**Workshop**

**The International Student perspective on different methods of feedback.**

**Ingrid Kanuga and Zabin Visram**

**London School of Hospitality and Tourism**

**Ingrid.Kanuga@uwl.ac.uk**

In recent years we have piloted and then adapted our learning, teaching and assessment methods to the needs of the international students. As these methods have become more diverse, so have our methods of giving feedback. Our students receive formative and final feedback through different forms and media (in person, in group discussions, written on turnitin or pebblepad, written on paper, peer feedback, mentor feedback, voice recorded).

Influential behaviourist theories have argued that feedback is a strong external stimulus which influences both positive and negative behaviour (Skinner, 1968). Handley *et*.al (2010) argue that although the learner may not always recognise the benefits of feedback; they are in the best position to evaluate the effectiveness of feedback. International students are especially dependent on feedback as they have come from different teaching methods and assessment structures and have a need to identify if they are on the right track and if not, what steps to take to get there (Andrade, 2006; HEA, 2010; Kingston and Forland, 2008).

The aim of this practice exchange is to evoke debate on how effective the different forms of feedback are or the international students; if it helps them to achieve higher results and if there are ways we can improve our methods.

To initiate the discussion; participants will be presented with the results of a survey completed 40 international students on a graduate diploma course which asked them to reflect on the effectiveness of the various types of feedback received from lecturers.

The delegates will then be divided into equal groups and will be joined by a *student mentor*; a student who has progressed from the course and is now a mentor to the current students on the course, and by one of workshop host. Each group will discuss a different survey outcome and present back for further discussion to all delegates.

The authors are proposing to use the findings of the workshop to contribute to a detailed study of international student engagement with feedback which will commence in the summer of 2013.

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