

Encouraging Student and Staff Dialogue When Feeding Back on Written Assignments.

Rachel Clarke

INTRODUCTION

Context

I have found that marking students assessments can be extremely time consuming and I often find myself writing the same standardised comments on numerous pieces of work, only to discover that these are ignored or forgotten by the time students complete their next assignment. I wanted to devise a system that would be more engaging for both myself and the students, whilst still providing detailed and informative feedback on their writing. I decided that the best way to go about this was to try and create a more interactive method of providing written feedback, which would hopefully encourage myself and the students to engage in some form of dialogue about their work.

Background Research

Effect Sizes

Effect sizes allow us to compare factors that influence the achievement of students and the greater the effect size the greater the affect of the intervention or methods used. The average effect size of an intervention is 0.4, so it can be assumed that anything greater than this is above average. If an effect size can reach above 1.0 then the intervention will be improving the rate of learning by more than 50% which is phenomenal.

Black and William (1998) found that formative assessment has some of the highest effect sizes found in education and can have the strongest effect on the weakest learners in a class. However, often the techniques used when giving feedback are not actually effective and therefore the potential of providing valuable feedback is not utilised. In his meta-analysis Hattie (1996) found that the effect of feedback on assessment for learning was 0.81, compared to just 0.31 when only a student's performance was measured. Further analysis by Marzano (1998) found that if feedback was highly specific the effect size was as high as 1.13. All these findings highlight the importance placed on feedback, yet when observing how students use written feedback it seems that comments can be ignored or easily forgotten.

Purpose of Feedback

Sadler (1989) found that students need to be provided with feedback that gives them information about the quality of their work and works within the goal, medal and mission framework. The goal is what students are aiming for, which could be in the format of an assessment criteria or specific objectives to be met. The medal is where they are currently performing in relation to these goals and this information should be qualitative rather than just a basic grade or mark. Finally, the mission should consider how the gap between goals and medals can be closed. Missions should be challenging yet achievable and could be based on improvements that could be made based on previous work. Sadler also explained that students should be able to provide their own feedback as they work and identify appropriate strategies to improve this work and reach their goals. This concept was central to what I hoped to achieve from more specific feedback as I hoped to set clear goals after each essay, but encourage the students to devise their own goals with guidance from myself.

Teacher and Student Collaboration

Much research has highlighted the importance of collaboration between teachers and pupils when engaging in learning. Jerome Bruner (1996) identified four dominant models of learners minds: learners as imitators, learners as recipients, learners as collaborative thinkers and learners as knowledgeable. For this project the model I wanted to focus on was that of learners as collaborative thinkers as this suggested the importance of dialogue and shared efforts between staff and students. Bruner outlined that this models requires learners to construct their own model of the world, while tutors foster this understanding through collaboration, challenges and dialogue. The model also

states that the learner should set themselves explicit goals, identify strategies to reach these, monitor their own progress and restart by choosing new goals.

Robin Alexander (2006a) says that teachers do most of the talking and ask many of the questions. I feel that this is particularly prevalent when feeding back on homework, where teachers tend to write their own ideas about the negative and positive aspects with a piece of work, whilst having little or no interaction with the student. Alexander believes that dialogue has four main criteria:

- Collective
- Reciprocal – Tutors need to show that they have listened to what the learners have said.
- Purposeful – The dialogue is not merely a conversation but has specific educational goals in mind.
- Cumulative – Tutors and students build on their own past learning.

These four criteria form the basis of the feedback processes I wished to foster when providing homework feedback and I hoped that by using specific questions I could encourage students to set their own goals based on written conversations about their own specific work and needs.

What am I doing at the moment?

Before embarking on the project my marking and feedback tended to follow a very similar system. I would read through essays written by the students and annotate their work in the margins when I felt the work was particularly strong or where it could be improved. I would then conclude at the end of the essay with the main points covered and either include or omit a grade. When homework was returned I would encourage students to read through my notes and discuss any general strengths or weaknesses with the class. This system meant that I often focused on key criteria that was common across all essays and wrote standard similar comments. It could also mean that those high achieving students had very little constructive feedback whilst the weaker students would have reams of feedback all over their work.

