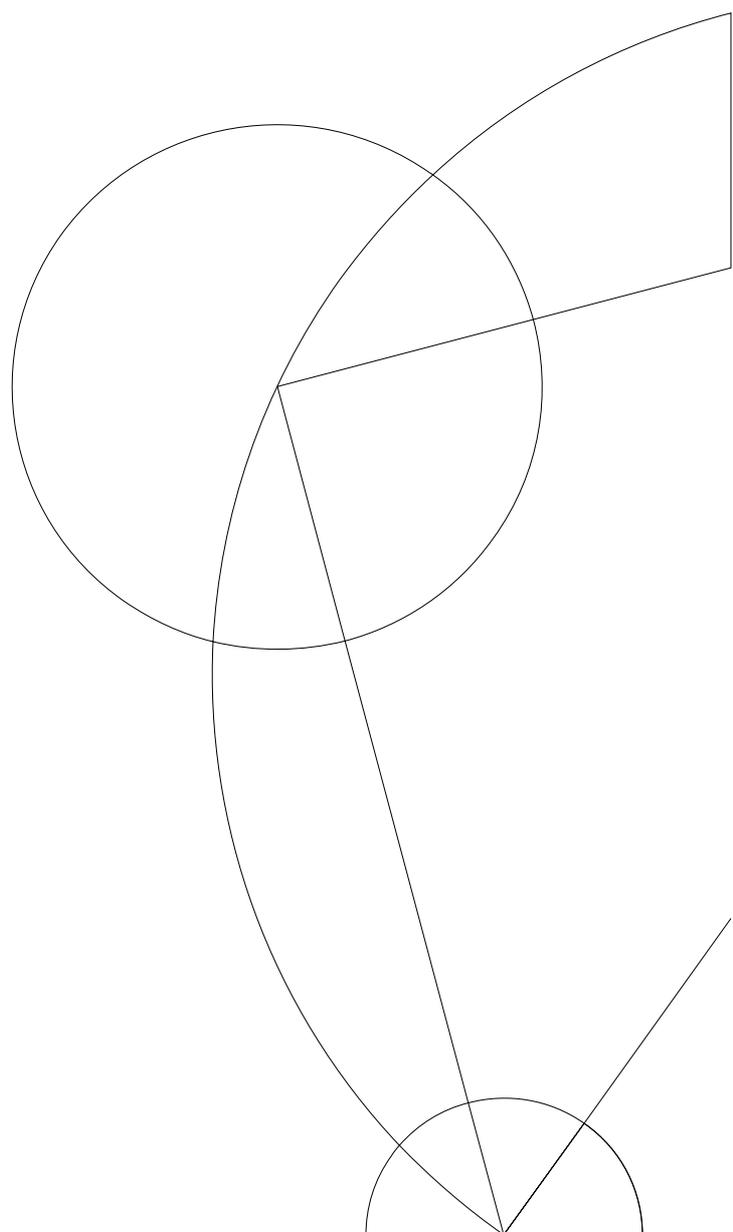# Feedback at UCPH

Report by the Task Force for Feedback to Students

12 May 2015

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1. Preamble

The University of Copenhagen runs research-based study programmes at the highest international level. The programmes are developed jointly and continuously by the management, staff and students. One of the objectives stipulated in the University's strategy is constant enhancement of the quality of study programmes "by ensuring that didactics, types of instruction and other parameters support the students' learning experience" (see *Strategy 2016, p.*25). The Task Force is convinced that making strategic focus on feedback a basic element of all study programmes is an important element of the University's general work to improve the quality of its study programmes.

The Task Force recognises that the best way to develop and organise study programmes is on the basis of each individual programme's academic standards and specific structural conditions. The Task Force is also of the opinion that formative feedback constitutes a basic element of the students' options and motivation for learning, to the extent that it should be addressed at all levels in the organisation, planning and management of teaching.

