

# **Preliminary analysis of students' perceptions of feedback in a New Zealand university**

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***Kala S Retna & Robert Y. Cavana***  
Victoria Management School, Victoria University of  
Wellington, PO Box 600, Wellington, New Zealand

# Aims of Presentation

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- To discuss the importance of feedback in formative assessment
  - To report on the preliminary results from a study in a New Zealand University.
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# Types of Formative Assessment at the NZ University

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## “Combinations”

- ❑ individual assignment -essay
  - ❑ individual assignment -report
  - ❑ Group Presentation –  
Organisational Analysis
  - ❑ Mid-term in-class test
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# Purpose of Formative Assessment

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- To engage students to produce work that reflects their in-depth learning and understanding.
  
  - To avoid regurgitation of factual information that is so evident in examination.
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# Feedback & Learning

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- Studies show that learning and feedback are inseparable
  - As a process that guides students to close the gap between their current and desired performance.
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# Research on feedback

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- ❑ Positive feedback motivate and enhance learning (Marzano, Pickering & Pollock, 2001)
  - ❑ Negative feedback affect student motivation (Alton-Lee, 2003)
  - ❑ Both positive and negative feedback lead to deeper learning (Orsmond, Merry & Reiling, 2002)
  - ❑ Timely feedback (Weaver, 2006)
  - ❑ Delayed feedback (Butler, Karpicke & Roediger, 2007)
  - ❑ Quality aspect –comprehensibility/poor handwriting/inadequate information, grading without comments (Higgins, 2006)
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# Method

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- ❑ Survey questionnaire
  - ❑ 20 quantitative & 2 qualitative and demographic information
  - ❑ Likert 5-pt scales (SA to SDA)
  - ❑ 828 management students
  - ❑ 613 students responded
  - ❑ Factor analysis –SPSS (v.16)
  - ❑ Pearson's correlation
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# Demographic information regarding the respondents

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<b>Demographic information regarding the respondents</b>		
<b>Age Group (years)</b>		
17 or less	6	1%
18 - 20	383	63%
20 - 25	182	30%
25 - 30	21	3%
30 + above	15	2%
	<hr/>	
	607	100%
<b>Nationality / Ethnicity *</b>		
NZ Maori	54	9%
Pacific Islander	20	3%
NZ European/Pakeha	365	57%
Chinese	63	10%
Other	133	21%
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	635	100%
<b>Gender</b>		
Male	277	46%
Female	331	54%
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	608	100%

