Acting on Feedback

Aim of this factsheet
To provide an understanding of what feedback is and suggest possible actions.

“Effective feedback is tailored to meet the needs of the individual and is directly linked to observable evidence – either a learner’s written or practical work or a performance of a given task”. (Jones, 2005, p14).

There are two main types of feedback:

**Formative** – provided by tutors during the instruction and preparation stages with the aim of helping students to improve. Such feedback can be in the form of information on Blackboard, tutorials, example work, individual discussions or annotated documents.

**Summative** – marks awarded for exams, written assignments, presentations etc and count towards the degree classification.

Positive feedback can be an endorsement of hard work whereas negative comments can initially feel discouraging. Moore and Murphy (2005, p.83) suggest that these two types of reactions “triumph” and “disaster” can both be enemies of learning.

You need to time deal with your emotions before you analyse the feedback you have been given in order to reflect on how to adapt your approach in the future.

**Checklist – yes or no?**

- Do you understand the feedback comments?
- Have you talked to your tutor about your feedback?
- Have you looked at the library Academic Skills webpages on improving your work?
- Do you need to book an appointment with an Academic Skills tutor?
- Have you thought about attending a ‘Get a Better Grade: Acting on Feedback’ workshop in the library?
<table>
<thead>
<tr>
<th>Example Tutor Comments</th>
<th>Actions</th>
<th>Y/N</th>
<th>Resources</th>
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| Question not answered / assignment brief not followed | Have you linked your assignment brief to the module learning outcomes and understood what your tutor is looking for?  
Did you understand what was required and follow the brief?  
Did you attend all lectures and assignment workshops? | ✓ | Module Handbook Assignment Brief |
| Lack of understanding | Have you done sufficient appropriate research into the topic?  
Did you understand what you wrote and why you wrote it? |  | |
| Too descriptive | Have you only described/repeated the texts you have read?  
Did you question the different expert arguments looking for agreement and disagreement? |  | Factsheets: Academic Reading Critical Thinking |
| Poorly referenced | Did you follow the correct university referencing system for your course?  
Referencing is about paying attention to detail and following a given format for both your reference list and in-text citations. |  | RefZone |
| Insufficient evidence | Have you done sufficient academic research?  
Did you use a wide range of suitable sources and carry out independent research (ie not just the resources referred to in lectures)?  
Have you provided the evidence to justify your statements? |  | Library resources  
Subject Librarians  
Subject Help Guides |
| Lacks clarity | Do you understand what you have written?  
Did you use appropriate language?  
Have you written in an academic style? |  | Factsheets: Academic Language  
Academic Writing  
Punctuation |
| Unstructured | Have you structured your work?  
This can sort out the relevant from the irrelevant information: a structure indicates understanding. |  | Factsheet: Essay Writing |

For an appointment or further advice:
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Visit: Skills Space, Thompson Library, Stoke / Blackheath Lane, Stafford / Shrewsbury Hospital

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