



# Improving student perceptions of assessment feedback

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## Course details

**Course title:** Criminology

**Level:** 2

**Year 2007** - present

**Module title** Interrogating Criminal Justice (Coursework Presentation and Marking Guide is used for guidance across the Department of Policy Studies)

**Discipline/Subject areas** Criminology

## Activity details

### What we did

In response to the findings of a research project exploring student perceptions of assessment feedback we created a PowerPoint presentation which colleagues could easily embed in lectures and/or seminars. In addition, the Department of Policy Studies decided to add guidance about the purpose of assessment feedback to the coursework presentation and marking guide.

Students were also provided with the opportunity to have a one-to-one feedback session with members of academic staff about their work and the assessment feedback provided.

### Why we did it

It was clear from personal experience and research conducted at the University of Lincoln and in the sector that students were not always using assessment feedback to improve their work or worse still were not even reading the feedback they received. Our research highlighted that for some students, higher education was the first time they had received feedback of this nature and that they were not always sure of its purpose and function. The aim of the presentation was to provide students with guidance on how to use assessment feedback effectively to reflect on their work and to improve it in the future.

### What we wanted to achieve

To help students to understand and use assessment feedback effectively so that they could improve their work in the future and help them engage in higher education.

### **A short description of what we did**

We created a PowerPoint presentation that could be used in both lectures and seminars. This presentation was also used in synergy with written guidance in the Department of Policy Studies Coursework Presentation and Marking Guide. In addition to this, students were provided with the opportunity to have a one-to-one feedback session with members of academic staff about their work and the assessment feedback provided. The presentation:

- defines assessment feedback – what it is for
- offers examples of how students can use assessment feedback effectively
- outlines staff responsibilities regarding assessment feedback
- outlines student responsibilities regarding assessment feedback
- offered examples of the types of feedback students could expect on assessments

### **What worked well**

- Easy to administer
- Students seemed to think a lot more about the assessment feedback they received
- One-to-one feedback sessions were useful for finding out more about students and how they approach their assignments, as well as developing good personal relationships between academic staff and students
- Presentations were a good way of giving generic feedback as well as guidance

### **Problems and/or issues**

- Reaching all students (students who did not attend feedback presentation or one-to-one sessions)
- Time constraints on academic staff in providing one-to-one feedback with students

### **What students thought about it**

- Gave students a greater understanding of how to use assessment feedback
- Students liked the generic feedback but were keen to get their own individual feedback
- They thought that the one-to-one feedback sessions were valuable and liked the personal relationships that were developed by attending these sessions

### **Key messages**

- For some students, higher education is their first experience with assessment feedback
- Students do need some guidance to help them use feedback effectively
- Students really value one-to-one feedback sessions
- Students need support for the guidance they are given in assessment feedback

### **Related documents or links**

Powerpoint presentation 'Interrogating criminal justice'  
[www.swap.ac.uk/resources/themes/assessment/  
interrogating\\_criminal\\_justice.ppt](http://www.swap.ac.uk/resources/themes/assessment/interrogating_criminal_justice.ppt)

### **Any other comments**

Staff found the presentation easy to administer and students were enabled to think more about the assessment feedback they received. (The NSS scores for assessment feedback in criminology went up by 0.2% which we would attribute in part to the changes introduced as a result of the project). Staff also found that the short presentation was a good way of sharing generic examples of feedback as well as providing guidance on how to use it.

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