

# Investigating the effectiveness of various feedback methods

Mira Loock and Dr. Jasmin Chahal

Department of Microbiology and Immunology, McGill University

Does providing feedback on an entire written assignment or only on specific aspects identified by the student through cover sheets lead to higher student satisfaction and successful improvement in their writing skills?

## Background

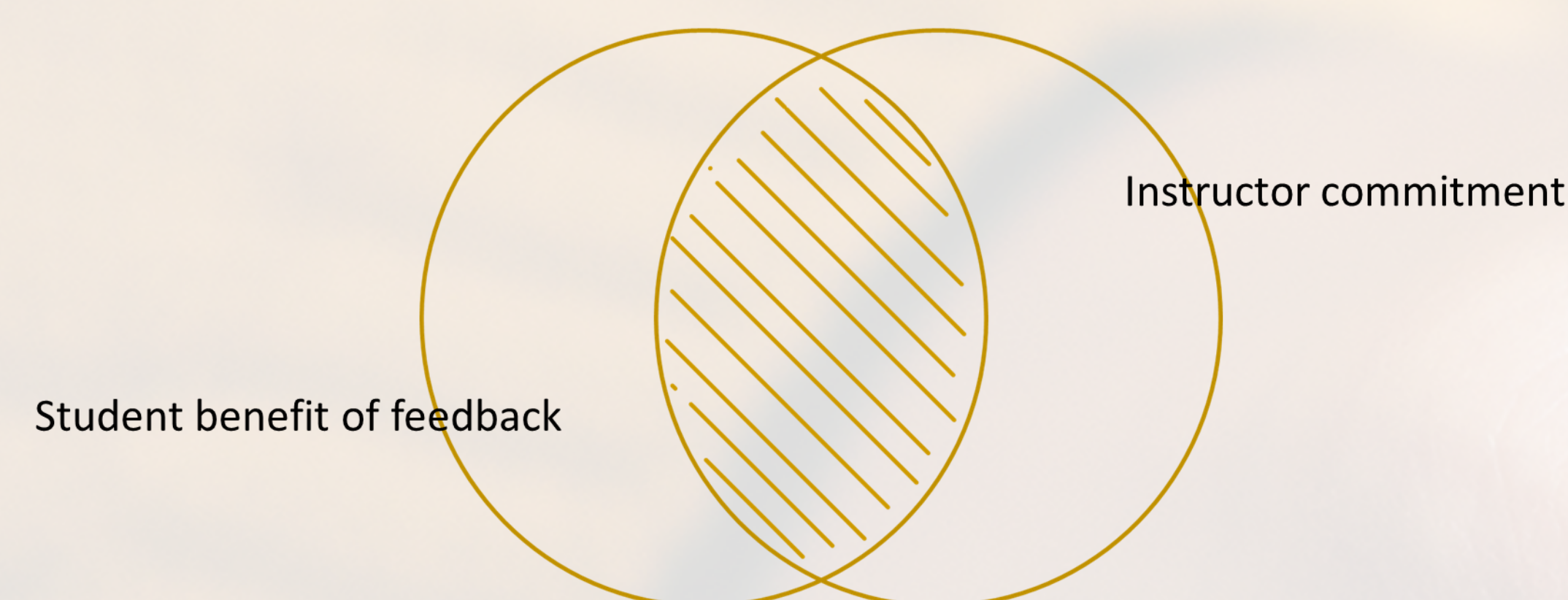
### Purpose of Feedback

To bridge the gap between what was desired by the instructor and what was achieved by the student. An ongoing process to support learning