Initial Student Thoughts

Before I began developing a plan for providing feedback to students I initiated a class forum, with both my A2 Psychology classes, where we discussed what students would like to be given when completing written assessments. Their main focus was on feedback to improve future work and they were keen to have comments regarding the positive aspects of their work, but also any areas that could be improved. They also felt that mark schemes were often confusing and not specific enough for their work, proving vague suggestions rather than something specific to them. The class welcomed class feedback sheets as they felt that these could provide detailed feedback and allow them to see common strengths and weaknesses within the class.

Project Aims

In conclusion, from this background research I decided to research and develop feedback systems that encouraged staff/student dialogue, encouraged the setting of clear achievable goals and making the students become more active in the feedback process. I hoped that this would result in a more interactive marking process for both staff and students.

METHODS USED

Who?

I conducted my research on two A2 Psychology classes. I decided to use both classes as I felt that it was important that neither group should be given preferential treatment and therefore decided against the use of a control group. I also decided that if any comparisons were needed I could use data collected from previous years when the more traditional methods of feedback were used.

Feedback Resources

I focused my feedback techniques on the essays that students wrote in response to the questions for the G543 Psychology examination. As all these essays use a very similar mark scheme I was able to provide feedback that would help improve subsequent essays and students would have the opportunity to act on feedback provided over a short period of time.

Essay 1

Before completing an essay on techniques for measuring stress I briefed students on the idea that I wanted them to write questions that they wanted answering at the bottom of their piece of work. I explained that the students were to imagine what they would ask me if I was with them when they were writing their answer and that hopefully this would mean more specific and relevant feedback could be produced (Appendix 7). It was encouraging that all students did this before submitting their work and the types of questions varied enormously. In addition to this specific feedback I also produced a detailed whole class feedback sheet, which was developed alongside marking the assignments. This sheet provided clear, detailed criteria about what should be included in each section of the essay and had spaces for students to identify how they could improve their essays and set clear goals for their next piece of work (Appendix 1). To clearly outline the main objectives in their written work I used coloured pens to highlight good practise red = examples, blue = key words in the question and green = terminology, which meant their written assignment was also annotated in some respect.

Essay 2

For the next essay on dysfunctional behaviour I used a similar process to before with general feedback, questions, goal setting and colours. I also asked students to re-read their essays in class and use the opportunity to write any new specific questions they would like answered before submitting them so I could help with any concerns they had about this particular task. This time I numbered the points on the general feedback sheet and wrote these numbers on the students' essays to clearly identify where they applied. The sheet also requested that students reflect on how they had improved from their previous work and what new targets they would like to set. (Appendix 2) It should be noted that after these essays were returned students had the opportunity to see their grades for the assignments, which had previously been withheld.

Essay 3

This third essay was used as a test to see how students had improved from the feedback provided on their two previous essays. The essay was written in timed conditions and a simple yes/no feedback sheet was given to the students to check that they had included all relevant information (Appendix 3). This feedback sheet was quickly completed after their essay so they could identify if they had met all the criteria needed in a straight forward manner.

Questionnaire

After completing the first three essays students were asked for their feedback in the form of a questionnaire (Appendix 6) and the findings from this can be found in the results section along with the grade changes observed.

Stage 2 –Variations

After the Christmas break the type of exam question required changed and this gave me the opportunity to experiment with some different types of feedback sessions.

My first technique was to ask students to discuss their work in groups once the assignments had been completed and compile a list of questions that could be answered by both themselves and myself. I thought that in theory this would allow for some more in-depth questions to be considered and the opportunity to reflect verbally on the work they had produced. For the next assignment I provided a very detailed feedback sheet on each specific question asking students to comment on their own performance in each section. These sheets were then taken in and I spent time reading the comments written by students and adding ideas of my own so that a written conversation could take place about their work. (Appendix 4) (Appendix 8) Finally during the final timed essay of term I was able to give students one to one feedback in my free periods.

FINDINGS

Feedback from Essay 1

After the homework had been marked and returned I asked the students to anonymously write what they liked about the feedback provided and what they felt could be improved. It seemed that the students found the system an overall success and some of the following positives were identified:

- “You get to know how to improve on the areas that you struggled with and so feedback is specific rather than general”
- “Love the colour scheme marking – makes it easy to see what is missing”
- “Extremely useful and constructive for next essays”
- “The feedback was very useful and it has made me sure of what I need to do next time in order to improve my essay”
- “The questions at the bottom of the page were really helpful, answered in detail”
- “Having the general feedback, mark scheme and personal feedback was really helpful, because it wasn’t repetitive, but it was personal to my work as well. Having a sheet with action points is also good because I can refer to it for the next essay”

Although the general feedback was positive, there were some areas identified for improvement. These tended to focus on which parts of their essays the general statements related to and some of the students felt that if they struggled to write a question that may have missed out on feedback.

