

# Pilot Study on ‘Where-To-Next’ Feedback in the New Zealand Diploma of Business.

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# Why use where-to-next feedback?

“Feedback is essential for student learning provided that **feedback is accurate, timely and specific**. . . . Feedback is among the greatest influences on student achievement”

Hattie & Timperley (2007).

“The major finding was the importance of **‘where to next’ feedback which led to the greatest gains** from first to the final submission.”

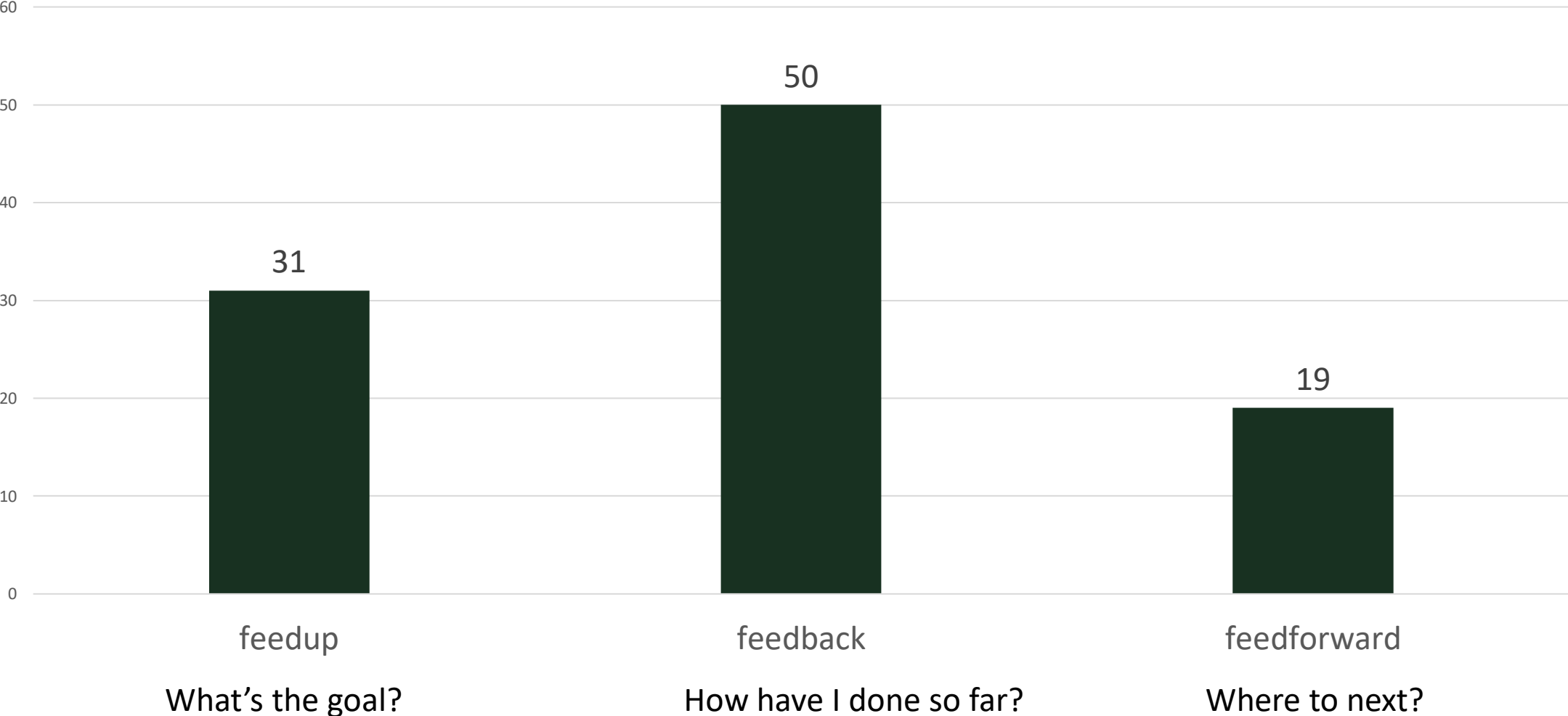
Hattie et al (2021).