2. Summary of recommendations

1. Feedback on all courses

The Task Force recommends that the Rector's Office, faculty management and study boards ensure that students on all courses are offered feedback. When approving course descriptions, the study board must ensure that they contain information on when and how feedback will be integrated into the course. The faculty management, along with the study boards and programme management, should review the current feedback situation on their study programmes. This would identify any need for different types of feedback, or more regularly scheduled feedback, in the study programmes.

2. Feedback course and online toolkit for teachers

The Task Force recommends that the Teaching and Learning units – under the auspices of the University of Copenhagen's Pedagogy Initiative (KUUPI) – run one or more practical pedagogical courses for teachers that focus on feedback to students, and that the centres develop an online toolbox with feedback tools and good advice to teachers on feedback.

3. Pilot project on feedback-friendly forms of exam

The Task Force recommends that the University launch a pilot project on feedback-friendly forms of exam, e.g. portfolio exams, synopses, continuous assessment and active participation with regular short assignments.

4. Pilot project on the training and deployment of instructors

The Task Force recommends that the University launch a pilot project on the use and training of paid instructors in faculties where they have not traditionally been used.

5. Feedback during the Teaching and Learning in Higher Education programme

The Task Force recommends that the Teaching and Learning units make feedback an important element of their teaching and learning in higher education programmes (Universitetspædagogikum).

6. Pilot project for student mentoring

The Task Force recommends that the University initiate a pilot project that offers students an academic mentor, in the form of a teacher or older student on the study programme.

3. The Task Force's terms of reference and members, and the structure of the report

The Task Force for Feedback to Students was established in January 2015 by the University management team (see the terms of reference of 15 January), following the second report from the Quality Committee (Kvalitetsudvalget), which identified great potential for better feedback procedures at universities and university colleges. However, the Task Force also reflects the wishes of students, who have called for greater focus on feedback at both organisational and study-programme level. Since the Task Force was set up, the ministers of education and research and the rectors of business academies, university colleges and universities have entered into the agreement "Fælles om god uddannelse" (Working together for quality in education). This urges the institutions to provide more and better feedback to the students and to involve them in dialogue.

The terms of reference gave the Task Force a mandate to "on the basis of existing knowledge of the significance to learning of feedback to students, map out current feedback provision at UCPH and draw up a catalogue of ideas for how feedback can be improved in and out of the classroom".

The Task Force consists of:
Stine Jørgensen, associate dean for education (LAW)
Jens Dolin, head of the Department of Science Education (SCIENCE)
Annika Hvithamar, head of studies (HUM)
Frederik Løgstrup Magnusson (student rep on KUUR)
Sofie Gro Holde (student rep on KUUR)

Secretarial services: Gitte Duemose, University Education Services.

First, the Task Force defined its understanding of the concept of feedback. This understanding, which is based on pedagogical and didactic research, is presented in section four. This initial definition includes descriptions of a range of different types of feedback. Section five of the report maps out the current status of feedback at UCPH, as per the terms of reference. The mapping exercise consisted of two questionnaire surveys – one for heads of studies and one for student reps on study boards at UCPH. The Student Council also submitted a report to the Task Force, which formed part of the mapping exercise.

In the final section of the report, the Task Force presents a series of recommendations (or recommended ideas) for improving feedback at UCPH in the light of the current mapping exercise.

In the questionnaire responses both heads of studies and students point to a number of teachers who are considered particularly good at providing feedback or who make a particular point of incorporating feedback into their teaching. Appendix 1 ("Examples of feedback in use at UCPH") contains examples of these teachers' feedback in practice. It provides a fresh look at current feedback practices in UCPH's classrooms, and serves as inspiration for teachers and for further work on feedback at the University.

The Task Force has also considered the ongoing debate about feedback, including on KUnet, as well as other input.

4. Definitions and different types of feedback

In its report, the Task Force works with the following definition of feedback:

"Learning-oriented feedback can be defined as a reaction to work produced by a student that is designed to help them learn more."[1]

This definition also indicates that the Task Force focuses on formative feedback, i.e. a forward-looking reaction to what students have produced, as well as to the finished products. Formative feedback contrasts with summative feedback, which consists of a retrospective reaction to the final product, e.g. exam grading, which has very little effect in terms of learning.