### Importance of Feedback

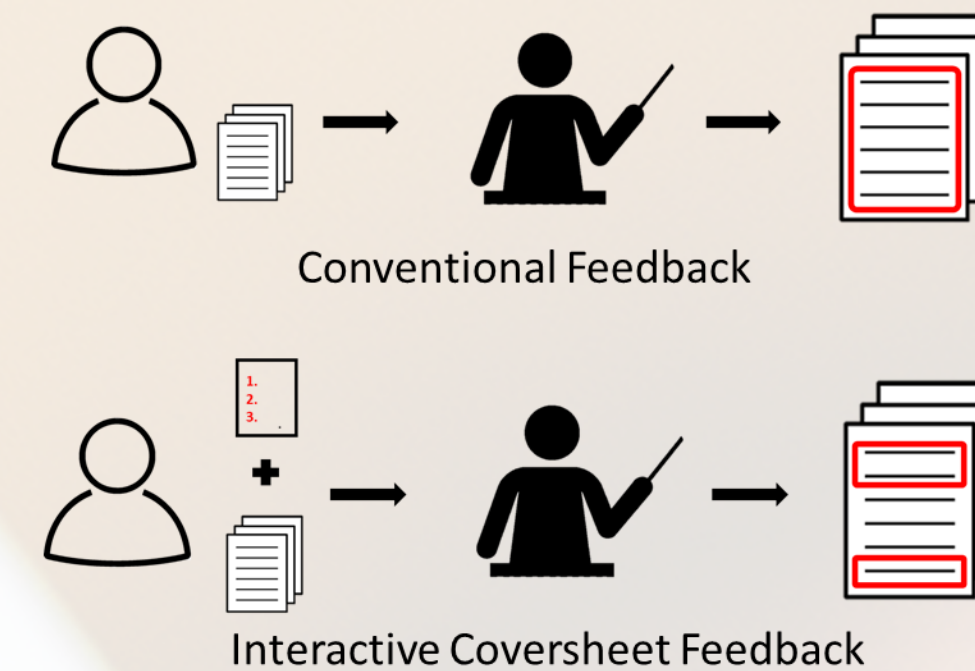
Allows one to learn from mistakes and improve, especially important for written assignments

### Feedback involves students and instructors



## Evaluating the Effectiveness of the interactive coversheet

### Feedback Methods Tested



### Evaluating the effectiveness of the feedback methods

#### Students:

- Semi-structured interviews with students
- Survey students
- Evaluate grade improvement

#### Instructor

- Semi-structured interviews with instructors

Grade Improvement: 10% Conventional feedback  
7% Interactive coversheet feedback

