[Title Ideas]
How Creative Feedback Hacks Save Time and Fuel Student Engagement
Using Creative Approaches to Deliver Feedback in Record Time
Using Technology and Time-Saving Tricks to Deliver Rapid Feedback

[Sidebar]
Faculty Profile
David P. Myatt, Professor of Economics [link to bio]

[Subtitle]
What's the key to effective feedback?

"Speed," according to David Myatt. "Speed is everything."

Hook them at the very beginning of a course to let them know you're listening. Once students know their contributions are valued, they snap into gear and take a more active role in their learning. Waiting too long to provide feedback — whether formal or informal — kills the momentum.

"You've got to get into their brain space within 24 hours," says Myatt. "If you can get back to them within that day or even the next morning, then you've really got them."

How does he keep up such a pace? Through "pre-preparation" of feedback, digitisation of learning experiments, and some clever systems he's perfected over the years for both formative and summative assessment.

He also incorporates peer feedback throughout each session to ensure students learn from each other — and take on some of the load themselves.

[Sidebar or Callout Box]
Myatt's Main Principles of Feedback:
- Speed: Provide rapid feedback
- Clarity: Create clear audit trails
- Pre-preparation: Automate the process
- Peer feedback: Let students learn from each other

In Myatt's classes, the first feedback is given in the very first session. In Managerial Economics, this comes via the Trading Experiment, a lively interactive game involving every student in the class. Though not counted as part of their formal assessment, it gets students excited and motivated and sets expectations for the level of engagement to come.

Digitised Trading Game Provides Live, Rapid Feedback
Designed to simulate a marketplace, this dynamic in-class experiment gets students in on the action from day one. Using trading cards to buy/sell products (in this case, London Underground stations), students play the role of either buyers or sellers. Trading cards show

costs (for buyers) and perceived value (for sellers) and students simply plug the data into their devices While deliberating over deals, they're testing basic mechanisms that shape market interaction.

The key benefit of using technology in this way? Students receive immediate feedback. Before digitising, students would only see the results at the next lecture, by which time the impact would be minimised.

- *Old Method (Manual):* Student trades were collected in envelopes, then manually added to an Excel spreadsheet and plotted on a chart. Faculty computed outcomes and presented them at the next lecture.

- *New Method (Digitised):* Students drive the interactive process, using their personal devices to submit trades. The simulation automatically produces an interactive chart and computes the outputs of the classroom marketplace right away — allowing the faculty to continue lecturing on the subject, without losing momentum.

- *Fun Extra Feature:* With the "Random" trade selector, you can easily choose a winning trade and then award those trading partners with a prize. This makes students even more highly motivated to achieve a trade! The excitement is palpable, especially as the classroom spontaneously "drum rolls" for the Random selector to make its pick.

[Suggestion]
Download a PDF of "Classroom Trading Game: Rules" here.
[Artwork: See trading card images provided in handout.]

Pre-Preparing Feedback Helps Automate and Accelerate the Process

There are several ways to front-load the feedback task during a session. Myatt suggests writing up the most commonly given answers to the most frequently asked questions in advance, and then personalising them according to who said what that day.

"After doing this for __ years, I know what students are going to say. I've heard them all," he says. "So I've already written up all the suggestions for solutions." Of course there's always room for new suggestions and custom examples, which Myatt includes in detail at the end.

For instance, in his Managerial Economics course last spring, he presented the "Springfield Aquarium" case (adapted from *The Armchair Economist* by Steven E. Landsburg) as a springboard to a real-world analogy to London's congestion zone. The following day, he provided a dense 6-page packet of notes from the class discussion on economic concepts, complete with specific examples attributed to 21 different students by name. How did he produce this bespoke handout so quickly?

During class he had posed six questions about the story. In the "Lessons from Springfield" feedback notes he distributed the following day, he provided detailed responses to the first

four questions. Knowing the most frequently cited answers, he had written the responses in advance — and then customised with new details.

Brief mentions go a long way. For example:

Suggestion: *"Charge for entry!"*

Feedback: *There is a capitalist in class! Hello James! He wanted a price. Of course he had a capitalist partner in crime here with Eshan who (I think) wanted to raise the price.*

There's likely a capitalist in *every* class, but Myatt makes things fun and takes time to make as many students as possible feel valued and heard.

Plugging in Data on Pre-Programmed Tables

For another group assignment later on in the course, Myatt presents students with a scenario for Bigjet airlines and allows just a few hours to crunch the numbers and choose the optimal aircraft size and ticket price for various configurations of economy and business-class seats.

Over lunchtime on the day of Session 5 they are instructed to submit their answers by 9pm that night — and told to expect feedback before the start of Session 6. Working in small groups, they'll be evaluated based on their profits and the accuracy of their predictions.

"I already have the table in place," Myatt explains. "So I plug in the numbers and write up one page of feedback. Then I'm done!"

Breaking it Down into Binary Questions

Summative assessments should be completely auditable, in Myatt's opinion. That's why he breaks down as many components as possible into binary yes/no questions. That way he can pinpoint directly where and when a student got something right or wrong.

For example, in Session ___, he has 44 different yes/no questions. (To set this up, two people independently entered the data and then checked each other's work.)

This becomes a key part of his "audit trail." Although it is not fed back to the students, he has it on record if anyone asks. This ensures clarity and transparency when dealing with measurable outcomes.

Formative vs Summative: Striking the Right Balance

Myatt uses a combination of formative and summative assessment to evaluate how his students are learning. He tends to begin and end his courses with low-stakes formative assignments like creative group projects, sandwiching summative assessment in the middle or two-thirds of the way through. The formative group assignments allow study groups to

digest the material, to diagnose their progress, and to apply economic tools to specific numerical cases.

While formative work involves ongoing monitoring and feedback to keep both students and faculty on track, the summative ensures QA and explains how students got their grades. Which is more important? You need both to build a complete picture.

Formative assessment is based on large-group or class-based work to start, and it is anonymous (e.g., "Group 1 did this" rather than naming individuals). It is often shared with a wider group so that all can learn from each other. It can be:
- Within a study group
- Between two study groups
- Group work shared with the whole class

Summative assessment is carried out through multiple-choice questions and structured numerical questions. See parts (iii) and (iv) as an example:

Assessment of Performance (Sample from CD07 J SPR20 Managerial Economics)

	Assessment Element	Weight	Type	Submission
(i)	Group Assignment I	10%	Group	Via Canvas
(ii)	Group Assignment II	20%	Group	Paper/Email
(iii)	Examination (Part A)	30%	Individual	In Class
	• *Multiple-choice questions*			
(iv)	Examination (Part B)	20%	Individual	In Class
	• *Structured numerical questions*			
(v)	Short Essay	20%	Individual	Via Canvas
	• *Document a real-world case*			

To pass the course, the overall weighted average must be at least 50%. Additionally, the weighted average across the individual elements (iii) to (v) must be at least 50%.

Study Guides and Post-Exam Feedback Help Students Succeed

Myatt releases solved sample questions for the exam halfway through the course. (No nasty surprises, no trick questions!) Study guides link assessment to the learning outcomes and course materials.

After exams, he provides detailed comparative feedback by plugging in all the numbers into his pre-programmed tables. (While this is provided to each individual, names of classmates are omitted to protect anonymity.) For each multiple-choice question, structured numerical question and individual essay, students can see the aggregate feedback for the whole class.

The best part for Myatt? "People don't complain about my grading because they know exactly where they stand."