My own perception of the process was that it had made the marking a lot more interesting and I felt that the students had received much more constructive feedback than they would have done from the previous systems. By making students engage with the feedback provided I was more confident that they had actually processed the information given to them. My main concern was that some of the lazier students had written questions of poor quality, which may have suggested that they misunderstood the task or could not be bothered to think of anything else to write.

Stage 1 Feedback

Questionnaire

My initial data collection method was to give students questionnaires that used Likert scales with the option to provide qualitative data. This was designed to provide quantitative data to analyse along with the reasons for these decisions. The raw data can be found in Appendix 5 but the main conclusions drawn from this data were the following.

- The vast majority of students indicated that they found the techniques useful and 96% of the responses indicated that the students found the methods of some use or a lot of use, compared to only 4% of results being of no or little use.
- Students found the use of coloured circles to identify different essay criteria the most useful tool used with 86% of students suggesting that the system worked a lot.
- The feedback on specific questions was also rated highly with 83% of the students questioned rating that the feedback provided was the highest rating and 69% of students indicating that inserting their own questions was useful. This does highlight that although the feedback provided can be very informative students are still concerned with asking their own questions. Two students gave the use of their own questions the lowest rating and both explained that this was as they were unsure what to write and did not have the confidence to use their own questions.

- The poorest feedback was given to the use of numbers to link the general ideas and a concern was that some students were unaware that this technique had even been used.
- Re-reading the essays also scored relatively low, although the vast majority did identify that it had been helpful to some extent.

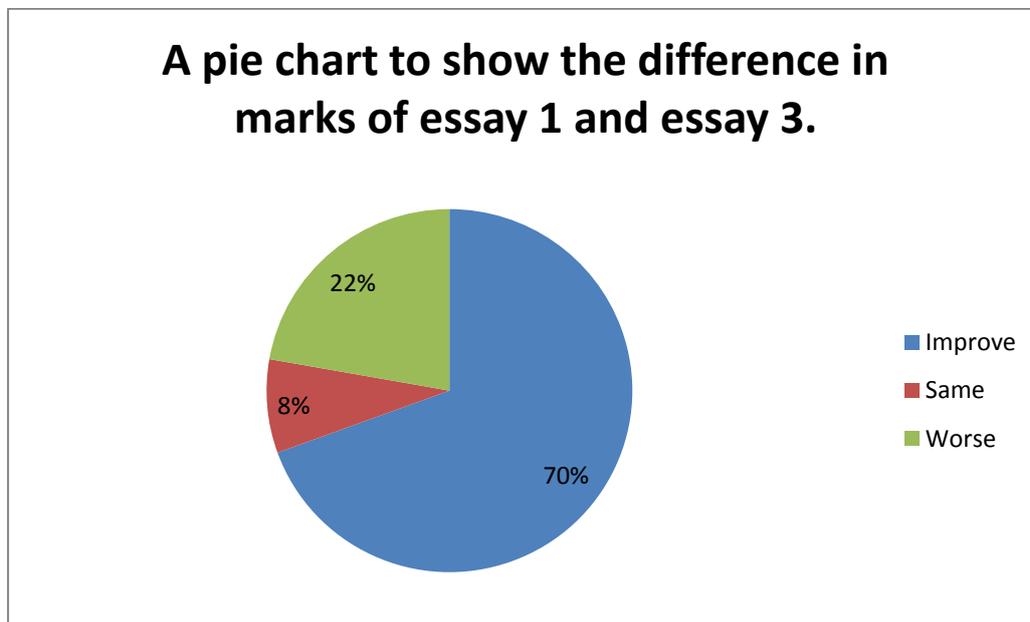
The qualitative statements gave an insight into how the students felt about the process and the following trends were identified. Students felt that the specific questions allowed them to get specific feedback and they felt they were able to get personalised advice that was relevant to them. It also allowed them to ask questions about things they may have been particularly worried about, which may have gone unnoticed.

General Observations

It was also encouraging to see how the students used some of the techniques without any prompting. When completing future essays students used different coloured pens to highlight where they had met the criteria and we used this colour scheme in class essays and whiteboard activities. Students also continued to write extra questions at the bottom of their essays for me to answer, suggesting that these two techniques were of benefit. However this was not the case for all the students and especially the weaker students and those who struggle to complete homework ceased to complete these tasks when the initial stage was over.