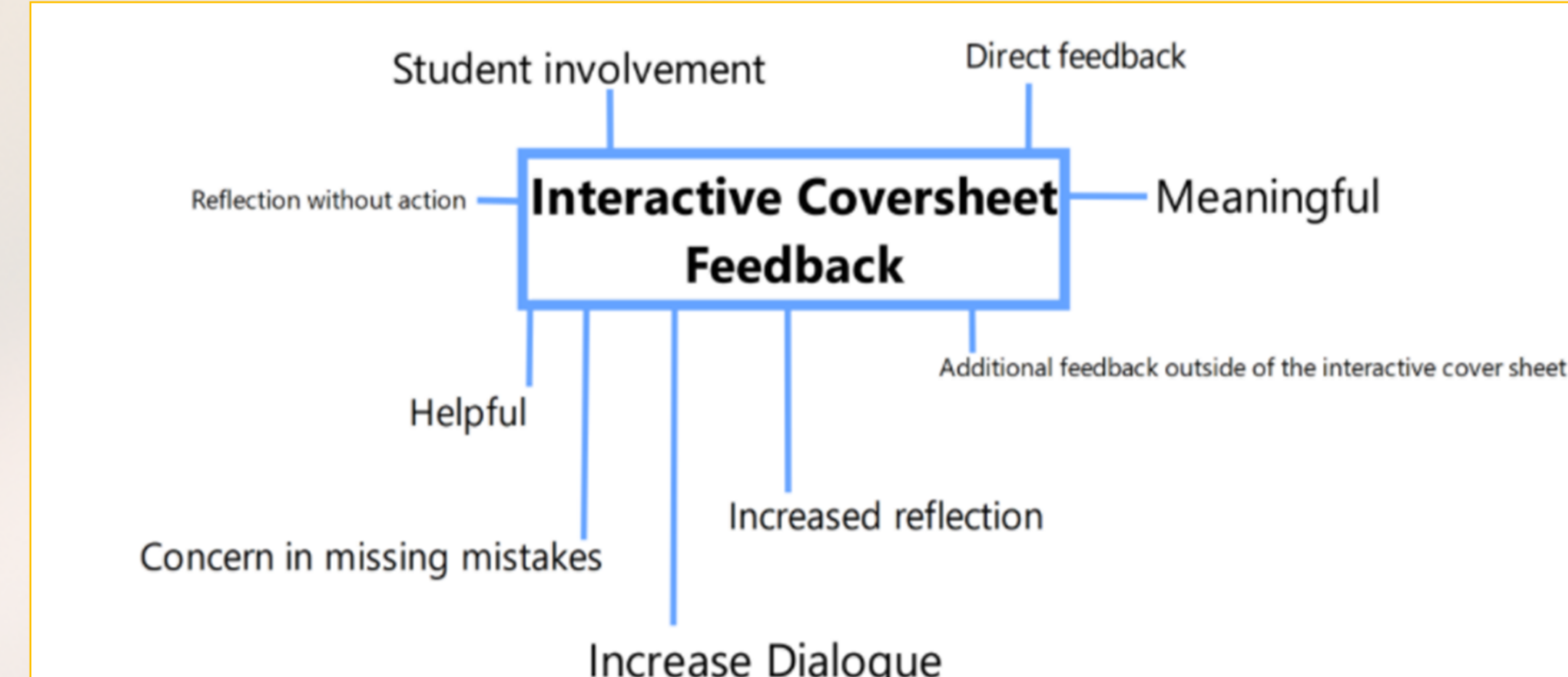


Figure 2. Concept map of key themes identified from student regarding feedback. From the interactive coversheet. This map was made using the MAXQDA software, where the size of the text refers to the frequency of the theme in the interview.



Figure 3. Concept map of key themes identified from student regarding conventional feedback. This map was made using the MAXQDA software, where the size of the text refers to the frequency of the theme in the interview.

### Feedback Method Preferred by Students: Conventional Feedback vs. Interactive Cover Sheet

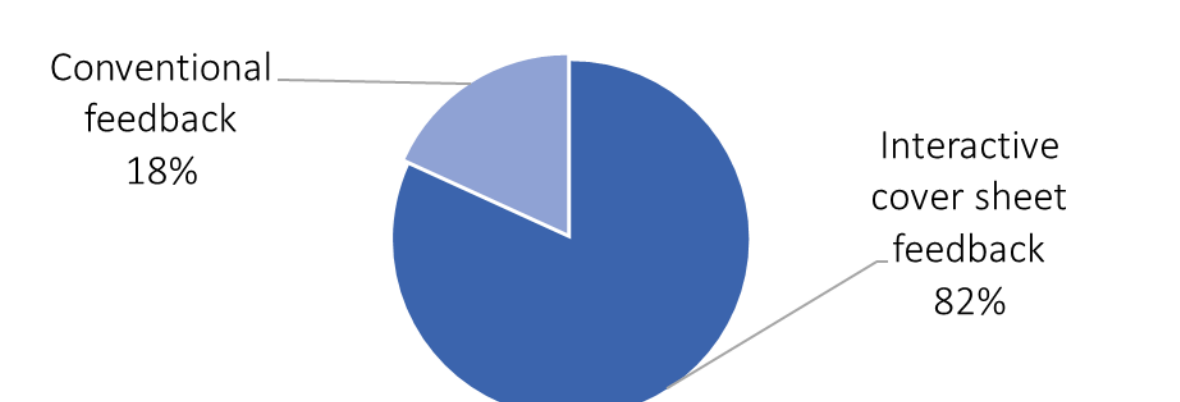


Figure 4. More students preferred the interactive cover sheet over conventional feedback. A pie chart of the semi-structured interview student responses when asked which feedback method they preferred. Two students (18%) that preferred conventional feedback is shown in light blue and the nine students (82%) that preferred the interactive cover sheet feedback is shown in dark blue.

### Instructor Interview Analysis

Genome announcement - 2 pages (feedback throughout): 20 min/report  
Lab report - 20 pages (interactive cover sheet): 40 min/report

"[The cover sheet] did help at least narrow down what I'm looking for and what I should be creating and not just, you know, going through the whole thing in such detail."

"[The cover sheet] was less time consuming and I didn't feel as pressured to give such extensive feedback as I could focus on the student questions"

"I finally was able to figure out what they struggle with at times when reading the whole report, it's hard to tell."

