

# Public Feedback for Collective Learning

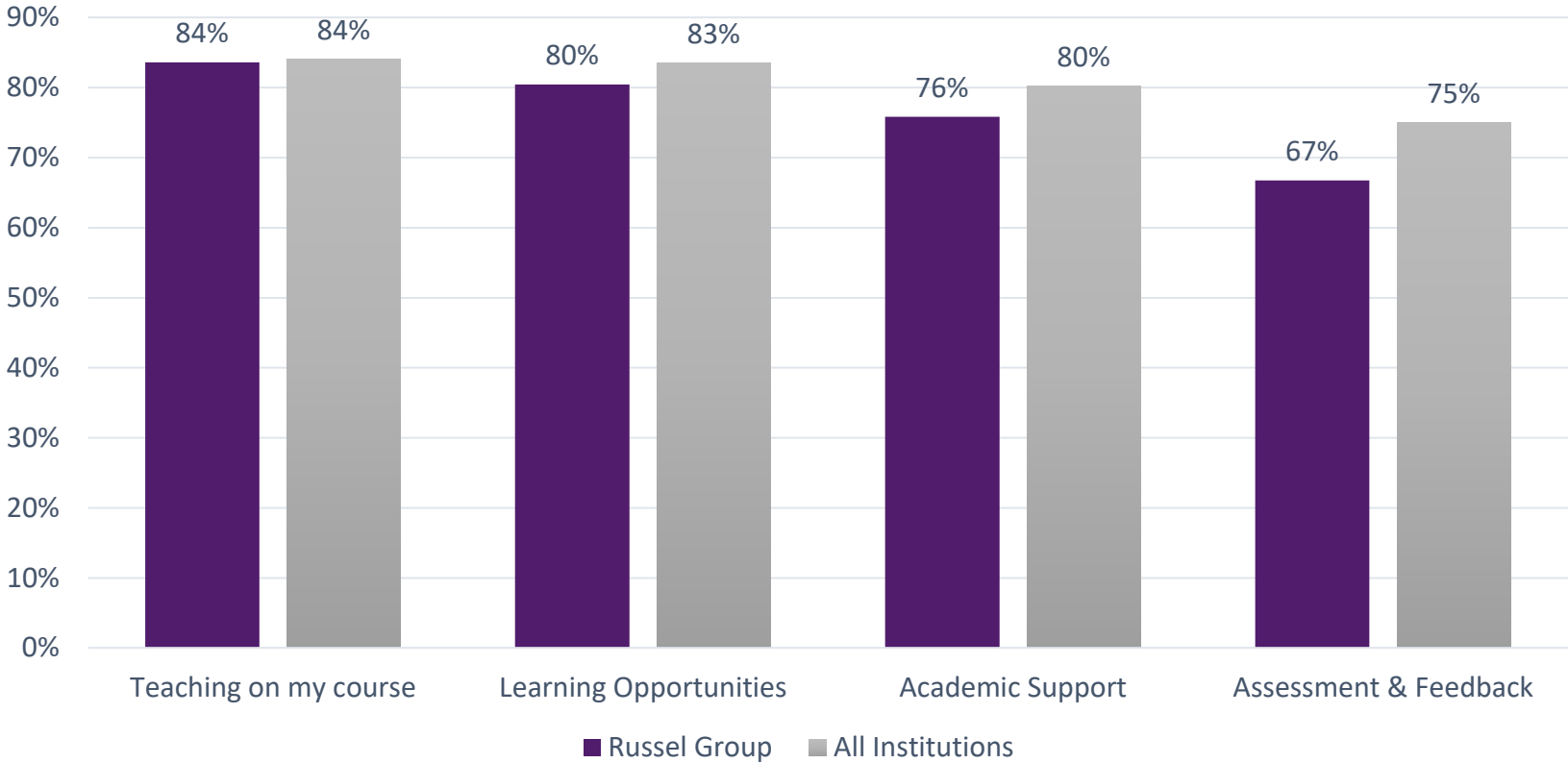
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DEE 2021

