

Student Engagement with Feedback

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Feedback Projects

- Seeing Eye to Eye: Comparing the Perceptions of Students & Staff
- ‘Quick Wins’ Campaign
- Peer Observation of Feedback
- Departmental Guidance
- Student Engagement with Feedback



What advice did you give to colleagues about Feedback?

'You indicated where the students have expressed good ideas (and thus gained marks), and where omissions have been made, and signposted to the students how the work could be improved.'

'Provide one or two specific examples of how the essay can be improved: rather than simply stating 'more detail would help', give a specific illustration of where, and what detail was lacking.'

'Double check that the mark awarded is commensurate with the comments.'

'You criticize "structure", but don't offer any clue as to what a better structure would be.'

'Try to get into the mind of the student reading the comments and ask: "what do I do now with this comment/evaluation/advice to improve my next piece of work."'

'...suggesting not only specific areas of improvement but outlining practically how to achieve that improvement.'



'What I try to do is imagine receiving the feedback I give. Would I feel encouraged, and thus inclined to listen to the advice given? Is the advice given directly helpful to identify both weaknesses to eradicate, and strengths to build upon?'

Working with the Students' Union to Address Engagement with Feedback

- Student-staff partnership
- Student views to the forefront at committee level
- Direct contact with large student cohort
- Course Representatives
- Union marketing strategy
- Credibility



Engaging Students with Feedback

We asked students:

- Name five types of feedback you receive on your work
- What is the most useful piece of feedback you have received?
- Name one way in which you have used feedback to improve your learning



Name 5 types of feedback you receive on your work:	Name:
_____	_____
_____	_____
_____	_____
_____	Email address & telephone no (so we can contact you if you win!):
_____	_____
What is the most useful piece of feedback you have received?	Department/School:
_____	_____
_____	Year of study:
_____	_____
Name one way in which you have used feedback to improve your learning:	

Terms and conditions: Competition is open to all University of Leicester undergraduate students. One entry per student. Every fully completed postcard will be entered into a random prize draw, to take place on 29th Nov 2010. The prize (an Apple iPad) will be awarded within three weeks of the draw. Tick to show that you agree to the terms and conditions.



