Nurse Teachers' Accounts of their Perceptions and Practices of Written Feedback

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Outline

- Background

- Methodology

- Results and discussion

- Recommendations

- Strengths and limitations

- Conclusion

Background

- Teachers' written feedback plays an essential role in students' learning.

- If no feedback is given, students assume that they are doing perfectly well, and do not need to improve.

- Inappropriate or Ineffective feedback can lead to negative effects on the students performance

(Kluger & DeNisi, 1996; Ghazal, Gul, Hanzala, Jessop, & Tharani, 2014; Lee, 2009; McKimm, 2009; Spiller, 2009)

Effectiveness of Written Feedback

Written feedback is considered effective when it is:

- **Adequate**
- **Simple and clear**
- **Individualized**
- **Timely**
- **Provided as feed forward**
- **Balanced- contains appreciation, critique, and suggestions**

(Duncan, 2007; Ghazal, 2014; Gibbs & Simpson, 2004; Khowaja, 2011; Polus & Mahony, 2008; Rae & Cochrane, 2008; Weaver, 2006)

Teachers' Practices of Written Feedback

Tone

- Balance Feedback
- Mitigated Feedback (Gh...)
- ... negative feedback...

The way comments are worded by the teachers to convey their message to the students
(Weaver, 2007).

The language used to construct the sentences
(Lee, 2008)

Focus

...zal, 2012; Glover & Brown's, 2006; Khowaja, 2011; Magno & Amarles, 2011)

- Form (Hyland, 2003, Lee, 2008)

Amount

- Selective (Lee, 2009a)
- Comprehensive (Orrell, 2006; Lee, 2009b)

Factors that Influence the Teachers' Practices of Written Feedback

Teachers' personal factors

Students related factors

Contextual factors

- Values & Beliefs
- Competence

- Priorities
- Motivation
- Interest

- Policies
- Teacher-student interaction

7

Study Rationale

- Students perspectives regarding written feedback

- Analysis of assignments marked by teachers

- Limited research from teachers perspectives

(Carless, 2006; Ghazal, 2012; Gibbs & Simpson, 2004/2005 ; Glover & Brown, 2006; Goldstein, 2004; Hyland & Hyland, 2001; Khowaja, 2011; Lee, 2008)

Research Questions

1. What are the nurse teachers' perceptions about written feedback on students' assignments?

2. What are the nurse teachers' practices of providing written feedback on students' assignments?

3. What are the factors that affect the nurse teachers practices of written feedback?

Methodology

- **Study Design**
  - Qualitative, descriptive exploratory

- **Population & Settings**
  - Participants from five nursing institutions in Karachi

- **Sample & Sampling**
  - 12 participants
  - Purposive sampling

Inclusion Criteria

Nurse teachers who:

- teaching in a recognized school of nursing in Karachi
- practice of returning students' written assignment
- a minimum of one year experience in teaching.
- were willing to participate