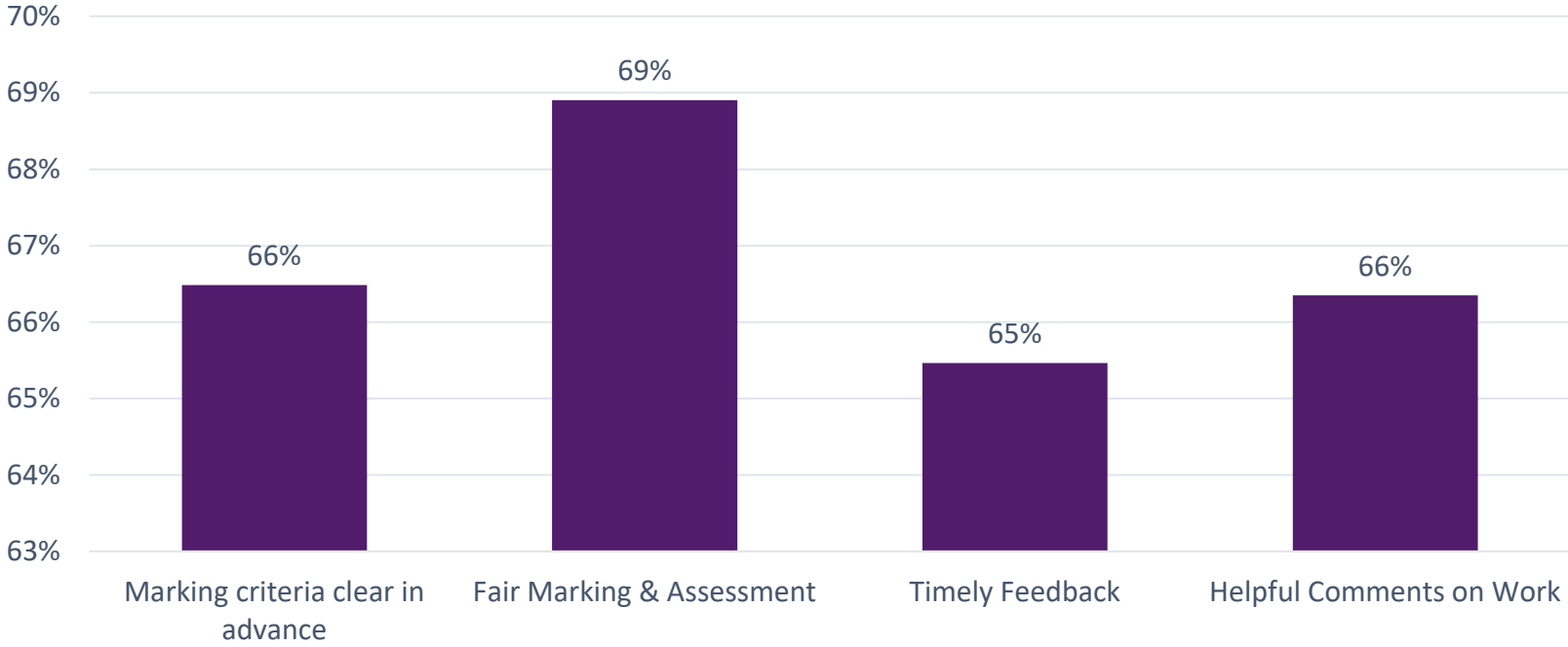
# Introduction

## NSS, 3-year average, 2019-2021



# Introduction

## Assessment & Feedback Questions, 3-year average, 2019-2021 Russel Group



## Introduction

- Formative activities

- **Formative assessment:** e.g., open-ended response questions, essays, and performance tasks, such as posters, projects or **presentations**.
- **Formative feedback:** marks and/or commentary on performance.

↳ Organize, interpret information ⇒ improve learning strategies

## Introduction

- I study a formative activity with public feedback
- Research questions:
  1. Is students' public feedback uptake correlated with timing of feedback and students' demographic characteristics (gender, nationality)?
  2. Do students respond differently to public feedback valence?
    - positive
    - suggestions for improvement = “negative”

## Main Results

- Ideal feedback timing : up to 2 weeks – similar to private feedback literature
- Female overseas students benefit the most