The effectiveness of formative feedback depends on the extent to which the students reflect on their own learning. The point of feedback is to bring the individual student's current academic level closer to the learning objectives outlined in the curriculum. This is done by the students 1) understanding the requirements for the course and for the overall study programme, 2) continuously reflecting on their current understanding and re-evaluating it in relation to those requirements, and 3) being committed to academic activities that bring them closer to their learning objectives. Effective feedback addresses all three aspects.

The Task Force is of the opinion that the choice of feedback type should depend very much on the type of teaching and knowledge involved in the specific teaching context. The type of feedback used must closely reflect the academic objectives and learning outcomes set for the course.

The Task Force is also of the opinion that feedback is part of teaching *per se*, and should be a natural element of it. As such, it should not be considered an add-on to the study programmes. Rather, there is a need to support the change in culture that is already underway, in which thinking about teaching and the planning and preparation of it – both by students and by teachers – are based on the students' learning. Finally, feedback – like all teaching – is a two-way process, in which both teachers and students play an active role. Feedback is dialogue.

As mentioned previously, the Task Force uses a definition of feedback that is based on a specific product with the objective of enhancing student learning. A number of different types of feedback are described below.

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[1] *Universitetspædagogik (University Pedagogy)*, p.259, ed. Lotte Rienecker et al., Samfundslitteratur 2013.

Self-evaluation by students

Essentially, improving yourself is based on self-evaluation – knowing exactly what you are capable of – and the ability to relate this to your knowledge of the requirements placed on the course concerned. This is closely associated with the concept of metacognition, i.e. having knowledge of your own learning processes and the ability to manage them.

Working on the students' ability to evaluate themselves will improve the academic level by teaching them self-regulating processes (setting goals, evaluating performance and progress, etc.). This reduces dependence on the teacher and heightens motivation and commitment. Self-evaluation can also be a way for teachers to reduce the amount of time allocated to evaluations.

Self-evaluation means that students evaluate and follow their own performance in relation to set criteria. There are many ways of doing this, from a broad evaluation of how well they coped with an assignment, to a qualitative ranking vis-à-vis the requirements (e.g. based on a standard form), to self-grading (based on some other form of evaluation scale). Self-evaluation can be grossly inaccurate, e.g. due to overestimating one's own performance, lack of insight into the criteria (e.g. confusing volume of input with meeting the academic standards), etc. This makes it important to validate the students' self-evaluations in different ways, either via peer processes or regular checks by the teacher.

Peer feedback and teacher feedback

Teacher feedback is based on the student's product or performance, and takes the form of either individual feedback or feedback to groups of students. Teachers can provide feedback either after the exam or during the production process (supervision). One-to-one (1:1) teacher-to-student feedback is time-consuming.

Peer feedback consists of the students providing feedback on each other's work. This provides students with the opportunity to enhance their own feedback competencies, which are general competencies that will be relevant in the labour market. The Task Force is of the opinion that peer feedback is an important tool in the teacher's toolbox, and as such it is crucial that they facilitate it. Feedback should also be adapted to suit the academic standards of the course concerned. It is recommended that study boards consider whether the ability to provide fellow students with constructive feedback is a basic study competency that should be introduced during the introductory phase, at the start of the first year of the study programme. (See Appendix 1 for examples of the use of peer feedback and cluster feedback.)

Feedback from tutorials and large classes

Tutorials are a form of teaching in which small groups of students are taught on the basis of individual feedback, e.g. on written assignments. Variations of this type of teaching are used in universities such as Oxford and Cambridge. Students report that tutorials help them to present and discuss

ideas and put them into perspective. Less outgoing students may find this form of teaching too intimate or confrontational. Students also report feeling as if they are being judged, even though grades are not given. However, this form of teaching is also appreciated as a laboratory of sorts, in which ideas are explored as they come up in the conversation, and as a space where "you learn to think".[2] Tutorials are a part of the academic tradition at the universities mentioned and must also be seen in relation to the special circumstances under which those universities operate, e.g. the staff-student ratios.[3]

Many of the courses at UCPH involve large groups. The size of the classes may make it difficult to provide individual feedback, but large groups have a greater need for feedback, as the form of teaching rarely makes it possible for all of the students to have a say on a regular basis during the classes. The obvious forms of feedback for courses of this type are self-evaluation (e.g. online tests), peer feedback or the use of clickers in the classroom. However, in its report, the Student Council stresses that students see peer feedback as less valid, especially if it is the only form of feedback provided. The Student Council recommends that teachers participate in feedback, e.g. peer evaluation in small groups supervised by the teacher, cluster feedback or by jointly looking at a random selection of submitted assignments.

