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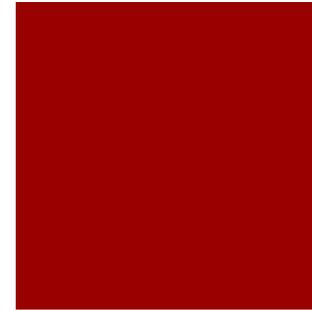
10<sup>th</sup> May 2011

Feedback for autonomy

HEA Assessment and Feedback Seminar:  
Empowering students through effective feedback

## Session Outline

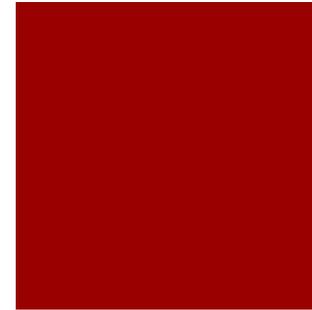
- Introductions & motivations
  - Autonomous learning
- Examples of innovative feedback strategies to promote autonomous learning
- Activity: feedback and autonomous learning



## Lucy Mathers: motivation

- LOs: design, develop & evaluate multimedia products
- Students *used* to
  - Produce design documentation after the product was created
  - Develop “me too” products
  - Discuss improvements in terms of “if I had more time...”

## Marie Hay: motivation



- LOs: demonstration of dance practice, performance and reflective skills
- Students *used* to
- Misunderstand the nature of dance practice
- Rely on tutor feedback for development
- Fail to engage with assessment process

## Autonomous Learning



“the ability to think and act critically and independently, to self-manage study and learning, and realistically to appraise one's strengths and weaknesses as a learner. It is not simply one transferable skill among others; rather, it is a disposition towards learning that is integral to the acquisition of all other skills and knowledge”

Source: <http://prs.heacademy.ac.uk/view.html/PrsDiscourseArticles/113>

# Autonomous Learning

Reflexive /  
metacognitive  
learning

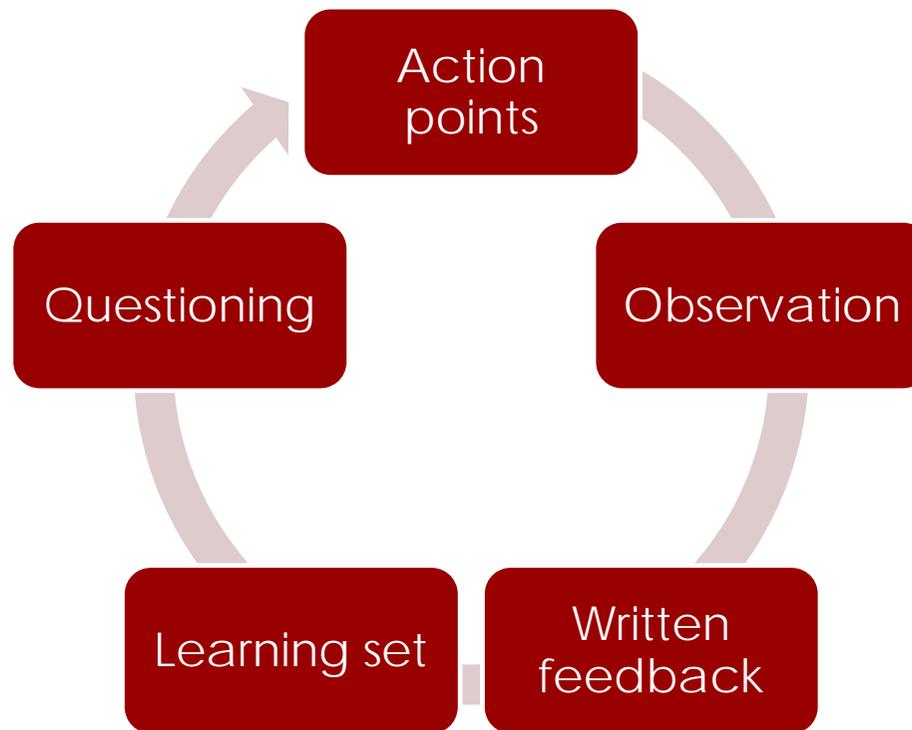
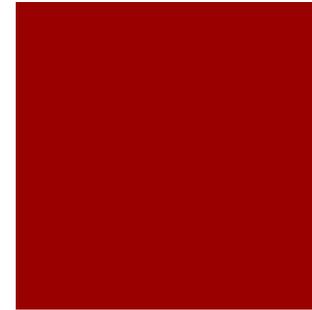
Emotional  
intelligence