Grade Improvement

To obtain quantitative data I also compared how students grades had progressed between the use of the feedback techniques. The initial grades were taken from the first essay the students wrote on Stress and the 2nd set of marks were taken from a timed essay the students completed in exam conditions on the Biological approach. I found the following results:



This data suggests that the feedback provided had been effective at helping students identify which areas of their essays they needed to improve. Although there is still some individual variation and some students are still not using the feedback provided to improve the work they are completing. There are however many factors that could account for this improvement, as the type of topics covered in the essays are very different and the 3rd essay may simply have been more accessible.

The improvements noted were also very similar to grade changes taken from the previous years mark book so time could provide an explanation. An interesting observation was raised at my Action Research presentation where members of staff identified that if marking had become a more enjoyable process this was an important factors alongside grade improvement and by making the process more time efficient time would have been given for other more aspects of teaching.

Feedback on variations

The group questioning session was not a great success and students were very reluctant to discuss their concerns with others and many of the questions generated were too simplistic. I had hoped that this would further encourage students to question their own work, but this was not the case. One to one sessions were a great success. All students attended their allocated time slot and brought along their essays, asking some very thoughtful questions. What was also interesting is that it tended to be the weaker students who volunteered to come to the sessions and even those who had been reluctant to write questions asked highly specific questions during our sessions. However in a normal teaching week this process would have been impossible to implement as there would not have been time available in a normal teaching timetable. The sheet to encourage dialogue was also quite successful and students were able to get lots of feedback provided by both them and the teacher. On the whole they wrote detailed comments and I had the opportunity to annotate these if important criteria had been missed out. Again this system was time consuming as it involved reading the essays twice.

DISCUSSION

My action research project had two main goals: to improve the quality and interaction of feedback provided to students and to improve the often monotonous task of marking for myself.

Relevance to Background Research

I felt that the feedback process certainly addressed Sadler's concept of the goal, medal and mission framework and made the students become more involved in each of these areas. As students were setting their own goals they could make sure that these were achievable and use the feedback to identify ways of reaching these targets. The specific questions and joint feedback sheets also meant that the dialogue criteria identified by Alexander was encouraged and utilised. The teacher needed to ensure that they had read the questions carefully to feedback the correct information and the target setting was developed from both students and staffs past learning. Finally the dialogue was also purposeful and the focus was to set specific educational goals. Bruner's model identified that learners could be collaborative thinkers and work with their tutors. This was central to the feedback process as each task involved teachers and students taking responsibility for progress rather than the student just presuming the teacher would set goals and targets. It certainly helped establish string working partnerships, with student valuing and processing information provided by their teachers.

Teacher Perspective

I have found that the more interactive methods of giving feedback have made the process of marking more enjoyable. By engaging with specific requests by the students I have found myself having to think a lot harder about the feedback that I give them, rather than falling back on standard criticisms and rewards. I have also found that often the questions asked by the students are areas that I had not necessarily considered when giving feedback and it has been useful to allow me to see what they are specifically concerned with. I also feel that the quality of feedback that I have provided is much higher as the general feedback sheets are much more detailed than anything I would write when annotating individual essays.

Student Perspective

The overall feedback from the students is that they have found the feedback provided useful and it certainly seems that they have engaged with the work in more depth. When returning home work students have spent time in class carefully reading the feedback and reflecting on the comments to set their own goals. Because these goals have come from themselves they know that these are achievable and they also have to think carefully about advice given to generate them. This process is much more reflective and interactive than just reading comments written by me and I certainly feel that it has made the homework process more beneficial.

However there are concerns which may have influenced the data.

Firstly, the data collection methods have relied on self report and this has meant that the results may suffer greatly from social desirability bias. The students themselves may not have necessarily answered correctly as they did not want to offend me and could see that the feedback sheet had taken a great deal of time and effort. I hope that by keeping the questionnaires anonymous I have overcome this problem, but cannot guarantee that the data collected is totally valid.

Another major concern was the extent to which students interacted with the feedback tools. Some students were still very resistant to engage with the activities and the targets set were often rushed and demonstrated too little thought. This meant that the specific feedback I wanted to encourage was not consistently detailed. I did feel though that as general feedback sheets had been provided these

students were still provided with a great deal of advice. The amount of questions and comments written by the students varied greatly and this is something that would need to be overcome.