# The research question & context

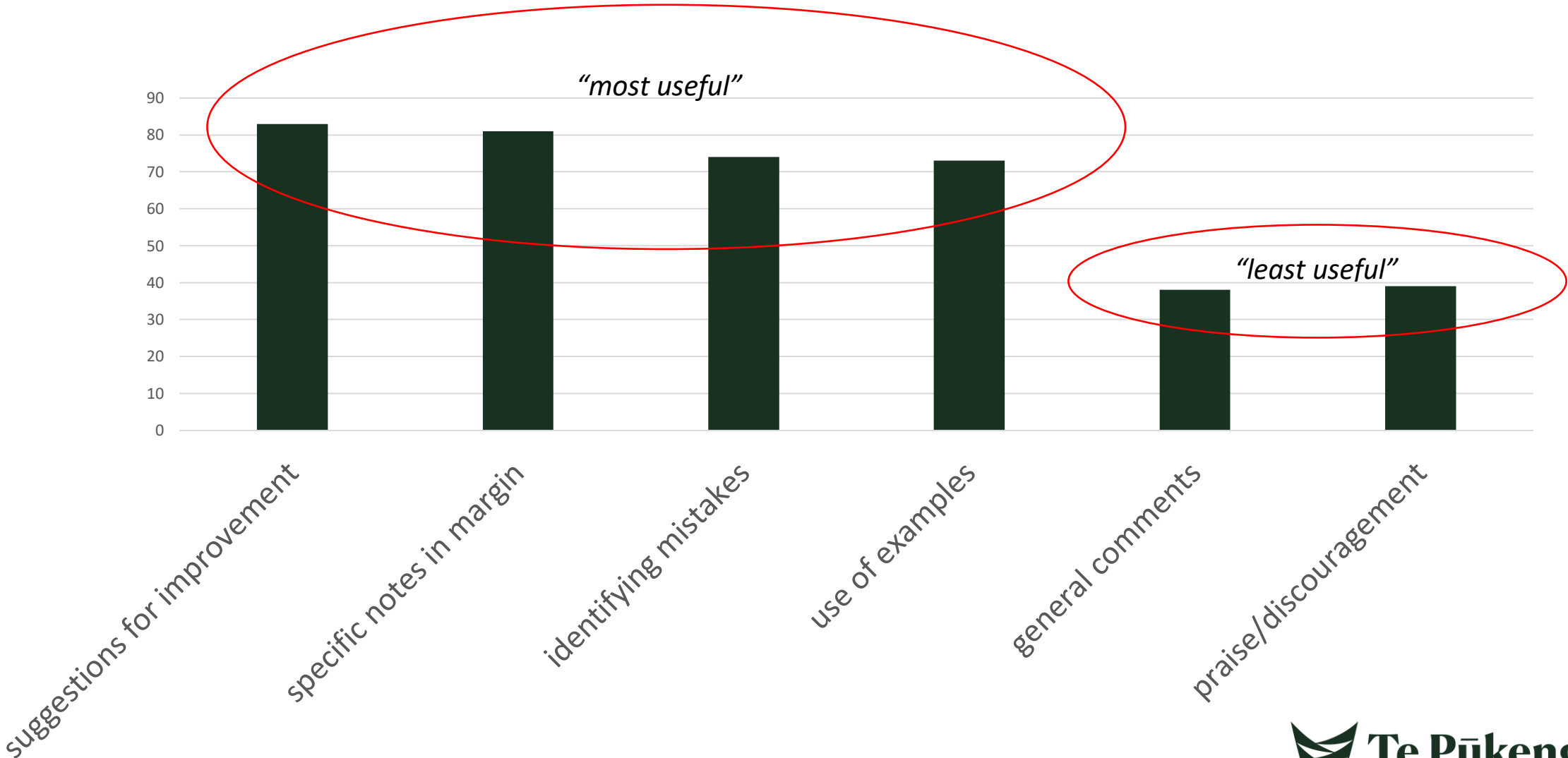
- Could WTN feedback be used to help close the SCC parity gap?
  - Ongoing issue of an SCC parity gap of 10 – 20% for priority groups in NZDB and BBS courses.
  - First semester of study. . .so early ‘feedback literacy’ development could be very effective.
- Where-to-next feedback has three components:
  - **Issue**
    - what is wrong or missing / what can be improved here.
  - **Relevance**
    - why it is wrong / what needs to be improved.
  - **Action**
    - what you should do to fix it / how to improve the answer.

# What students get as feedback (Hattie et al 2021)

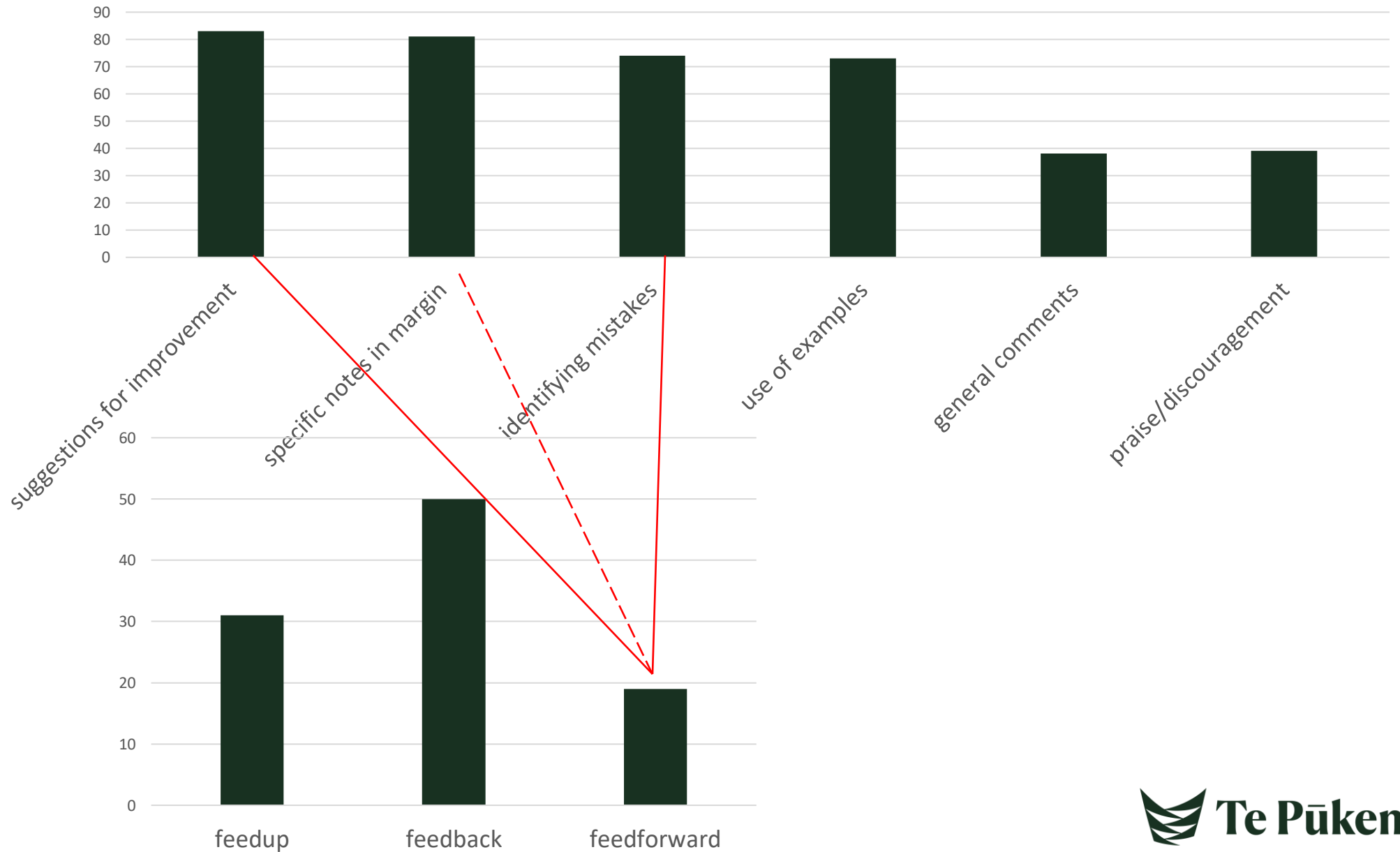
What students get in feedback (%)



