Symposium
GETTING FEEDBACK
A symposium on effective feedback methods and their significance in academic education.

The Institute for Interdisciplinary Studies (IIS) is organizing a symposium on the essence and value of effective feedback systems within educational practices at the university. The symposium - consisting of one keynote and three parallel workshops - aims to bring together educators from the University of Amsterdam and beyond who are actively engaged in implementing and developing feedback tools.

TABLE OF CONTENTS

PRACTICAL INFORMATION .................................................................2
OVERVIEW PROGRAMME ...............................................................2
ABSTRACTS .......................................................................................3
WORKSHOP CHOICE GUIDE ............................................................8
Symposium November 27th: Getting Feedback

PRACTICAL INFORMATION
When: Tuesday November 27th
Time: Keynote: 13.30-15.15 | Workshops: 15.30-17.00 | Drinks: 17.00-18.00
Where: UvA University Library (Doelenzaal) Singel 425, 1012 WP Amsterdam
For who: Lecturers, Programme Directors and Coordinators, Assessment Experts
How: Free access; registration required
Language: English

OVERVIEW PROGRAMME

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.30 - 14.00</td>
<td>walk in with coffee and tea</td>
<td>Doelenzaal C0.07</td>
</tr>
<tr>
<td>14.00 - 15.15</td>
<td>keynote</td>
<td>Doelenzaal C0.07</td>
</tr>
<tr>
<td>Feedback as a lever for the learning process</td>
<td>prof. dr. Mien Segers, Maastricht University School of Business and Economics</td>
<td>Doelenzaal C0.07</td>
</tr>
<tr>
<td>15.30 - 17.00</td>
<td>parallel workshops</td>
<td>Potgieterzaal C0.01, Vondelzaal C1.08 or Belle van Zuylenzaal C1.13</td>
</tr>
<tr>
<td>Workshop I: A feedback tool at programme level</td>
<td>dr. ing. Ilja Boor, University of Amsterdam</td>
<td></td>
</tr>
<tr>
<td>Workshop II: Peer review platform for comparative judgement</td>
<td>Maarten Goossens, MSc. research group EduBron University of Antwerp</td>
<td></td>
</tr>
<tr>
<td>Workshop III: Best practices UvA</td>
<td>● Portfolio</td>
<td>drs. Rosanne van Wieringen</td>
</tr>
<tr>
<td></td>
<td>● Rubrics</td>
<td>Julia Sassi, MSc. (Ed)</td>
</tr>
<tr>
<td></td>
<td>● Self-Reflection</td>
<td>dr. Inge van der Welle</td>
</tr>
<tr>
<td>17.00 - 18.00</td>
<td>drinks</td>
<td>Doelenzaal C0.07</td>
</tr>
</tbody>
</table>
ABSTRACTS

14.00 - 15.15 | Doelenzaal C0.07
Keynote: Feedback as a lever for the learning process
Prof. dr. Mien Segers, Maastricht University School of Business and Economics

For our students, the development of new knowledge, skills, professional attitudes and competences is a process characterized by challenges, small and big successes with sometimes significant hurdles to take. Teachers play a crucial role as a guide during students’ journey towards the start of their professional career. This role implies stimulating, facilitating and scaffolding the learning process in order for students to have rich and meaningful learning experiences. More specifically, teachers organize a broad portfolio of activities such as projects, assignments, internships, games, simulations etc. In order for students to turn the experiences gained during these activities into learning experiences as stepping stones in their learning curve, feedback plays a significant role. The feedback process helps the student to give meaning to their learning experiences and to steer their learning process.

During the keynote, I aim to interact with you on the power of feedback and how to maximize it. Examples of questions I will address are: why feedback? Feedback giving and/or seeking? How is feedback working? When is it impactful? How to make it happen that feedback is an integral part of a programme?