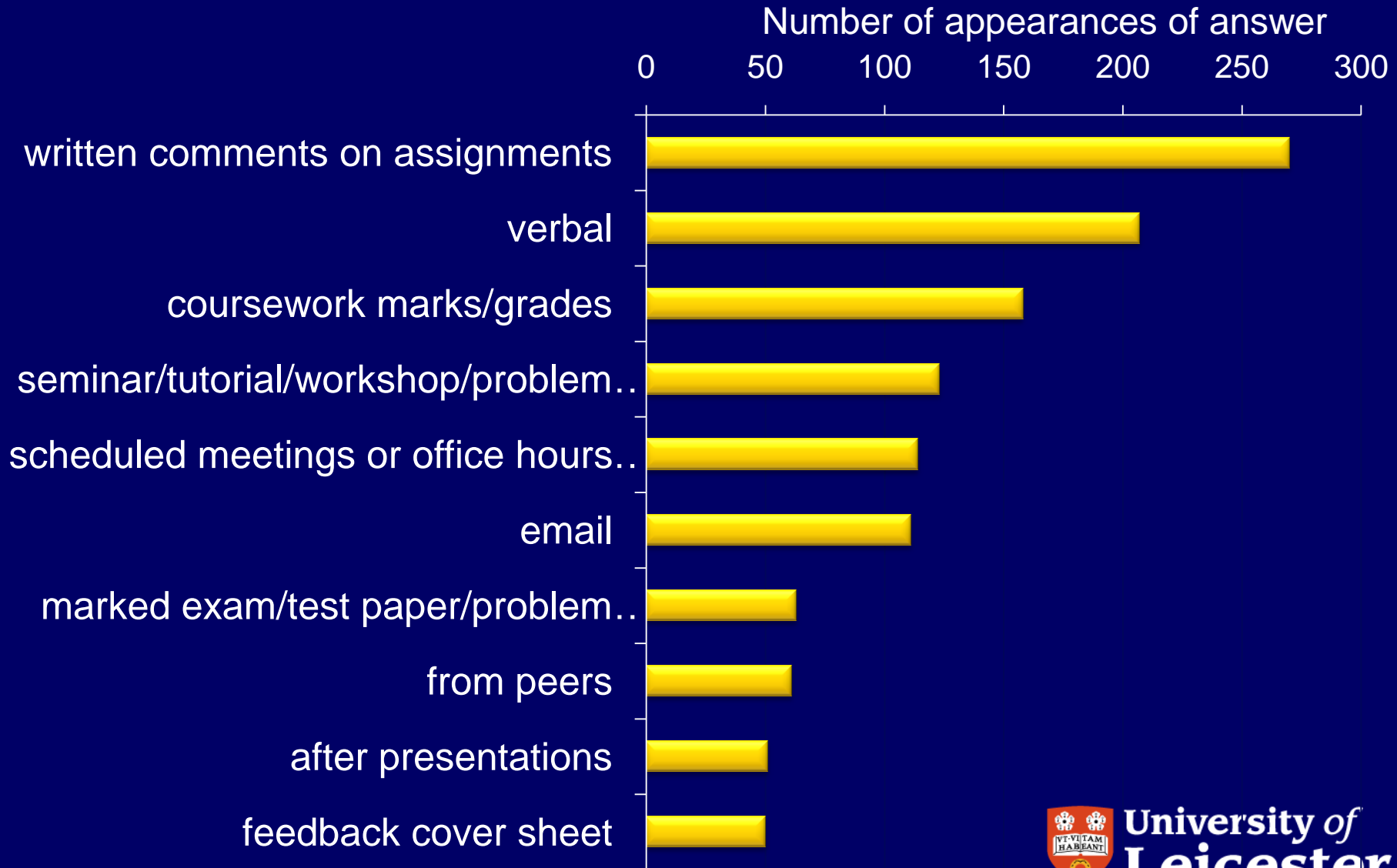
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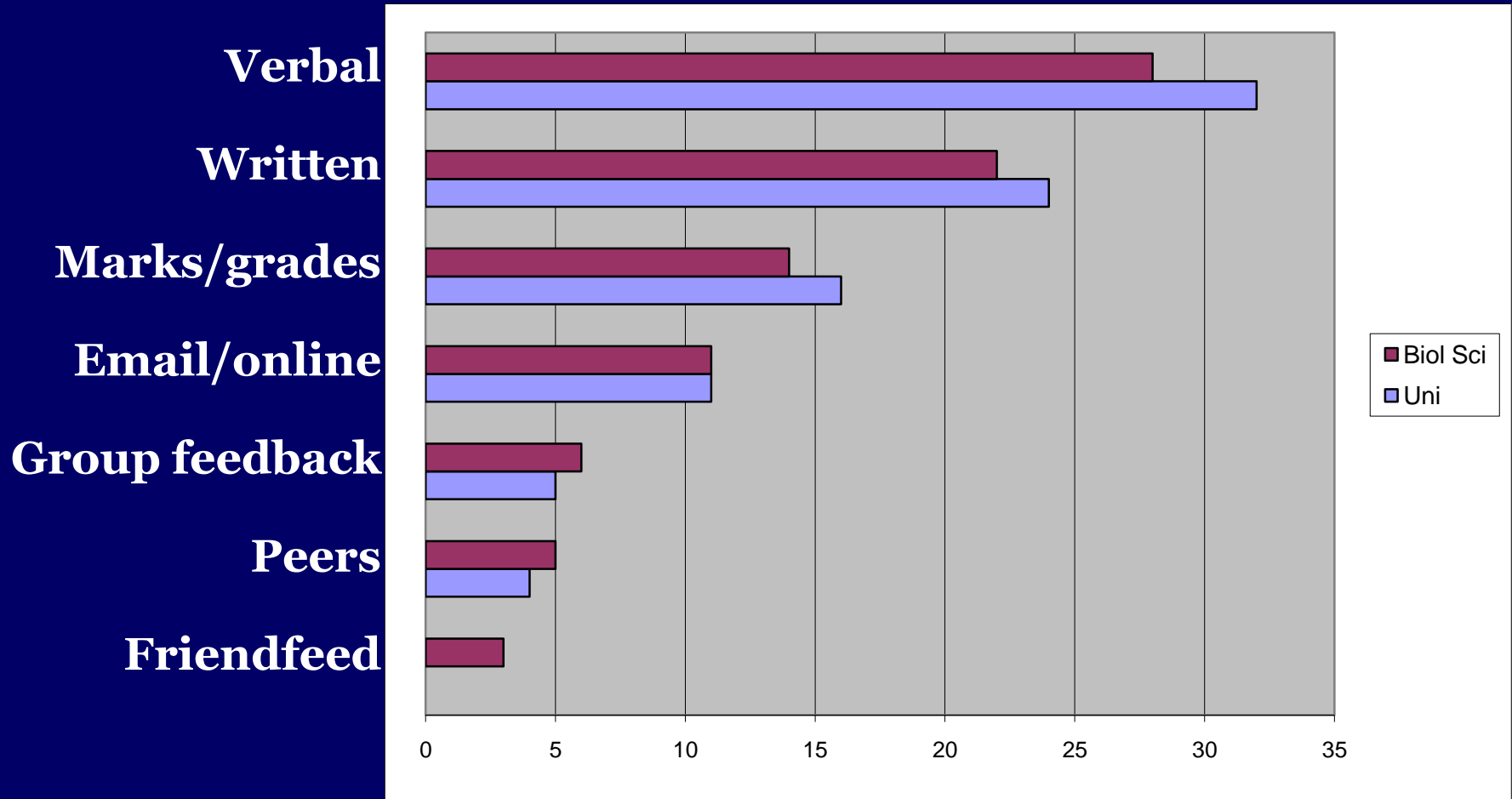
Postcard Campaign



