

“Permit us to question — to doubt, that’s all — to not be sure.” Richard Feynman (1955)

This flyer provides details of the first Research and Practice seminar for 2018-19.

All staff are welcome, and are encouraged to attend.

Refreshments will be available from 4.00pm and the seminar will start at 4.15pm.

To [book a place](#) please email TlAcademy@ljmu.ac.uk

4.15pm – 5.30pm, Wednesday 31st October
Roscoe Boardroom, Egerton Court

When feedback is forgotten

Dr Robert A. Nash, Senior Lecturer in Psychology at Aston University

Students frequently receive feedback on how well they have achieved in the past, and how to improve in future. But how much of this feedback do students actually remember afterwards? In the first part of this seminar, I will describe an ongoing research programme that explores how and when people remember assessment feedback. Through a series of controlled experiments, our work has uncovered two robust cognitive biases that influence how and whether feedback is remembered. Pinpointing why these memory biases occur, though, has proven surprisingly difficult. In the second part of this seminar, I will situate our experimental findings within the context of our broader research on how, when, and why students engage proactively with the feedback they receive. I will propose where our collective efforts might best be placed, if we wish to strive for our feedback to have greater impact.

Robert Nash is a Senior Lecturer in Psychology at Aston University, and a Senior Fellow of the Higher Education Academy. He studied Psychology at

the University of Warwick, where he completed both his undergraduate degree and his PhD. Since then he has held positions at Lancaster University and the University of Surrey, before joining Aston in 2015. He is an experimental psychologist, and his main research specialism is in human memory, with focuses on biases and distortions of memory, and applications to the legal system and to education. He is an editorial board member of the scientific journal 'Psychology, Crime & Law', a governing board member of the 'Society for Applied Research in Memory and Cognition', and recently published an edited book on 'False and Distorted Memories'. Since 2013 he has been pursuing a parallel line of research on the topic of feedback in education; in particular, the issue of students' engagement with the feedback they receive. Previously funded by the Higher Education Academy, this research programme is currently funded by the Leverhulme Trust, where Rob is combining his interest in feedback with his background in memory research, by investigating students' memory for feedback.

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