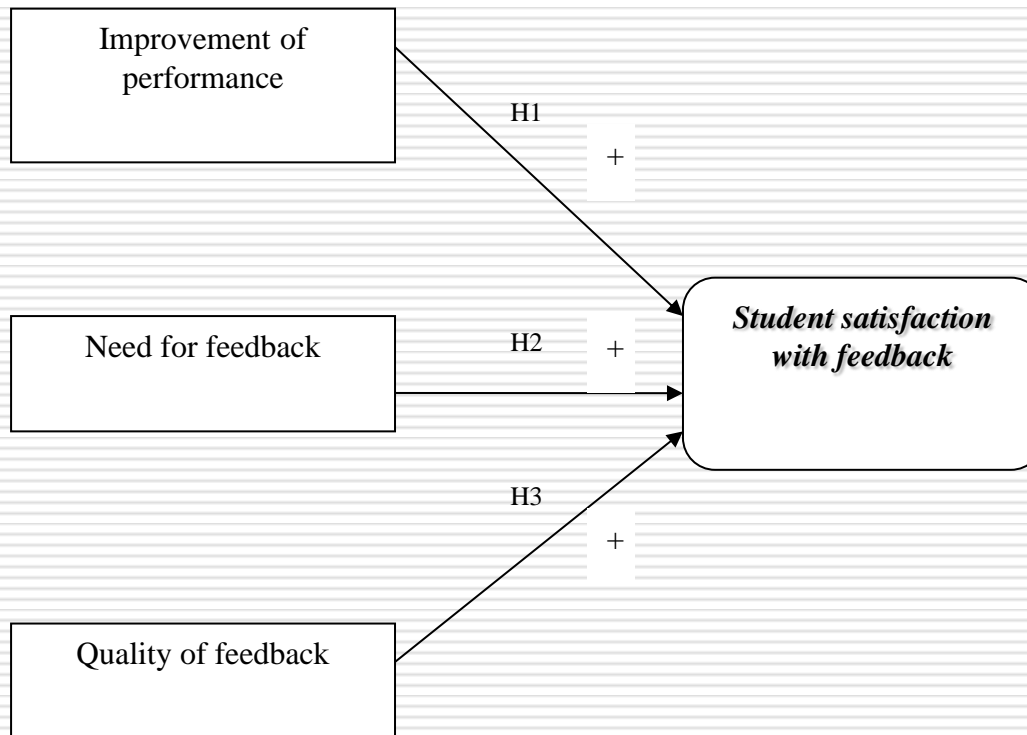
\* includes some double selections

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# Hypotheses

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Theoretical framework for assessing students' perceptions of feedback



<i>Theoretical Dimension</i>	<i>Factor</i>	<i>Questionnaire Items</i>
Improvement of performance	1. Improvement of work quality	<ul style="list-style-type: none"> <li>• Critical feedback was given on the quality of the work</li> </ul>
		<ul style="list-style-type: none"> <li>• Feedback was provided that I could use in future assignments/courses</li> </ul>
	3. Improvement of results	<ul style="list-style-type: none"> <li>• Feedback showed me how to critically assess my work</li> <li>• Feedback helped me focus on areas I could improve</li> <li>• Marker offered opportunities to clarify their feedback</li> </ul>
		<ul style="list-style-type: none"> <li>• I feel encouraged and supported by the feedback</li> </ul>
		<ul style="list-style-type: none"> <li>• Feedback tells me what I need to do to improve my performance</li> </ul>
		<ul style="list-style-type: none"> <li>• Feedback made me think further about the topics</li> </ul>
Need for feedback	2. Need for feedback	<ul style="list-style-type: none"> <li>• I use feedback to improve my results</li> </ul>
		<ul style="list-style-type: none"> <li>• Feedback tells me what the expectations of the tutors are</li> </ul>
		<ul style="list-style-type: none"> <li>• I always read the feedback on my assignments</li> </ul>
		<ul style="list-style-type: none"> <li>• It is more important for me to see the reason why I received a particular grade</li> </ul>
		<ul style="list-style-type: none"> <li>• I deserve feedback when I put so much effort in</li> </ul>
Quality of feedback	4. Quality of feedback	<ul style="list-style-type: none"> <li>• Feedback is important to me</li> </ul>
		<ul style="list-style-type: none"> <li>• I always collect my assignments</li> </ul>
		<ul style="list-style-type: none"> <li>• Gave feedback that I couldn't understand</li> </ul>
		<ul style="list-style-type: none"> <li>• Feedback is only useful when it is positive</li> </ul>
		<ul style="list-style-type: none"> <li>• The grade is more important to my learning than feedback</li> </ul>
		<ul style="list-style-type: none"> <li>• Feedback was inconsistent or contradictory</li> </ul>

# Preliminary results

## Pearson's Correlation Coefficients

	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>	<i>Factor 4</i>	<i>Item 20</i>
Factor 1 – Improvement of work quality	1.000	.186*	.535*	.035	.640*
Factor 2 – Need for feedback	.186*	1.000	.383*	.025	.053
Factor 3 – Improvement of results	.535*	.383*	1.000	-.006	.329*
Factor 4 – Quality of feedback	.035	.025	-.006	1.000	.104*
Item 20 – Overall, I was satisfied with feedback given in my management courses	.640*	.053	.329*	.104*	1.000

\*. Correlation is significant at the 0.01 level (1-tailed).

# Interpretation of prelim results

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- The stats analysis supports the hypotheses that the quality of feedback and the extent to which the feedback on their work leads to an improvement, has a high positive impact on the satisfaction they gain from the feedback.
  - However, no significant relationship was established between the students need for feedback and their overall satisfaction with the feedback they received.
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# Preliminary -Conclusions

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- Emphasise the importance of providing high quality feedback to students for enhancing student learning and improvement of their results.
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# Thank you

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