It has seemed that the most successful ideas have been the most simplistic. The use of colours to demonstrate good practise has been a great success and I will continue to use this system in other areas of my teaching.

Improvements

I think that in the future it would be useful to have a session where as a class we generated different questions. This would enable all students to have a clear idea about the types of questions they could ask. However my concern with this was that I always wanted the students to take more responsibility for their learning and this may mean that the feedback became too teacher led again.

CONCLUSIONS

- The new revised feedback systems seemed to have positive feedback for both students and staff.
- Targets and goals setting improved dramatically for students.
- The use of colours received the most positive feedback from students.
- Students received more detailed feedback in a much more time efficient manner.

REFERENCES

Alexander, R (2006a) cited in Coffield, F. (2008) *Just suppose teaching and learning became the first priority*. Learning and Skills Network www.LSNeducation.org.uk

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Bruner, J (1996) cited in Coffield, F. (2008) *Just suppose teaching and learning became the first priority*. Learning and Skills Network www.LSNeducation.org.uk

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Sadler (1989) cited in Petty, G. (2006) *Evidence Based Teaching*, Cheltenham: Nelson Thornes

Appendix 1

STRESS ESSAY – GENERAL FEEDBACK

Outline the cognitive techniques for measuring stress.

- Fully explain what is meant by the cognitive approach and explain why it is relevant to managing stress.
- Make sure you have clearly explained what stress inoculation therapy involves e.g the different stages.
- Have you used terminology in your answers: matched pairs design, control group
- Include specific details to show your understanding.
- Have you a conclusion that links specifically to the cognitive techniques used to manage stress.
- Have you specifically discussed cognitive techniques rather than just described the study.
- When discussing Meichenbaums study have you explained how it is providing evidence of a cognitive technique?

Now write down how you could have improved this essay.

Consider action points for the next piece of assessed work that you complete.

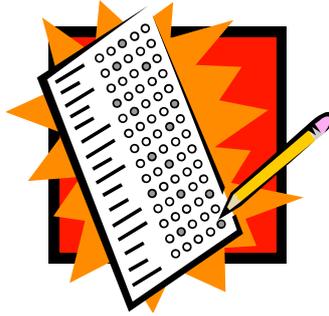
Compare techniques for managing stress

- Make sure you are clearly comparing the techniques rather than the supporting research.
- You must be comparing in each paragraph e.g in contrast, similarly. Does each paragraph use one of these phrased between analysing the techniques.
- Have you used clear examples to support the points you are raising.
- Have you used a range of terminology and is it all relevant to the issues you are discussing.
- Have you used at least two techniques in each paragraph.

Now write down how you could have improved this essay.

Consider action points for the next piece of assessed work that you complete.

Appendix 2



a. Outline one way in which dysfunctional behaviour can be categorised.

1. Make sure you only outline one method: DSM OR ICD.
2. Do not evaluate in this section.
3. Make sure you use examples of how behaviours are categorised.
4. To expand your answer you could explain how you it is applied to a particular mental disorder.
5. Include specific details to demonstrate your understanding.

b. Discuss the limitations of diagnosing dysfunctional behaviour.

1. You can use all studies from the diagnosing dysfunctional behaviour section here: DSM, ICD, Rosenhan & Seligman and Ford & Widiger. Have you used a range?
2. Ideally you should be looking at 3 limitations, but 2 would be ok if you were running out of time.
3. Make sure you have a concluding paragraph. Does it add something new to your answer?
4. Do you have at least 2 evaluation issues per paragraph? (Red circles)
5. Make sure you have clearly explained why each limitation is a problem with diagnosing dysfunctional behaviour. What are the implications?
6. Make sure each paragraph begins and focuses on a limitation to make sure you are engaging with the question.

How do you feel you performed better compared to the last essay?

What do you need to improve for your next piece of work?

Appendix 3



BIOLOGICAL APPROACH TIMED ESSAY

Describe how genes and serotonin can explain how an individual turns to crime.

DO NOT evaluate in this section.

Have you consistently referred to the key words (genes, serotonin, crime) circled in blue?

Have you explained both the influence of genetics and serotonin on criminal behaviour?

Have you used the Brunner study to support your ideas?

Does the study description use specific details (MAOA, 5, Netherlands, urine samples, x chromosome)?