# What students want in feedback (Hattie et al 2021)



# . . . combining the graphs. . . WTN is the sweet spot

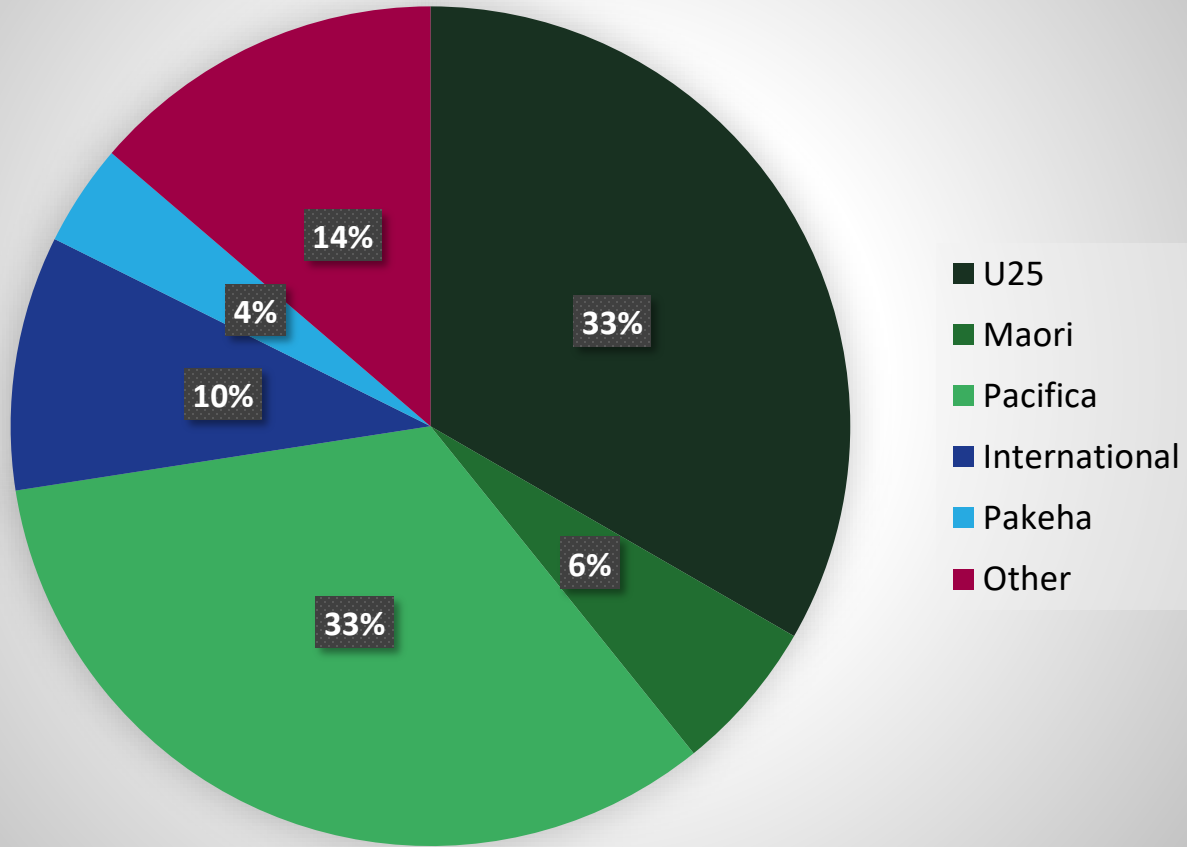


# Method

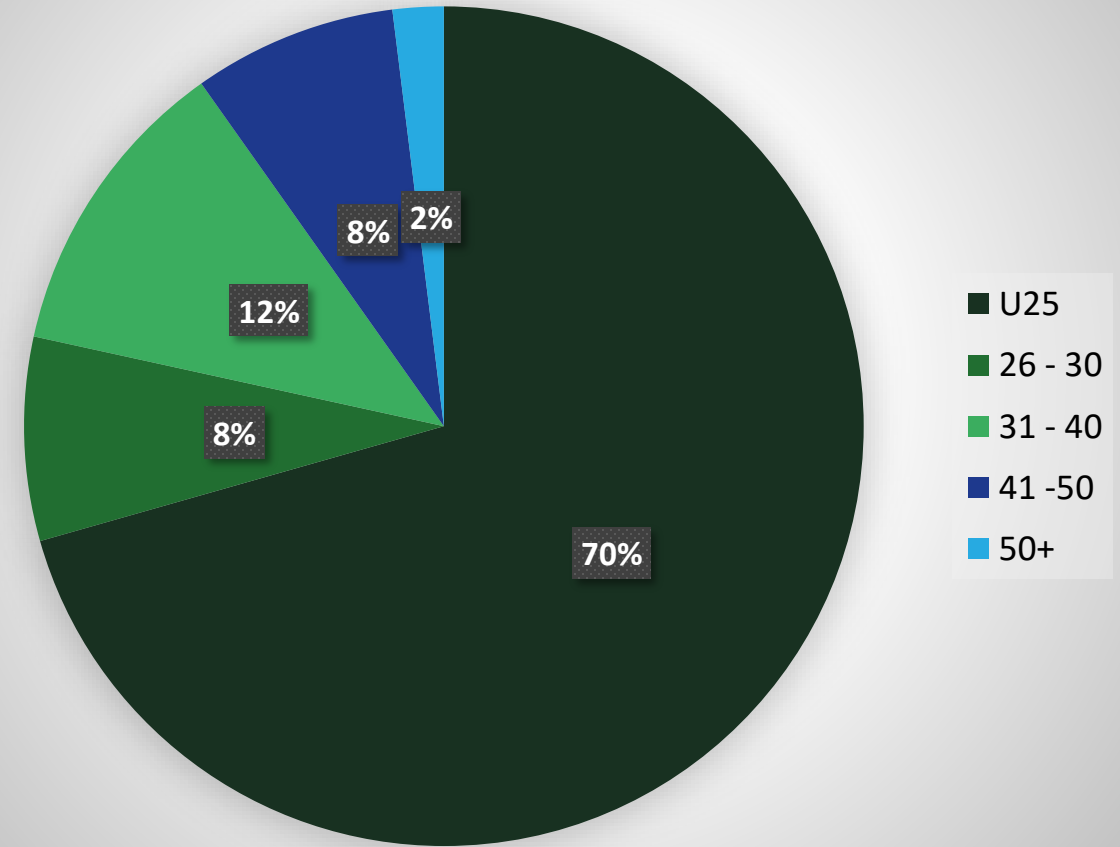
- WTN feedback explained in first two classes.
- First assessment used as WTN opportunity.
  - Assessment ran for ten weeks.
  - Four opportunities to submit and receive WTN structured feedback – weeks 6, 7, 8, 9.
  - Strong promotion/encouragement of WTN opportunities in class.
- “Opt in” or “opt out” at any time.
- Class was surveyed ‘before’ and ‘after’ the WTN experiment.

