Senior Tutors Meeting, November 13th, 2012

Feedback in a Personal Tutor Setting
Feedback in a tutorial setting

Timely
Personal but generic
Acting as translator
Longitudinal
Honest
(a difficult conversation)
Pointing to solutions
Timely Feedback

Feedback in time for a student to develop skills or remediate issues –
At key points in a student journey – early in study,
After each set of exams, on entry to honours etc.

A running check on progress and guidance on how to do better
Personal and generic feedback

Feedback to an individual – could be based on marks or comments

Feedback that takes account of the ambitions of the student

Feedback that is relevant to further study, not limited in utility to one course or unit of assessment
Feedback translated

We make sense of our own jargon and codes

These can be verbal – critical, analytical, well referenced, clear abstract

Or numerical – 32, 58, 62, 70

And can give insight into potential futures, eg a mark set and it’s possible outcomes in degree terms
Longitudinal Feedback

From last time, you were going to…. Where are your goals now?
Was that intervention useful?
Why not try this for your next exam?
Honest (difficult conversations)

ie at end of 3rd year, with a mark sheet like this
50, 60, 55, 53, 61, 48
“Can I graduate with a 2.1?”
‘Only if you can raise your performance by 10%,
ie do better in every exam than you
have ever done in any single one before’

50, 60, 45, 51, 61, 44
No
The cross of doom

[Graph showing the relationship between 3rd year and 4th year marks over a period of 5 years.]
Pointing to solutions

Able to see generic patterns of failure or strain,
Eg performs badly in exams,
Misses deadlines
Experiences stress in exam periods

Point to IAD, websites, Counselling