Self  
assessment  
writing

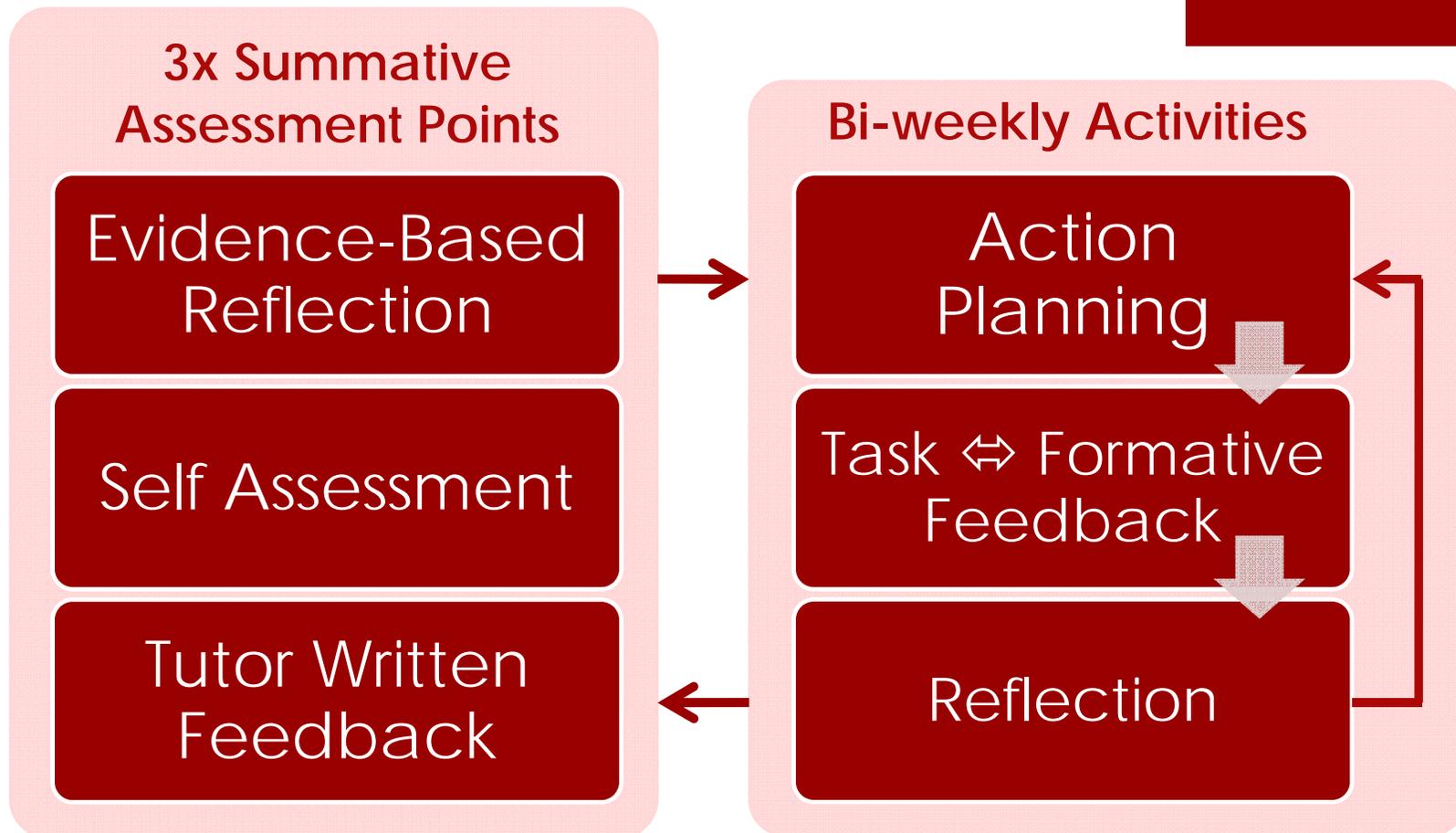
Peer  
assessment  
/ feedback  
/ learning  
sets

Tutor  
assessment  
/ feedback

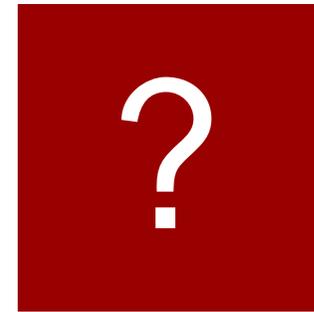
# Marie Hay: Examples



# Lucy Mathers: Examples



## Activity: Feedback and autonomous learning



- Questions to consider...
  - How does / will your module / programme develop autonomous learners?
  - What feedback strategies could be effective?