# Demographic class data (50% in BBS / 50% in NZDB)

## Class by Priority Groups

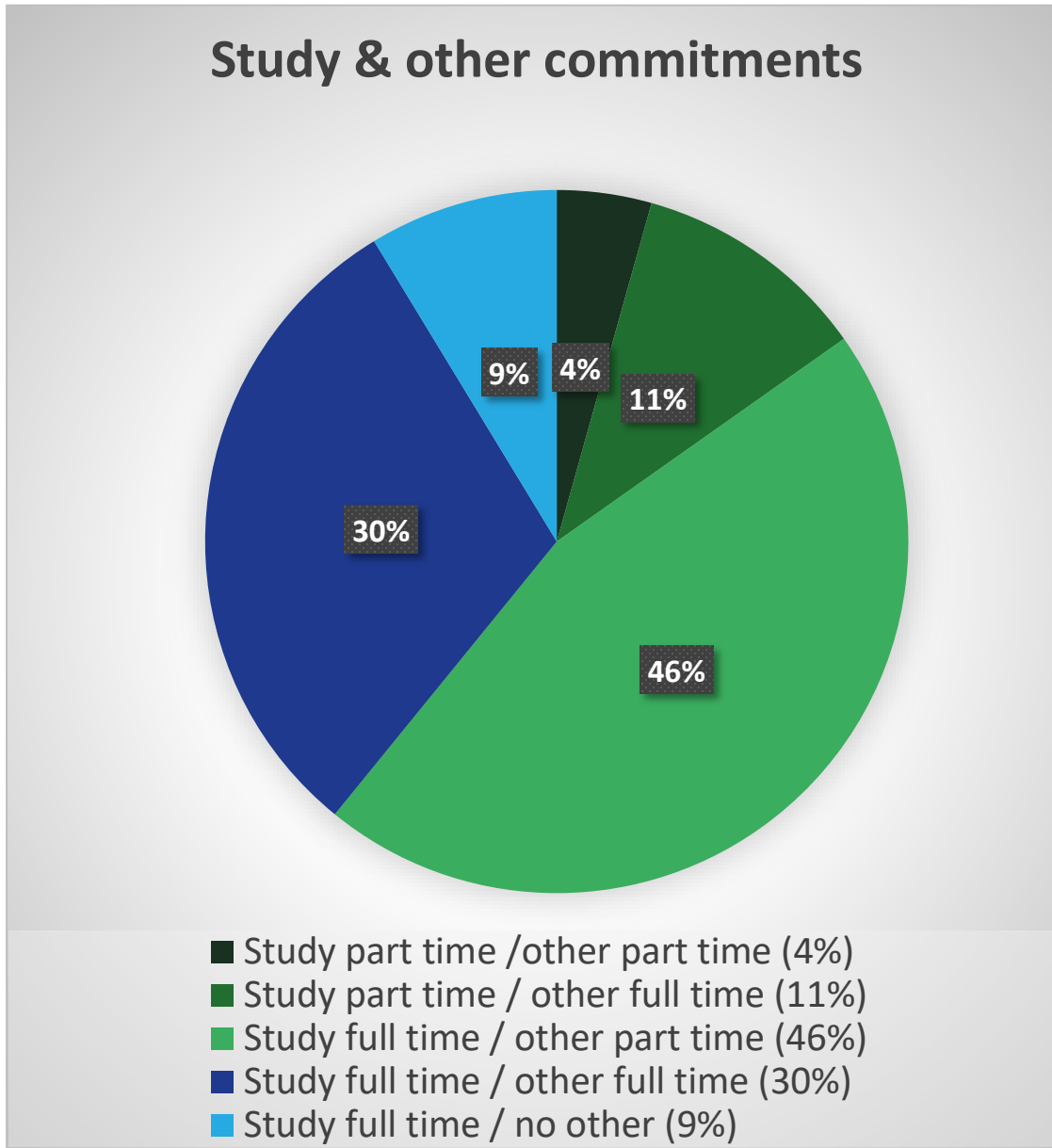


## Class by age group





# Lifestyle class data



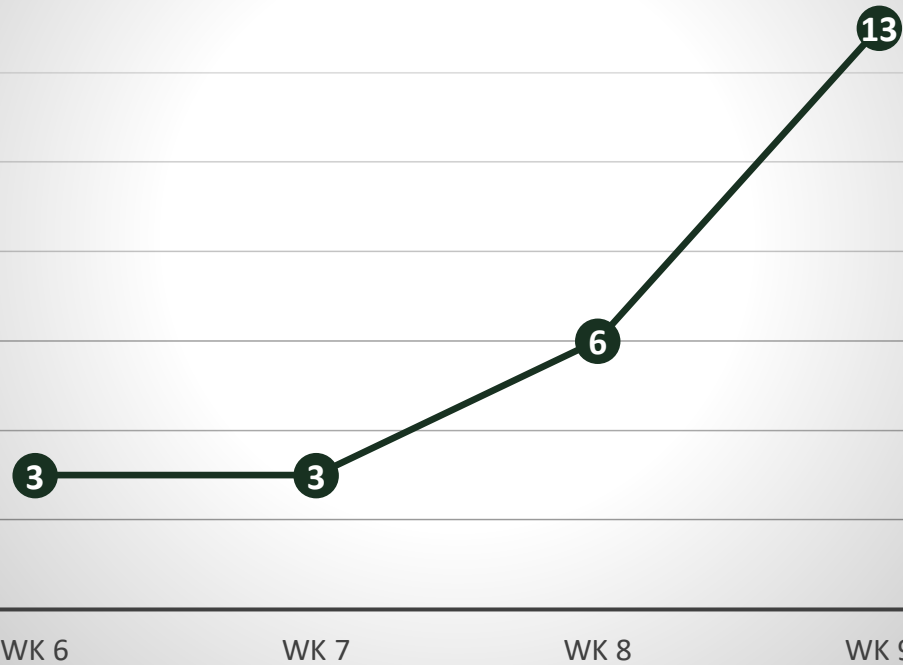
