaging and well-argued presentation that coherently addresses both question and audience.

9

The LSE Course: Understanding the causes of things ■

## LSE 100. Basic rules for providing feedback

Oxford Brookes University and Roger (2001):



12

The LSE Course: Understanding the causes of things ■

LSE 100.

.....From Theory to Practice.....

13
The LSE Course: Understanding the causes of things

LSE 100.

LSE100 Skills site

16
The LSE Course: Understanding the causes of things

LSE 100.

2. Designing dynamic feedback in LSE100 : From theory to practice

2.1. Online feedback:

- Moodle (information skills exercises, self-test activities, online tutorials on writing skills, quick polls and audio feedback)

2.2. Written Feedback on writing tasks :

- Students are given the opportunity to highlight areas on which they would like feedback to focus;
- Dynamic referral system, tailored to students' performance: On the basis of need, students are offered a variety of further support.

2.3. Personal/One-to-one feedback:

- Writing lab appointments
- Office hours
- Relevant TLC and/or Language Centre courses

2.4. Group and Peer feedback

- Real-time feedback incorporated in plenary discussions that follow the completion of each task;
- Peer feedback takes two forms: a) implicit b) explicit.
- Self-assessment form

14
The LSE Course: Understanding the causes of things

LSE 100.

Analysis and writing

17
The LSE Course: Understanding the causes of things

LSE 100.

2.1 Using technology to facilitate dynamic feedback:

We will introduce just two of the numerous online/technological forms of feedback in LSE100:

- LSE100 Skills site essay writing tutorial
- Audio feedback

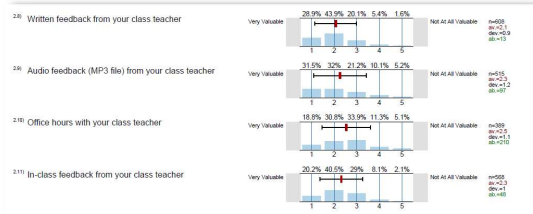
15
The LSE Course: Understanding the causes of things

LSE 100.

Moodle essay writing tutorial

18
The LSE Course: Understanding the causes of things

## LSE 100. 2.1 Using technology to facilitate dynamic feedback: Audio feedback



The LSE Course: Understanding the causes of things ■

## LSE 100. 2.1 Using technology to facilitate dynamic feedback: Audio feedback

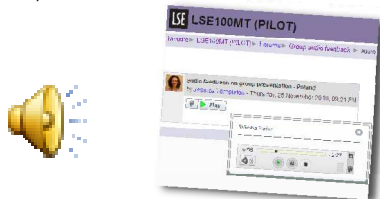
[illegible]

- If you are interested in integrating audio feedback into your teaching, there's no need to reinvent the wheel. LSE100 has tip sheets and crib sheets, so just ask.
- CLT can also give lots of technical advice, training and support: [CLT-Support@lse.ac.uk](mailto:CLT-Support@lse.ac.uk)

The LSE Course: Understanding the causes of things 

## LSE 100. 2.1 Using technology to facilitate dynamic feedback: Audio feedback

- MP3 file created by teachers in Moodle
- Delivered as one feedback message to the each team within the group but accessible to both groups.
- Example: Group 20



The LSE Course: Understanding the causes of things ■

**LSE 100.** 2.2 Written feedback

Please identify one thing that you would find most helpful to have feedback on for this piece of work:

Please do not write below this line

**Feedback:**

Mark:

This is **formatively assessed** work which does **not** count towards your final mark for LSE100.

**Question:** How well did you answer the question answered?

	Pass	Merit	Distinction	Fail
<b>Justification:</b> How well was this justified?	Pass	Merit	Distinction	Fail
<b>Support:</b> How well was evidence used to support the thesis?	Pass	Merit	Distinction	Fail

**Your overall mark for this work:**

Pass	Merit	Distinction	Fail
------	-------	-------------	------

**Recommendations:**

You might find it useful to get further advice from:

☐ LSE100 essay writing tutorial on Moodle

☐ LSE100 Writing Lab appointment

☐ An office hour discussion with me. My next office hour is on \_\_\_\_\_ in room \_\_\_\_\_



