

# Getting Personal with **Ipsative** Feedback

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SSH - Academic English

# Ipsative - meaning

From psychology

Forced choice scale

Mainly used in personality tests

Scale 2-4 items – equally **positive**

e.g.

I **enjoy** social events

I **like** to stay organised

No obvious more desirable quality to choose from

- Responders have to think more carefully
- Answers (hopefully) more truthful

# Ipsative Feedback

Compares current performance to previous performance(s)

Emphasis on personal progress

Students aim at achieving a personal best

(Hughes, 2017)

How can I do that if...

I can't remember student's previous work

Marking is anonymised

Feedback History Tool (CW coversheet)

# Presentation outline

1. UOW ranking
2. Emotional impact of negative feedback
3. Principles of good formative assessment
4. Effects of giving good feedback
5. Our research
  - Focus on 1st draft feedback
  - The coversheet
  - Results & Analysis
6. Considerations

## UOW ranking

# WESTMINSTER JUMPS 27 PLACES IN THE GUARDIAN UNIVERSITY GUIDE 2019

81 out of 121 overall

The University is extremely grateful to all colleagues for your ongoing work to deliver an excellent student experience, **high quality teaching** and the best outcomes for our graduates

But ....

**Satisfied with feedback:**

104 out of 121

**Satisfied with teaching:**

117 out of 121

(The Guardian, 2018)

## Emotional impact of negative feedback (i)

Feedback not tailored for the 'snowflake' generation

Deference-Emotion system

Pride and shame - primary emotions

Shame - anger - alienation

...[if] feedback fails to connect, it comes to be viewed as insignificant or invalid, and so is not given considered attention. At the same time the activity within which it is offered is seen increasingly as unrewarding, and so it is approached perfunctorily, thus rather lessening the likelihood that a more appropriate conception might be apprehended (Hounsell, 1987: 117)

## Emotional impact of negative feedback (ii)

If students do not understand the discourse/language of feedback →

view it as meaningless →

enter cycle of interpretative deprivation →

become detached from assessment process →

become more protective about how they present themselves →

hide further weakness →

feedback becomes increasingly irrelevant →

disengaged from learning

# Principles of good formative assessment

- Help clarify what good performance is
- Deliver high quality feedback information that helps learners self-correct
- Provide opportunities to act on feedback
- Ensure that summative assessment has a positive impact on learning
- Encourage interaction and dialogue around learning
- Facilitate the development of self-assessment and reflection in learning
- Encourage positive motivational beliefs and self-esteem
- Provide information to teachers that can be used to help shape the teaching

(Re-engineering Assessment Practices, 2010)

# Effects of giving good feedback

- Empower & motivate the learner
- Encourage the learner to act on areas of weakness & create a self-directed strategy for development
- Aid the learner to self-regulate their own learning

Process:

Scaffolding

Top-down

# Our Research: Case study

**Course:** Academic Language for Disciplinary Study 4 (2017-2018)

## Assessments

1. Listening & self-reflection essay (20%)
2. Presentation (20%)
3. Essay (60%)

- Students given the opportunity to submit a 1st draft for both written CWs
- Students asked to complete a Coversheet when submitting each written CW

## CW1 Facts

- Number of CW1's submitted: 68
- 48 students submitted CW1 draft (71%)

## Feedback from 1st draft (i)

Example feedback given on:

**Comment [15]:** This paragraph is a bit confusing - I'm not sure what the main point is

**Comment [17]:** This is a much better paragraph - much easier to follow your point

**Comment [19]:** This sentence is too long - break it up into two or three shorter sentences

**Comment [13]:** This could be a separate sentence

**Comment [14]:** Great word, but a bit old-fashioned. It's not really commonly used

**Comment [11]:** This isn't really adding much - but you could add WHY (in general) it is important - then in the rest of your writing add some evidence

What do you notice about the language used by the lecturer when giving the feedback?

## Feedback from 1st draft (ii)

### General comments

1. Nicely written, with some insightful observations. Well done for this first draft.
2. This is a good reflection. Plenty of ideas and personal reflections. Well done - just take care with your grammar.
3. What you write is good, but have you followed the guidelines in terms of the criteria?

### Comments focusing on criteria:

The image shows a screenshot of a document with four questions highlighted in pink. To the right, two feedback comments are shown in red boxes, connected to the questions by red dotted lines. The first comment, labeled 'Comment [I6]', points to the second question and states 'You have addressed these questions'. The second comment, labeled 'Comment [I7]', points to the fourth question and states 'You haven't really addressed these.'

- What were the main ideas?
- What, in your opinion, were the most interesting/relevant/useful/ aspects of the video? Explain why.)
- What have you learned from this?
- How can what you have learned be applied to your academic development?)