76% of class were in . .

full time study / full time other  
full time study / part time other

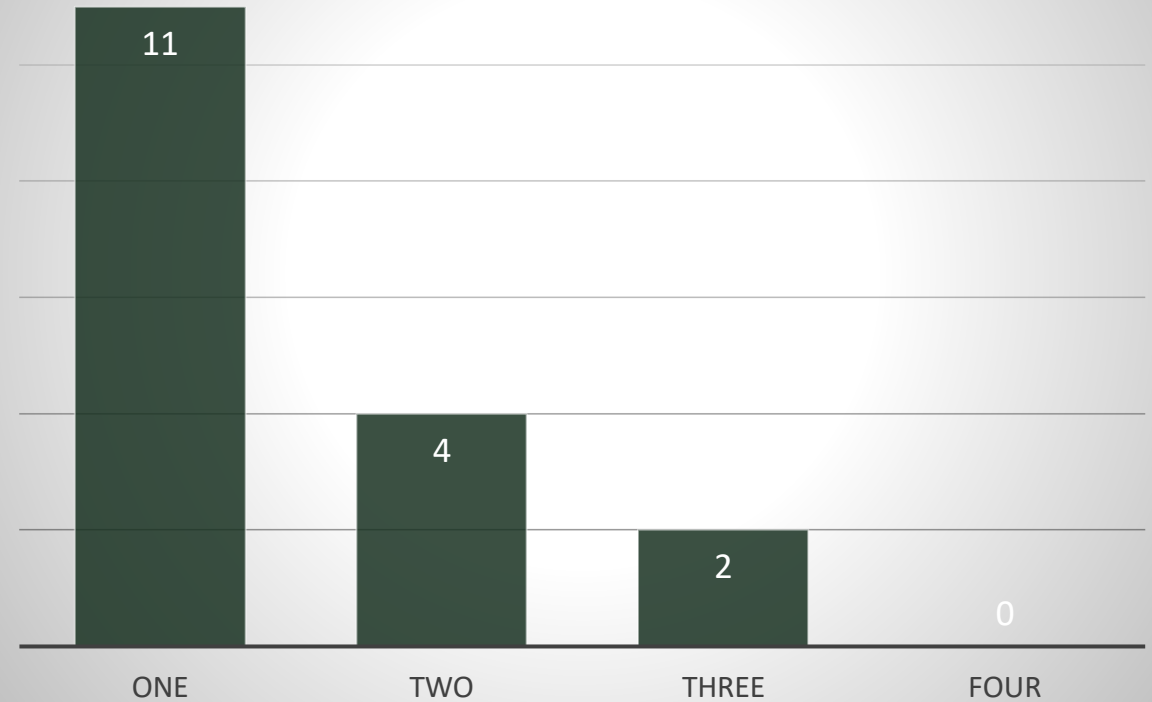
14 of 18 Pacific students in this  
group