“Name five types of feedback you receive on your work” (top 10 answers)



% Respondents naming 5 different formats of feedback received Biological Sciences vs University

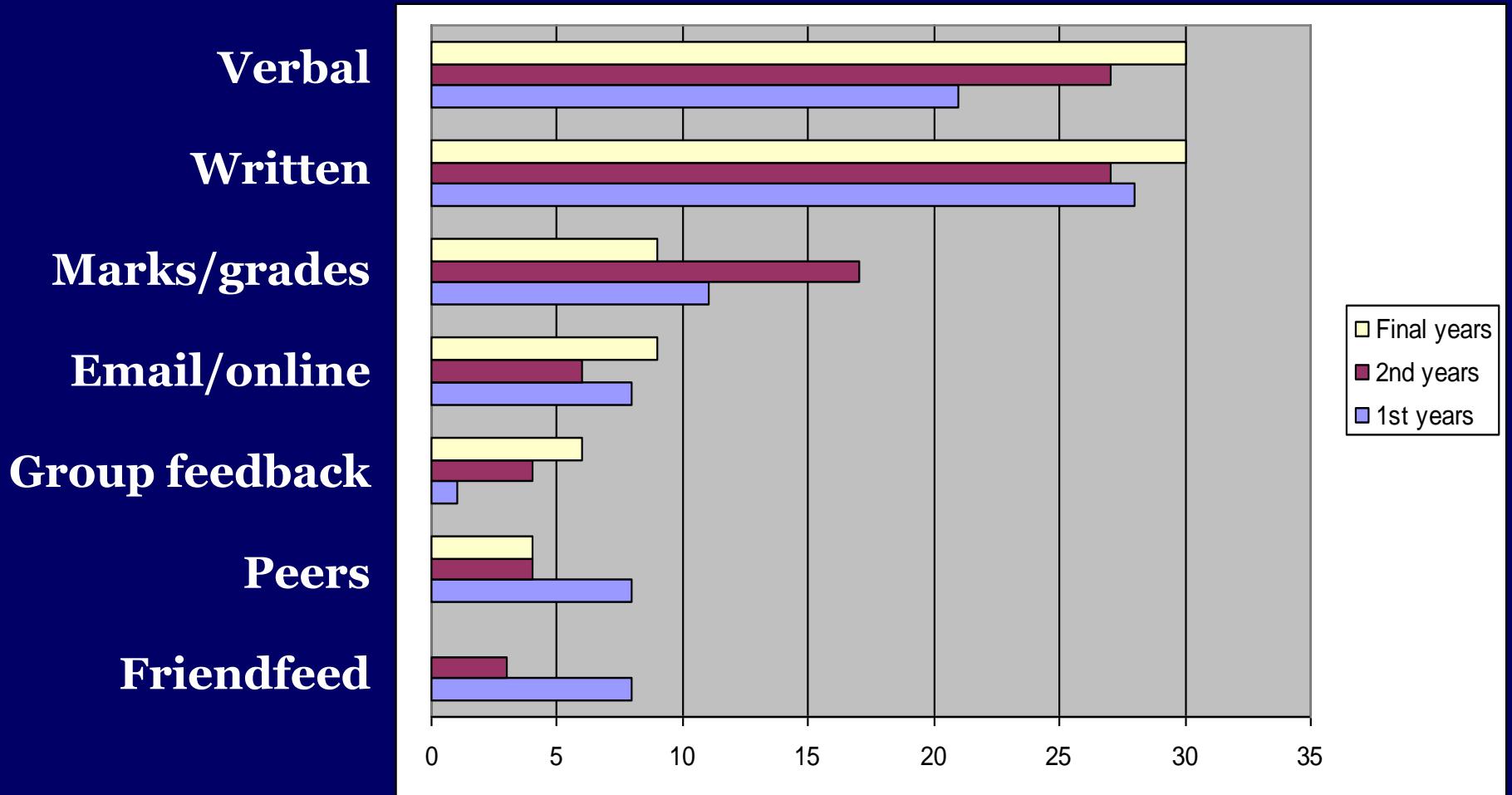


% Respondents



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Formats of feedback by Biol Sci year group



