To all teachers, directors of studies and study board members at Aarhus BSS

EFFECTIVE FEEDBACK INSPIRATION DAY FRIDAY 2 OCTOBER 2015

Feedback is one of the major prerequisites for acquiring new knowledge and practicing new skills. This also applies to university students. It is, however, a major challenge to ensure that the teaching staff at Aarhus BSS is able to provide our students with as much and as qualified feedback as possible within the scope of the course framework.

After a presentation by one of the leading international experts in the field, colleagues from Aarhus BSS will present their initiatives to strengthen the feedback in the classroom. There will be plenty of opportunities to be inspired and to discuss your own ideas and initiatives. All interested teachers, directors of studies, study board members and others at Aarhus BSS are welcome to attend.

Programme

08:45	**Welcome** (coffee and bread)			
09:00	**Keynote** by Professor Emeritus David Nicol, University of Strathclyde, UK: Seven principles of good feedback practice: putting feedback back into the hands of the user			
10:30	Break			
10:45	Workshops 1-4			
	Peer feedback on written assign-ments (danish)	**Feedback during lectures** (danish)	**Online feedback in between lessons** (danish)	**Fostering educational enhancement**
	Jesper Rosenberg Hansen (ECON)	Jan Engberg (BCOM)	Mia Skytte O'Toole (PSY)	David Nicol (UK)
	Henrik B. Seeberg (PS)	Evelyne Sørensen (LAW)	Ulrich Bjerre (BTECH)	
	Martin Nielsen (BCOM)	Per Svejvig (MGMT)	Rune V. Lesner (ECON)	
12:00	**Lunch and exchange of experiences**			

[Registration](#) (deadline September 18).
Seats available: 90 seats which are allocated on a first come, first served basis.

Practical information
Date: Friday 2 October 2015
Time 8:45-13:00
Place: Studenternes Hus (Richard Mortensen stuen), Fredrik Nielsensvej 2-4, 8000 Aarhus C.
Information: Additional information will later be available on the event website

Keynote by Professor Emeritus David Nicol, University of Strathclyde, UK:

Seven principles of good feedback practice: putting feedback back into the hands of the user

Many higher education teachers believe that providing high quality feedback to students, particularly in large classes, will inevitably lead to increased workload. However, creating an assessment environment rich with useful, high-quality feedback that supports effective student learning is possible without a negative impact on staff time. In essence, it involves rethinking both how assessment and feedback are conceptualised and the student's role in these processes.

This keynote presentation will outline this re-conceptualization using a set of assessment and feedback principles drawn from research (see reap.ac.uk) and will illustrate it through examples of their application in teaching practice. It will also highlight an important finding from recent research - that students actually learn more from giving feedback than from receiving it. As they provide feedback for others they produce feedback meanings for themselves and over time they become better able to make valid and informed judgments about the quality of their own academic work. This evaluative capacity cannot be acquired through assessment practices that are solely carried out by the teacher or where the primary conception of feedback is that of teacher transmission.

Workshop 1: Peer feedback on written assignments (this part will be in Danish)

This workshop focuses on peer feedback on written assignments. The list of advantages of peer feedback is long. For instance, the students can get feedback much faster, they practice applying the quality criteria of the course and assessing their own products, and they spend time working on the material.

Presentations:

Jesper Rosenberg Hansen (ECON): Peer feedback: An experiment in introducing written peer feedback between groups of students on a Bachelor's class of 170 economics students. Great opportunities but also major challenges.

Henrik Seeberg (PS): As course coordinator together with Carsten Jensen, he has restructured the lessons taught by student teachers on the Public Policy course, such that the students now write a series of essays throughout the semester. The students receive feedback from their fellow students as well as the student teachers in so-called Oxford groups. The course is an example of how peer feedback may be implemented and how student teachers may contribute to the feedback process.

Martin Nielsen (BCOM): In his thesis symposia, Martin Nielsen gathers 4-8 Master's students who are in the process of writing their theses, and once a month they meet up to present and discuss relevant issues with each other. Emphasis is on getting the students to clarify which challenges they would like the other members' feedback on. The sessions focus on academic issues, but quite often they also address issues relating to academic and technical procedures and processes, as well as motivational aspects.