IT-supported feedback

All of the forms of feedback mentioned can be supported by IT. Feedback activities supported by IT may consist of synchronous or asynchronous communication, or a combination of the two. A further distinction can be made between oral and written feedback supported by IT. The formats used (media) for feedback include podcasts, video podcasts (vodcast), screencasts, Skype, conference systems, including built-in "chambre séparée" plenum, and forums for written and oral communication. (See Appendix 1 for examples of IT-supported feedback.)

IT-supported feedback can supplement on-location teaching, but it is also regularly used as one of the main elements in online education formats (e.g. MOOCs). The techniques used here are applicable to quality enhancement of on-campus teaching, e.g. one-way communication in the form of lectures can be replaced by online and video elements so that the teaching time can instead be spent on interaction between students and teachers (flipped classroom and blended learning). Similarly, discussion forums and peer rating can be used as elements in traditional campus teaching. In discussion forums in MOOCs, students have access to a global "community of learners" in their subject, and can get instant input, responses and feedback from their peers on the course.

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[2] THE OXFORD TUTORIAL

[3] The staff-student ratio at UCPH is about 1:19 (40,882 students (as per 1 October 2014, excluding PhD students) to 2,153 academic FTEs (permanent academic staff, calculated as all professors, professors with special responsibilities, clinical professors, associate professors and assistant professors as per the Development Contract 2015–2017).

The corresponding figure for Oxford University is 1:13 for staff with both teaching and research duties (22,348 students, including PhD students to 1,747 academics in 2014). If research fellows are included, the ratio is approximately 1:3.75 (22,348 students to 5,959 staff). However, this comparison should be taken with a pinch of salt: the job categories vary between institutions, and PhD students also count as students in the Oxford figures.

Portfolio exams

Portfolio exams provide a good framework for formative feedback to/with the students during the course. In this form of exam, the students bring together a number of short works and assignments, which then form the basis for the final assessment. Formative feedback may be provided on each sub-element and students can use the feedback going forward.

The Student Council's report states: "Continuous feedback with multiple submissions or other products that led to an exam were highlighted in particular as effective ways of stimulating academic development and giving students confidence up to exams."

Portfolio exams require clear assessment criteria. The teaching is organised in a way that leads to products regularly being added to the portfolio. The assessment of an extensive portfolio can therefore take a very long time. The organisation and administration is also more complicated than for traditional written and oral exams. The individual feedback to the students about the assessment also takes time. As a result, portfolio exams are best suited to courses prescribed to a high number of ECTS credits, rather than few, in order to make the best possible use of resources (both for students and for the University).

With regard to exams, the agreement "Fælles om god uddannelse" (Working together for quality in education), between the ministers of education and research, the rectors of business academies, the university colleges and the universities, promises the institutions that "active participation in the course, as well as assessments of assignments during the semester, can be included as part of the grading along with tests held during the course". The University will need to wait for further information on what deregulation of the exam rules in the area will mean in terms of the options for continuous testing and portfolio exams.

5. Mapping and status of feedback at UCPH

As part of its terms of reference, the Task Force conducted a mapping exercise of feedback in the teaching on study programmes at the University of Copenhagen. It was based on two questionnaires: one aimed at heads of studies and one at student reps on study boards at UCPH. The Student Council also submitted input (see Appendix 2), and descriptions of the use of feedback, based on the questionnaire responses, were received from teachers at UCPH. The examples selected show how feedback is already used in teaching practices across faculties and study programmes.

