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Improving feedback from teaching assistants

Towards timely, fair and high quality feedback at scale

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Introductory course in software engineering

- 7,5 ECTS one of four courses in spring semester
- About 500 students, organised in 72 development teams. Students from 8 study programs.
- 30 teaching assistants (6 "senior", 24 "junior"), two professors, two adjunct lecturers
- Project work with over 500 meetings between teams and supervisor
- 144 demonstrations of products
- Feedback on over 1000 "deliverables", portfolio assessment

Feedback in the course: Student perceptions

"Uneven feedback. The teaching assistants use evaluation criteria in different ways. I asked for clarification as much which was written in the feedback was wrong, but was told that we could only complain on the whole grade and not get any more feedback"

"It seems like the ones giving feedback look for particular aspects not mentioned in the assignment, for example in the retrospectives. Here those who had structured the deliverable into "works well" and "could be improved" got a good score, while those who had structured the report after topics got a lower score as this was interpreted as less structured"

"The feedback often seemed arbitrary; you were criticized for things not stated in the assignment such as lack of figure text. Some of the feedback is weighted very strange and seems unsupported"

Evalueringskritarier	lide bestic	Tithedo- stillande	Nobed appd	God	Meget	Fremragende
Gunusur						
Bruker teamet relevante kilder for \$ begrenne valg?						
Pronemicsowerse						
Elerer teamet å beskrive probleme: til produkteleren tydelig?						
WASC AV TEKNOLOGISTANE						
Konor teamet å reflektare over og begrunne valg av teknologi?						
Propriativent						
Forklarer teamet waig av aktiviteter for å sisre produktivelitet?						
Presentarer teamet formuffige testalitiviseter for ferste og tredje small ge testivadinant?						
LANDROPAN						
Presentarer grupps en resilistisk lanseringsplan?						
Har teamet definent et tydelig mål, tidbestlerater og bruberi bitorier for tørste sprint? Ubvidlegsoppgeventer tre første brukestisteriere?						

EMUTATA FUNKENDENC OF PRAIMALLERING								
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	lide bestätt	Tifredatillende	Nobrá god	God	Megat god	frem:apenda
TOTALENALUERING						

Change in work process

- Old process:
 - TAs evaluate and provide feedback individually
- New process:
 - TAs work in pairs
 - Discussion first in pairs, then with in group of six TAs

What teaching assistants say



Change from 2022 to 2023

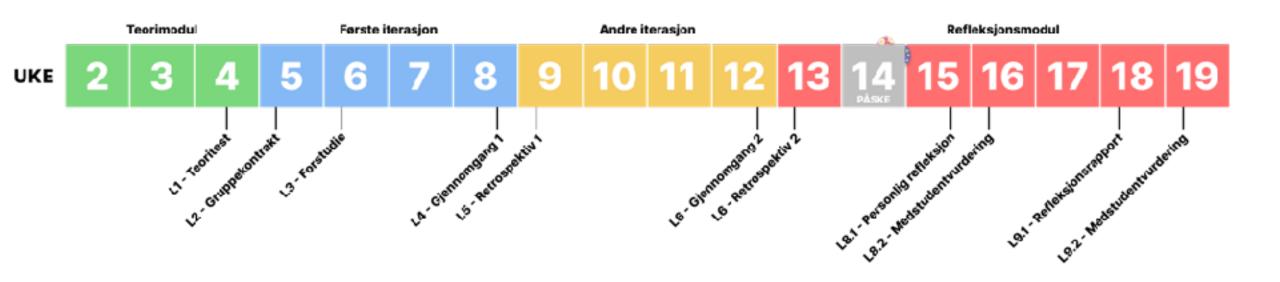
On average: lower scores from students, higher from TAs

		Students					Teaching assistants						
	Useful feedl	Useful feedback Clear evaluation criteria			riσ	Clear evalu	ation criter	ria	Good support in evaluation				
	2023	2022	Diff.	2023	2022	Diff.	2023	2022	Diff.	2023	2022	Diff.	
Deliverable 1: Group contract (pass / not pass)	4,3	4,2	0,1	3,1	4,2	-1,1	4,9	4,3	0,6	5,0	4,2	0,8	
Deliverable 2: Theory test (5%)	4,3	3,3	1,0	3,5	4,1	-0,6							
Deliverable 3: Prestudy report (pass / not pass)	3,1	3,9	-0,8	3,7	3,7	0,0	4,5	3,9	0,6	4,8	4,1	0,7	
Deliverable 4: Sprint review1 (5%)	2,7	3,4	-0,7	3,2	3,1	0,1	4,1	3,4	0,7	4,7	4,1	0,6	
Deliverable 5: Retrospective1 (5%)	2,6	3,6	-1,0	3,1	3,0	0,1	4,0	3,4	0,6	4,8	4,2	0,6	
Deliverable 6: Sprint review2 (5%)	3,4	3,8	-0,4	3,1	3,3	-0,2	4,2	3,5	0,7	4,6	4,4	0,2	
Deliverable 7: Retrospective2 (5%)	3,4	3,7	-0,3	3,1	3,3	-0,2	3,3	3,6	-0,3	3,9	4,1	-0,2	
Deliverable 8: Individual reflection report (35%)	3,3	3,3	0,0	2,8	3,0	-0,2	3,7	3,6	0,1	4,6	4,5	0,1	
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Averrage	3,4	3,7	-0,3	3,2	3,4	-0,2	4,1	3,7	0,4	4,6	4,2	0,4	

First step: Confident TAs.

For students: Reduction probably due to more critical feedback

Course structure: 2023



- D1 Theory multiple choice test (pass / not pass)
- D2 Team contract (pass / not pass)
- D3 Prestudy report (5%)
- D4 Sprint review1 (5%)
- D5 Sprint retrospective1 (5%)

- D6 Sprint review2 (5%)
- D7 Sprint retrospective2 (5%)
- D8 Individual reflection report (35%) + 3 peer reviews
- D9 Team reflection report (40%) + 2 peer reviews