Feedback Focus #2

School of Health Sciences: Consolidating Feedback

The aim of this feedback design is to support students in applying feedback from an earlier assignment to the task they are currently working on.

In year 1 of the programme, students complete a research poster assignment, and in Year 2, they complete a critical evaluation of research.

Given the links between the two assignments, this practice is designed to support students to revisit, unpack, and make sense of the feedback from the poster, and develop strategies for applying it to their current task.

In an assignment preparation tutorial in Year 2, students were asked to bring their Year 1 poster assignment feedback. Using Poll Everywhere, students were asked to review the feedback and respond anonymously to a series of questions about the feedback and how it could be applied.
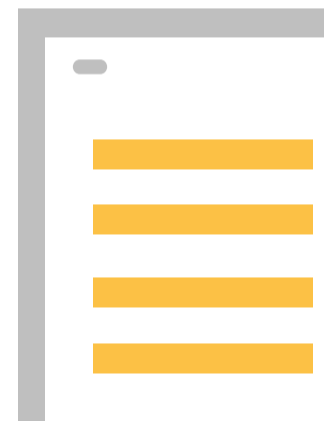
As all students' responses were displayed on the screen, the tutor engaged in dialogue with the students, responding to each of their posts, opening up discussion around developing their assignments and their future work, and directing students to strategies and resources that might help them when working on their critical evaluation of research assignment.

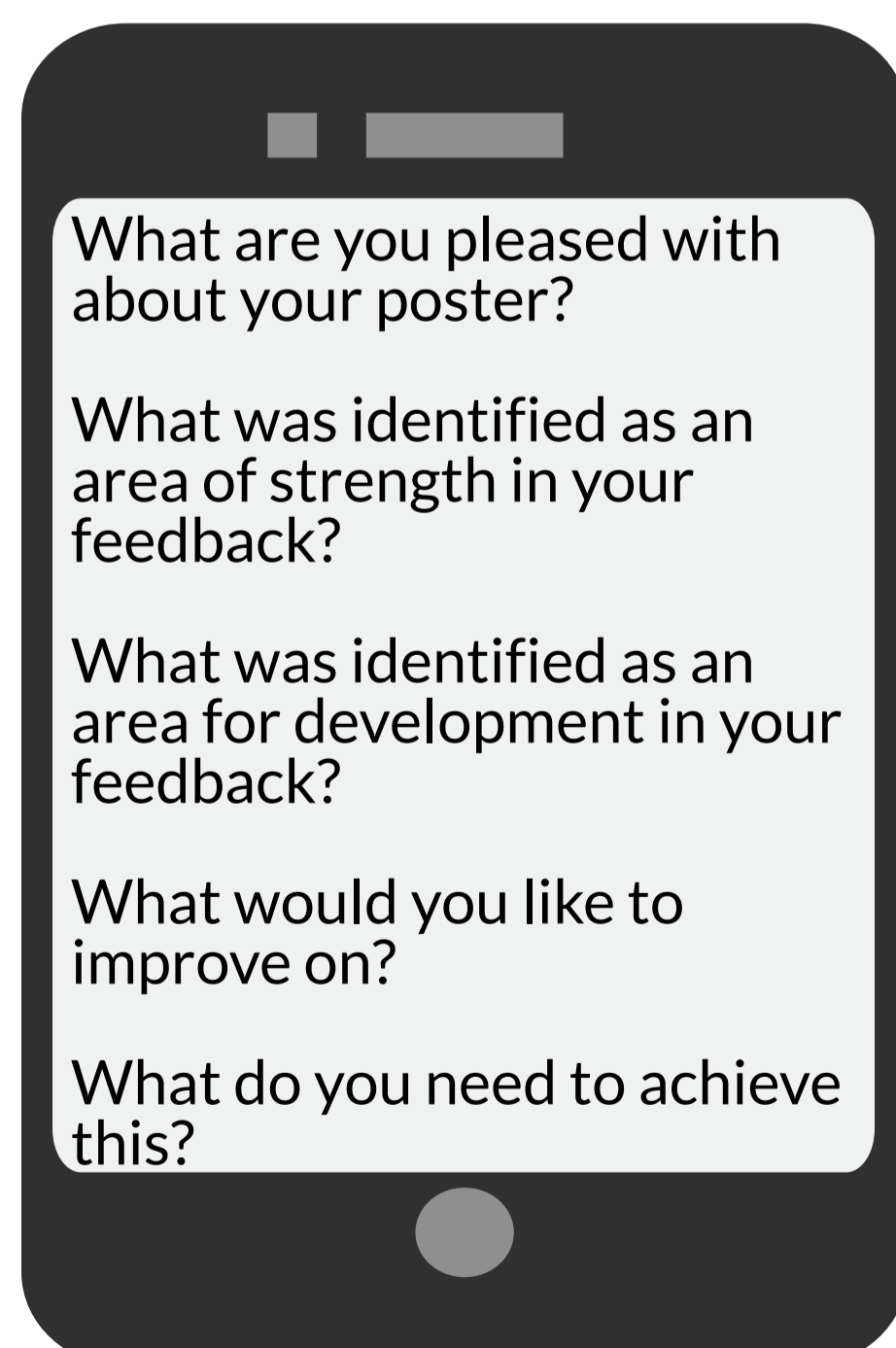**Year 1: Research Poster**

with relevant transfer to

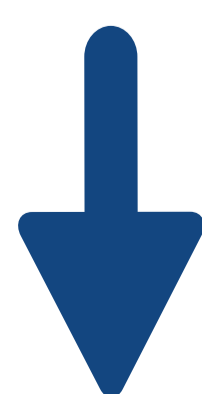**Year 2: Critical Evaluation of Research**

Year 2: Assignment preparation tutorial

Facilitated discussion to revisit and apply feedback from Year 1 to Year 2

What are you pleased with about your poster?

What was identified as an area of strength in your feedback?

What was identified as an area for development in your feedback?

What would you like to improve on?

What do you need to achieve this?

Students respond via Poll Everywhere

Discussion around responses

Key benefits

- **A novel use of Poll Everywhere**

- **Encourages students to connect feedback information across tasks**

- **Facilitates goal-setting**

- **Enables students to benefit from tutor's responses to all queries, not just their own**

- **Encourages dialogue around the meaning and relevance of feedback comments**

What students say

"This was an incredibly valuable activity and it made me realise that previous feedback contained information I could apply directly to my current assignment"

For further information contact: Claire Tarrant (c.tarrant@surrey.ac.uk)