About prof. dr. Mien Segers
Mien Segers is full professor Corporate Learning at the Maastricht University School of Business and Economics. Her research addresses the question how to facilitate and support impactful learning in educational and workplace settings (High Impact Learning that Lasts model). In this respect Mien focuses on the theme Assessment as Learning and the role of feedback giving, feedback seeking and the development of a feedback culture. Her research has been published in many reputed journals and books. Moreover, she has been implementing the findings of her research in different educational programmes.
Workshop I: A feedback tool at programme level

dr. ing. Ilja Boor, University of Amsterdam

Are you wondering how you can get insight in the coherence of the curriculum? The Faculty of Science Visible Learning Trajectories Project aims at creating a digital learning trajectory tool that provides feedback to students, teachers and faculty directors at the level of the bachelor programme. This application generates continuous feedback to students on their personal learning achievements that is independent of capacity (fte), time and place. Teachers and faculty directors receive feedback on the construction and coherence of the curriculum. Therefore they will be able to define which intended learning outcomes students can achieve and which are more difficult to achieve. The implementation of this application is a powerful and a unique teaching innovation in the Netherlands and aims at the following objectives: 1) stimulate students to take control over their learning process by applying feedback on their personal learning achievements provided by the tool; and 2) increase the quality of education by both improving the construction and coherence of the curriculum and allowing teachers to better collaborate. In this workshop the tool will be explained and we will discuss how both aims can be achieved.

About Ilja Boor

Ilja Boor is senior teacher in the bachelor program Psychobiology at the Faculty of Science of the University of Amsterdam. The central theme of her teaching revolves around stimulating student-centered learning. This was implemented in her design of three practical Molecular Biology courses in subsequent years as well as the learning trajectories: Critical & Creative thinking and Genetics & Molecular Biology. Additionally, she applied for, and was granted, two Grassroots programs and a Comenius Senior fellowship which all aim at stimulating student-centered learning. Currently she is implementing these educational innovations in different bachelor programs as project leader at the Faculty of Science Visible Learning Trajectory Project.
Workshop II: Peer review platform for comparative judgement
Maarten Goossens, MSc., research group EduBron University of Antwerp

In this session we will introduce comparative judgement as an alternative to traditional assessment methods to overcome the latter’s shortcomings. You will practice comparative judgment yourselves where you are supported by the D-PAC platform. And so, you’re able to experience the potential of comparative judgment for learning and assessment.

The Digital Platform for the Assessment of Competences (D-PAC) is an innovative tool for assessing a wide range of competences, based on the method of Comparative Judgement. It can be used within a variety of contexts (e.g., for writing ability, self-reflection, and problem-solving) and for different purposes (e.g., for formative evaluation, peer assessment, research, selection, etc.).

Comparative Judgement is based on Thurstone’s Law of Comparative Judgement. This law stipulates that people are better and more reliable in comparing two things than in assigning an absolute score to (only) one thing.

Source: https://www.d-pac.be/english/

About Maarten Goossens
Maarten Goossens is affiliated to the research group EduBron at the University of Antwerp. He works as researcher and valorization-coördinator on the SBO-project ‘Digital platform for the assessment of competences’ (D-PAC).
15.30 - 17.00

**Workshop III: Best practices UvA**

- **Demonstrating academic skills in a portfolio**  
  drs. Rosanne van Wieringen

- **Rubric as effective feedback and assessment tool**  
  Julia Sassi MSc. (Ed)

- **Self-Reflection**  
  dr. Inge van der Welle

Tools like portfolio, rubrics and self-reflection assignments enable teachers to gather evidence on the students learning process and make judgements about student achievement. In this workshop you will learn more about portfolio, rubrics and self-reflection as tools for embedding feedback efficiently and effectively.

- **Demonstrating academic skills in a portfolio**  
  Learning and improving academic skills is an enduring task. It needs repetition, regular exercise and continuous feedback, feed-up and feed-forward. Students work on an applied level improving their skills, paying additional attention to their weaknesses. To observe if academic skills have improved during the first year, our students collect assignments to demonstrate their competence. The collection of assignments is constructed in a portfolio. This workshop shows how feedback on academic skills is adapted by collecting their (improved) assignments in a portfolio.

**About Rosanne van Wieringen**

Rosanne van Wieringen is first year coordinator and lecturer at the Bachelor Interdisciplinary Social Sciences of the University of Amsterdam. Rosanne is specialised in teaching and training (interdisciplinary) academic skills.

- **Rubric as effective feedback and assessment tool**  
  In this workshop we explore how rubrics can be used as a feedback and assessment tool. We will look at the rubric as a model for feed-up, feedback and feedforward. Furthermore, topics that will be discussed are: rubrics as assessment for-, assessment as- and assessment of learning, increasing the reliability of rubrics, joining several rubrics within a subject, learning trajectory or curriculum and using rubrics to improve your teaching.

