

Case Study: Implementing Active Self-Feedback in Teaching

Polly Turner, Forensic Psychology and Mental Health

Course information

In Autumn 2024 Polly Turner, a Clinical Senior Lecturer and the Programme Director for MSc. Forensic Psychology and Mental Health taught two courses implementing active self-feedback. Both courses were delivered to around 22 postgraduate taught (PGT) students enrolled in the MSc. Forensic Psychology and Mental Health programme. These courses were: Intro to Forensic Psychology and Professional Practice (Intro to FP) in semester 1, and Personality Disorder Assessment and Intervention (PD) in semester 2.

On these courses, active self-feedback is applied formatively to drafted work which was to be submitted for summative assessment.

The task

To prepare for the task, students were asked to critique an example first against the marking criteria.

Intro to FP: Students were asked to draft a policy analysis in groups. Each group was then asked to mark another group's draft against the marking criteria, focusing on what they did well and what they missed in their draft. Finally, students were asked to identify what they did well and what they can improve on.

PD: This followed a similar structure, but students worked independently. Each student completed a draft of a clinical report on observation of personality traits. On this course, students compared their draft to a report from the unit lead and were asked to outline what went well and what they missed in their draft.

Comparators

A wide variety of comparators were used on these courses, including peer work, exemplar pieces of work (policy analysis and clinical report), as well as marking criteria.

Reflections by teaching staff

Currently, the self-reflection in this activity is more informal the task does not necessarily require students to make explicit their feedback. To improve on this task, teaching staff would like to develop worksheets to ensure students do explicitly do the active self-feedback component.

Reflections by students

Feedback from students was positive, with students saying that the activity helped them to understand the task more clearly (i.e., see clearly what is required and what they need to do) and therefore they feel more confident. This has been gathered during the teaching sessions and in Student Voice Committee meetings.