Based on these various studies[4], the Task Force built up an impression of the different types of feedback practice found in teaching situations across all study programmes. The questionnaire sent to all heads of studies revealed that over 60% of them think feedback is a topic that is discussed a

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[4]Out of 88 heads of studies, 72 responded. Of approx. 100 student reps on study boards, 36 responded.

great deal or at least to some extent in the educational environment. Only 2% responded that feedback is never discussed on the study programme. Just over 40% of heads of studies also responded that their study programme(s) have guidelines for feedback. Similarly, 40% responded that there are no guidelines for feedback for the programmes they co-ordinate.

In response to the question of whether the programmes had initiated measures to improve feedback in teaching, almost half of the heads of studies responded in the affirmative. One example of this is the current process of amending curricula. Other examples include being more proactive in relation to students who do not avail themselves of the feedback options on offer, and an increased use of course cafés, at which students discuss assignments with teachers. Some also mentioned that they are aware of the political aspect of this issue, and have taken it up with course managers and study boards.

We also asked whether, as far as the heads of studies were aware, feedback is included in the competency descriptions and/or curricula for the study programme(s). 30% of them said yes, 48% no. There are few examples of feedback competencies (students giving and receiving feedback) being part of the competency description that forms the basis for student learning on the individual study programmes. This is worth noting, since feedback competencies – in terms of both giving and receiving – are considered highly relevant on the labour market.

Finally, the heads of studies were asked about their knowledge of various specific forms of feedback. The responses to this question reveal widespread knowledge of various forms of feedback across the study programmes and faculties. Many teachers have integrated different forms of feedback into their teaching. Examples mentioned include the use of clickers in large classes (lectures), online feedback, peer feedback and collective feedback. Other feedback activities include the mid-point evaluations and process writing (supervision) when writing theses, which, of course, is also widespread. Some mentioned portfolio exams, in which feedback is integrated into the exam itself. Synopsis exams – in which students receive feedback during the process of producing the product – are also used. Others use Absalon's test module to run a "Tip 13" quiz about the content of the week's teaching and a subsequent review by the class. Student-response systems, e.g. Shakespeak, are also used. As might be expected, many types of feedback are currently in use.

Of the student reps on study boards, approximately half responded that feedback is discussed a lot, quite a lot or to some degree. 25% responded that there are guidelines for feedback on their study programmes. Almost 30% responded that initiatives have been launched to improve feedback on their programmes. Almost 30% said that feedback is included in thee competency description or curriculum for their programme.

In their comments, the student reps highlighted the lack of feedback and the inconsistent quality in receiving feedback, depending on the teacher and form of exam. However, the student reps did mention various teachers who provide good feedback. (See examples in Appendix 1.) They also expressed a wish for feedback to be a more formalised part of the individual studies and to be incorporated into the curriculum. However, several students also mentioned that their programmes have

already begun to focus on feedback, either of a formalised nature or as part of a broader discussion in the study boards and study councils.

The student reps on the study boards were asked about whether there are particular situations in which they feel that there is a lack of feedback, or where a lack of feedback is a barrier to learning. The students reported a lack of feedback following written and oral exams and major assignments. One said: "Major written assignments seem not to matter much if you don't get the chance to clarify which parts were satisfactory and unsatisfactory."

Based on the survey, we can conclude that there is widespread awareness of the topic among the heads of studies. They agree that it is essential for the students and for their learning. Although written guidelines for feedback may be in place, there may also be practices that are not written down. On some study programmes, feedback is included in amendments to curricula, while for others it is completely integrated into the teaching, and the heads of studies in these areas do not think it should be "bureaucratised" or "standardised". When barriers to feedback are mentioned, it is often a matter of time and resources. The survey of student reps on study boards indicates that a number of students feel there is a lack of feedback on exams and find that the quality of the feedback varies.

Report on feedback from the Student Council

The Student Council has for some time been working on a campaign about the quality of education, with a focus on feedback. In spring 2015, the Council asked students from selected study programmes about the role of feedback on their courses and how it contributes to the teaching.

