



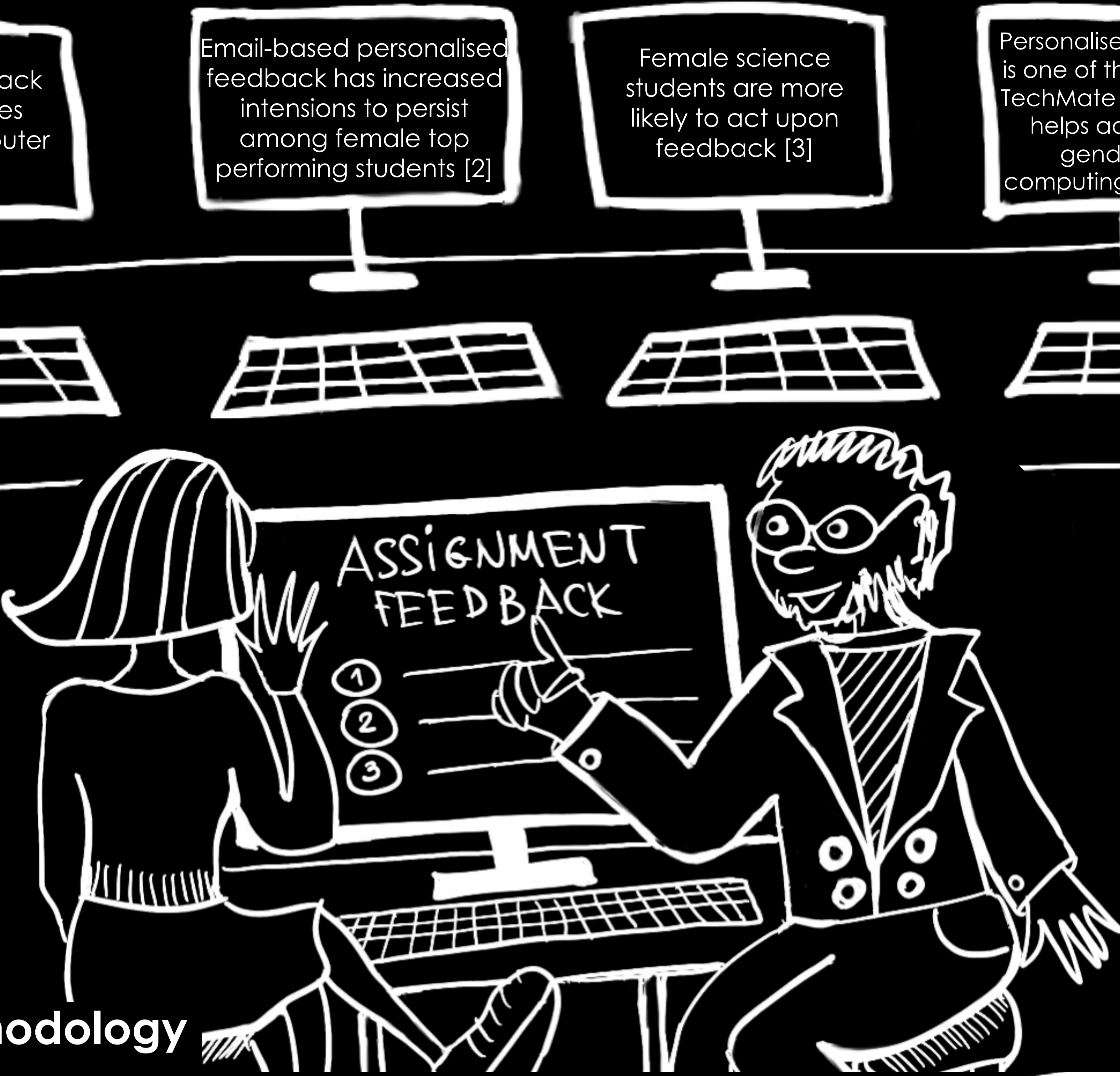
How can personalised feedback in assignments help address gender balance in computing education?

Background



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Personalised feedback positively influences persistence in computer science [1]

Email-based personalised feedback has increased intentions to persist among female top performing students [2]

Female science students are more likely to act upon feedback [3]

Personalised feedback is one of the actions in TechMate - toolkit that helps address the gender gap computing education



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Study Setup & Methodology

Interview TU Dublin lecturers who provide personalised feedback in computing assignments. The interviews will involve their evaluation of TechMate's page on personalised feedback.

Survey students in relevant modules, to collect their opinions on feedback received. Ask female students to take part in interviews, to get insights on how personalised feedback possibly affects them.

Thematic analysis will be used to analyse interview data from transcripts. Statistical analysis will be used to assess survey data.

Desired Outcomes

To receive helpful feedback on TechMate's action from lecturers providing personalised feedback, which will help to improve the toolkit. The action is here 

To understand whether and how personalised feedback at TU Dublin benefits female students and students from other underrepresented gender groups in computer science.

To understand what could be improved in personalised feedback at TU Dublin, especially concerning the helpfulness of the feedback and possible intentions to persist in computing among female students.

References

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2. Fisk S. R., Wingate T., Battestilli L., and Stolee K. T. 2021. Increasing Women's Persistence in Computer Science by Decreasing Gendered Self-Assessments of Computing Ability. In Proceedings of ITiCSE '21. ACM. 464–470.
3. Iraj H., Fudge A., Faulkner M., Pardo A., and Kovanović V.. 2020. Understanding students' engagement with personalised feedback messages. In Proceedings of LAK '20. ACM, 438–447.