IMPLEMENTATION OF PLAN

Overarching Aim:
• **To develop students' feedback & assessment literacies to improve academic performance;**
Specific Aims:
• **To develop feedback strategies such as dialogical feedback, flipped feedback and feed forward to improve students' concept and competency development;**
• **To measure to what extent this implementation has been effective;**

Strategies	Learning Activities 1-2-1 / Group (Gp) / Classroom based (CB) / Outside of classroom (OC)	Lecturer's Role	Student's Role	Timescale
Develop Feedback Literacies	Feedback dialogue: • *What is feedback and why is it important?* (CB) (Gp)	• Discuss what feedback is, when it will take place, how to interpret feedback messages, how to act on them. • Seek students hopes, fears, expectations and experience of feedback;	• Identify, challenge and share (if possible) your own assumptions of feedback.	Weeks 1-3 On-going
	• Generic feedback dialogue on each online discussion forum (ODF) (1-5). *(Criteria rubric will be used as a template for discussion)* (Gp) (CB)	• Give generic feedback on each forums. Highlight the positives, areas for improvement; ensure you give feedback on content and competency development.	• Think about which of these comments refers to your work, write comments down and reflect on how you can	Immediately after each online discussion forum (weeks 3,5,7,9,11)

				improve for your next forum.	
Develop Dialogical Feedback Practice	• Formative feedback conversations for each online discussion forum (ODF). *(Completed post-assessment, pre-feedback reflective questionnaires & criteria rubric will be used as a template for discussion)* (1-2-1) (CB)	• Ask students to feedback on their own performance in the recently completed forum. • Take the lead from students completed questionnaire as to what they want feedback on and use the criteria rubric as a guide. *N.B. if there are urgent areas which require attention which student has not referred, discuss using criteria rubric as a guide.* *Ensure that the feedback space runs and feels like a conversation.*	• Identify and challenge your own assumptions about your learning; • Seek out any points that require clarification; focus on the task and not the grade or the right answer. • When filling in the questionnaire use the criteria rubric as a guide • Be candid with yourself and lecturer (if possible) about what you do well and what you need to improve on.	Within at least one week after each online discussion forum (weeks 4,6,8,10,12)
Explore Use of Feed-Forward	• Generic feedforward dialogue (CB) (Gp)	• Ensure that students understand what they can do differently as a result of generic feedback conversations for the next element of assessment. • Use the criteria rubric as a guide.	• Think about what you will do differently in the next ODF as a result of feedback on this one.	On-going
	• Include a feedforward element in the formative feedback conversations (1-2-1) (CB)	• Ensure that students understand what they can do differently as a result of the formative feedback	• Think about and share with your peers and lecturer what you will do differently in the next	On-going

		conversations for the next element of assessment; • Give specific examples and use the criteria rubric as a guide	forum as a result of feedback on this one.	
	• Feedforward as a teaching and learning tool: (CB) (Gp)	• For every lecture / tutorial given, ensure that students are clear as to how this topic relates to a particular element of assessment;	• Think about how you can relate your learning from lecture notes, readings, discussions etc. to a particular element of assessment.	On-going
Explore Use of Flipped Feedback & Feed-Forward	• In- class simulation of an online discussion forum (Silent debate): (CB) (Gp)	• Simulate a written discussion forum in the classroom with a similar question to the pending ODF. • Create a similar structure to pending ODF (flip chart sheets and marker pens instead of an online platform). • Put thought-provoking statements (related to the topic) on each flip chart sheet on the classroom wall and invite students to have a written debate. • Give feedback during and after the exercise on all of the elements from the criteria rubric.	• Engage in this activity like you would an assessed piece of work, but allow yourself to be relaxed as it is a simulation. • Learn from your lecturer, peers and take confidence from this activity because it is showing you what is expected of you and how to meet those expectations.	Weeks 5/6

• In-task, real-time feedback / feed-forward as e-moderator in online discussion forums (Gp)	• Make relevant comments (hinge-point questions, rhetorical questions, comments which steer students to a particular text, clip, concept or perspective). • If a particular student has posted an excellent idea, point the other students in this direction taking extreme care not to de-motivate them by praising one student significantly over the others; • Know that this can be a key teaching moment.	• Read and respond to teacher's ques by way of reflecting on questions that he / she poses during the discussion forum and answering them in a critical and thoughtful way. • If the teacher suggests readings, clips, concepts, or perspectives that you have yet to consider, consider them.	4 days into each online discussion forum (each online discussion forum is open for 7 days)
• Students writing their own questions and negotiating topics for online discussion forums (CB, Gp)	• Ensure that when students are negotiating topics and question titles, they have a rationale as to why they want to include this topic / question title in the forum; • Ensure that students have understood how they can go about answering the question which they have posed together; • Ensure that, where possible, there is consensus on the new title / topics.	• Think about the topics in the semester that most interest you; Think about the types of questions which you would most like to answer about a particular topic; • Share your ideas with the class & participate in negotiating the topics and questions which you feel are most beneficial to your learning; • Ensure that you understand the	2 weeks before each online discussion forum (weeks 1, 3, 5,7,9)

			questions that have been agreed and think about what you need to study, read or write in order to answer that question in the forum.	