

Video transcripts and descriptors

Reflecting on feedback

University of Westminster

Duration: 5:05 minutes.

Visual description	Audio transcript
Title page	Reflecting on feedback University of Westminster
Shot of a seminar with Mike Kerrigan. Shots of biologists in a research lab. Shots of a student working on a laptop.	VOICEOVER: In 2008, the School of Life Sciences at the University of Westminster piloted a new feedback process to encourage students to reflect and act on the feedback they receive. The JISC-funded Making Assessment Count project promotes an ongoing process of self-assessment and dialogue between tutors and students.
RIKKI MORGAN-TAMOSUNAS, DEPUTY VICE CHANCELLOR Interview shot of Rikki Morgan-Tamosunas. Shot of a seminar with Mike Kerrigan. Interview shot of Rikki Morgan-Tamosunas.	RIKKI MORGAN-TAMOSUNAS: We're no different from many other universities in that assessment and feedback on assessment is a key issue. The project is about encouraging our students to be reflective, encouraging deeper learning and it's part of our wider strategy of encouraging student-centred, active learning.
PROFESSOR GUNTER SAUNDERS, DIRECTOR OF TECHNOLOGY ENHANCED LEARNING Shots of Gunter Saunders working on a laptop. Interview shot of Gunter Saunders. Shots of Gunter Saunders working on a laptop. Screen shots of Making Assessment Count.	GUNTER SAUNDERS: Making Assessment Count has got three stages. Stage 1 happens in every university – people mark work and they write comments on the work. Stage 3 is a meeting with the personal tutor and that happens a lot in most universities. It's the middle bit that's slightly different here, where we're using a little bit of quite simple technology to help students reflect and think about the feedback.

<p>DR MARK KERRIGAN, SENIOR LECTURER AND TEACHING FELLOW</p> <p>Screen shot of Mark Kerrigan’s page on the university website.</p> <p>Interview shot of Mark Kerrigan.</p> <p>Shot of a student on a laptop in a university café.</p> <p>Screen shots of the questionnaire.</p> <p>Screen shots of the report and the reflective journal.</p> <p>Interview shot of Mark Kerrigan.</p>	<p>MARK KERRIGAN: What we wanted to do was use existing technologies in a slightly different way to get staff and students to have a dialogue about assessment and feedback and then use that dialogue to help the students improve performance.</p> <p>Students complete a very simple online questionnaire. That’s about 15 questions, so it takes 2-3 minutes so not very long at all. And this questionnaire investigates the grade the student got, the time they put in, what resources they used, how they prepared for it. That will then generate an automatic report that’s emailed to the students. They then read that report, fill in a very simple reflective journal. That reflective journal is read by their personal tutor and the personal tutor then comments on their reflective journal providing them with more of a strategic overview of how they can use their feedback that they have received to improve future performance, therefore providing an overarching strategy throughout the entire academic process.</p>
<p>PROFESSOR GUNTER SAUNDERS, DIRECTOR OF TECHNOLOGY ENHANCED LEARNING</p> <p>Shot of a student working on a laptop.</p> <p>Interview shot of Gunter Saunders.</p> <p>Shot of a student working on a laptop.</p> <p>Shots of a tutorial in a conference room.</p>	<p>GUNTER SAUNDERS: Students already in our preliminary evaluations are telling us that they find it very useful – they almost automatically reflect on it. And the other big advantage of the learning journal for them, is it’s an opportunity for them to write down some action points, which they can then share with their tutor. It is using technology to make very precious face-to-face time much more valuable, for both students and members of staff.</p>
<p>DR MARK CLEMENTS, SENIOR LECTURER AND TEACHING FELLOW</p> <p>Shots of a tutorial led by Mark Clements.</p> <p>Interview shot of Mark Clements.</p> <p>Shots of a tutorial led by Mark Clements.</p> <p>Interview shot of Mark Clements.</p>	<p>MARK CLEMENTS: Quite often I can identify common themes running through all of their learning journals and this then helps me to be able to tailor tutorials to be able to support their learning. Now students are starting to use their feedback more effectively we’re going to be spending less time giving repetitive feedback.</p>

