

A Whole Team Approach to Embedding a Culture of Feedback between Student & Staff Partners in First Year Chemistry

Frances Heaney, Denise Rooney, Orla Fenelon, Tobias Krämer, Eithne Dempsey, Stephen Barrett, Caytlin Boylan, Kyle Doherty, Luke Marchetti, Joseph Curran & Trinidad Velasco-Torrijos



Academic Feedback: AF

Staff



Student

Student Feedback: SF

Enhanced Learning & Teaching
Learner, teacher, programme, module

Staff

Academic Feedback

Student Feedback

Formative & Summative

Formal & Informal

Student

Mulliner (2015)

Dawson (2018)

Henderson (2019 & 2019)

Hwang (2020)

Pienta (2017)

Watson (2017)

Gakhal (2019)

Nordmann (2020)

Ravenscroft (2020)

Why first year?

*Cornerstone University Experience
Transition in Pedagogical approach
Opportunity to Embed*

Inclusive

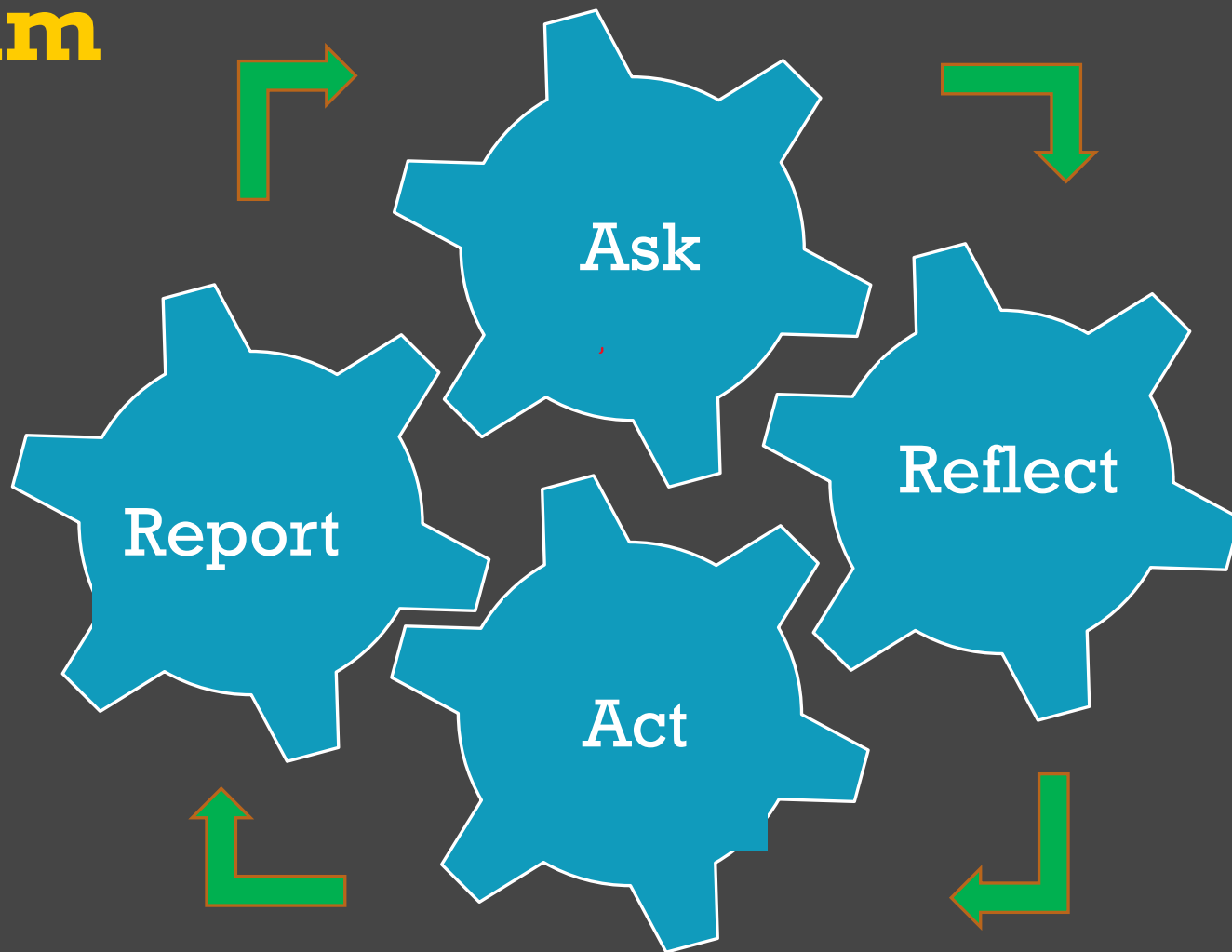
*Academic and Social Diversity
levels of preparedness for college
first in family
prior discipline knowledge*

