



Feedback
is a DIALOGUE

Resources for
Academic Staff

Why is **feedback** important?

Feedback is essential for student learning. It is the dialogue that students have with their tutors, fellow students and others about their work. It also comes from their own interactions with learning resources.

- To be successful feedback requires action both by tutors and students
- How useful feedback is depends on what students do with it



The long-term goal of feedback is that students develop the ability to assess their own work, an important lifelong learning skill.

Current concerns about **feedback**

Resources constraints and use of feedback

'I used to have students write three essays per semester and give individual feedback but as numbers have risen I have had to reduce the number of assignments'.

'I would like to discuss feedback with students but with such large classes I don't have time to meet every student'.

'I spend hours writing comments and students don't even pick up their assignments'.

'I have an open door policy but students rarely come to ask me questions about their work'.

Student satisfaction

- The National Student Survey shows that students across all subject areas rate the quality of tutor feedback as the least satisfactory aspect of course provision.
- The National Union of Students (NUS) is launching a nationwide campaign to highlight feedback problems in higher education.
- Many universities are implementing initiatives to improve their performance in the NSS as this survey provides comparative institutional data about the quality of teaching.

What are we doing about **feedback** at Strathclyde?

1

Principles of Good Feedback Practice

In 2008 Senate agreed twelve principles of good assessment and feedback. Applying these principles has led to dramatic learning improvements in classes at the University of Strathclyde. Success depends on you adapting these principles to suit your disciplinary context.

2

Web Resources for academic staff

- The University's Assessment and Feedback principles with examples of their practical application.
- Links to disciplinary examples of good feedback published externally, in journals and on external websites.
- Frequently asked questions about feedback with possible approaches
- Links to a range of other resources to support course design.

www.strath.ac.uk/learnteach/feedback

3

Resources for students

- **A leaflet** to raise students' awareness of the active role they must play in making feedback work.
- **Web resources** including (i) examples of activities to get the best out of feedback (ii) FAQs (iii) advice on how students might learn to reflect on and evaluate their own work and (iv) guidance on how to approach staff with feedback questions.

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Invitation to contribute

We invite academic staff to contribute resources to the staff and student websites. This might include sharing examples of feedback activities that have proved successful or sharing resources that might help others improve their feedback practices.