

Professional Development / Induction Program
Casual Academic Staff, Dept of Computing, 22 February 2007
Plenary Discussion 12.15 to 1 pm

1. Auto marking Process
 - Feedback used to correct mistakes
 - Repeated submission vs deadlines
 - Speed of Feedback
 - Time for students to reflect
 - Motivation to progress further
 - Auto marking vs manual
 - Stimulus for discussion with marker
 - Resubmission of material
 - Two-stage process separated by a feedback session
 - Continuous improvement of assignment as a result of engaging with feedback

2. Tutorial structure
 - Provide feedback with the tute time eg 5 minutes before end
 - Problems with consultation time – students not coming, but they do come directly after the tute is over.

3. Feedback strategies
 - a) Checkpoint: assignments submitted prior to due date:
 - Workload during this week
 - Focus of tute = discussion of assignment.

 - b) Prac assignments – feedback in class
 - c) In-class feedback in relation to program development, Focus on problems early
 - d) Process feedback – thinking about what is working and why not just the result
 - e) Model assignment & marking scheme – good and bad and why each is considered so
 - f) Student self-assessment against a marking scheme
 - g) Peer assessment i.e. students marking assignments from previous years or comparison with actual mark received
 - h) Workgroup – with students reporting about the specifics of the assignment
 - i) Assignment structure enabling students to determine where they are at that point with regard to learning outcomes.

4. Feedback for tutors/demonstrators
 - mid-term review (in approximately 6th week)
 - 2-way dialogue between staff and students

5. Feedback in Prac sessions
 - get students out from behind the computers
 - more similar to the tute process

6. Encouraging students to attend class particularly tutes
 - attendance marks
 - leave after being being marked 'present'
 - marks for preparation
 - marks for participation
 - solution availability as a 'carrot'
 - minimal answers, delay in timing of answers

7. Portfolio based assessment
 - Trigger question for a portfolio item given throughout semester
 - Portfolio assessed thrice per semester
 - Students provide meta-analysis of what was good and bad about their work, what they have learnt – this will foster student engagement and promote feedback opportunities.

8. Strategies for feedback in the tutorial
 - Eg: Use 'muddiest point'. Can be used here more efficiently than being used in lectures.
 - Tutors to feedback outcomes to lecturer(s)

9. Feedback in large classes
 - Communication – Transparent
 Regular
 Between lecturer, tutor, prac demonstrator
 At beginning and referred to throughout
 - Diversity of students
 - Know your 'market'
 - Discipline background, goals, interests,
 - Customise feedback
 - Ground rules
 - Importance of the first tute/practical
 - Set the norms of behaviour
 - Tutor/demonstrator as "friend" – respect
 - Vary techniques > let students know expectations
 - Flexibility and variability in teaching and learning activities
 - Group work vs Group Structure

10. Computing Process
 - Cycle of feedback – "close the loop"
Students > Tutors/Demonstrator > Lecturers > Students

11. WIKI – Teaching Committee matters

- Unit Portfolios

- i) Collected wisdom of the unit
- ii) Reflective space, which will contain continuous feedback re all aspects of unit/tutorial/prac structure
- iii) Act on feedback + institutional knowledge retained.