Constructive

*Feedback Literacy
Efficient and Timely*

Iseva (2020)
Treischl (2017)

Our aim

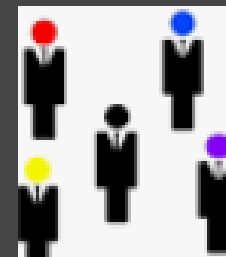


How?

Who?

Where &
When?

What?



What we trialled

Focus Groups	CA related Suggestion Box
Drop-in Centre	Weekly <i>Feedback</i> Meeting



Discipline Specific Approach

Who?

CA related
Suggestion Box

Coronavirus
COVID-19



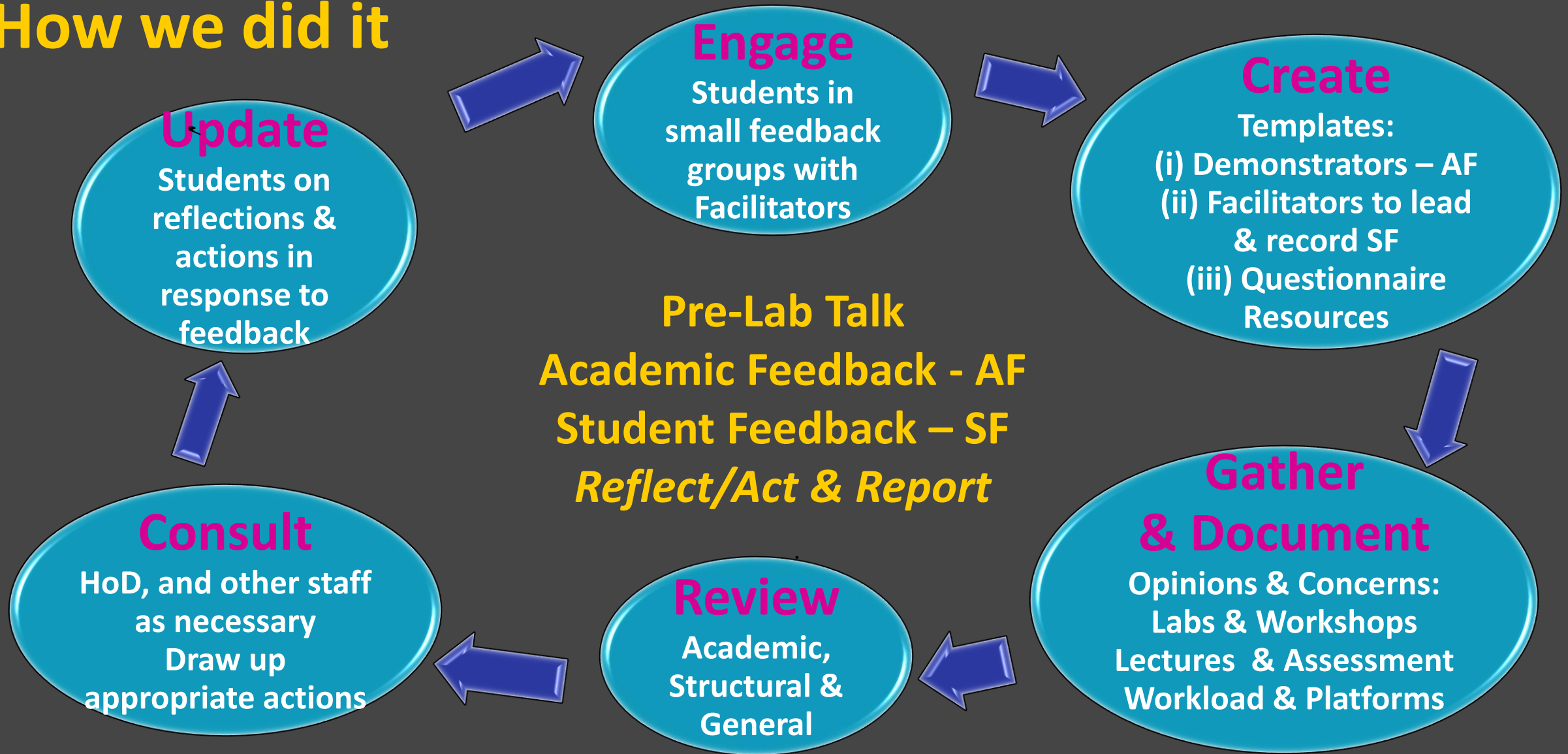
Weekly
Feedback
Meeting

Online: MS Teams

- **Pre-Lab Talk**
- **Academic Feedback**
- **Student Feedback Teaching & Learning discussions**



How we did it



Selected Concerns/Reflections/Actions

- **Clarity and Communication:** Introduced a weekly planner
- **Assignment Scheduling and Support:** Deadlines extended, assignment calendar reviewed. Uploaded additional skills/techniques videos
- **Solutions to Assignments and Marking Schemes:** Marking schemes revised, explained to students, included in student manual.
- **Knowledge Gaps:** Revisited in subsequent sessions.
- **Workload:** Explained and drew attention to importance of managing expectations about what is required in higher education,
- **Peer Support:** Break out rooms introduced to workshops

Our Findings

- **Cultural Embedment** - integration into timetabled sessions *normalises* feedback conversations
- **Inclusive/Representative Views** - CA activities compulsory
Anonymous platforms best facilitate dialogue and inclusivity
(*Padlet, Turning Point, Anonymous Questionnaires*)
- **Time line** – weekly inputs allow Concerns to be Voiced, Reflected on, Responded to, and the Loop Closed in *real time*

