

Working with ideas: feedback, ethics & data collection

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The next 2 days

- Review of Research Proposal feedback
- Research Ethics Committee Applications
- Data collection – rehearsing methods and testing tools
- Working with theory
- Thinking creatively about presentations
- Next steps

What matters to you?

Drop into the chat

Anything you would like to clarify /discuss and/or anything you feel you need help with.

Student Feedback Literacy framework

- **Appreciating feedback:**
 - understand and appreciate the role of feedback in improving work and the active learner role in these processes;
 - recognise that feedback information comes in different forms and from different sources.
- **Making judgments:**
 - develop capacities to make sound academic judgments about their own work and the work of others;
 - participate productively in peer feedback processes;
 - refine self-evaluative capacities over time in order to make more robust judgments.
- **Managing affect:**
 - maintain emotional equilibrium and avoid defensiveness when receiving critical feedback;
 - are proactive in eliciting suggestions from peers or teachers and continuing dialogue with them as needed;
 - develop habits of striving for continuous improvement on the basis of internal and external feedback.
- **Taking action:**
 - are aware of the imperative to take action in response to feedback information;
 - draw inferences from a range of feedback experiences for the purpose of continuous improvement;
 - develop a repertoire of strategies for acting on feedback.

(Carless and Boud, 2018)

What makes feedback comments effective?

- Comments which provide actionable information to help the learner
 - improve aspects of similar tasks that they may undertake in the future,
 - achieve the learning outcomes,
 - develop learning processes that could be useful across and beyond their degree.
- Comments which summarise the overall strengths and weaknesses of the learner's performance in relation to the learning outcomes/assessment criteria.
- Comments which encourage the learner to take an active role by discussing their work, engaging in further study, or seeking further help.
- Comments which affirm learner's achievement on the completed performance and/or encourage them in their future work.

(Ryan et al, 2021)

Research proposal feedback analysis

- Look carefully at your feedback (both in-text and summary). Consider:
 - Is the feedback you received what you expected? (specific enough? surprising? too vague?...)
 - When reading the feedback, are any points unclear? How so?
- Select (at least) three specific items of feedback. For each:
 - What was the marker thinking? What does it mean? Rephrase in your own words
 - Identify a concrete example from your assignment that illustrates this feedback
 - Can you link it to any feedback you've ever received before?
 - How do you plan to act on this?
- Once you have done this, swap your worksheet with a partner, to see if they agree or disagree with the way you have responded to the feedback. Write down any points that arise from the discussion.

Reflection on feedback

On the next sheet (*Self-assessment notes*), write down:

- the main recurring, generalisable themes from your feedback
- the positive areas and main weaknesses
- the targets you want to aim for when working on your next assignment

- Use your feedback as a development tool. This will help you:
 - Reflect on your progress
 - Digest information
 - Develop understanding
 - Take responsibility for your own learning

Prep work 1

- Look at the Ethics section on the VLE, starting with the Navigating Research Ethics document.
 - Are you clear on your next steps for your ethics and gatekeeper permissions for your project?
- Prepare a draft of your Research Ethics Application form.
 - How did that go?
 - Have that ready to share with peers in a moment. You are going to give each other some feedback.
- Can you see the purpose for all the questions on your chosen REC application form? Any you are unsure of?



Ethics principles

UKRI, Six key principles for ethical research:

- research should aim to maximise benefit for individuals and society and minimise risk and harm
- the rights and dignity of individuals and groups should be respected
- wherever possible, participation should be voluntary and appropriately informed
- research should be conducted with integrity and transparency
- lines of responsibility and accountability should be clearly defined
- independence of research should be maintained and where conflicts of interest cannot be avoided they should be made explicit.

Ethics forms – the project

- Sections on: Purpose / rationale ; aims / research questions
- Have you updated these based on your markers' feedback?
- Exchange forms with colleagues. Discuss aspects that you are concerned about and would welcome feedback on.
- Read your colleague's work, and write down some feedback comments. Be prepared to explain the rationale for the feedback you give.
- Once completed, swap back, read the comments, and discuss.

Ethics forms – the methods

- Procedures / methods sections
- Have you updated these based on your markers' feedback?
- Exchange forms with colleagues. Discuss aspects that you are concerned about and would welcome feedback on.
- Read your colleague's work, and write down some feedback comments. Be prepared to explain the rationale for the feedback you give.
- Once completed, swap back, read the comments, and discuss.

Ethics forms – the participants

- Participants and recruitment
 - Population and sampling
 - Inclusion / exclusion criteria
 - Requirements (time, tasks, etc)
 - Compensation
 - ...
- Identify key sections related to participation and recruitment.
- Read colleague's work, and write down some feedback comments. Be prepared to explain the rationale for the feedback you give.
- Once completed, swap back, read the comments, and discuss.

Ethics forms – the data

- What data are you collecting?
- Personal / confidential? All necessary to answer your RQ?
- Data storage, access, management?
- Identify key sections related to data collection and management.
- Read colleague's work, and write down some feedback comments. Be prepared to explain the rationale for the feedback you give.
- Once completed, swap back, read the comments, and discuss.
- What uncertainties and unknowns are there?

Ethics forms – consent

- Participant information sheets (PIS)
- Informed consent
- Read colleagues' work.
- If you were to be a participant in this study, what questions might you have?
- Are there ideas / aspects you can borrow for your own PIS?

Ethics forms – other sections

- Conflicts of interest
- Risks and risk mitigation
- Personnel
- And... ?

Next steps

- Share REC application with your supervisor
- Submit REC application

- Arrange meetings with your supervisor

- Next time: March 21st – all about data analysis

- Project presentation due 16 April 2024