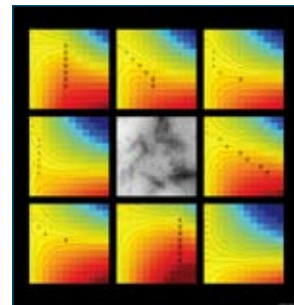


Feedback

Things to consider:

- Think about the timing: aim to get feedback to students quickly. The longer students have to wait, the less likely they are to do something constructive with it. At least provide feedback to students before they submit their next piece of work – so they can implement it;
- Feedback should be constructive, so students can improve. Remember to highlight any omissions as well as errors;
- Avoid criticism of the person; focus on the work being assessed;
- Words such as 'appalling' and 'disastrous' don't help students improve;
- Words like 'unimprovable' don't help outstanding students to develop either; and
- Consider writing exemplar answers. It is sometimes easier to show students what is expected of them than to tell them.



Further information

Crook, A. and Park, J. (2010) **The Use of Video for Feedback Provision: Moving on from the ASSET Project.** *Bioscience Bulletin* 30, p 2

Glover, C. and Brown, E. (2006) **Written Feedback for Students: too much, too detailed or too incomprehensible to be effective?** *Bioscience Education*. Volume 7. www.bioscience.heacademy.ac.uk/journal/vol7/beej-7-3.htm

The **UK Centre for Bioscience Bulletin Special Issue on Feedback and Feed-forward.** Bulletin 22 (2007). Includes: Sally Brown, Feedback and Feed-forward; Stephen Merry and Paul Orsmond, Feedback via mp3 audio files; and Janice Harland, Feedback to large practical classes. www.bioscience.heacademy.ac.uk/ftp/newsletters/bulletin22.pdf

Engage in Feedback from the University of Reading brings together a variety of tools and resources to enhance student feedback. www.reading.ac.uk/internal/engageinfeedback/efb-Home.aspx

Freestone N. (2009) **Instant Feedback via Peer Assessment.** *Bioscience Bulletin* 26 p2 www.bioscience.heacademy.ac.uk/ftp/newsletters/bulletin26.pdf

McLaughlin, P. **A system to deliver oral and visual feedback on-line, personal to each student,** piloted the use of screen recording with an audio track to summarise for a student why an assignment got the mark it did and how it might be improved. www.bioscience.heacademy.ac.uk/resources/projects/mclaughlin.aspx

The **Student Enhanced Learning through Effective Feedback (SENLEF)** project, from the Higher Education Academy, is a resource for practitioners wishing to improve their feedback practice or get some exciting new ideas. www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id353_senlef_guide.pdf

ASke (Assessment Standards Knowledge exchange) has a series of '**1,2,3' leaflets** which highlight practical ways in which teaching staff can improve their students' learning. Those related to feedback include: Feedback - Make it work for you!; How to make your feedback work in three easy steps!; Using generic feedback effectively; Using Turnitin to provide powerful formative feedback; and Making peer feedback work in three easy steps! www.brookes.ac.uk/asker/resources.html

Resources for your students

Student Short Guide on Feedback (2010). **Feedback - Making it work for you.** www.bioscience.heacademy.ac.uk/ftp/resources/shortguides/feedback.pdf