- **Data Collection**
  - In-depth interviews
- **Data Analysis**

Recorded interviews

Transcribed interviews

Extracted content relevant to questions

Assigned codes

Organized Codes into categories & Sub-categories

Ethical Considerations

- Permission from the head of the nursing institutions AKU

- Approval from the Institutional Review board

- Informed consent written consent from each participant

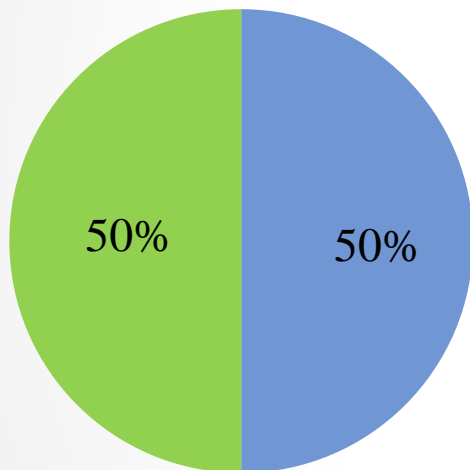- Pseudonyms instead of participants names
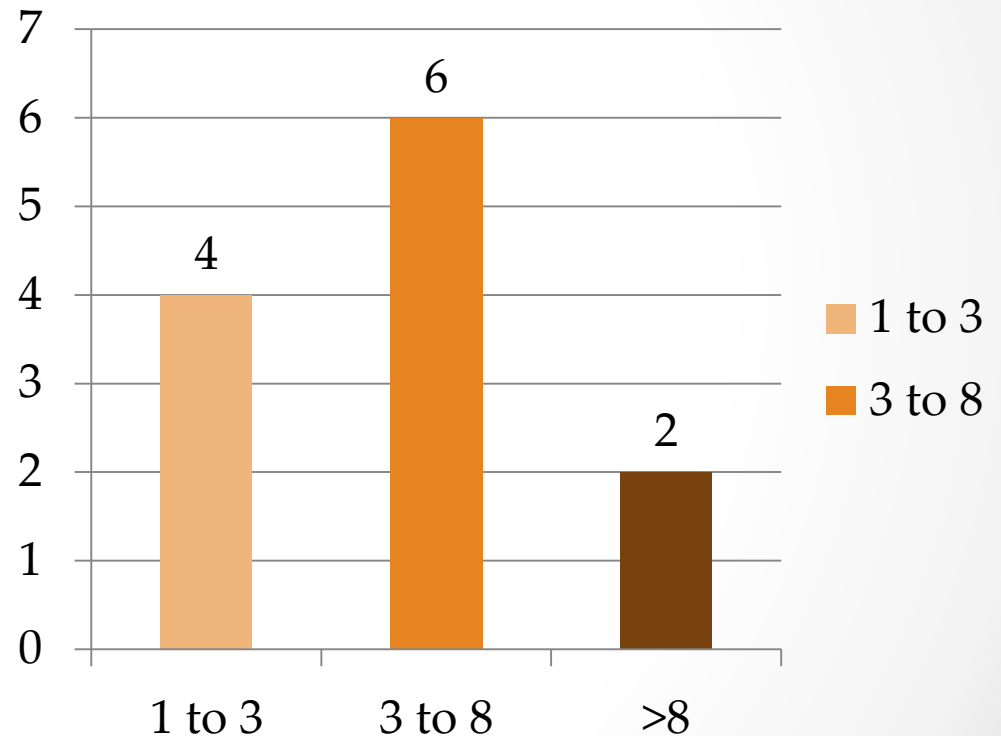
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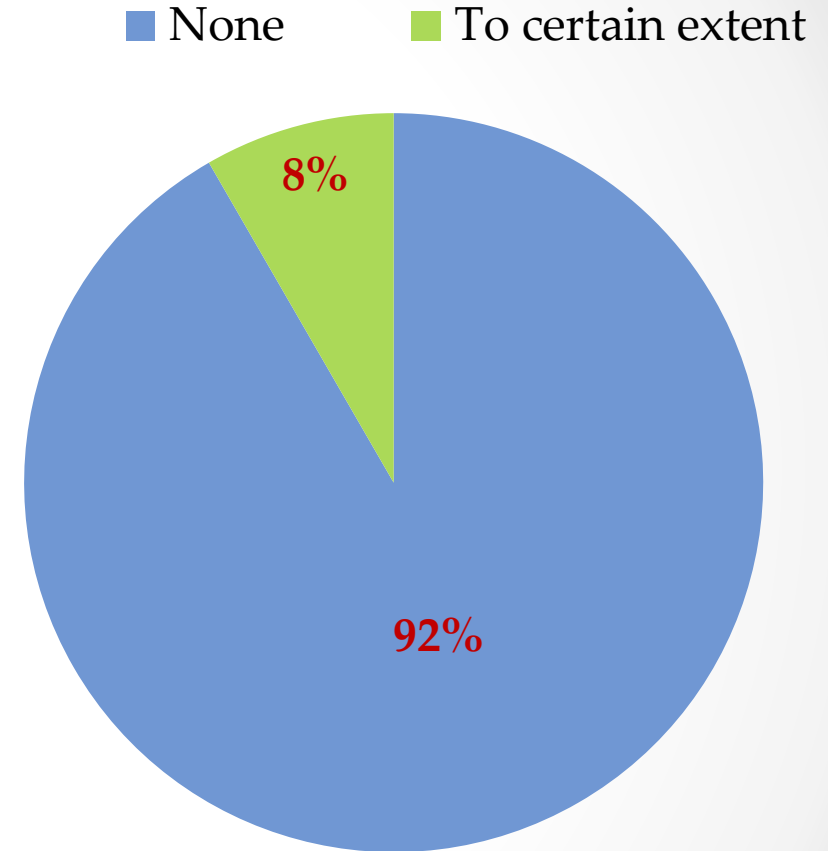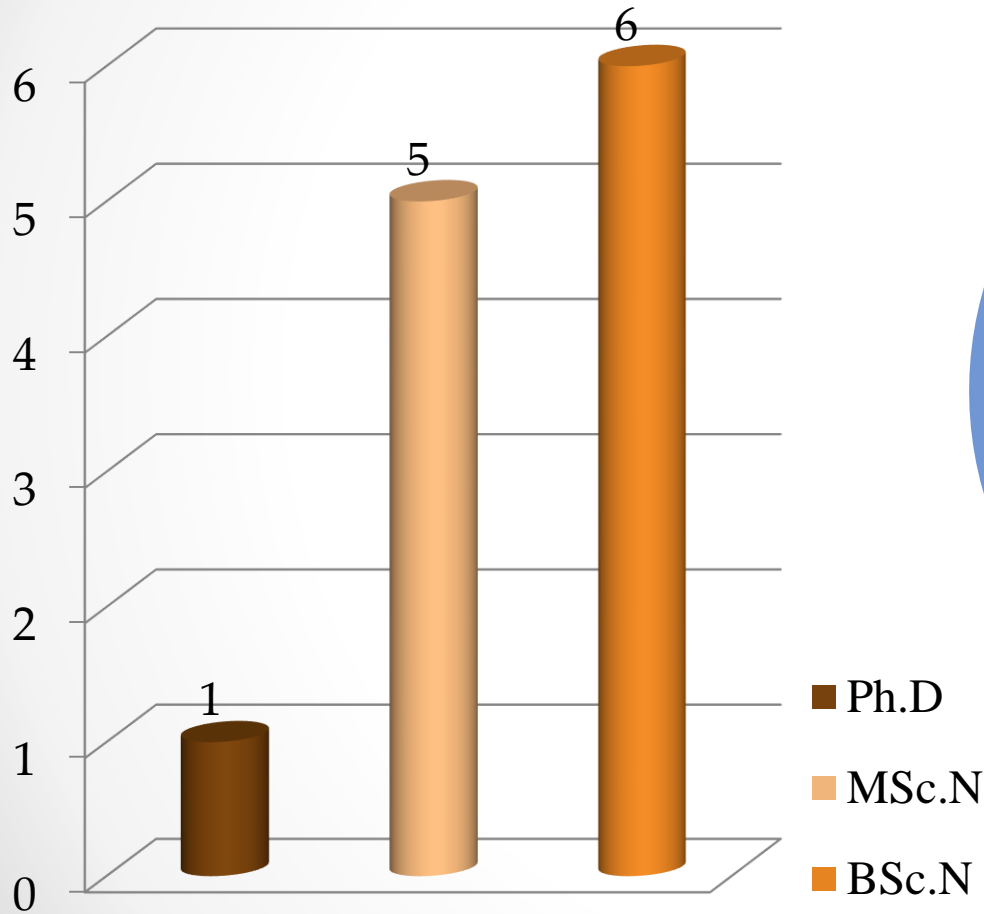
Demographic Characteristics

