

March 1, 2010

# *The 8<sup>th</sup> Symposium: Standards Based Assessment and Honours Classification*

## Parallel Discussion Session

### **The Enhancement of Feedback Processes: the Role of the Student**

Chairperson: **Dr. Scott T. Smith**

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City University of Hong Kong

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The Chinese University of Hong Kong



# 334

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香港大學  
THE UNIVERSITY OF HONG KONG

# The Enhancement of Feedback Processes: The Role of the Student

## Wrap-up

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# Purpose of Feedback

Improve student learning

Facilitate capacity for self-learning

Build teacher/student relationships

Improve teaching and learning environment



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## One-way Feedback

- Instructive + passive
  - Uni-directional
  - Teacher feedback to student (e.g. hand back assignment).  
STOP
  - Student feedback to teacher (e.g. evaluation surveys).  
STOP
- Such feedback is too late (generally at end of semester)
  - Most effective feedback from student comments rather than grade/level assigned to standard questions



## Two-way feedback

- Dialogic
- Teacher – student – teacher – student
- Continuous + interactive + open
- Teacher is a facilitator: teach ability to self-evaluate and self-regulate. Student take responsibility for own learning
- Sustainable feedback: student ability to monitor performance and learning + feedback in a developmental way
- Feedback central to teaching and learning framework
- Interactive platform for discussion and feedback



## Some Discussion Issues

- Personal feedback to large groups: sustainable feedback practices + summary discussion post-assessment
- Student feedback + young/new staff feedback perhaps harsher/rigorous – opposed to more seasoned educators
- Feedback more generous to peers

