Teaching & Learning Showcase on Feedback

Case Study - Feedback within a Multi-deliverable Team-based Assignment

Rachel McCrindle
Professor of Human Computer Interaction
National Teaching Fellow
School of Systems Engineering, University of Reading, UK
r.j.mccrindle@reading.ac.uk

November 27th 2013
Outline of Presentation

- Context within which the feedback is given
- Types of feedback
- Multi-deliverables : Multi-feedback
- Example Feedback Sheets
- Reflection
Context

Compulsory 1st year 20 credit module taken by all students in SSE

Students work in teams to design and develop a board game that will teach players about software engineering

Diverse learning outcomes associated with the subject, soft skills, digital creativity, real world relevance and professionalism
Types of Feedback

- **Staff : Students** - formative informal in seminars
- **Staff : Students** - formative formal in deliverables
- **Staff : Students** - summative in deliverables
- **Students : Staff** - informal feedback in seminars
- **Students : Staff** – formal via deliverables/forms
- **External : Staff** – informal via SEBAs
- **External : Staff** – formal via accreditation/reviews
Multi-deliverables: Multi-feedback

D1 – Brand Identity & Team Skills

D2 – Project Management & Risk

D3 – Initial Designs & Resources

D4a – Run Through

D4 – Professional Print

D5 – Game Demo

D6 – Poster

D7 – Presentation

D8 – Manual

D9 – Game & Pieces

D10 – Final Documentation

D11 – Critique

SEBA Awards Day
### Example Feedback Sheets

#### SE1SE11 2012-13: Feedback - Deliverable D1

### 4. B-TEAM: TEAM C TUESDAY 4.5

<table>
<thead>
<tr>
<th>B-Team</th>
<th>C1</th>
<th>M1</th>
<th>D1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan BLOOMFIELD (T1)</td>
<td>A</td>
<td>2.5</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Tom FINNEY</td>
<td>A</td>
<td>2.3</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Regan PUN</td>
<td>A</td>
<td>2.5</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Subdeep PUN</td>
<td>A</td>
<td>2.3</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Joahn RIVERS</td>
<td>A</td>
<td>2.3</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Veling SAVIN</td>
<td>A</td>
<td>2.3</td>
<td>2.3</td>
<td></td>
</tr>
</tbody>
</table>

**D1: Delivered in D1**
- Front cover (D1: Team Registration & Information; Team Name, Logo; Team Members, date of submission)
- Table of contents
- Team name
- Logo
- Team members' names
- Degree courses
- University e-mails
- Photos
- Team leader

**Things to Celebrate!**
- Good logo, clever role on the 'A' team
- Some good notes of background with linkage to team skills.

**Things to Address**
- You need a list of contents, you need to have page numbers, header and footer, you need to provide university e-mails for all members (two have not filled in so far). No list given for photos. Try to get your team skills more uniform.
- Proof read your work for consistency, consistency of style and presentation and grammar.
- You need to present your work better — currently it looks rushed and unfinished — a little bit more effort and it would be good.
- Communications statement could be a bit stronger — e.g. put Google accounts will be used rather than ‘may’ — important to identify some way of sharing十三五up documents.

**Picky Points for Perfection!**
- Please hand in two copies of the most deliverable and two signed green sheets with agreed contribution grades.
- Hand in with your folder.
- Hand in a soft copy on the USB stick provided.
- Front cover could be better arranged — e.g. don’t have the team member names so far to the left on your photos if they have similar size.
- Be consistent with the presentation of email etc. all in 8pt or all in 10pt or all in 12pt.
- Be consistent with capitalisation of Degree Course names.
- Have larger margins, particularly on the left-hand side — otherwise difficult to read when bound.
- Try to carry your branding through your document — you could use the red for your section heading for example, and maybe put the logo as one thing in your header.

### 11. IRIS LABORATORIES: TEAM A TUESDAY 4.5

<table>
<thead>
<tr>
<th>IRIS Laboratories</th>
<th>C1</th>
<th>M1</th>
<th>D1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guy BUTCHER</td>
<td>B</td>
<td>4.75</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>Ben FITCH</td>
<td>B</td>
<td>4.75</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>Matthew GALKINATH</td>
<td>C</td>
<td>4.75</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>Amy MANGLES (T3)</td>
<td>A</td>
<td>4.75</td>
<td>4.75</td>
<td></td>
</tr>
<tr>
<td>Gillian PRITCHARD</td>
<td>B</td>
<td>4.75</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>Alex SHAKESPEARE</td>
<td>B</td>
<td>4.75</td>
<td>4.35</td>
<td></td>
</tr>
</tbody>
</table>

**D1: Delivered in D1**
- Front cover (D1: Team Registration & Information; Team Name, Logo; Team Members, date of submission)
- Table of contents
- Team name
- Logo
- Team members' names
- Communication statement
- Degree courses
- University e-mails
- Photos
- Team leader

**Things to Celebrate!**
- Well presented deliverable with good team coherence throughout. Good front cover.
- Good header/footer information.
- Very clear team details page — and very consistent photos — you look like a team.
- Good consideration of communication.
- Good linkage to software engineering in the real world.

**Things to Address**
- Good notes but a little short, perhaps consider a few more skill matches.
- Give your skills matrix an actual figure number and title.
- As stated above, good consideration of communication — but always make sure you link explicitly to the assignment e.g. when will you use skype? have you set up a Facebook Group for the assignment.

**Picky Points for Perfection!**
- Be consistent with whether you use @reading or @student.reading style emails.
- You have been consistent with the use of 1st person in your bios and you can get away with it for this task, but remember generally write in 3rd person for a technical report.
- Type everything in Column 3.
- If you use acronyms, put them in full first time of use e.g. GARP Good document practice and some readers of your document may not know what they stand for.
- Could maybe pick up on your colour branding from within your document.
- Couple of your linkages to D2 — be targeted.
Reflection on this Style of Feedback

Assesses different learning outcomes – impossible in one deliverable

Keeps the momentum going across 20 weeks

Can keep track of engagement

Opportunity to improve

Get to know the students

Time consuming

Continual involvement

Complexities of contributions as well as multi-deliverables
That’s All Folks!
Thanks for Listening