# Results: Draft submissions for WTN feedback

Number of submissions by week  
(Due date week 10)



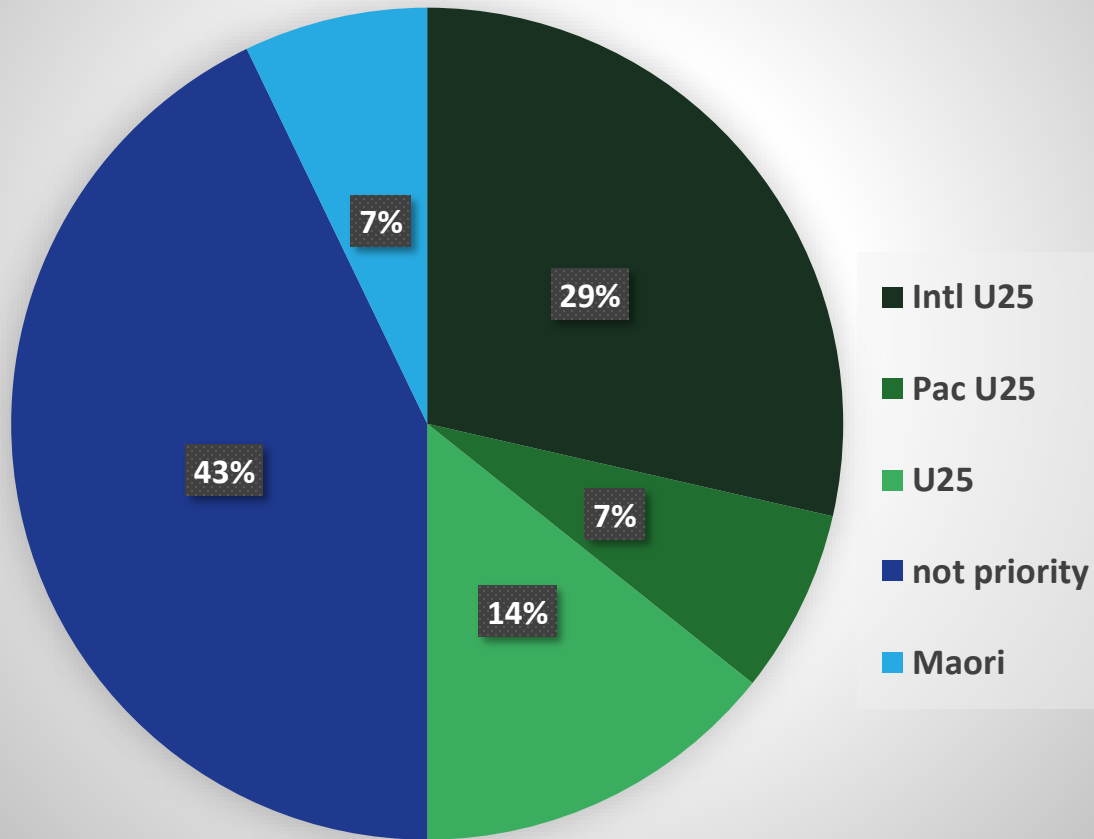
Number of submissions per student



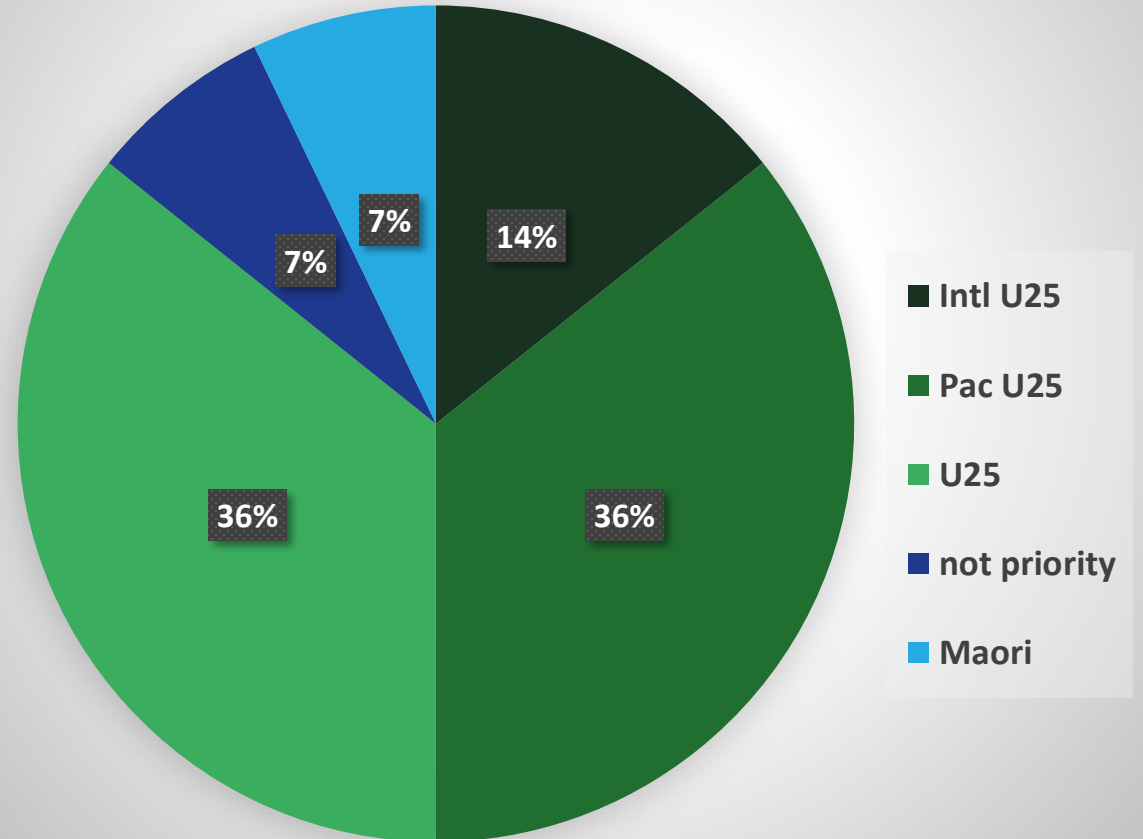
17 students participated making 25 submissions in total.