Against this background, the Student Council has written a short report outlining a range of examples of the use of feedback. It covers cluster feedback in History; case-based teaching with continuous feedback in Law; the use of student instructors in Maths; portfolio exams with regular submissions and continuous feedback in Anthropology and History; and the mentoring scheme in Public Health, where the teachers meet with groups of four students twice per semester for joint teacher and peer feedback on the students' work and academic understanding.

The Student Council concludes that respondents felt that the feedback they received during the teaching had a positive effect. Variations in the outcome of the feedback were attributed to "the teachers' preparation, academic knowledge of the specific subject and pedagogical skills". It also concludes that it is important to implement standard practices, so that students do not have to ask for feedback themselves. "It gave students more respect for their teachers and for the feedback they received that the interaction was not random." The practice in Psychology – where students received ten minutes of oral feedback from the teacher marking the assignment – was therefore assessed less positively than the other types mentioned. Students had to wait for feedback, which reflects the fact that in general there are too few "interaction hours" with the academic staff.

However, the Student Council's material cannot be described as representative, as very few students participated (seven from UCPH and just one from AU). The material is therefore qualitative in na-

ture and emphasises how the students experience feedback. It is generally thought that the feedback has a beneficial effect on student learning. In its conclusion, the Student Council writes:

"Feedback also had great impact on how much energy the student expended on preparation for classes, and whether the students felt that they were developing academically, both during the individual course concerned and throughout their study programmes as a whole. Continuous feedback with multiple submissions or other products that led to an exam were highlighted in particular as effective ways of stimulating academic development and giving students confidence with regard to exams."

The report ranks formative and personal 1:1 feedback most highly. The study does not constitute an exhaustive mapping exercise of the types of feedback, but provides insight into how the students experience feedback in practice, e.g. individual feedback ranks higher than peer feedback and cluster feedback. It is not surprising that the students appreciate personal feedback from teachers.

6. Recommendations

Based on the Task Force's mapping of the use and prevalence of feedback at UCPH, the Task Force has drawn up a number of recommendations for how the University and the faculties can work systematically and strategically with feedback in teaching as part of the ongoing quality enhancement of the study programmes.

These recommendations should be seen in the light of an overall understanding of management's key role and responsibility in connection with the ongoing focus on the development of teaching and skills development for members of staff.
The Rector's Office, as well as the deans' offices, must continue to focus on developing teaching, pedagogical development and the recognition of the teaching work done at the University, as described in *Strategy 2016*.

Better feedback to students is dependent on the teachers working experimentally on the development of their teaching and continuously developing their skills, as well as on University staff being accredited for their input into teaching and education. Better feedback to students is therefore closely linked to the activities already discussed and decided upon in the University Pedagogy Initiative (KUUPI). These include the use of teaching portfolios as skills-development tools and in performance and development reviews, and the adoption of a common pedagogical competency profile, as well as teachers jointly discussing each other's work and the introduction of more short, practical pedagogical courses.

The Rector's Office and the deans' offices must therefore maintain the level of activity for employee skills development and pedagogical/didactic development, as per the University Pedagogy Initiative (KUUPI). The recommended activities can only be implemented if management supports local

efforts to develop teaching and education, including by ensuring good conditions for skills development for staff.

1. Feedback on all courses

The Task Force recommends that the Rector's Office, faculty management and study boards ensure that students on all courses are offered feedback.

When approving course descriptions, it is recommended that the study board ensures that they include information about feedback provision.

The management in the various faculties, along with the study boards and programme management should review the current feedback situation on their study programmes. This review should analyse whether there is a need for other types of feedback or more regularly scheduled feedback. When developing types of feedback, the study boards should derive input and inspiration from the University's Teaching and Learning units and IT learning centres.

The current teaching already incorporates a significant amount of feedback, so the purpose of this recommendation is to raise the level where needed.

Regarding when and how feedback is provided, the study boards must align their expectations with those of the students. As part of this alignment of expectations, programme management and teachers must also communicate their expectations to the students. The students are responsible for accepting and being proactive about feedback. The expectation is that they will incorporate feedback into their studies by preparing for it and devoting time to addressing it once feedback has been given. Students must be open to different types of feedback. They must also participate actively in dialogue in order to improve their feedback competencies – both giving and receiving. Programme organisers must support the students' participation by clearly communicating their expectations.

