

## JISC Assessment Careers: Student Feedback Response Form

### Rationale for a student response to feedback process

Feedback can be conceptualised in a mechanical way, as a linear, transmissive part of a control system where feedback simply acts to direct efforts to achieve a pre-specified outcome, like a thermostat. However, this is wholly inadequate for higher education where the performances requiring feedback are complex, multi-faceted, intellectual and subjective. Here 'dialogic feedback'<sup>1</sup> is helpful in reconceptualising feedback as something that challenges students and enables their development. Ideally dialogic feedback would include self-assessment and peer-assessment in addition to feedback from tutors. The main benefit of self and peer-assessment is in developing students' contextualised, collective understanding of the assessment criteria.

Tutor feedback takes a great deal of time and effort to produce, but it is often not fully used by students. Feedback on formative assessment is more likely to be acted upon than feedback on summative assessment as there is an opportunity to redraft for final assessment. However, students can be supported to systematically make use of feedback they receive for future learning. Students reflecting on feedback and discussing what action they have taken on previous feedback is an important part of the dialogic feedback cycle<sup>2</sup> and the [Assessment Careers](#) project has provided some evidence of the benefits.

### Five steps to support a student response to feedback

1. Ensure that there are clear task specific assessment criteria, where these do not exist they will need to be developed and shared with students.
2. Student engagement with the assessment criteria can be enabled by asking students to peer review each other's work using the assessment criteria as a learning activity. Alternatively, students could look at past assignments or fragments of current assignments; the crucial factor is that students engage in a dialogue about how the assessment criteria are concretely achieved in the context of a real assignment.
3. A simple prompt can encourage student self-assessment and dialogue with tutors on submission of a draft for formative feedback:

*What have you done well in this assignment? What could be improved? Is there anything you specifically want feedback on?*

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<sup>1</sup> Nicol, D. (2010). From monologue to dialogue: improving written feedback processes in mass higher education, *Assessment & Evaluation in Higher Education*, 35(5), 501-517.

<sup>2</sup> Molloy, E, & Boud, D. (2013) 'Changing conceptions of feedback' in D. Boud & E. Molloy (eds.) *Feedback in Higher and Professional Education: Understanding it and doing it well* (London: Routledge) pp. 11-23.

4. Student action on feedback can be encouraged by using a Student Feedback Response Form to be completed in advance then submitted with a summative assessment:

*Thinking about the feedback on your draft (previous) assignment, please indicate what the key points were. For each point state what action you took to respond to this feedback in preparing the final version of your assignment. Your response will help your assessor identify the progress you have made and suggest further action to help you develop.*

5. Assessors give feedback to students about their actions taken in response to feedback and suggest further action if necessary.

A template for including the student feedback response with an assignment cover sheet is give below.



### Module Assignment cover sheet

Please paste the completed cover sheet to the front of your DRAFT/FINAL assignment

Name	
Student ID	
Module title	
Title of assignment	
Assignment word count (excluding references and appendices)	
Date of submission of draft essay	

*Thinking about the feedback on your draft (or previous) assignment, please indicate what the key points were:*

*For each point state what action you took to respond to this feedback in preparing the draft/final version of your assignment. Your response will help your assessor identify the progress you have made and suggest further action to help you develop.*

*If you would like feedback on any particular aspects of your assignment, please make a note of what you would like the feedback to address:*

