

lecturer autonomy support, psychological need satisfaction (autonomy, competence and relatedness), and students' levels of engagement.

Methods: A total of 44 third year psychology students who undertook a sports and exercise psychology module participated. Questionnaires were used to collect data at the beginning and the end of the module. Data was analysed using *t*-tests and a multiple regression.

Result/Outcomes: There was a significant difference in students' perceptions of autonomy ($t(42)=-2.67, p=.011$), competence ($t(42)=5.40, p<.001$) and relatedness ($t(42)=-7.73, p<.001$) over the course of the module. A multiple regression revealed that 63 per cent of the variance in levels of engagement could be explained by perceptions of lecturer autonomy support, feelings of autonomy, competence and relatedness. The model was significant ($F=18.91, p<.001$), with the most influential predictor being feelings of competence ($\beta=.548$) and the least being autonomy ($\beta=.121$). Competence was the only significant predictor of levels of engagement ($t=4.69, p<.001$).

Conclusions: Research-informed teaching using Self-determination Theory of motivation has the potential to successfully increase students' feelings of autonomy, competence and relatedness in a lecturing context

Ref: 3037

Empirical poster presentation, research informed teaching

Title: Student-staff partnership working together to understand electronically mediated feedback

Author: Tessa Webb, Robin Green, Caroline Smith & Alan Cann, *University of Leicester*

Objective/Purpose: To audit staff marking practices within online feedback software and enable students and staff to work together to understand electronically mediated feedback.

Design/Background: A mixed methods design involved a quantitative audit of feedback practices using Grademark and focus

groups to generate qualitative data as part of an evidence based intervention.

Methods: Content analysis was used to code positive, negative or feedforward comments made by markers on first year essay and practical reports. Following this students and staff worked together in focus groups using examples of marked coursework from part 1. Data was generated around three areas: clarity of marker message, emotional impact and suggested improvements.

Result/Outcomes: The content analysis revealed that there was a significant negative correlation between the mark awarded and the number of negative comments - overall, negative comments outnumber positive comments by >5:1. Students who get higher marks receive less feedback, students who get lower marks receive more feedback and therefore, as the overall tone of feedback is predominantly negative, students who get lower marks receive more negative comments. Clearly signposted feed-forward comments were less frequent than other types of comment. The thematic analysis of the focus group data revealed themes of explicit direction, balance, tone, motivation and development of intellectual independence.

Conclusions: There is a need to develop staff awareness of student perceptions of feedback. Student-staff partnership is effective in developing a mutual understanding of effective communication of feedback.

Ref: 2623

Quick fire presentation, research informed teaching

Title: Enhancing teaching and assessment provision of statistics modules in psychology: Insights from the student perspective

Author: Stephanie McDonald, Andrew Reid & Christopher R. Madan, *University of Nottingham*

Objective/Purpose: We report findings from focus groups conducted with psychology students on their experience, perceptions, and challenges faced in learning and being assessed on statistics, a core subject in psychology courses. Adopting an evidence-

based approach and gaining insights of the student perspective are important in informing the development of innovative and enhancement-based approaches to the delivery and assessment of statistics modules.

Design/Background: Statistics is often viewed as a complex subject among psychology students. Previous research suggests that statistics modules are associated with increased anxiety levels and lower levels of self-efficacy among learners. By collecting information from students in focus groups, we gain an understanding of the basis for these concerns more deeply. While it is well-established that statistics is associated with anxiety, an open question remains in how to best attenuate these challenges and lessen the initial source of anxiety.

Conclusions: The insights provided by the focus groups are discussed within the context of informing curriculum development and assessment of statistics in our courses, with the aim to enhance the student learning experience, and confidence in the statistics material. This extends to learning and applying statistics knowledge to assessments and other areas of study.

Ref: 2625

Quick fire presentation, research informed teaching

Title: How would university students prefer their classes to be timetabled?

Author: Charlotte Adam, Nina Piraveau & Mark Gardner, *University of Westminster*

Objective/Purpose: This presentation reports a student-staff partnership project. By engaging psychology students in research, the project aimed to determine how university students would prefer their classes to be timetabled.

Design/Background: Timetabling teaching events is a challenging optimisation problem tackled annually by Higher Education Institutions across the world. It requires the allocation of finite resources to meet competing requirements of stakeholders, while satisfying various hard and soft constraints. This is hard to get right, yet crucial to an

effective learning environment, given that the timetable underpins engagement and student satisfaction (cf. Organisation and Management section of NSS). The academic literature on timetabling currently focusses on algorithms for optimisation, while estate management statistics used by universities tend to focus on efficiency (e.g. 'space utilisation' metrics). To date, there has been surprisingly little attention paid to attributes of the timetable valued by students. To address this issue, 364 students attending a teaching-focussed metropolitan university were recruited to take part in an online survey. Student respondents undertook a budgeting task that required trade-offs between a set of desirable timetable attributes.

Conclusions: Attributes most valued by our sample were: Three days of teaching maximum, 10am earliest start, finish time no later than 5pm. In our context, students appear to prefer condensed learning at university, with a preference for shorter days, or less days in total, over more breaks or Wednesday afternoons free from teaching. Ensuring that timetable design addresses the priorities of student stakeholders may encourage student attendance, satisfaction, and achievement.

Ref: 2842

Quick fire presentation, general

Title: Development and evaluation of an evidence-based interactive feedback resource for psychology students

Author: Stephanie McDonald, *University of Nottingham*

Objective/Purpose: This paper presents the development, implementation, and evaluation of an evidence-based interactive feedback dictionary designed to facilitate student engagement with feedback.

Design/Background: Research suggests that a key barrier that students face when it comes to using their feedback is clarity in terms of what their feedback means and how to implement the feedback to enhance future work (Winstone & Nash, 2016). This project