Our Findings

- **Role-model Feedback**

Explain pedagogical approaches

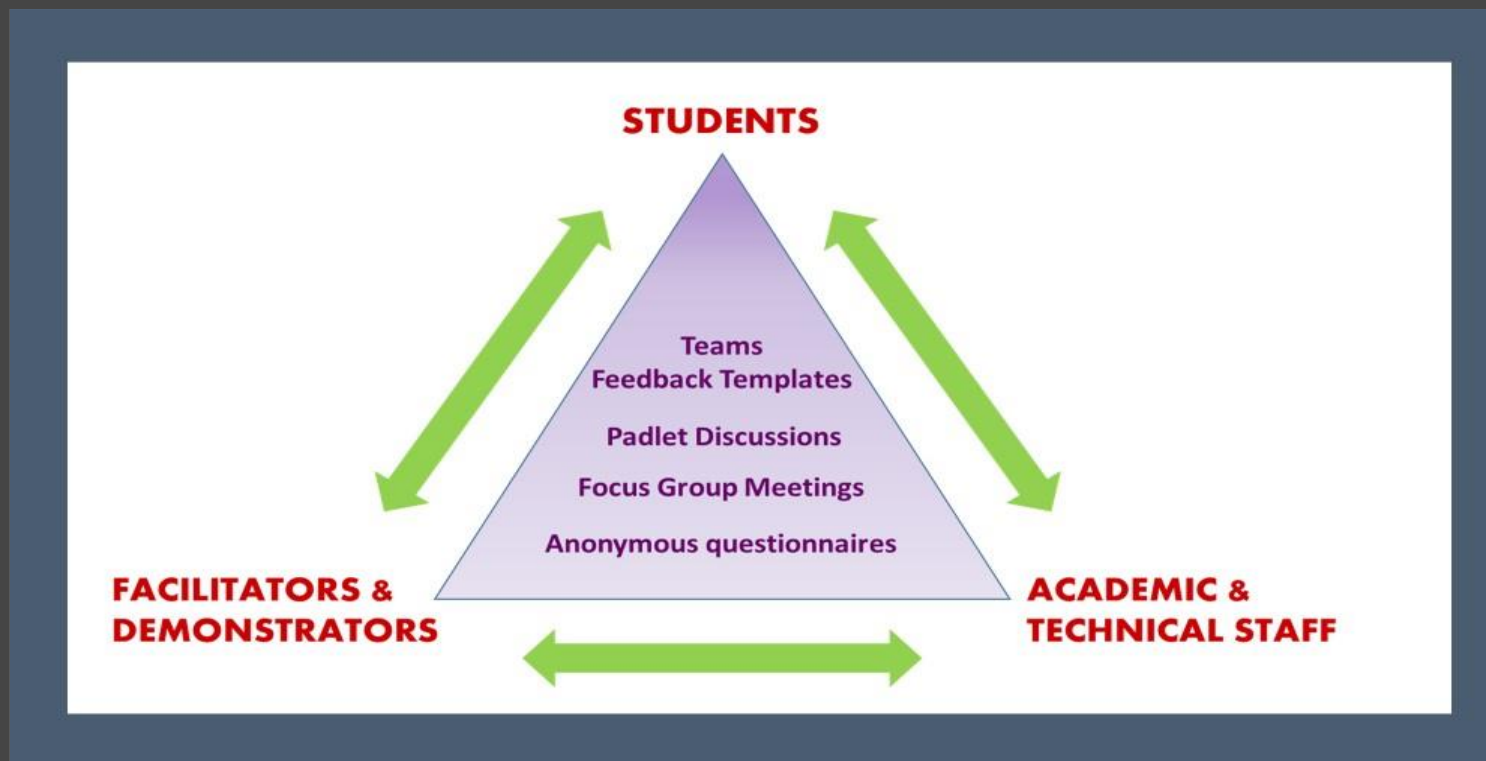
Take Actions e.g. workload concerns, adapt support for online workshops, provide tools to help with organisation, review tricky concepts

- **Students** encouraged to see themselves as partners in their education

- **Resources** - Intensive. MS Teams Space. Planning meetings. email, templated documents, Moodle announcements.

Our Findings

- **Whole team approach** - Effective – but also necessary – reflections and collective decisions – smooth implementation



Acknowledgements



MU Project Stakeholders

Colleagues in Centre for Teaching and Learning
Colleagues in Applied Social Studies & Music

Colleagues in Chemistry
First Year Chemistry Students

Enhancing Teaching and Learning through
Module and Programme Evaluation
SATLE19: TL19MU1606/03



Frances.Heaney@mu.ie

Virtual Labs

HCI P3 Initiative



Chemical Sciences – dynamic, interdisciplinary and constantly evolving

Our Chemical Education Community

Responding to Future Skills Needs
Developing an Agile Curriculum



Our Blended Lab Learning

Innovative approach involving problem solving and team working
Students learn through making risk-free mistakes in a virtual environment



Our Graduates Enhanced Skills

- Practical Skills and Theory
- Experimental Design
- Team Work
- Communication
- Critical Analysis and Problem Solving
- Record Keeping
- Time Management



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