Gender
- Male
- Female

50% 50%

Teaching Experience in Years

- 1 to 3
- 3 to 8

4 (1 to 3), 6 (3 to 8), 2 (>8)

Demographics...

Educational Background

Preparedness for providing feedback

Findings from the Interviews

Conceptions of Written Feedback	• Description • Significance of written feedback • Functions of written feedback
Practices of Written Feedback	• Focus of written feedback • Tone of written feedback • Clarity in written feedback
Factors Influencing Written Feedback	• Teachers' competence & commitment • Teachers' view of students' receptivity • Contextual factors

Teachers' Conceptions of written feedback

Description

Writing comments on the student work related to their expected performance highlighting:

- Gaps
- Strengths
- Areas of improvement

Marks allocation is feedback

Teachers' Conceptions...

Significance

Functions of written feedback

If you don't give feedback to the student, then you are not preparing them for future learning and you are not improving or enhancing their learning and you are letting them continue with their weaknesses. When feedback is given to students regarding their weakness, then they may correct their mistakes (Hasan)

(Carless, 2006; Ghazal et al., 2014; Gibbs & Simpson, 2004; Glover & Brown, 2006; Hyland & Hyland, 2001; Lee, 2009b; Winter & Dye, 2003/2004).

"I give comments like…you need abstract thinking, you need content information…you have not focused on this or that" (Hasan)

Mismatch:(Lee, 2009b; Ghazal, 2012).
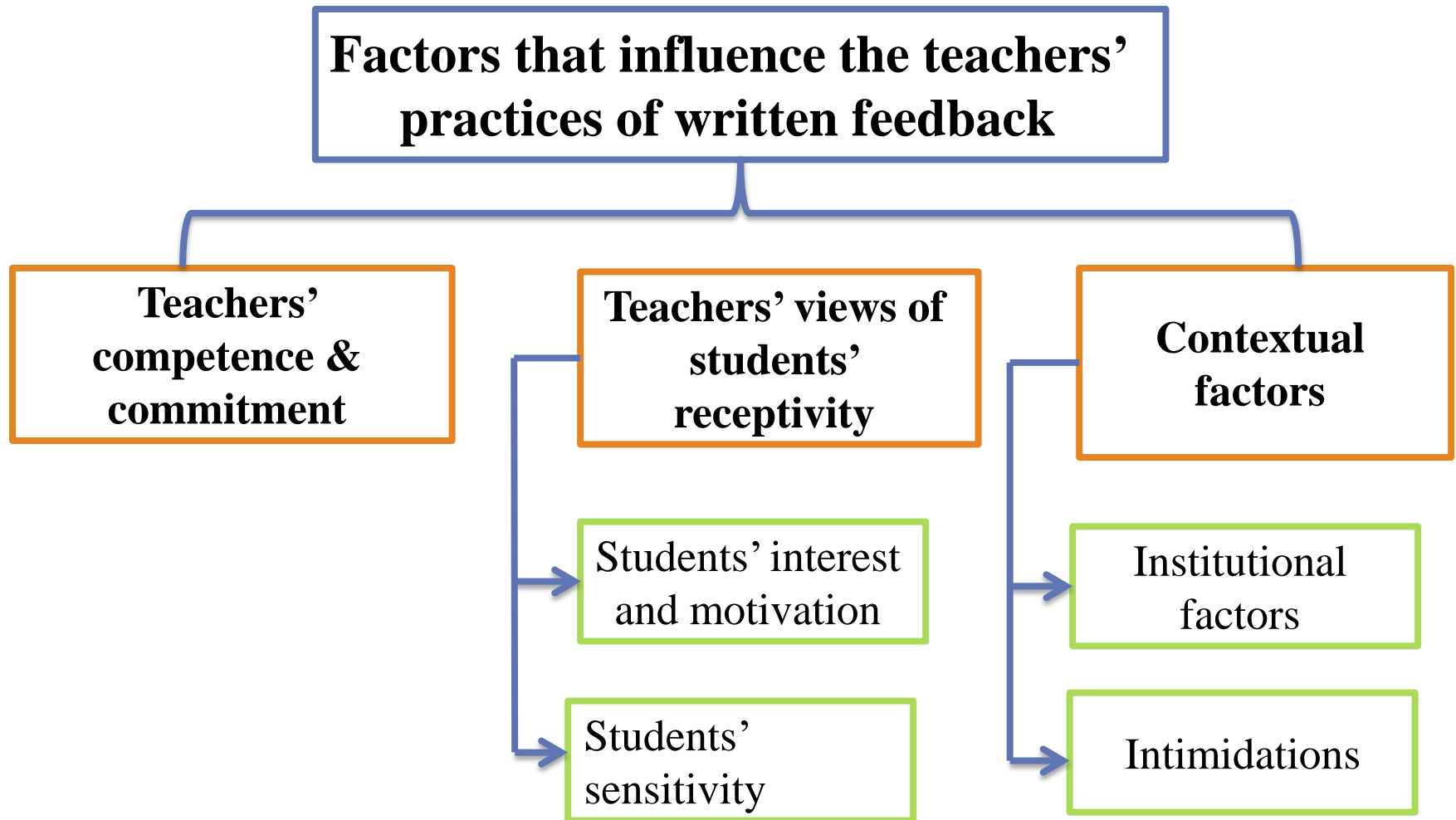
Focus