## Student's Previous Experience with Feedback

### Gaining insight to previous feedback experience

- Student survey and reflection of feedback in MIMM
- MIMM TA survey to evaluate time commitment, effort in evaluation and pressure

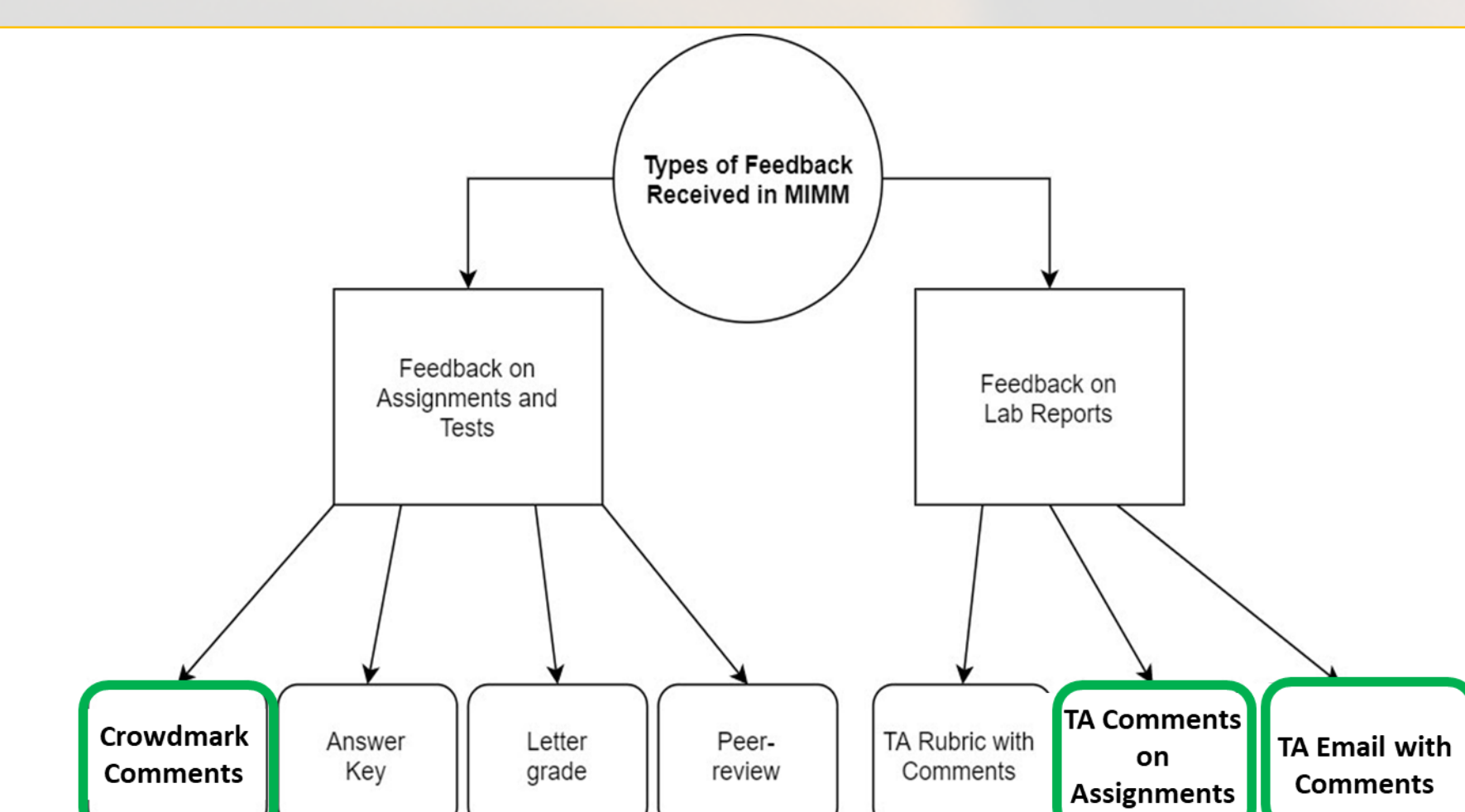


Figure 1. Student responses to types of feedback previously received in Microbiology and Immunology. This concept map was made using the MAXQDA software. The types of feedback received is split into two large themes of feedback on lab reports and feedback on other written assignments. The various feedback methods mentioned in the survey are shown under the two writing assignment themes.

### TA's Experience giving Feedback

Value of feedback understood

20 minutes - 1.5 hours per report  
Depending on TA experience level

Personal pressure to give good feedback

Focus of flow, understanding and completeness of the components

## Conclusions

- Students found conventional and interactive cover sheet feedback meaningful and helpful
- Most students prefer the interactive cover sheet as a feedback method
  - Increase in dialogue
  - Increase in reflection
- Instructors prefer the interactive cover sheet as a feedback method
  - Less time consuming
  - Easily determine what students are struggling with
  - Less pressure

## Acknowledgements



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