Providing and Utilizing Feedback (5 op), fall 2016

Project work

The aim of the project work is to learn to analyse learning and teaching related processes in your own course/department/school as systems where feedback (or lack of it) play focal role. You will identify a process that is currently not working ideally and make a concrete development plan. Below is a framework for the project work report.

Project work report:

Part A: Identification & analysis

1. Identify the learning and teaching related phenomenon/process in your course/department/school that a) doesn't work as well as it could, and b) you are interested in developing. Pick a phenomenon/process that you (and your colleagues) can affect in some way.

    • Outcome: Clearly defined phenomenon/process that you want to develop further. Description of the context where it takes place.

2. Identify different actors that relate to the phenomenon. Describe also actors' role(s) in the phenomenon/process. Emphasize clearly if some actors are more central and/or more influential than others.

    • Outcome: A figure/table/description of different actors and their roles in the system.

3. What indicates that there is a room for improvement relating to the phenomenon/process?

    • Outcome: Description of indicators and consequences that give away that the current situation is not ideal. You may think issues like who "feels" the consequences and how? Emphasize which are the biggest challenges.

4. Visualize the phenomenon and processes relating to it as part of a larger system. Think of a) on what level of process you are talking about (course, department, school, university, society …), b) what phases/aspects of the teaching- learning process the problem relates to, and c) what role does feedback (or lack of it) play in the process.

    a. Outcome: E.g., Description and a figure/model/drawing/table … that clarifies the problem as a part of a larger educational system.

5. Try to identify the possible root cause(s) why the phenomenon/process is not working as well as it could. Describe the process how you found the root causes.

    b. Outcome: Description of the root causes and argumentation on how do you know these are the root causes.

Part B: Development plan

6. Make a concrete plan to develop your teaching. Divide the development task into smaller entities. Set milestones and schedule for the actions you (and your colleagues) are going to make. Are there some barriers that are hard to cross?

    • Divide the development task into smaller entities. Set milestones and schedule for the actions you (and your colleagues) are going to make.

        i. Outcome: Description on the schedule and milestones.

    • What are you going to do in practice to solve the problem?

        i. Outcome: Description of concrete measures you (and your colleagues) can do to solve the problem/enhance the situation. Make short and long term action plans.

7. Define tangible indicators [feedback] that tell you whether the actions you take are making the kind of changes you aim at.

8. What would be "the ideal/best possible" situation/process like after you have put your plan into practice?

- Outcome: Description of an ideal outcome of this project work. How would the phenomenon/process look like after your development plan has been put into practice.

Part C: Presentation on 17.1.2017. We'll organize poster sessions on that day where you can present your project. We'll give you more guidelines at the beginning of the year. You can start planning your poster by thinking what you want, and can, fit into about A2 or A1 size paper.

The approximate, suggested length for the project work is around 4000 +/- 1000 words.

Please submit your written project work to MyCourses – Assignments – Project work (it is a discussion forum that all enrolled students at this course have access to). Submission dead line for the written development plan is 10.1.2017.