% Respondents

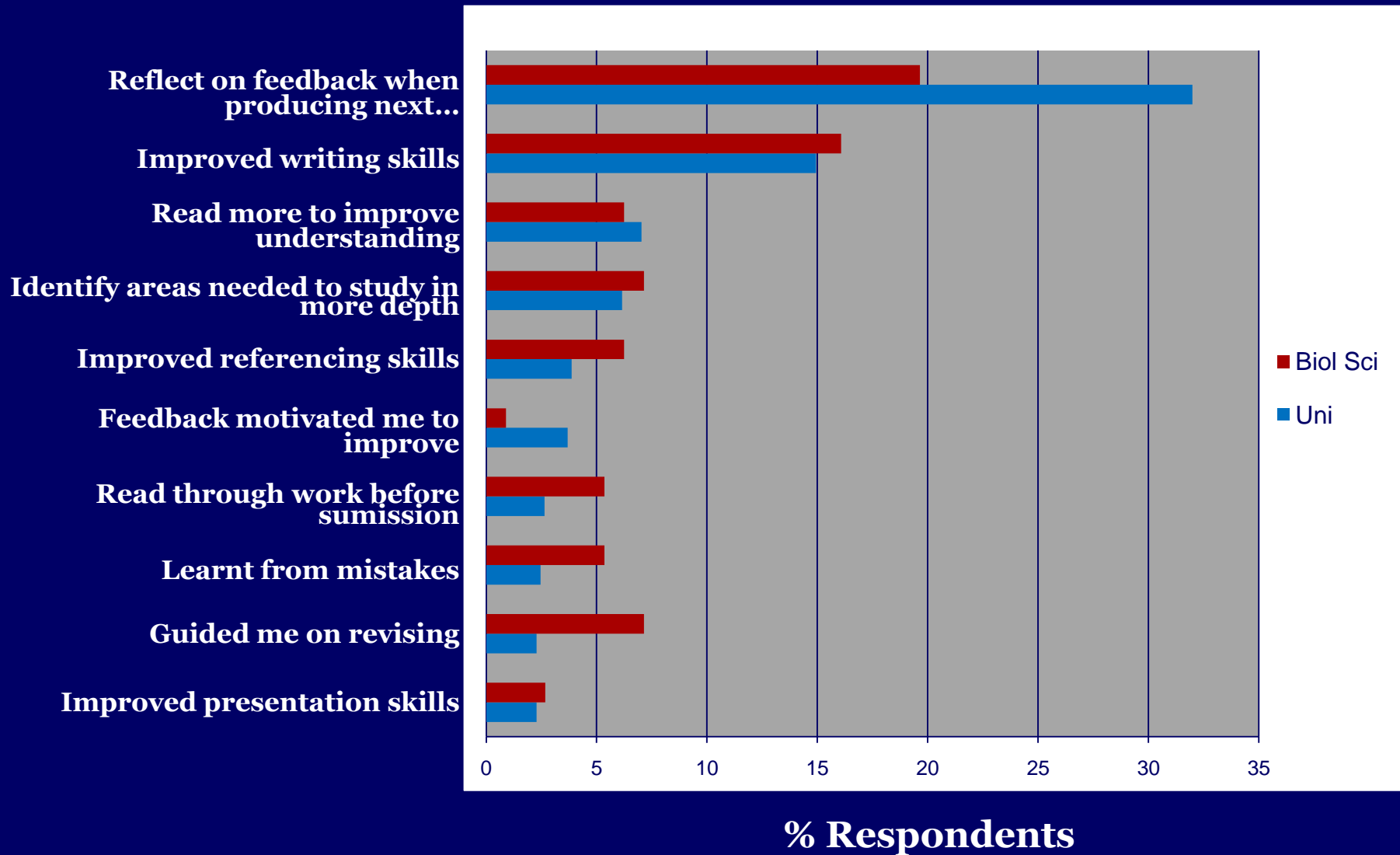


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“What is the most useful piece of feedback you have received?” (top 10 answers)



Ways in which feedback has been used



Activities for next year include...

- **Standardised information on feedback in Course handbooks**
- **Institutional policy on time taken for feedback to be received**
- **Autumn term campaign working with the Students' Union to promote engagement**
- **Repeat the Peer Observation of Marking exercise in 2012-13**
- **Continuation of generic campaigns including: I love my academic**