Tone

- Content
- Form
- Format

Ghazal, 2014; Glover & Brown, 2006; Khowaja, 2014; Magno & Amarles, 2011

- Appreciating
- Encouraging

…if I have to indicate some areas of improvement, I say that your thoughts are very good, but you need to improve or elaborate in this area....I never blame the student directly (Murad).

Findings…

Factors that influence the teachers' practices of written feedback

- **Teachers' competence & commitment**
- **Teachers' views of students' receptivity**
  - Students' interest and motivation
  - Students' sensitivity
- **Contextual factors**
  - Institutional factors
  - Intimidations

Influencing factors...

> **Teachers' Competence & commitment**

> *"writing feedback is a skill, and faculty needs to learn this skill, as to how to write the feedback, and also how to deliver it"*
>
> (Huma)

(Ghazal et al., 2014; Gibbs & Simpson, 2004/2005; Glover & Brown, 2006; Goldstein, 2004; Khowaja & Gul, 2014; Lee, 2008)

Influencing factors...

Lee (2008) suggests that teachers should provide feedback on the draft of the assignments, but in the current study only one teacher had such practice. This may be due to limitation of time and effort needed to give feedback on drafts.

Preference to

"once students get their marks, then they do not take interest in feedback". (Salim)
Similar: (Ghazal, 2012; Lee, 2008; Winter & Dye, 2003/2004

If a student is intelligent and has performed well in an assignment and has accordingly been given a good feedback…then other students expect the same feedback, regardless of how they have performed in their assignments...They think that their faculty had a biased opinion …
(Dewa)

Influencing Factors

Institutional factors

"We have a common faculty room, where 10 faculty members may work at a time and if some of them are chitchatting, then you cannot concentrate on the assignment because you are distracted" . (Salim)

(Glover & Brown, 2006; Ghazal et al., 2014; Gibbs & Simpson, 2004/2005; Goldstein, 2004 ; Khowaja & Gul, 2014)

boundaries
- Institutional environment

Contextual factors   Cont..

"If a student is a very influential person or he/she is a problem creator for the teacher, then you [teacher] *are affected by these factors psychologically"* (Anil).

In private schools owned by individuals, the owners want the students to obtain good GPAs, so that their institutions can have a good name [reputation] *in the market…"* (Salim).

Conclusion

Although most of the teachers acknowledged the importance of effective written feedback and their impact on students' learning, they were unable to follow the norm of best practices due to several individual and contextual factors.

Recommendations

To actualize the full potential of feedback, institutional administrators must pay attention to:

- Training of teachers
- Specific policies and guidelines
- Encourage the concept of feed-forward
- Students' preparation for receiving feedback
- Opportunities for open dialogue between teacher and students

Thank You

Aga Khan School of Nursing