# Results

Students participating in WTN  
Average mark = 66.4%



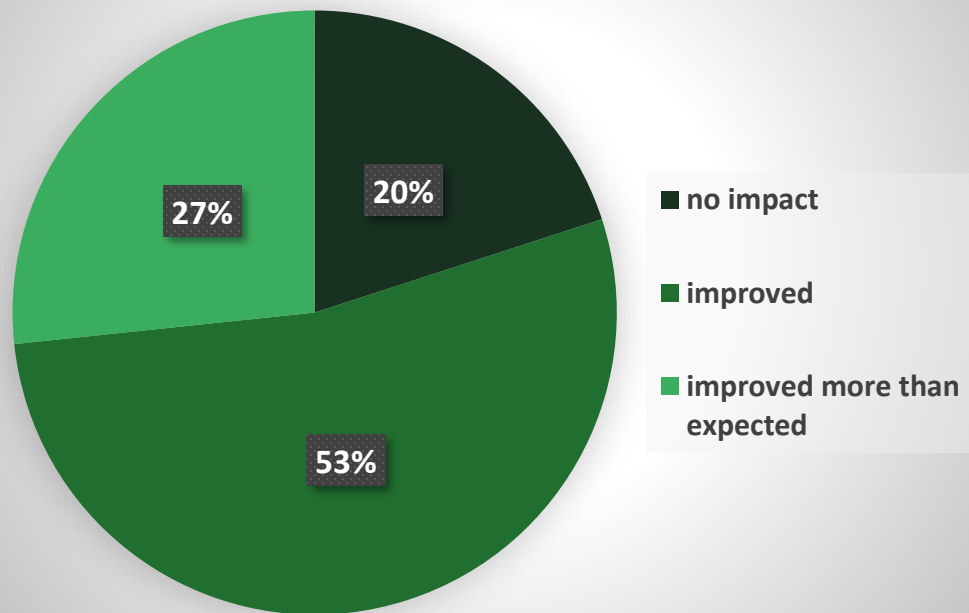
Students not participating in WTN  
Average mark = 44.9%



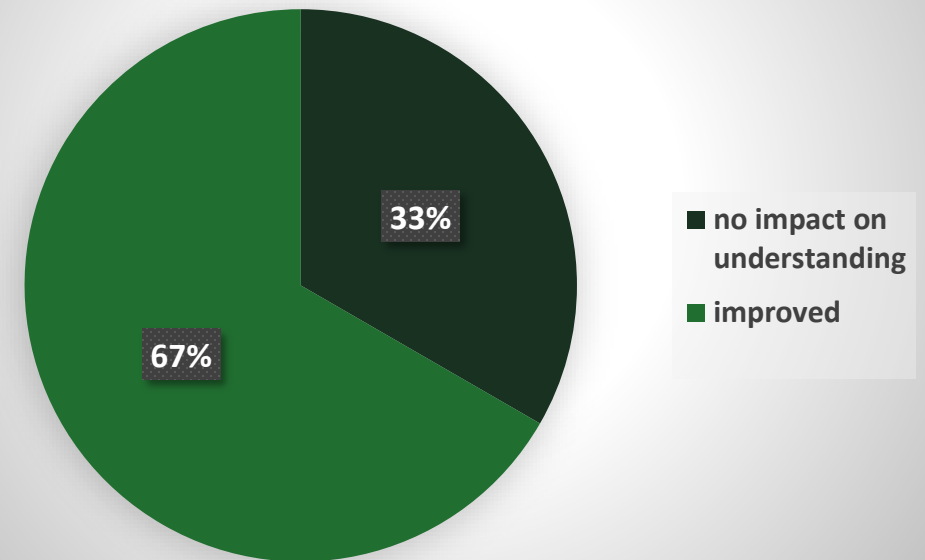
# Participating students' views of WTN

(7 BBS students and 10 NZDB students participated.)

