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# ‘Improving student learning and development through action orientated feedback’

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Write down on a post-it your most frequently used feedback comments/topics.



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# Project Background

- There is an array of literature around assessment feedback following continuous dissatisfaction reported in the National Student Survey (NSS) results (Blair, 2017; McSwiggan & Campbell, 2017; Nash and Winstone, 2017; ahmed Shafi et al, 2018)
- Focus mainly on the academics' role in improving the quality of the feedback content
- ADA/AP SE focused on decreasing A&F scores in NSS- HLS had a decreasing score in the area of Assessment and Feedback. NSS data indicated that the student satisfaction score in the area of assessment and feedback had decreased from 68.44 in 2020, to 59.99 in 2021
- Discussions with student course representatives and Student Union representatives and examination of NSS comments, it was clear that qualitative feedback also supported this interpretation.
- BUT! Commendations by external examiners are cited in Annual EE reports
- Missing an A&F trick- causal conversations led to collaboration!

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# Project Development-

## Stage One Aims

To create an innovative resource which enables both staff and students to understand assessment and feedback terms in the same way

To create a resource which converts brief feedback comments into action-based improvement plans which allow students to understand what they need to do differently in order to improve in any specific academic skill

To embed the resource into marking systems and train staff on its use, therefore improving staff understanding of action-based feedback

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# Project Development

## Stage Two- Research

The creation of a bank of commonly used feedback terms found in DMU feedback gathered from academic staff and students.

The themes emerged as;

Language and grammar

Assignment structure

Critical analysis and argument

Use of evidence

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# Project Development

## Stage Three- Development of the resource

- Built an interactive tool designed around the identified themes
- The 'Understanding Feedback' resource can be accessed through the DMU library pages online or by clicking directly on a link: [Understanding Feedback - CLaSS Student Resources - LibGuides at De Montfort University \(dmu.ac.uk\)](https://libguides.dmu.ac.uk/understanding-feedback) .
- The resource works by translating key phrases provided within the feedback such as “You need to be more critical”, and turns those comments into action based mini-teaching units which explain the problem in more detail and provide ways for the student to improve.

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# Understanding Feedback

## Student Resources



You submit your work and you get your marks back, but then what? Or, perhaps your lecturer or supervisor makes a comment about your progress, but you aren't sure what to do about it. Use the resources below to turn your feedback into action, and ultimately improve your skills for your next assignment.

### Take action from your feedback

Your lecturers will provide both positive and critical feedback. Generally, the positive feedback is easy to understand, but sometimes the critical feedback can be unclear or can use terminology that is not so easy to understand. Try to identify the main points in the feedback and think about what your tutor actually means. This can be challenging as your tutor may be using phrases and words that you may not fully understand to begin with.

Use the search tool below to understand how to take action from your tutors feedback comments.

What does your feedback say?

Type a question...

Ask



Throughout your studies you will be receiving various forms of feedback. Much of the feedback you will receive will be focused around your assessments. Feedback often takes the form of a mark where you did well and not so well in your assessments. But your feedback in relation to your learning goals and objectives, any gaps that you may have in your knowledge or misconceptions that you may have regarding core theoretical concepts, or gaps in your understanding.

Feedback is an essential part of learning.



### Working with feedback to improve your grades

test copy

<https://library.dmu.ac.uk/CLASSResources/UF>



# Project Development

## Stage Four- Embedding into Quickmarks

- To improve assessment practices of the academics, the project team created a set of Turnitin QuickMarks which linked key phrases from our bank directly out to these action-based resource
- Staff in HLS were trained on how to use these QuickMarks to save the library into their Turnitin profiles and then use the common phrases with the embedded links.

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# The Results

- Trained academics are now using this tool on specific modules with students
- Library and Learning Services offer workshops directly to students on 'Understanding Your feedback'
- DSU worked with Course Reps who then worked within their subject areas to promote the feedback resource to students to support the messaging that there was additional assessment and feedback help being offered

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Look at the 'Understanding Feedback' resource on your phones and also browse the 'frequent feedback' post-it notes

On your tables...

- What feedback comments are missing/would you add ?
- How could the resource be made more suitable for your discipline or programme?
- General suggestions and improvements
- Most useful aspects for you and your students



Capture clearly as only verbally feeding back: **One key thing missing and most useful aspect**

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# Project Evaluation and next steps.

Following a 6 month pilot period the participating academics were asked to feedback

Student feedback on the design of the tool was gathered from the SU sabbatical team. It is the intention of the project team to work through the next stages in the Autumn term of 2022

Redesign following evaluation

Wider Institutional Launch

Full evaluation

- **What next in terms of institutional launch.**

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