## Context

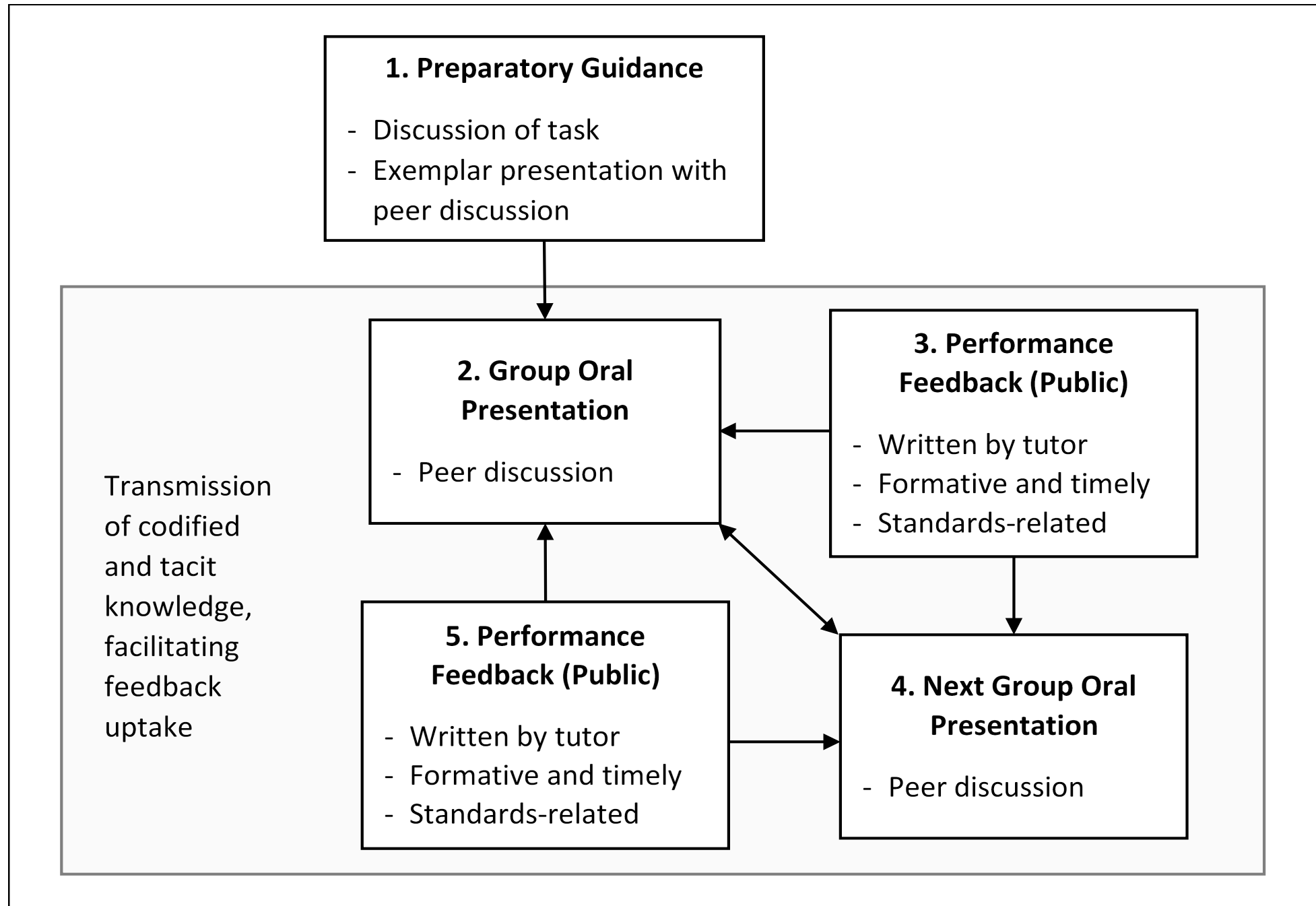
- Econ, Pol Sci & Int'l Studies core module
- Seminars

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<i>Region</i>	<i>Female</i>	<i>% Female</i>	<i>Male</i>	<i>% Male</i>	<i>Total</i>
United Kingdom	4	18%	18	82%	22
European Union	17	63%	10	37%	27
Indian	5	45%	6	55%	11
Other regions	9	50%	9	50%	18
Total	35	45%	43	55%	78

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# Formative Activity Conceptual Stages





## Data

- Feedback written document
- Students' slides
- University's administrative records: gender and nationality

## Method

- Count of positive and “negative” feedback from written document
- Count of uptake comments in the following presentations
- Interactions with timing, gender, nationality

