

Title - Review of Tutor Feedback during Undergraduate Dissertations

Keywords - Assessment, Dissertations

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Group - 12 Level 3 students over two terms.

Activity - Review of feedback given by the Dissertation Tutor

Aim - The aim of this study was to establish a method of recording whether tutor feedback through the means of tutorials and written comments was effective in supporting students through the dissertation process.

Context / Background - The main issue has been to determine whether tutor feedback has been effective in supporting dissertation students. The faculty employs a Dissertation Tutorial Record Sheet system which allows students to note the content of their meetings with their tutor but there is currently no method of recording the effectiveness of the feedback and the merits and difficulties of the process.

It was decided to ask 12 Sports Education undergraduate students to complete a supplementary dissertation feedback form during the months of September to April. The form covers key aspects of the student-tutor relationship, with specific reference being made to the strengths and weaknesses of tutorial feedback support. The key questions / themes were:

- Was the feedback constructive?
- Was the feedback realistic?
- How many action points were given?
- Was the feedback effective?
- Were student prepared with questions?
- How could the feedback have assisted students' further?
- Strengths of the feedback.
- Weaknesses of the feedback.
- Overall impression of the tutorials.

Students were also asked to make recommendations as to how changes might be made to the dissertation support process.

Example - As a result of this study, the dissertation feedback review will continue throughout the next academic year. Amendments to the questions will be made to identify further constructive concepts.

Results - The review process proved to be very successful and it was suggested by students that this was a positive reflective exercise. The main

benefit was that the tutor was able to establish how effective and realistic they were with their feedback expectations. It also helped to identify weaknesses and possible actions needed for the next academic year. However, not all students were fully engaged with the process and at times found it difficult to address the particular question of 'how the feedback could have helped you further'. A level of difficulty in articulating a response to this question perhaps illustrates a lack of in-depth reflection on the tutor feedback process. This therefore raises an area for further exploration and future development.

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