WORKSHOP

Feedback on Feedback: an adaptable assessment task for simultaneously teaching feedback literacy and providing scaleable feedback in group projects

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WORKSHOP MODE: Facilitated **in-person.**

OVERVIEW OF WORKSHOP

Feedback literacy is a combination of skills required to give useful feedback, and to interpret and act on feedback that is received. While feedback literacy is not explicitly listed in the Engineers Australia Stage 1 competencies, it is an important professional skill in most engineering careers – an engineer is expected to naturally integrate feedback from managers, subordinates and clients. The provision of effective feedback is also an area where students are commonly dissatisfied with courses (Carless and Boud, 2018), including in some cases where significant time has been spent by the teaching teams in providing such feedback. Providing timely and useful feedback can be particularly difficult in large units or those with multi-stage project work, and even if "good" feedback is provided, there is no guarantee that students will take the time or have a deep enough understanding to implement change.

ACTIVITIES

Following a brief introduction, participants will then be split into groups of 3-5, representing typical project groups. We will then work through a model activity, involving short "project progress presentations" from each group, followed by feedback from the "class". Participants must then score and discuss the feedback that they received. Participants will need access to an internet-connected device, browser, and email during the workshop.

TARGET AUDIENCE

No prior experience is required. The target audiences are (a) staff who give feedback to students, and want to reflect on their own feedback practices, and (b) staff who teach engineering professional practice and are interested in an adaptable activity that can be used to teach and examine individual students' abilities to give effective feedback, while providing timely feedback in a scaleable manner.

OUTCOMES

Participants will experience an adapted version of the activity from the point-of-view of the student, and will discuss (a) ideas to adapt this framework to their own project-based and professional practice units, and (b) potential experimental research projects that could be based around the framework.

KEYWORDS

Feedback literacy, peer assessment, engineering professional skills.

PRESENTERS' BACKGROUNDS

Andrew Rodda is a Senior Lecturer in Materials Science and Engineering. He has taught engineering professional practice units at 3rd year, 4th year and masters level. This workshop is based on a series of related methods that he has employed during project-based professional practice units.

Nicoleta Maynard is a Professor in Chemical and Biological Engineering at Monash University. Her research focusses on enhancing engineers' design, teamwork, leadership and reflective practice skills.