ECXXX – Group Z	Presentation 1 (P1)	Topic
Student Name 1, Student Name 2	Term X, Week Y	P1 Econ: The State and the Market: Trade Unions

The purpose of the presentation is to help us to understand the findings of Stewart (1990) “Union wage differentials, product market influences and the division of rents”. Then, use the paper insights to discuss the statement: “Government policy in the UK has succeeded in eradicating the economically damaging effects of trade unions”. (1)

The presentation focused exclusively on the proposed paper, Stewart (1990). **It clarified the definitions** related to unions, for example the difference between pre-entry and post-entry closed shops, which can be unfamiliar for students who are not from the UK. It was nice **to include the hypotheses behind each of the factors** identified by Stewart (1990), which might influence the wage differentials between members and non-members of the unions, for example, more foreign competition may lead to lower wage differentials. There was **a good explanation for the data and data sources** as well as for **the intuition for the results**. I liked the emphasis given to the relationship between a firm’s market power and the possibility of higher wages. The presentation included **comments on the limits of the paper**, which is always helpful to keep things in perspective. . The slides were clear and well-organised. (2)

Interesting points raised during the discussion were: i) how trade unions contribute to create rigidities in the labour market. ii) Differences between trade unions and student unions. iii) Whether a union is “good” or “bad” depends on your political position (3)

Suggestions for improvement:

- The presentation could have included **a brief review of the theories** with emphasis on the connection between these theories and Stewart (1990). For example, the presenters could have commented on how the market concentration would affect the elasticity of the demand for labour in the context of the right-to-manage theory.
- It would have been helpful to **go through the results with focus on features of the theories that were either confirmed by the results or inconsistent with the results**. Notice that this did not affect the quality of your presentation. It is only a suggestion that illustrates a way of giving your own value-added to the presentation.
- **Your opinion with respect to the statement proposed in the task was not explicitly given in the presentation**. Take care to make this clear when you revise this topic. (4)

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**It clarified the definitions**

**to include the hypotheses behind each of the factors**

**good explanation for data and data sources**

**comments on the limits of the paper**

Interesting points raised during the discussion were: i) how trade unions contribute to create rigidities in the labour market. ii) Differences between trade unions and student unions. iii) Whether a union is “good” or “bad” depends on your political position

**a brief review of the theories**

**go through the results with focus on features of the theories that were either confirmed by the results or inconsistent with the results**