<p>CHERIE LAYTON, YEAR 1 STUDENT</p> <p>Interview shot of Cherie Layton.</p> <p>Screen shots of Making Assessment Count.</p>	<p>CHERIE LAYTON: With face-to-face feedback sometimes you get the feeling you know where you went wrong but you don't. With the e-Reflect it actually breaks it down and it makes you think about where you went wrong, so it's definitely really useful.</p>
<p>DR MARK KERRIGAN, SENIOR LECTURER AND TEACHING FELLOW</p> <p>Shots of biologists in a research lab.</p> <p>Interview shot of Mark Kerrigan.</p> <p>Shots of biologists in a research lab.</p>	<p>MARK KERRIGAN: One of the big things that we found that was really helpful was getting both the staff and students involved right at the beginning. By sharing that ownership that was very powerful.</p>
<p>DAN O'SULLIVAN, YEAR 2 STUDENT</p> <p>Interview shot of Dan O'Sullivan.</p> <p>Shot of a seminar with Mike Kerrigan.</p> <p>Interview shot of Dan O'Sullivan.</p> <p>Screen shot of Making Assessment Count.</p> <p>Interview shot of Dan O'Sullivan.</p>	<p>DAN O'SULLIVAN: In my first year this project was piloted and it was my personal tutor, Mark Kerrigan, who decided to involve me in the steering committee. The difference in feedback between A-levels and university is quite a big jump and I thought that this kind of system could really help make them think more critically about themselves. And then also to help lecturers give a little bit more help to people that needed it.</p>
<p>DR MARK KERRIGAN, SENIOR LECTURER AND TEACHING FELLOW</p> <p>Shot of a seminar with Mike Kerrigan.</p> <p>Interview shot of Mark Kerrigan.</p>	<p>MARK KERRIGAN: We did some video of feedback so [we] actually recorded students and we played that back to staff, so staff could actually see how students feel about their feedback. They commented on staff handwriting for example. By opening this dialogue between staff and students and just thinking about assessment and feedback, it really has begun to change the way we deliver feedback and support our students.</p>
<p>Shot of a seminar with Mike Kerrigan.</p> <p>Screen shot of Making Assessment Count.</p> <p>Shots of Gunter Saunders working on a laptop.</p>	<p>VOICEOVER: Critical to the process is getting students to engage with their feedback and ensuring that those leading the project gain enough evidence to promote this system to other Schools in the university as well to other institutions.</p>

<p>DR MARK CLEMENTS, SENIOR LECTURER AND TEACHING FELLOW</p> <p>Interview shot of Mark Clements.</p> <p>Shot of a seminar with Mike Kerrigan.</p>	<p>MARK CLEMENTS: We've actually tried to encourage the students by making one piece of assessment actually have some marks allocated towards that, just to encourage the students to get involved. What we found was just by making them do one piece of coursework then they actually went on to do the process for many other pieces of coursework. So once they see the benefits then it becomes self-sustaining.</p>
<p>RIKKI MORGAN-TAMOSUNAS, DEPUTY VICE CHANCELLOR</p> <p>Interview shot of Rikki Morgan-Tamosunas.</p> <p>Shot of a seminar with Mike Kerrigan.</p> <p>Shot of a tutorial led by Mark Clements.</p> <p>Interview shot of Rikki Morgan-Tamosunas.</p>	<p>RIKKI MORGAN-TAMOSUNAS: The pilot started with a smallish group of about 40 students; it's now 400 students. It's all of the undergraduates in Life Sciences and we've now got quite a bit of enthusiasm from the School of Social Sciences, Humanities and Languages.</p>
<p>DR MARK KERRIGAN, SENIOR LECTURER AND TEACHING FELLOW</p> <p>Shots of students at computers.</p> <p>Interview shot of Mark Kerrigan</p> <p>Interview shot of Mark Kerrigan.</p>	<p>MARK KERRIGAN: We chose technology that could be easily replicated across the entire university so I'm fairly confident that, yes, it is going to distil through and continue with other Schools here and then hopefully move outside the institution to other universities as well. It should be good. I'm quite excited about that.</p>
<p>RIKKI MORGAN-TAMOSUNAS, DEPUTY VICE CHANCELLOR</p> <p>Screen shots of Making Assessment Count.</p> <p>Interview shot of Rikki Morgan-Tamosunas.</p> <p>Shot of a student working on a laptop.</p>	<p>RIKKI MORGAN-TAMOSUNAS: It's just fast, it's instant, it's there. It's easy to use and it gives you something useful, which I think is what all students and all staff want out of technology.</p>
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