By way of inspiration, in 2010 the University of Edinburgh drew up the policy "Feedback Standards and Guiding Principles". It establishes that feedback must be integrated into the course design and that all courses should give students feedback on their performance. Course documents must include information about when and how feedback is provided. It is expected that all students will make careful use of the feedback, and that the feedback is monitored as part of the quality assurance of the study programmes, e.g. in the evaluations. The guiding principles also stress that feedback is a two-way process, a dialogue and a collective responsibility.

2. Feedback course and online toolkit for teachers

The Task Force recommends that the Teaching and Learning units – under the auspices of the University Pedagogy Initiative (KUUPI) – run one or more practical pedagogical courses for teachers focusing on feedback, and that the centres develop an online toolbox and provide advice on feedback for teachers.

The teachers' work on forms of feedback in their teaching is conditioned by their pedagogical competencies, and these should be developed through practice and skills development, in the form of the Teaching and learning in higher education programme (Universitetspædagogikum) and other pedagogical courses.

It is recommended that teachers be able to tailor their skills development with a view to providing students with feedback on their work. One or more courses specifically focusing on feedback should be available. The course(s) must be practice-oriented. The course(s) will be developed under the auspices of the current University Pedagogy Initiative (KUUPI), which has already launched a sub-project on the development of short, practical courses for teachers.

As the examples from UCPH show, there are a variety of tools and several ways of working with feedback in teaching. The teachers can greatly benefit from these examples and incorporate elements of their colleagues' feedback practices into their own. Teachers therefore need access to an online resource where they can find good examples, templates and links to other relevant resources.

This online resource should be developed by the co-ordination group for KUUPI, and should be academically based in one of the Teaching and Learning units. The Teaching and Learning units will also deal with the subsequent academic updating and maintenance of the resource. It would be obvious for the toolbox to link to other universities' resources, e.g. the [University of Edinburgh's Enhancing Feedback website](). The University of Southern Denmark (SDU) has also developed a [Tool for the Development of Feedback Forms]() (VUE), which aims to equip staff to improve and develop feedback, partly via checklists for study programmes, and partly through case studies.

Management is responsible for ensuring good conditions for teachers' skills development and for supporting the focus on teaching. In order to improve teachers' conditions for feedback work, the Rector's Office and the deans' offices must continue the level of skills-development activity and pedagogical/didactic development established by the University Pedagogy Initiative (KUUPI). The management focus on pedagogical skills development must also ensure that the University's pedagogical infrastructure, i.e. the Teaching and Learning units and IT learning units, are adequately prepared to support the quality enhancement of the teaching, e.g. by improving feedback on it, and are capable of providing inspiration and assistance to teachers and heads of programme.

3. Pilot project on feedback-friendly forms of exam

The Task Force recommends that the University launch a pilot project on feedback-friendly forms of exam, e.g. portfolio exams, synopses, continuous assessment and active participation with regular short assignments.

Portfolio exams provide ample opportunity for feedback to students. This form of exam is relatively difficult to administer, and presents challenges in relation to conducting assessments. A pilot project, based in one of the Teaching and Learning units, will involve a number of study programmes

and teachers working together and testing different forms of feedback-friendly exams in order to learn about the challenges involved.

4. Pilot project on the training and deployment of instructors

The Task Force recommends that the University launch a pilot project on the use and training of paid instructor in faculties where they have not traditionally been used.

Instructors are a valuable asset in teaching. They can provide feedback to students – under the instructions of the course organiser – which would provide more opportunities for dialogue and feedback and improve the teaching overall. (See Appendix 1 for examples of the instructors' roles in teaching.)
Instructors are particularly common in the teaching in HEALTH, SCIENCE and SOCIAL SCIENCES. This means that the other faculties have little prior experience of using instructors. The pilot project will provide experience on how the use of instructors can provide better conditions for feedback in these faculties.

