Preliminary analysis of students’ perceptions of feedback in a New Zealand university

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Aims of Presentation

☐ To discuss the importance of feedback in formative assessment

☐ To report on the preliminary results from a study in a New Zealand University.
Types of Formative Assessment at the NZ University

“Combinations”

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

- 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.
Feedback & Learning

- Studies show that learning and feedback are inseparable

- As a process that guides students to close the gap between their current and desired performance.
Research on feedback

- 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)
Method

- 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
# Demographic information regarding the respondents

<table>
<thead>
<tr>
<th><strong>Age Group (years)</strong></th>
<th>17 or less</th>
<th>18 - 20</th>
<th>20 - 25</th>
<th>25 - 30</th>
<th>30 + above</th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>383</td>
<td>182</td>
<td>21</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Nationality / Ethnicity</strong> *</th>
<th><strong>NZ Maori</strong></th>
<th>54</th>
<th>9%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>20</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td><strong>NZ European/Pakeha</strong></td>
<td>365</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td><strong>Chinese</strong></td>
<td>63</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>133</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>635</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gender</strong></th>
<th><strong>Male</strong></th>
<th>277</th>
<th>46%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>331</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>608</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* includes some double selections
Hypotheses

Theoretical framework for assessing students’ perceptions of feedback

- Improvement of performance (H1)
- Need for feedback (H2)
- Quality of feedback (H3)

Student satisfaction with feedback
<table>
<thead>
<tr>
<th>Theoretical Dimension</th>
<th>Factor</th>
<th>Questionnaire Items</th>
</tr>
</thead>
</table>
| Improvement of        | 1. Improvement of work quality| - Critical feedback was given on the quality of the work  
- Feedback was provided that I could use in future assignments/courses  
- Feedback showed me how to critically assess my work  
- Feedback helped me focus on areas I could improve  
- Marker offered opportunities to clarify their feedback  
- I feel encouraged and supported by the feedback |
| performance           | 2. Need for feedback          | - I always read the feedback on my assignments  
- It is more important for me to see the reason why I received a particular grade  
- I deserve feedback when I put so much effort in  
- Feedback is important to me  
- I always collect my assignments |
|                       | 3. Improvement of results     | - Feedback tells me what I need to do to improve my performance  
- Feedback made me think further about the topics  
- I use feedback to improve my results  
- Feedback tells me what the expectations of the tutors are |
|                       | 4. Quality of feedback        | - Gave feedback that I couldn’t understand  
- Feedback is only useful when it is positive  
- The grade is more important to my learning than feedback  
- Feedback was inconsistent or contradictory |
### Preliminary results

#### Pearson’s Correlation Coefficients

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

*Correlation is significant at the 0.01 level (1-tailed).
Interpretation of prelim results

- 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.
Preliminary - Conclusions

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