**Your opinion with respect to the statement proposed in the task was not explicitly given in the presentation**

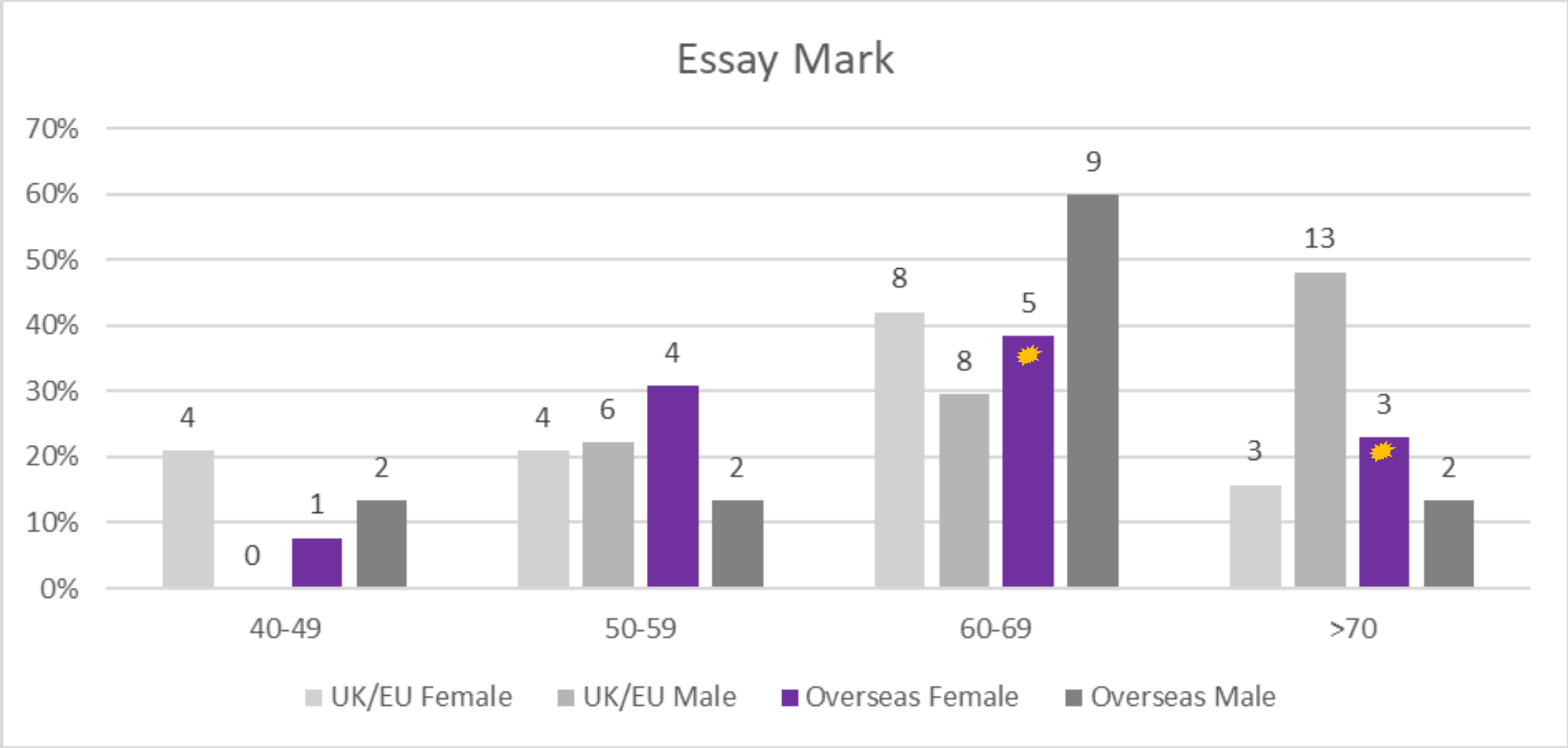
## Results: Timing

Time elapsed between providing feedback and presentation	Average number of positive comments	Average number of positive comments uptake	Positive feedback uptake ratio	Average number of negative comments	Average number of negative comments uptake	Negative feedback uptake ratio
2 weeks (n=13)	3.73 (1.56)	2.00 (1.00)	<b>0.54</b>	3.45 (0.82)	1.82 (0.87)	<b>0.53</b>
4 weeks (n=5)	3.40 (1.34)	1.60 (1.14)	0.47	3.60 (0.55)	1.20 (1.10)	0.33
6 weeks (n=3)	2.67 (0.58)	0.67 (0.58)	0.25	2.67 (1.15)	1.00 (1.00)	0.38
8 weeks (n=7)	2.71 (1.11)	0.71 (0.49)	0.26	3.29 (1.11)	1.14 (0.69)	0.35
10 weeks (n=8)	4.00 (1.41)	1.75 (1.04)	0.44	3.75 (0.71)	1.38 (0.52)	0.37
12 weeks (n=5)	4.00 (1.41)	1.40 (0.89)	0.35	3.40 (0.55)	1.20 (1.30)	0.35