It is essential that the instructors are supervised and supported in fulfilling their function. In SCIENCE and SOCIAL SCIENCES, the instructors will be sent on short pedagogy courses before the start of the semester. This experience will inform the pilot project, including in terms of its evaluation of various forms of training for instructors. The pilot project will also address the challenge presented by the Study Progress Reform, which may cur back on students' opportunities to work as instructors. The pilot project will be based in the Teaching and Learning units.

5. Feedback during the Teaching and Learning in Higher Education programme

The Task Force recommends that the Teaching and Learning units make feedback an important element of their teaching and learning in higher education programmes (Universitetspædagogikum).

Teaching and learning in higher education programmes are currently run by the University's three Teaching and Learning units: the Department of Science Education in SCIENCE; TEACH in HUM; and the Teaching and Learning unit of Social Sciences (TLU) in SOCIAL SCIENCES. All three courses include elements aimed at developing teachers' feedback competencies. The courses train teachers to provide feedback on students' written and oral performance, supervise students, facilitate peer feedback and use information technology as a feedback platform. They also introduce IT systems such as Absalon and student-response systems like Socrative, TodaysMeet and Shakespeak.

The course descriptions for the existing teaching and learning in higher education programmes state that feedback competencies are often integrated into processes that have another specific academic focus, or that they are seen as a "side effects" of such processes. This means that it is a good idea to

organise the teaching and learning in higher education programme in a way that views providing and facilitating feedback as core teaching competencies. Co-ordinators in the Teaching and Learning units can initiate workshops at which experiences are discussed with a view to improving and systemising the feedback elements of their teaching and learning in higher education programmes.

6. Pilot project for student mentoring

The Task Force recommends that the University initiate a pilot project that offers students an academic mentor, in the form of a teacher or older student on the study programme.

In a mentoring scheme, students and academic staff meet to discuss the students' academic development. The meetings are scheduled, but are not part of a specific course. The scheme aims to equip the students with the ability to reflect on their own education, including their own performance and level. It teaches students to place the knowledge and competencies they acquire into context, and to self-evaluate, which is a necessary competency when it comes to receiving or providing feedback.

Mentoring schemes can take a range of forms. It may be that students, in groups of 5–10, meet with a teacher. The students meet with the same teacher throughout the study programme. The frequency of meetings can be 2–4 per semester. The conversation is structured around subjects jointly selected by the group, e.g. elective subjects, core programme competencies or the relevance of student jobs. Based on their current courses, career ambitions or academic development, students can present a product that can be the subject of feedback, but ultimately the group determines the content of the sessions.

One option is for some of the meetings each semester to be run by a student mentor – an older student employed by the University. Student mentors, too, must be linked to the same group of students throughout their study programme, and in turn receive supervision from the member of academic staff who acts as the group's mentor, in order to make use of his or her specialised academic insight. The academic mentor should, as far as possible, also be a teacher who takes classes with the students, so that he or she can continue to form a picture of the students' progress.

As well as being a tangible opportunity to receive feedback on academic subjects where the students identify such a need, mentoring helps develop students' competencies in terms of giving and receiving feedback, as well as their ability to evaluate their own work. In this way, the mentoring scheme can help to develop the students' key study competencies.

7. Resources

It is proposed that the University earmarks funds to implement the Task Force's recommendations. It is estimated that implementing the following recommendations will cost DKK 5 million p.a. in 2016 and 2017:

- Feedback course and online toolkit for teachers
- Pilot project on the training and deployment of instructors
- Pilot project on feedback-friendly forms of exam
- Pilot project for student mentoring.

General support for the study boards' work on the development and improvement of feedback in the study programmes. The Teaching and Learning units ought to assist as consultants in this work.

The funds will be channelled into the existing University Pedagogy Initiative (KUUPI) and projects will be overseen by the co-ordination group for KUUPI, which consists of the heads of the units and the vice-provost for education, thus utilising the existing infrastructure and project structure for the purpose.

8. Appendices

1) Examples of feedback at UCPH
2) Report on feedback from the Student Council
3) Terms of reference for the Task Force for Feedback to Students