## Impact on marks



## Impact on understanding assessments



# Some participating students' comments. . .

*“was useful in pushing me to work on my assessment each week, and gave me a better understanding of what was required”*

*“very interesting and super helpful in understanding the assessment and getting better marks”*

*“provided details of what is the problem and actions to fix it”*

# Two WTN feedback examples.

## on strategy

*Issue: too many directions for the strategy in above three para.*

*Relevance: unfocused strategies don't deliver.*

*Action: either align the three strands somehow, or drop one of the strategies. (Don't need to be "all things to all people".)*

## on assessment processes / skills

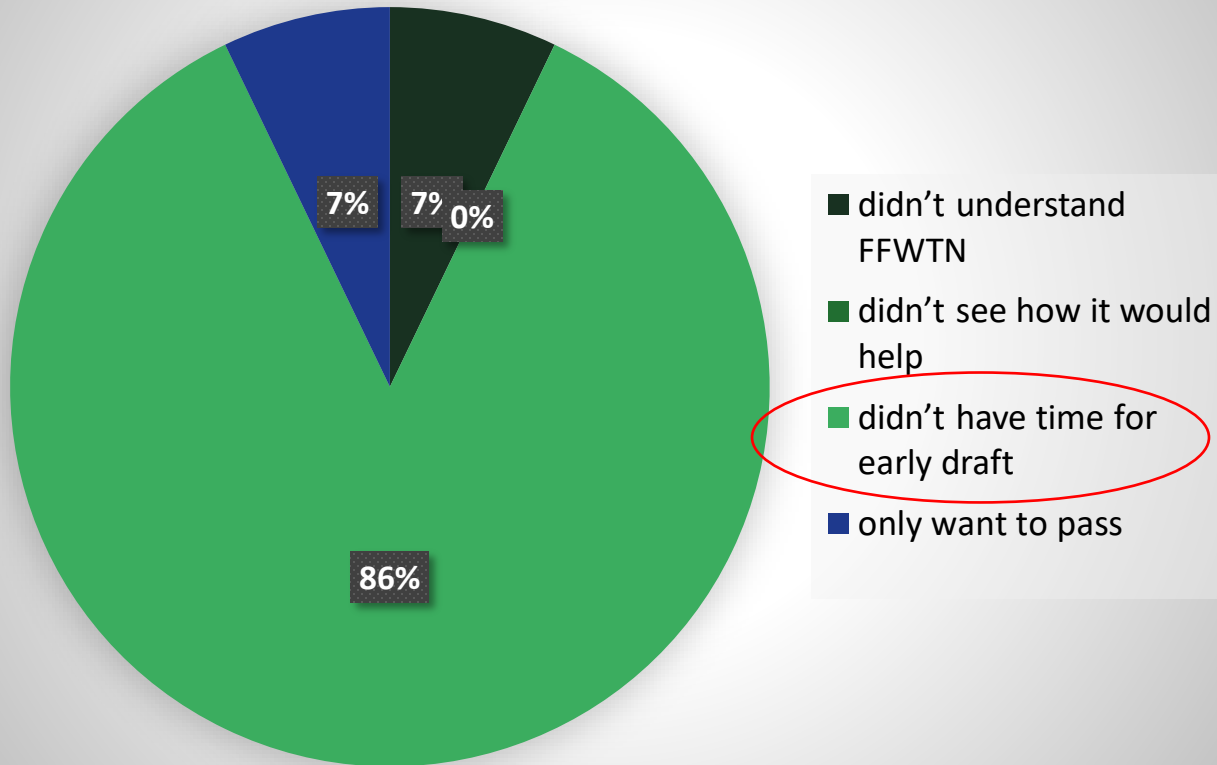
*Issue: diagram is not related to your choc business (statements are too general)*

*Relevance: you need to show a case for change for the business you are using in this assessment, so words on all diagrams need to relate to this.*

*Action: please modify the diagram to refer to your choc business.*

# Why not participate?

Reasons for not doing WTN



*“I wanted to submit an early draft . . . however I was too busy at work”*

*“I was sick and got an extension, and missed the early draft dates”*

# Final comments – on reflection

- Using a WTN structure . .
  - gives more consistent feedback.
  - Focuses your attention on ‘what am I looking at?’/‘how to improve’ /‘what to say here’.
  - Supports excellent conversations in class following feedback.
- Increases marks for participating students – but takes more time.
  - The barriers to WTN for time-poor priority groups exist outside the academic scope.
- Provides further support for flipped learning.
  - Less ‘delivery’ / more ‘feedback’



# Next steps

- Expand the study to level 6 and 7.
- Refine the approach with purpose designed assessments.
- Looking for collaborators. . .please get in touch.
  - Nick Kearns [nkearns@unitec.ac.nz](mailto:nkearns@unitec.ac.nz)

# Thank You for your time

## Any questions?

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# References

Hattie, J., Crivelli, J., Gompel, K., West-Smith, P., & Wike, K. (2021) - *Feedback That Leads to Improvement in Student Essays: Testing the Hypothesis that “Where to Next” Feedback is Most Powerful*. *Frontiers in Education* 6, 1 – 9. <https://doi.org/10.3389/feduc.2021.645758>

Hattie, J., & Timperley, H. (2007). *The Power of Feedback*. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003>