

# Feedback for Learning Project

This summary of some of the findings from the student-staff Feedback for Learning Project report (April 2010) identifies key information about student perspectives on feedback in the Faculty. This information can be used to develop practice in using feedback for learning. The majority of students recognised that feedback was given in a variety of forms and contexts and by staff and peers. They generally valued this feedback and noted how it could affect their subsequent work. Three main issues affecting the use of feedback emerged. These are noted below with some suggestions of ways in which they could be addressed.



Faculty of Humanities, Law and Education

The full report and student videos can be found at:  
[www.herts.ac.uk/blip](http://www.herts.ac.uk/blip) (July 2010: 61-64)

## 1. Student Confidence

Students identified that feedback could affect their confidence and motivation both positively and negatively e.g. 'It motivated me to do much better' 'Some of it is quite discouraging'.

## 2. The Language of Feedback

Students reported that they did not always understand the language used in feedback.

## 3. The Use of Feedback

Students noted that they did not always understand how they could use their feedback in developing subsequent pieces of work. 'You know it's for improvement but it's kind of implicit'.

## Recommendations for students and staff:

Staff organise opportunities to discuss with students the role of feedback in learning.

Students identify how they can use their feedback to improve their work.

Written and verbal feedback is directed towards development e.g. 'some examples here would provide evidence to support your argument' instead of 'the argument lacks evidence.'

Staff identify terminology used in feedback, such as 'analysis', 'synthesis', 'argument' and discuss meanings with students.

Students clarify the meaning of words used in feedback and use these words when giving feedback to peers.



Formative assessment is used in all modules. Specific ways in which feedback from this work can be used for end of module assignments are identified.

Verbal or written feedback gives both generic advice and examples of how this could be implemented.

Students retain and look back at previous feedback to inform their work in subsequent modules.

Members of staff provide opportunities in sessions for discussions about ways in which feedback from previous work can inform current activities and assignments.