Workshop 2: Feedback during lectures (this part will be in Danish)

The lecture is among the most difficult forms of instruction when it comes to offering feedback. In this workshop, we present and discuss examples on how the students can get feedback even when they are seated in a large lecture hall.

Presentations:
Jan Engberg (BCOM): Lectures may also include writing workshop elements. During the lecture, students can receive input for an assignment they are currently writing, and after getting peer feedback they can finish the paper and submit it for assessment by the lecturer.

Evelyne Sørensen (LAW): Description will later be available on the event website

Per Svejvig (MGMT): Description will later be available on the event website

Workshop 3: Online feedback in between lessons (this part will be in Danish)

At Aarhus BSS, the majority of the learning takes place in between lessons. In this workshop, we focus especially on online feedback options, including automated feedback. The session will also include examples on how Blackboard may facilitate feedback during and in between lessons.

Presentations:
Mia Skytte O'Toole (PSY): The presentation introduces a blended learning activity. The learning activity includes a video introduction on how to provide peer feedback, which serves as a foundation for the students in their work to provide feedback on their fellow students' assignments, orally and in writing through a discussion forum on Blackboard.

Ulrich Bjerre (BTECH): Description will later be available on the event website

Rune V. Lesner (ECON): Use of e-learning tools in the course Mathematics:
Due to the low math level skills required of the students commencing on the BSc in Economics and Business Administration (HA), the students' skills and interest in math diverge quite widely. A lot of the students find the first-year course in mathematics quite challenging. Moreover, there are about 700-800 students in the course. To address these challenges, we decided to introduce the e-learning platform MyMatLab. The integration of this tool has enabled us to improve the course and meet the students' demand for differentiated and flexible learning.

Workshop 4: David Nicol: Fostering educational enhancement: A principles-based discourse approach

How might one enhance the quality of teaching and learning across a whole university? This workshop will outline an approach to change which has been called the 'principles-based discourse approach'. It will demonstrate the value of using research-informed educational principles as a strategic resource to seed new conversations, new mindsets and new teaching and learning practices across a whole higher education institution.

In this workshop the assessment and feedback principles used in two large UK projects will be introduced. Participants will then have the opportunity to use the principles-based toolkit developed through these projects to design or redesign some assessment and feedback activities within a course. Finally, how this discourse-based approach might be applied in the Aarhus context will be considered.

David Nicol - Biography

David Nicol is Emeritus Professor of Higher Education at the University of Strathclyde. He was previously Deputy Director of the Centre for Academic Practice and Learning Enhancement and Director of REAP, the Re-engineering Assessment Practices project (www.reap.ac.uk), a £1m project examining how new technologies might support improved assessment and feedback practices in three Scottish Universities.

David is currently Visiting Professor at the University of Ulster and Swinburne University of Technology, Australia. David has published widely on assessment and feedback, on e-learning and change management in HE. He is collaborating with partners in Spain, Australia and the UK on assessment and feedback projects. Some of David's recent research on peer review can be accessed through the REAP website at http://www.reap.ac.uk/PEERToolkit.aspx. More about him can be found at http://www.reap.ac.uk/Contacts/DavidNicol.aspx.

References regarding David Nicol:

References regarding keynote:
Nicol, D. J. & Macfarlane-Dick, D. (2006) Formative assessment and self-regulated learning: A model and seven principles of good feedback practice, Studies in Higher Education, 31(2), 199-218.

Nicol, D.J., Thomson, A. & Breslin, C. (2014) Rethinking feedback practices in higher education: a peer review perspective. Assessment and Evaluation in Higher Education, 39:1, 102-122

References regarding workshop:
Nicol, D and Draper, S (2009) A blueprint for transformational organisational change in higher education: REAP as a case study. In: Mayes, T; Morrison, D; Meller, H; Bullen, P and Oliver, M (eds) Education through technology-enhanced learning. Higher Education Academy. Available at
http://www.reap.ac.uk/reap/public/Papers/NIcol_Draper_transforming_assessment_feedback.pdf

Nicol, D (2012) Transformational change in teaching and learning: recasting the educational discourse, Evaluation of the Viewpoints project at the University of Ulster. Funded by JISC UK. July 22. Available at
http://www.reap.ac.uk/TheoryPractice/Principles.aspx