**Comment [I6]:** You have addressed these questions

**Comment [I7]:** You haven't really addressed these.

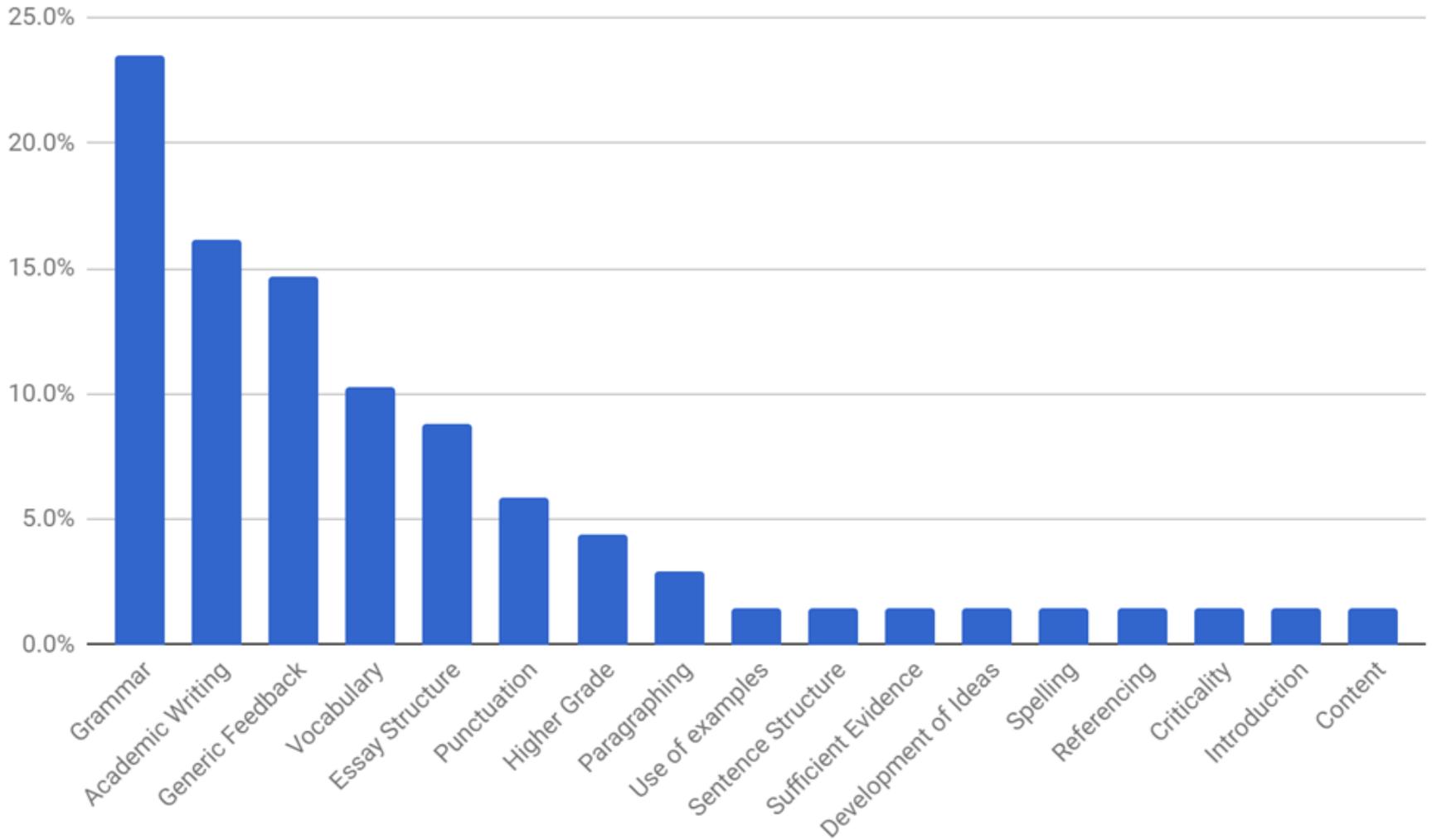
## Coversheet example (i)

<b>Did you submit a formative version of this CW for your lecturer to review?</b>	Yes
<b>If not please indicate the reason</b>	
<b>Thinking about the feedback on your formative cw, please indicate what they key points were and what action you took to respond to this feedback to help you prepare for and write this CW</b>	Avoid repetition. Focus on the key message. Be more concise. Use more academic vocabulary.
<b>What did you do well / could be improved?</b>	Feedback helped me revise the CW and improve the organisation
<b>If you would like feedback on any particular aspects of your CW, please make a note of what you would like the feedback to address. If nothing is indicated then you will receive only a general comment..</b>	How to improve my grade