To what extent does the biological approach provide an explanation of criminal behaviour?

Have you considered other explanations of criminal behaviour in each paragraph?

Have you clearly defined the Biological approach and linked it back to crime?

Have you explained what areas the Biological approach covers (genetics, brain structure etc)?

Have you used a range of research? Daly & Wilson, Brunner and Raine.

Have you used other research to explain other explanations?

Have you used approximately two terminology words (red words) in each paragraph?

Have you only used examples from the studies that are relevant to the question?

Have you used specific details when referring to the examples?

Have you addressed the concept of extent?

Appendix 4

The Behaviourist Approach Essay – General Feedback

- a. This answer should outline the behaviourist approach, referring to specific processes such as operant conditioning, classical conditioning and the social learning theory. For full marks your answers need to be clearly and accurately described and psychological terminology should be competently used throughout. You must have clearly explained each part of the approach, expanding on the basic concepts.

Comment on how your answer could be improved.

- b. You must describe **TWO** pieces of research here; otherwise you will only be awarded a maximum of 4 marks. Each study should be explicitly linked to the behaviourist approach, using specific terminology e.g. which specific aspect of behaviourism is the study linked to. You also need to include specific details about the research and elaborate on the points made. Have you clearly explained the procedure used and how this is relevant to the behaviourist approach? Underline where you have included specific details that highlight your revision and understanding of the research.

Comment on how your answer could be improved.

- c. You must make sure that you have FOUR paragraphs looking at two strengths and two weaknesses. Your initial points must be general statements about behaviourism, rather than specific to a particular study. All your examples must be named pieces of research from the behaviourist approach; otherwise they will not be credited. You must finish each paragraph with comprehensive comments and analysis. This comment or analysis could explain the relevance to another evaluation issue, consider practical implications or discuss the limitations. Make sure your comments are different from your points and if referring to an evaluation issue, explain WHY it is relevant.

Comment on how your answer could be improved.

- d. It is essential that the approaches are compared in this section. Check that you have clearly used comparison words to link your ideas about the approaches and considered how they are similar or different in relation to the issues raised. You must also make sure that you are comparing approaches rather than studies. Each point should begin with a comment about the approach before using a piece of research to illustrate it. You will be able to obtain full marks with two issues, but can include more, although these need to be well developed, rather than simply outlined. Your examples should also be sufficiently detailed to show that you have learnt relevant facts to support your points.

Comment on how your answer could be improved.

- e. A well organised answer would clearly define what is meant by the free will / determinism approach and then consider how the behaviourist approach is linked to both sides of the debate, then finish with a conclusion. You should use examples to illustrate the points you use and include details in these. All points must be made relevant to free will / determinism otherwise they will not be credited and they must be specifically from the behaviourist approach (DO NOT use studies from other areas of psychology). You must also make sure that you are using behaviourist studies in your answer.

Comment on how your answer could be improved.

Appendix 5

Essay Feedback Questionnaire

How helpful did you find the following when being provided with feedback for your extended essays. For each question also provide a rationale for your score allocation.

Topic	None (1)	Little (2)	Some (3)	A lot (4)	Reason
Mark scheme with bands to show progress	0	2	7	20	
General feedback sheet	0	3	10	16	
Coloured circles to identify different essay criteria	0	1	3	25	
Numbers to link essay and general feedback sheet	4	2	11	12	
Inserting own questions to gain specific feedback on areas of concern	2	0	7	20	
Having time to re-read essays and add extra questions in class.	1	2	16	10	
Feedback on specific questions	0	1	4	24	

What other suggestions do you have for how homework feedback could be presented? Remember that the key is to get you to reflect on your own essays and consider things that you have found easy / hard.

Appendix 6

Essay Feedback Questionnaire

How helpful did you find the following when being provided with feedback for your extended essays. For each question also provide a rationale for your score allocation.

Topic	None (1)	Little (2)	Some (3)	A lot (4)	Reason
Mark scheme with bands to show progress					
General feedback sheet					
Coloured circles to identify different essay criteria					
Numbers to link essay and general feedback sheet					
Inserting own questions to gain specific feedback on areas of concern					
Having time to re-read essays and add extra questions in class.					
Feedback on specific questions					

What other suggestions do you have for how homework feedback could be presented? Remember that the key is to get you to reflect on your own essays and consider things that you have found easy / hard.

Appendix 7

Amy Phillips

Does my first question have enough information/examples?

