Helping Students Engage with Feedback

The crucial variable [in feedback] is not... the quality of the feedback...but the quality of student engagement with that feedback.

Graham Gibbs (2006)

Whole Course Assessment
Student engagement with feedback can be enhanced by designing a holistic and progressive feedback and assessment structure at course level. Talk to CADQ about taking a whole-course approach to assessment and feedback.

Qualities of Good Feedback
A useful way of characterising high quality feedback is suggested by Juwah et al (2004), following their review of the literature:

- Guides learning
- Develops self-assessment
- Encourages dialogue
- Encourages self-belief
- Clarifies what good performance is
- Is timely
- Is helpful
- Is relevant
- Is open to negotiation
- Is constructive
- Is relevant
- Is open to negotiation
- Is constructive

Resources on Feedback
- NTU’s Assessment & awards web page - www.ntu.ac.uk/adq/assessment_awards/creating_effective_assessment_feedback/Feedback/index.html
  - Click on the ‘Feedback’ tab to find resources on:
    - Intrinsic feedback
    - Feedback as a dialogic process
    - Formative assessment and feedback
    - Peer feedback

Useful learning rooms (under ‘Staff’ role in NOW)
- For resources on using feedback effectively in tutorials see Course Tutorials: Resource Support for Tutors

- Technology can enhance students’ engagement with feedback. For suggestions see eAssessment, eSubmission and eFeedback in Using Technology in Learning & Teaching

- For details on qualities of good feedback see Teaching and Supporting Learning in HE. Click on Epigeum Learning & Teaching Resources and look for ‘Assessment, marking and giving feedback’

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Support students to **RECOGNISE** feedback

⇒ Draw attention to feedback wherever and whenever it is being given, including peer, verbal and informal feedback - students may otherwise not recognise it!
⇒ Prompt students to reflect on the value of feedback and different forms it might take. (Structured opportunities for this discussion might include tutorial sessions.)

Support students to **PRODUCE** feedback

Students can gain as much benefit - if not more - from producing feedback as from receiving it.
⇒ Design peer feedback and/or self-assessment into formative tasks, e.g. students apply grading criteria to their own or others’ drafts/practice activities.
⇒ Provide task-specific guidelines to help students generate formative feedback, e.g. checklists for self-assessment.

Support students to **APPLY** feedback

⇒ Schedule tasks so that feedback from one task feeds forward to the next task or assessment (e.g. peer and tutor feedback from mini-presentations feeds into a written report on the topic).
⇒ Provide structured opportunities for students to clarify and reflect on specific feedback. This might be individually, with peers, or with tutors.
⇒ Set an activity where students do something specific with feedback, e.g. - use it to make an action plan; - apply it in order to improve a draft; - demonstrate response to it in a subsequent assessment.

The Feedback & Assessment Cycle

To engage students with feedback, it can be useful to consider the learning process less as a linear progression:

![Diagram of the Feedback & Assessment Cycle]

and more as a cycle:

Here, a ‘task’ can include:

⇒ formative tasks - any activity which is developmental for students’ learning, such as in-class tasks and self study.
⇒ summative assessments - work which is formally assessed and graded.

Engaging Students with Feedback

High quality feedback can achieve its full potential in transforming students’ learning only when students engage with it.

Below are some suggestions to maximise students’ engagement with feedback by supporting them to **recognise it**, **produce it** and **apply it**.

See overleaf for where to find more detailed resources, suggestions and secondary literature.