Are They Hearing What We Are Saying? Facilitating a Community Based Approach to Effective Feedback
Clear, Stephen; Parker, Marie

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"ARE THEY HEARING WHAT WE ARE SAYING?"
Facilitating A Community Based Approach to Effective Feedback

Stephen Clear and Dr Marie Parker
Bangor Law School, Bangor University

1. THE ISSUE(S) & MOTIVATION BEHIND OUR INTERVENTION

- **Imbalance** between staff efforts to provide quality assessment feedback and students’ recognising such efforts (in both module evaluation forms and end of programme NSS scores). Not dissimilar to other Law Schools across the UK, see: Alison Bone & Jane Woods, ‘Feedback, the NSS and Fixing It’ (ALT Website).
- **Poor take up** of further optional drop-in sessions to discuss feedback (often only well attended by A/B grade students, with lower take up by those who would benefit most). Lecturers discussing such issues with Staff-Student Committee to reveal concerns pertaining to ‘community’ feel, even though we had an ‘open door’ policy to discuss feedback.
- Lecturers’ concerns over similar errors being made in future assignments, and students not acting upon the feedback they have received. The ‘are they hearing what we are saying’ effect...

2. THE PEDAGOGY AND THEORY UNDERPINNING OUR REVISED APPROACH

- Existing studies recognise that both staff and students have similar perceptions in relation to feedback. Existing studies include: Pedagogy proposes community approaches for facilitating effective dialogue between staff and students, by closing the feedback loop. Charles Kivunja, Teaching, Learning and Assessment (2nd edn OUP 2015) pages 410-426.
- Recognising the need to embed greater skills development within our modules, linked to societal needs for lawyers who are able to reflect critically upon their own work. Richard Grimes ‘Reflection in Teaching, Learning and Practice’ in Chris Ashford and Jess Guth, The Legal Academics’ Handbook (Falgrave 2016) Ch 31.
- Recognition that the pedagogy states that the best law teachers relate to their students’ in facilitating effective and meaningful dialogue between staff and students; in viewing students as collaborators, colleagues and peers. Michael Hunter Schwartz, Gerald F Hess and Sophie M Sparrow, What the Best Law Teachers Do (Harvard University Press, 2013) Ch 4.

Recognition that we needed to integrate more ‘community-based’ approaches for facilitating ‘two-way dialogue’ between staff and students within our teaching; as well as encourage meaningful self-reflection as to existing practices (in order to close the ‘feedback-loop’).

3. WHAT WE DID: FACILITATING A ‘COMMUNITY’ & ‘INCREASED DIALOGUE’ SURROUNDING FEEDBACK

The Aim: To promote a Law School wide discussion as to what feedback is, what it looks like, and how it can be used.

Objectives: i) to develop new opportunities for students to review anonymised essays and to provide their own feedback on the scripts; ii) to provide students with our feedback on the same anonymised scripts, in order to reflect upon commonly recognised strengths and weaknesses; and iii) for both staff and students to jointly reflect upon how feedback can be most effectively communicated (i.e. building a sense of community around feedback as to assignment performance).

To facilitate better communication of feedback on exam papers, the authors devised an informal session whereby students were able to access their exam papers and review the feedback contained within their scripts (in order to further build up the sense of community within the School).

4. REVIEWING & MEASURING ITS SUCCESS?

- **81%** said they would make use of the feedback they had received during this session to prepare for their next exam (see summary of results from student evaluations of the exam feedback session below).

Measuring the success of the coursework session:

- **The Legal Skills** module evaluations indicate 94% satisfaction with the approach the module took towards discussing effective essay writing.
- First year students’ performance in essays, following this session, evidenced a 9% increase in attainment in semester two, when compared with the same cohort’s performance in semester one.
- First year students’ performance in essays, following this session, evidenced a 12% increase in those achieving A/First Class grades in semester two, when compared with the same cohort’s performance in semester one.

Measuring the success of the exam feedback session:

- Students were asked to complete a feedback form at the end of the session. The evaluations indicate that 73% of attendees would not have requested access to their exam scripts if the session had not been organised.

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Dr Marie Parker: m.l.parker@bangor.ac.uk
Stephen Clear: s.clear@bangor.ac.uk

[Image of feedback loop]

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[Image of course and exam feedback]