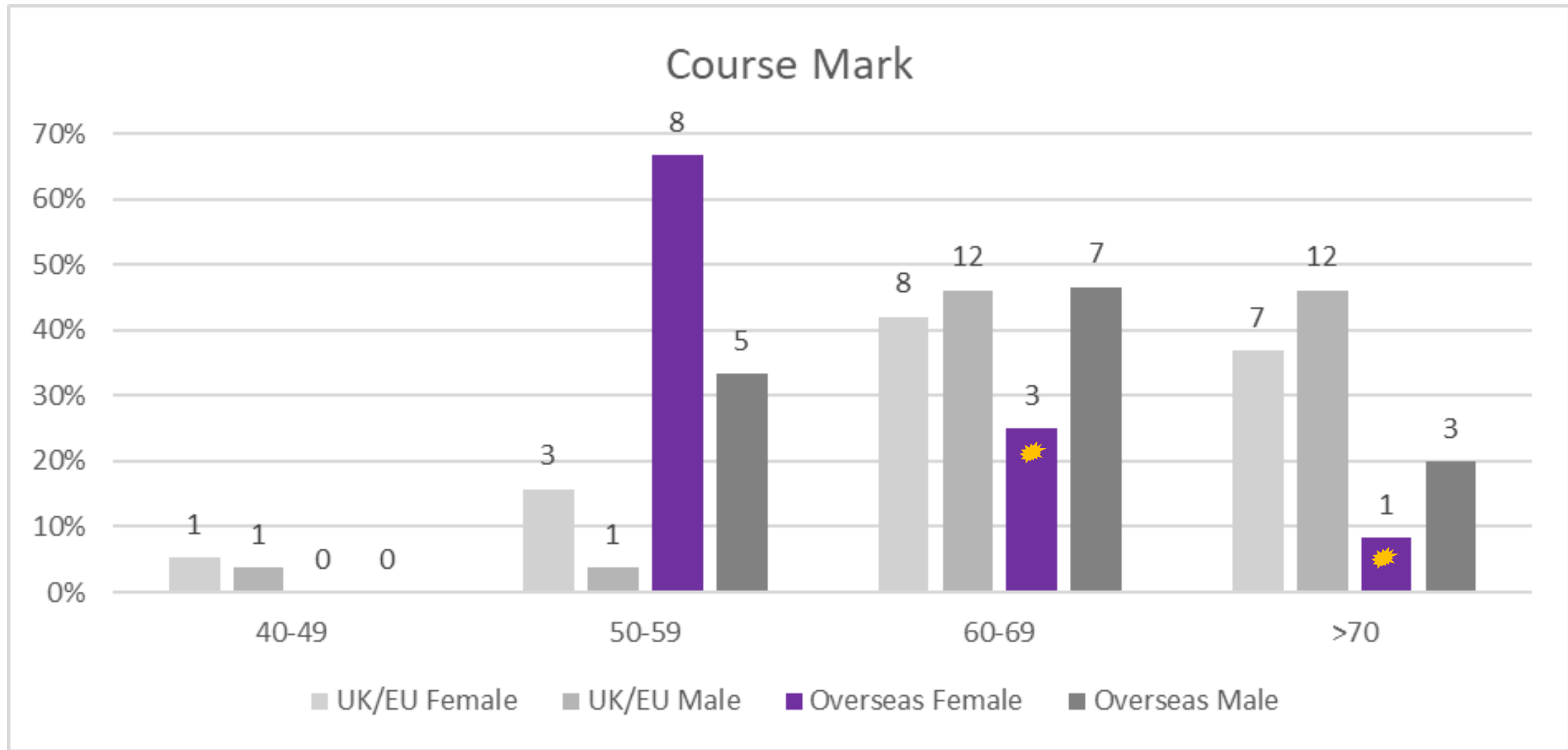
## Results: Feedback uptake by region and by gender

Region	Average number of positive comments	Average number of positive comments uptake	Positive feedback uptake ratio	Average number of negative comments	Average number of negative comments uptake	Negative feedback uptake ratio
UK/EU Female (n=20)	3.45 (1.36)	1.45 (0.76)	0.42	3.30 (0.86)	1.20 (0.83)	0.36
Overseas Female (n=17)	3.41 (1.23)	2.00 (0.71)	<b>0.59</b>	3.53 (0.62)	1.59 (1.00)	<b>0.45</b>
UK/EU Male (n=30)	3.33 (1.21)	1.13 (1.01)	0.34	3.37 (0.85)	1.20 (0.81)	0.36
Overseas Male (n=19)	3.84 (1.64)	1.63 (1.12)	0.42	3.58 (0.84)	1.32 (0.82)	0.37

# Students' performance



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## Students' evaluations

- 29 anonymous students, 37% of registered
- “Feedback (on work, in class, or other forms) received on the module enhances my learning”
  - 25% definitely agree
  - 50% mostly agree
  - 15% neither agree or disagree
  - 0 mostly disagree or definitely disagree
- Positive and negative student comments

## Limitations

- Small sample, specific course
- Statistically imprecise: high number of missing values
- Specificity of feedback
- Region categories

## Conclusions

- Contribution to the literature on public feedback
- Increase course quality using limited resources
- Ideal timing: 2 weeks
- Female overseas students benefit the most

Thank you!