☐ Language Centre class on \_\_\_\_\_

☐ Teaching and Learning Centre session on \_\_\_\_\_

The LSE Course: Understanding the causes of things ■

**LSE 100.** 2.1 Using technology to facilitate dynamic feedback: Audio feedback

### Tips for recording your feedback

- Keep the files short – don't 'overdo it'. Too much guidance or feedback can be counterproductive. For an LSE100 assignment, three or four minutes may be plenty.
- Speak as clearly as possible – slightly slower than your usual speech.
- Build the feedback in chunks, making frequent use of the pause button.
- Don't bother to erase and re-record 'misspeaks'; just correct them immediately, as in conversation. Students accept that you aren't a professional broadcaster. If you realise later that you have made minor errors and omissions, add a separate recording to cover them.
- When complete, review the recording. Is it clear and easy to follow? Do I sound approachable?
- If you come back to review your feedback later, note that the 'Play' button  is  shown in the feedback editing field is not functional. To review the feedback use the button in the section labelled 'Feedback prior to current changes': above.

The LSE Course: Understanding the causes of things ■

**LSE 100.** 2.2 Written feedback

Please do not write below this line

**Feedback:**

This is a strong **PLAT**. You have clearly read some sources closely, and you write formally and with the independent argument. You referentially do good, but for the most part this writer's punctuation date, and I like your judgment of 4-year agreement on p.2.

To increase your marks to a **Distinction**, you might want to find one or two unusual arguments, to begin to link ideas across Modules (rather than other units/quarters, I wasn't), and to provide some wider social conditions, so that your writing style, progress from formal to informal is inspiring.

This is fortuitously answered work which does not count towards your final mark for LSE100.

	Pass	Merit	Distinction	Fail
<b>Theme:</b> How well was the question answered?	Pass	Merit	Distinction	Fail
<b>Justification:</b> How well was the thesis justified?	Pass	Merit	Distinction	Fail
<b>Support:</b> How well was evidence used to support the thesis?	Pass	Merit	Distinction	Fail
<b>Your overall mark for this work:</b>	Pass	Merit	Distinction	Fail

**Recommendations:**

You might find it useful to get further advice from:

- ☒ LSE100 essay writing tutorial on Moodle
- ☐ LSE100 Writing Lab appointment
- ☐ An office hour discussion with me. My next office hour is on ..... in room .....
- ☐ Language Centre class
- ☐ Teaching and Learning Centre session on .....

The LSE Course: Understanding the causes of things ■

## LSE 100. 2.3 Personal/One-to-one feedback and skills coaching

- LSE100 Writing Lab
- Office Hours
  - Module Office Hours (substantive questions)
  - Office Hours with class teacher (skills-focus)
- Dynamic Feedback during Class
  - “Laddering”
- Referrals to TLC
- Referrals to Language Centre

25

The LSE Course: Understanding the causes of things

## LSE 100. 2.4 Student self-reflection

“Judging by the distinct initial divide into lawyers and economists, I was especially proud of how well we managed to work together. On the whole the group was accommodating and flexible in terms of timelines for certain tasks and terms of expectations... There was an openness of exchange and by the end, a general camaraderie had developed in the group.”

28

The LSE Course: Understanding the causes of things

## LSE 100. Qualitative data from the Pilot Writing Lab (UG and PG volunteers)

Feedback from Writing lab survey

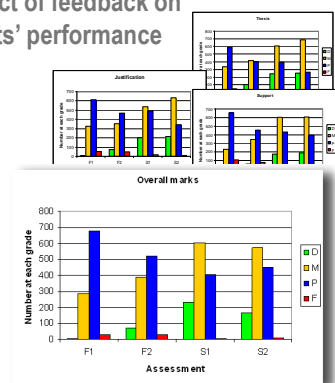
- “Help to focus & structure my essay in academic/British style”
- “I was given the idea of how to structure my answer, which was really useful”.
- “The best thing was being reassured about the style of the text as being academic instead of journalistic, and the analysis of my introduction as being effective to communicate my argument.”
- “I obtained great reassurance that I was on the right track to writing a good essay, boosting my morale.”
- “Learning how to create a narrative in an essay to create good flow and structure.”