**About Julia Sassi**

Julia Sassi is assessment specialist and advisor for the Institute of Interdisciplinary studies of the University of Amsterdam. As a former teacher in the bachelor program Psychobiology at the Faculty of Science, she specialized in student-centered learning which include: critical & creative thinking, self-reflection, self-assessment and feedback.
Symposium November 27th: Getting Feedback

- Self-Reflection
  Ideas about study success should take the student’s learning process seriously. Too many students experience their studies as a hurdle race, running from one deadline for an assignment to the next leaving not enough room for self-reflection. This hampers their development into critical thinkers and enthusiastic academics. This workshop explores how we could make learning curves more visible to students and stimulate self-reflection. It starts from formative use of rubrics, the use of peer review, short reflection assignments and ends with a semester reflection.

About Inge van der Welle
Dr. Inge van der Welle is first year coordinator and lecturer at Geography, Planning and International Development department of the University of Amsterdam. Inge received an IIS-grant to explore different ways of assessing self-reflection.
Symposium November 27th: Getting Feedback

WORKSHOP CHOICE GUIDE

This choice guide helps you choose the workshop that best suits your interests by providing an overview and showing the consistency of all sessions in relation to the central theme of the symposium: Feedback.

First of all, figure 1 shows how feedback can support student learning and help students validate the courses (when integrated into assessments). Assessment tools can help bear feedback and the students proof-of-learning along the different courses as well as for the whole programme.

Figure 1: An overview of the main topics covered during the "Getting Feedback" symposium and their consistency. Feedback (a) can support student learning (b) and help students validate the courses (when integrated into assessments (c)). Assessment tools like portfolio (d), rubrics (e) and reflection (f) can help bear feedback (a) and the students proof-of-learning along the different courses (g) as well as for the whole programme (h).

This guide places the three workshops in context and helps you choose which one suits you best. You can learn more about the different workshops by reading each of the following options:

★ First choice: Feedback at programme level
★ Second choice: Peer-feedback
★ Third choice: Assessment tools for embedding feedback in a course
First choice: Feedback at programme level

Feedback is a crucial element in the learning process of students. However, for teachers and faculty directors, it can also be of great value to help increase the quality of their educational programme. Therefore, feedback should take a central part in education development at programme level (figure 2).

★ If you are particularly interested in the integration of the feedback system at programme level, we recommend the first workshop A feedback tool at programme level by dr. ing. Ilja Boor.

Figure 2: The central part feedback (a) can take in any course (b) or programme (c).
Second choice: Peer-feedback

Effective feedback is a powerful way to affect student learning and achievement. It has been described by Hattie and Timperley (2007) as a system that distinguishes three components: feed up, feedback, and feed forward (figure 3). Thereby it provides students and lecturers with a threefold insight: clarification of learning outcomes, information on the student’s progress and direction for attuning teaching and learning strategies.

![Figure 3: Overview of the three components of Feedback (feed up, feedback and feed forward) by Hattie and Timperley (2007).](image)

Feedback can be given by peers (figure 4), teachers and the student itself as a form of self-assessment.

★ If you are particularly interested in peer feedback methods, we recommend:
- The second workshop **Peer review platform for comparative judgement**, by Maarten Goossens, MSc
- The third workshop **Best practices UvA** provided by drs. Rosanne van Wieringen, Julia Sassi, MSc. (Ed) and dr. Inge van der Welle.

![Figure 4: Feedback can be given by peers to help each other during the learning process.](image)
Third choice: Assessment tools for embedding feedback in a course

To bear feedback in the teaching and learning cycle, different forms of assessment can be used. Assessment joins the feedback system in a way that it enables teachers to gather evidence on the students learning process and make judgements about student achievement. Together, tools like portfolio, rubrics and self-reflection assignments can form a system of assessments for embedding feedback efficiently and effectively.

★ If you wish to know more about portfolios, rubrics and self-reflection we recommend the third workshop Best practices UvA provided by drs. Rosanne van Wieringen, Julia Sassi, MSc. (Ed) and dr. Inge van der Welle.

Figure 6: The consistency between feedback (a) and assessment (b) tools (portfolio (c), rubric (d) and reflection (e)) at course level (f). Feed up (g) and feedback (h) can be embedded in a portfolio and rubrics. A reflection trajectory can help embed feed forward (i) into students learning process.