



Helping students make more of their feedback

Welcome to the second in the series of the Learning and Teaching Institute's Talking Points. This edition presents a hierarchy of stages that are needed before students are able to 'engage' with their feedback.

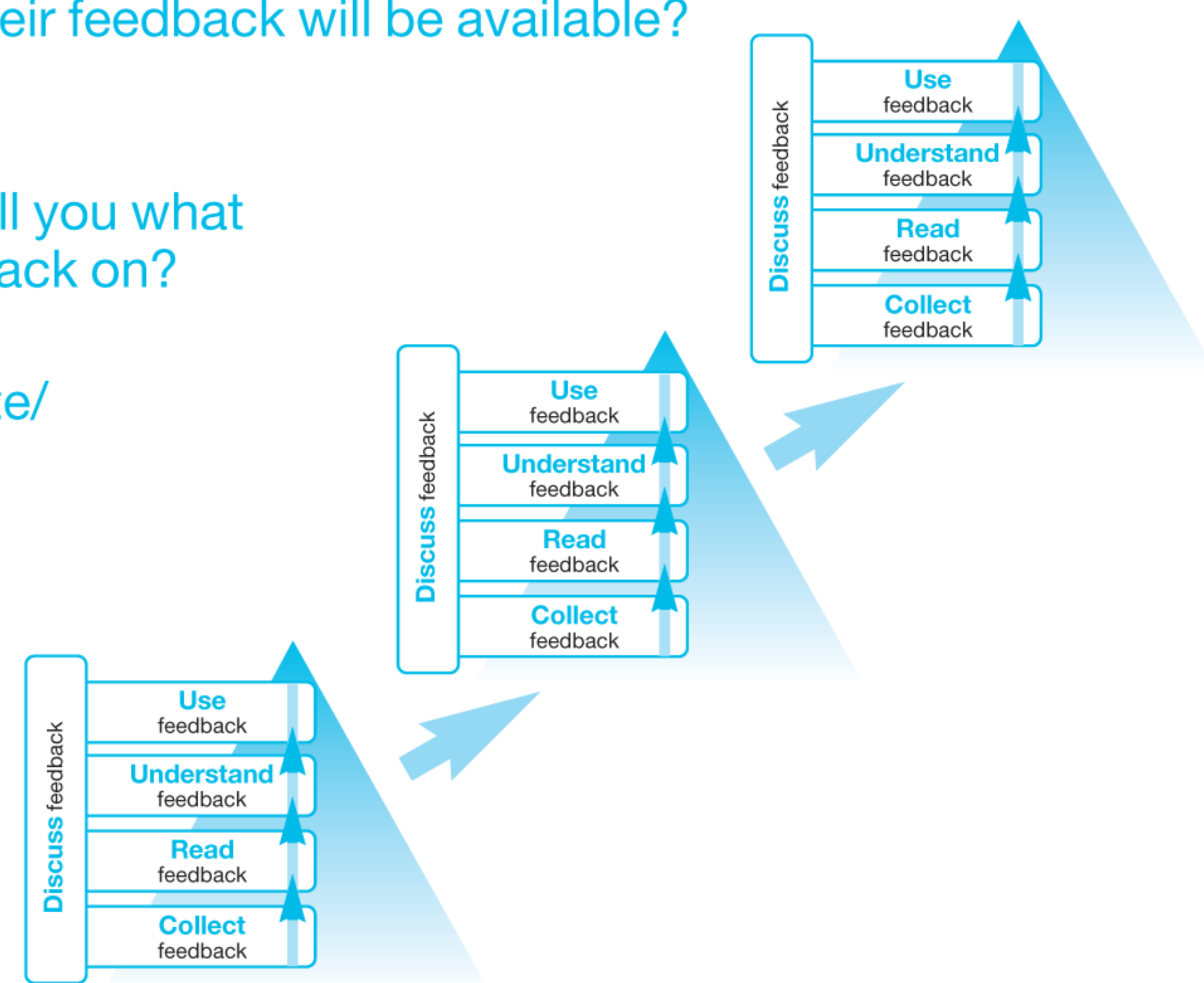
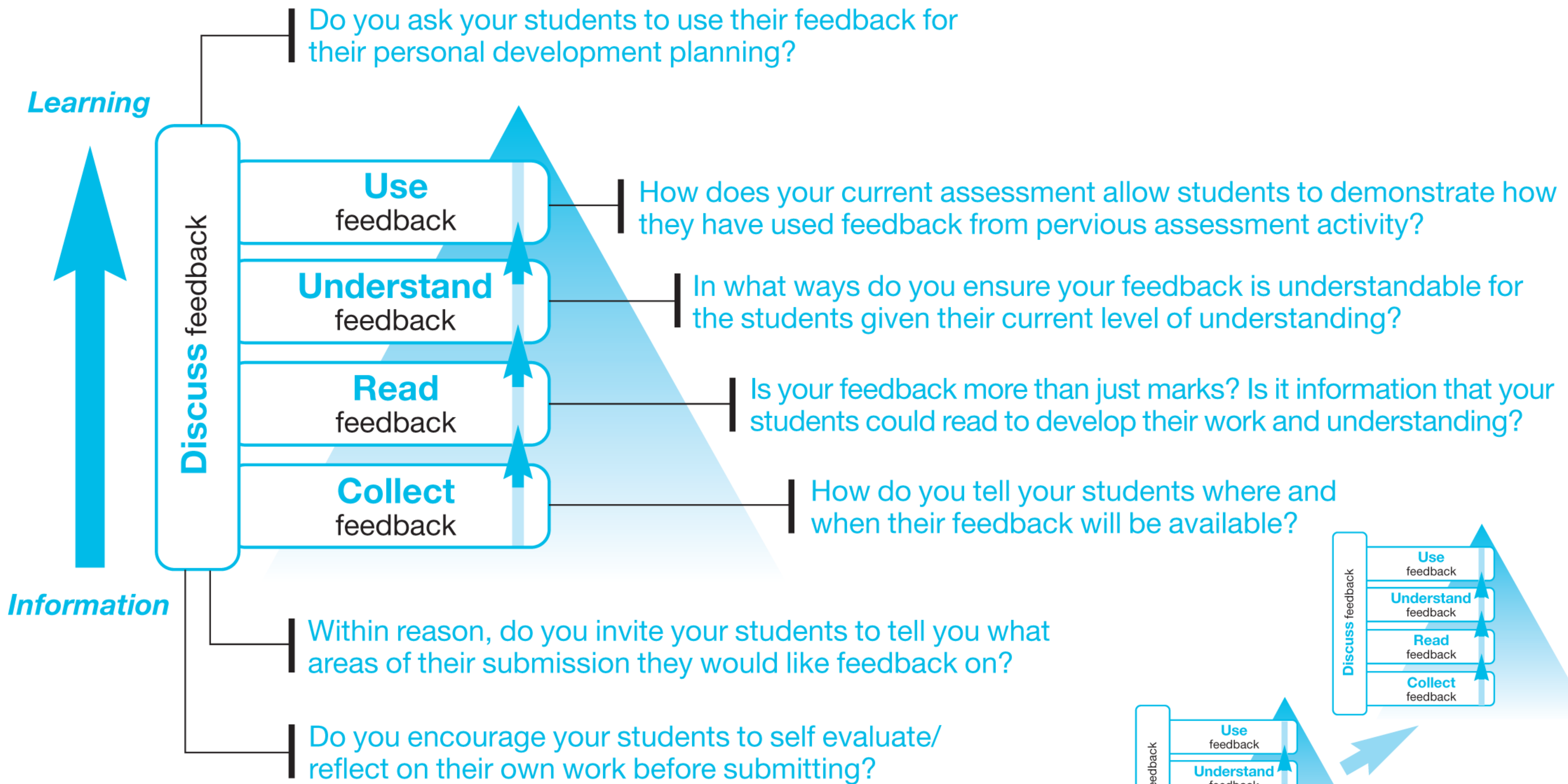
Why not use the hierarchy to review your own assessment practice or discuss assessment practice more widely within your School.

“ Feedback should not be seen as a collection of statements that are read once and tucked away to gather dust...

...feedback should be read, re-read and repeatedly acted on, to improve student learning.”



“ ...before students are able to engage with their feedback some simple, but essential, steps are needed.”



A feedback hierarchy: teacher facing perspective

A student facing feedback hierarchy can be found here (<http://bit.ly/g0JxGz>). Why not use the student facing hierarchy to stimulate dialogue with your students around assessment and feedback?