26

The LSE Course: Understanding the causes of things

## LSE 100. 3. Impact of feedback on students' performance

Class teachers have seen a clear upward progression in students' marks from the first two formative assignments of LT 2011 to the summative assignments at the end of that term:



29

The LSE Course: Understanding the causes of things

## LSE 100. 2.4 Group and peer feedback

- Real-time feedback
- Peer feedback takes two forms:
  - a) implicit,
  - b) explicit:
- Self-assessment:

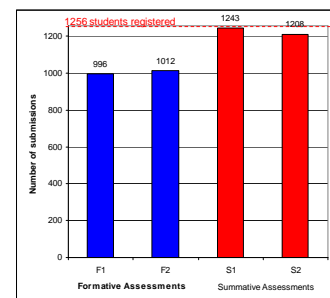
27

The LSE Course: Understanding the causes of things

## LSE 100. 3. Impact of feedback on students' performance

The submission rates for assignments are also encouraging:

- 98.9% of the students wrote the first summative assignment, either in-class or at supervised sessions the following week
- 96.2% submitted the assessed essay (the second summative assignment).



30

The LSE Course: Understanding the causes of things

## LSE 100. 4. The Dynamic Feedback Loop – LSE100's capacity to capture students' feedback

LSE100 also uses technology to obtain feedback from students:



- The **PRS clickers** are a useful way of 'sampling' the opinions or existing knowledge in the lecture theatre and of receiving real time feedback on their understanding



- We also have a **dedicated SMS phone line for students to text** in (anonymously) questions about confusing or "muddy" points from the lecture

[<http://moodle.lse.ac.uk/mod/resource/view.php?id=201489>]

This encourages reflective learning by the students.

31

The LSE Course: Understanding the causes of things ■

## LSE 100. 4. The dynamic feedback loop

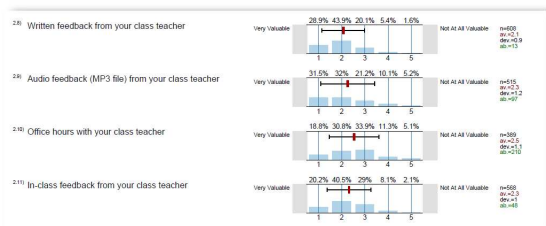
"...The broad coverage of topics in the LSE100 course made me have to look at graphs and other quantitative measures which I would never cover in my law degree, and I feel so much more confident in my understanding of the topics which used them now...The course has so completely broadened my education, and actually, horizons."

(Email from Pilot LSE100 student to Dr Jonathan Leape)

34

The LSE Course: Understanding the causes of things ■

## LSE 100. 4. The dynamic feedback loop – TQARO on feedback techniques



32

The LSE Course: Understanding the causes of things ■

## LSE 100. 5. Conclusion

- With successfully aligned, **dynamic feedback**, which takes account of:
  - **Timing**,
  - **Relationship**, and
  - **Diversity**,
- LSE100's initial data has begun to show a positive impact on students' personal development, self-confidence and **sense of self-improvement**.

35

The LSE Course: Understanding the causes of things ■

## LSE 100. 4. The dynamic feedback loop – LSE100's responsiveness to students' feedback

- In response to students' survey we have:
  - kept the audio feedback;
  - introduced weekly teacher's office hours;
  - introduced the referral form to increase writing lab attendance
- In a LT2011 Moodle quick poll 47% strongly agreed "Having audio feedback and written comments is much better than written comments alone".

33

The LSE Course: Understanding the causes of things ■

## LSE 100. We welcome your feedback

- We are continuing to collect data on the usefulness of feedback to students on the LSE100 pilot, and would be interested to hear more about Departments' experience:
  - Are students reporting that their analytical and writing skills have improved in part because of feedback received in LSE100?
  - Please let the Course Office know if your students, particularly in essay-based subjects, have noticeably improved performance in their exams this summer as compared to the cohorts which did not take LSE100.

Email: [lse100@lse.ac.uk](mailto:lse100@lse.ac.uk)

36

The LSE Course: Understanding the causes of things ■

## LSE 100. References

- Sadler, D. R. (1989) Formative assessment and the design of instructional systems, *Instructional Science*, 18, 119–144
- Nicol, David J. and Macfarlane-Dick, Debra (2006) 'Formative assessment and self-regulated learning: a model and seven principles of good feedback practice', *Studies in Higher Education*, 31: 2, 199 — 218
- Black, P. and Wiliam, D. (1998). 'Inside the black box: Raising standards through classroom assessment', *Phi Delta Kappan* 80(2), 139–148.
- Oxford Brookes University: 'First Words' Teaching and Learning  
<http://www.brookes.ac.uk/services/ocsd/firstwords/fw21.html>  
<http://www.brookes.ac.uk/student/services/osmhn/he-fe-staff/give.html>