

## Start here...Improving Feedback

Feedback and feed forward are critical concerns for academics. Students will always 'ask for more'. These resources are starting points for ideas for embedding feedback and feed forward into teaching: Making students aware of the ways in which feedback is used in universities so they understand and can benefit from the process.

*1-2-3 Leaflets: How to make your feedback work in three easy steps and Using generic feedback effectively* by the Assessment Standards Knowledge exchange (ASKe) Centre for Excellence in Teaching and Learning <http://www.brookes.ac.uk/aske/>

Engage in Feedback <http://www.reading.ac.uk/internal/engageinfeedback/EFB-Home.aspx>  
Engage in Feedback aims to enhance student learning by providing staff with ideas, tools and resources they can use to enhance the feedback they provide.

Feedback & Feed-Forward 2007 *HE Academy Centre for Biosciences Bulletin*, 22  
<http://www.bioscience.heacademy.ac.uk/ftp/newsletters/bulletin22.pdf>  
Special bulletin, published in autumn 2007, includes 12 articles on various feedback/feed-forward topics including: feedback using MP3 files, setting fair questions, and self assessment.

Formative Assessment in Science Teaching (FAST) <http://www.open.ac.uk/fast/>  
Web resource on assessment and feedback in the Sciences by the Open University, including the Assessment Experience Questionnaire (see also Gibbs, G. & Simpson, C. 2003 *Measuring the response of students to assessment: the Assessment Experience Questionnaire*, the Open University, 11th Improving Student Learning Symposium)

GEES Subject Centre 2010 *Planet 23: Assessment for Learning in the GEES Disciplines*,  
<http://www.gees.ac.uk/pubs/planet/index.htm#p23>

Irons, A. 2007 *Enhancing Learning Through Formative Assessment and Feedback*, Key Guides for Effective Teaching in Higher Education, Routledge, London

Nicol, D. 2007 *Principles of good assessment and feedback. Theory and practice*, REAP International Online Conference on Assessment Design for Learner Responsibility, 29th-31st May, 2007, [http://www.iml.uts.edu.au/assessment-futures/elements/Nicol\\_Principles\\_of\\_good\\_assessment\\_and\\_feedback.pdf](http://www.iml.uts.edu.au/assessment-futures/elements/Nicol_Principles_of_good_assessment_and_feedback.pdf)

Reflections on Assessment: Volume II, *Improving feedback to students*, Workshop series no. 7. Scottish Enhancement Themes  
[http://www.enhancementthemes.ac.uk/documents/assessment/Assessment\\_Workshop\\_7FINAL.pdf](http://www.enhancementthemes.ac.uk/documents/assessment/Assessment_Workshop_7FINAL.pdf)

Roberts, C. 2010 *Giving Feedback and Modes of Feedback*, GEES Briefings on Feedback,  
<http://gees.ac.uk/pubs/briefings/briefings.htm>

Student Enhanced Learning through Effective Feedback (SENLEF) project  
Resource for practitioners wishing to improve their feedback practice. Includes:

All links accessed 14 February 2011

- Juwah, C., Macfarlane-Dick, D., Matthew, R., Nicol, D., Ross, D., and Smith, B. 2004 *Enhancing student learning through effective formative feedback.*, Higher Education Academy, York  
[http://www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id353\\_senlef\\_guide.pdf](http://www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id353_senlef_guide.pdf)
- Nicol, D. and Macfarlane-Dick, D. 2004 *Rethinking Formative Assessment in HE: a theoretical model and seven principles of good feedback practice*  
[http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/assessment/web0015\\_rethinking\\_formative\\_assessment\\_in\\_he.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/assessment/web0015_rethinking_formative_assessment_in_he.pdf)