I think it is excellent answer. You have included plenty of detail, yet it is also clear & concise well done.

Have I concluded with my second question enough/correctly?

You could consider the implications of your conclusions.

↳ and do my paragraphs link well?

↳ They are fine. However as you have covered 5 limitations sometimes you are not fully expanding on the points. You may want to think about how some of the limitations may actually be related.

the patients. The diagnosis will not matter to the doctor and does not affect them in any way, also there are no implications or treatment necessary so if the diagnosis is wrong in any way, it doesn't matter. This makes the results invalid and limits its usefulness.

In conclusion, there are many issues in diagnosing dysfunctional behaviour and what is classed as 'normal' and 'abnormal', however it is seen to be up to the doctor who is doing the diagnosis and what they believe to be 'normal' and 'abnormal'. The categories, DSM-IV and the ICD-10 have their faults but also are good ways in which to categorise mental illnesses.

add something new, however... impressions...

1. How much time do we have for the second question?
2. Can I use any examples to answer the second question or do they have to be from dysfunctional behaviour.

3. Is there enough elaboration on examples?

- ①. You will have 30 mins in total, which should give you approximately 20 mins for part b.
- ②. You need to use the studies from that section, although there maybe flexibility if your answers are relevant.
- ③. You have used the examples well. You could perhaps use more specific details to show a greater understanding.

Appendix 8

Rhiannon.

The Behaviourist Approach Essay – General Feedback

- a. This answer should outline the behaviourist approach, referring to specific processes such as operant conditioning, classical conditioning and the social learning theory. For full marks your answers need to be clearly and accurately described and psychological terminology should be competently used throughout. You must have clearly explained each part of the approach, expanding on the basic concepts.

Comment on how your answer could be improved.

- operant conditioning = behaviour increases/decreases in its frequency due to rewards and punishments. ✓

- b. You must describe **TWO** pieces of research here; otherwise you will only be awarded a maximum of 4 marks. Each study should be explicitly linked to the behaviourist approach, using specific terminology e.g. which specific aspect of behaviourism is the study linked to. You also need to include specific details about the research and elaborate on the points made. Have you clearly explained the procedure used and how this is relevant to the behaviourist approach? Underline where you have included specific details that highlight your revision and understanding of the research.

Comment on how your answer could be improved.

- Link clearly to the behaviourist perspective
- for Bandura: social learning theory; aggressive behaviour can be learnt through imitation
- more detailed explanations - sample size, location of study, etc. These would be good to revise over Easter eg prepare revision materials

- c. You must make sure that you have **FOUR** paragraphs looking at two strengths and two weaknesses. Your initial points must be general statements about behaviourism, rather than specific to a particular study. All your examples must be named pieces of research from the behaviourist approach; otherwise they will not be credited. You must finish each paragraph with comprehensive comments and analysis. This comment or analysis could explain the relevance to another evaluation issue, consider practical implications or discuss the limitations. Make sure your comments are different from your points and if referring to an evaluation issue, explain WHY it is relevant.

Comment on how your answer could be improved.

- make sure there is PEC for each paragraph ✓
- comment needs to be linked to behaviourism ✓
(You have the right idea. Make sure your comments include analysis.)

- d. It is essential that the approaches are compared in this section. Check that you have clearly used comparison words to link your ideas about the approaches and considered how they are similar or different in relation to the issues raised. You must also make sure that you are comparing approaches rather than studies. Each point should begin with a comment about the approach before using a piece of research to illustrate it. You will be able to obtain full marks with two issues, but can include more, although these need to be well developed, rather than simply outlined. Your examples should also be sufficiently detailed to show that you have learnt relevant facts to support your points.

Comment on how your answer could be improved.

- only using 2 issues is OK, but 3 is better if you have time

- e. A well organised answer would clearly define what is meant by the free will / determinism approach and then consider how the behaviourist approach is linked to both sides of the debate, then finish with a conclusion. You should use examples to illustrate the points you use and include details in these. All points must be made relevant to free will / determinism otherwise they will not be credited and they must be specifically from the behaviourist approach (DO NOT use studies from other areas of psychology). You must also make sure that you are using behaviourist studies in your answer.

Comment on how your answer could be improved.

- discuss = argument.
 - look at determinism and free-will
 - use ~~3~~ examples from the behaviourist approach
- These words in the questions are key. Make sure you are clear about how the working of the LN impacts on what is required.