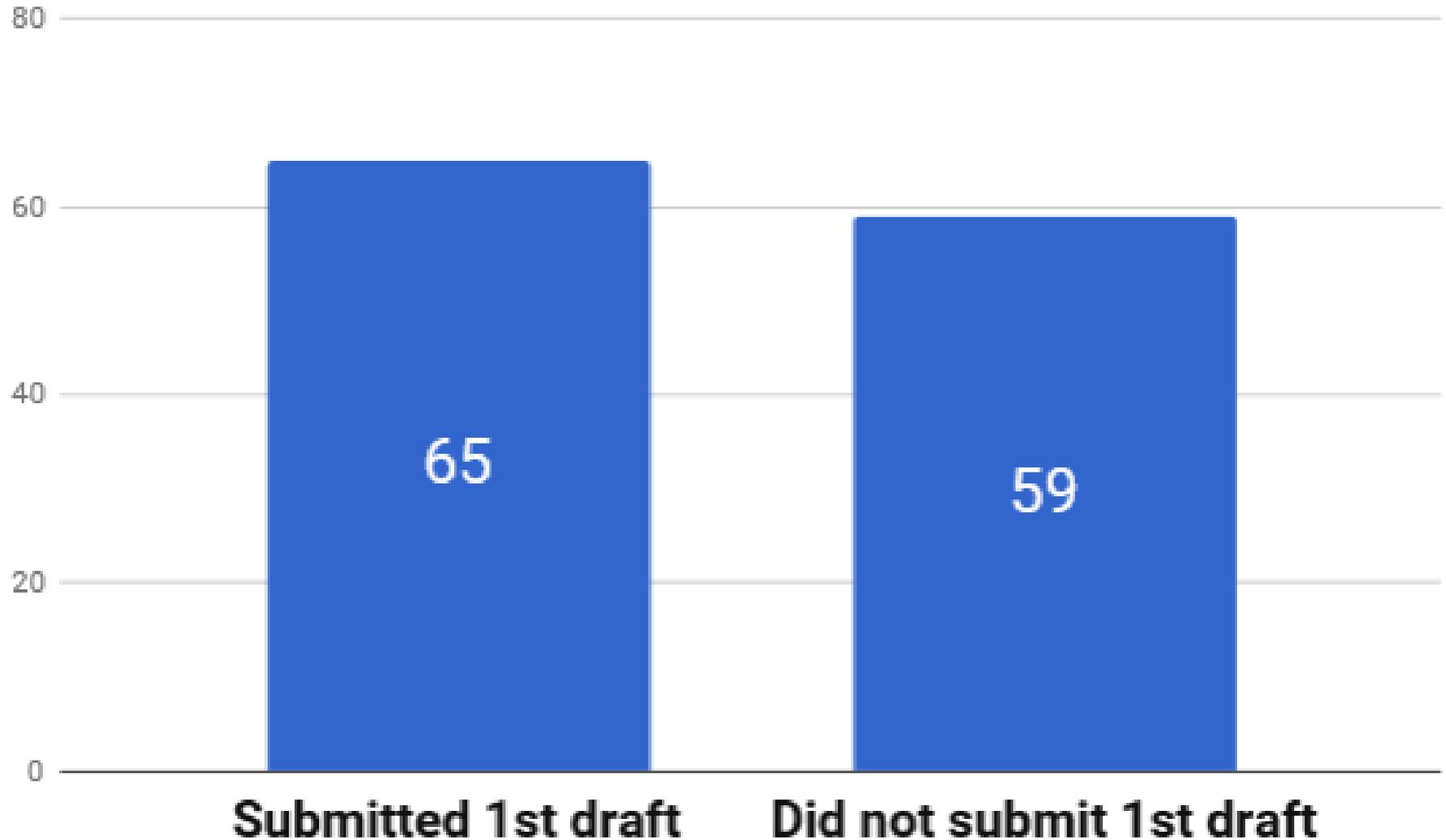
## Coversheet example (ii)

<b>Did you submit a formative version of this CW for your lecturer to review?</b>	Nope.
<b>If not please indicate the reason</b>	I was not able to
<b>Thinking about the feedback on your formative cw, please indicate what they key points were and what action you took to respond to this feedback to help you prepare for and write this CW</b>	
<b>What did you do well / could be improved?</b>	I could do better reserach
<b>If you would like feedback on any particular aspects of your CW, please make a note of what you would like the feedback to address. If nothing is indicated then you will receive only a general comment..</b>	Nope I don't want to.

# Feedback Requested from coversheet



# Significance of 1st draft feedback on grade



# Analysis

- Students that submitted a 1st draft gained on average a 6% increase (59 vs 65)
- This is a correlation not a causation
- Feedback of some type is crucial to gaining a higher grade - but some types of feedback are more effective than others - aiming for just enough feedback

# Considerations

- ❑ Expectations in terms of aims of feedback - explicit
- ❑ Assumptions regarding feedback -shared
- ❑ Feedback rationale- introduced as part of step-by-step guidance in CW
  
- ❑ Encourage a dialogic approach in giving feedback
- ❑ Incorporate more **ipsative** feedback
  
- ❑ Strategies to engage weaker students

# References

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