



A photograph of two students, a young woman with long dark hair and a young man with glasses, sitting on a white curved bench in a bright, modern library or study area. The woman is holding a blue book and writing in it with a pen. The man is leaning in, looking at the book and pointing at it. In the background, there are large windows looking out onto greenery, and another student is visible sitting on a green sofa.

Southampton Feedback Champions

Getting The Most Out Of Feedback



1. The project
2. The outcomes
3. The future



Nearly a first



Low mark

Too little.

Too much.

Good feedback
is not easy.

1. The project

2. The outcomes

3. The future



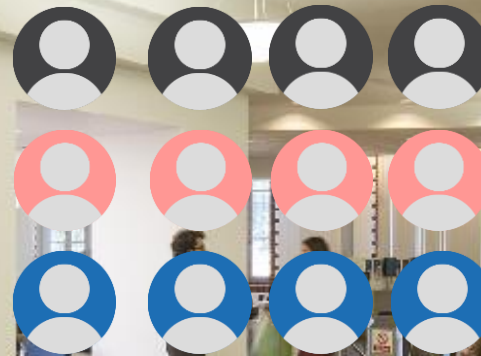
Aims of the initiative

Discover and share good practice in the delivery and use of feedback by staff and students

- Inspire staff
- Help students improve their marks by making the most of the feedback they receive

Natural &
Environmental
Sciences

12 interviews per
faculty



Social &
Human
Sciences

Business
& Law

Medicine

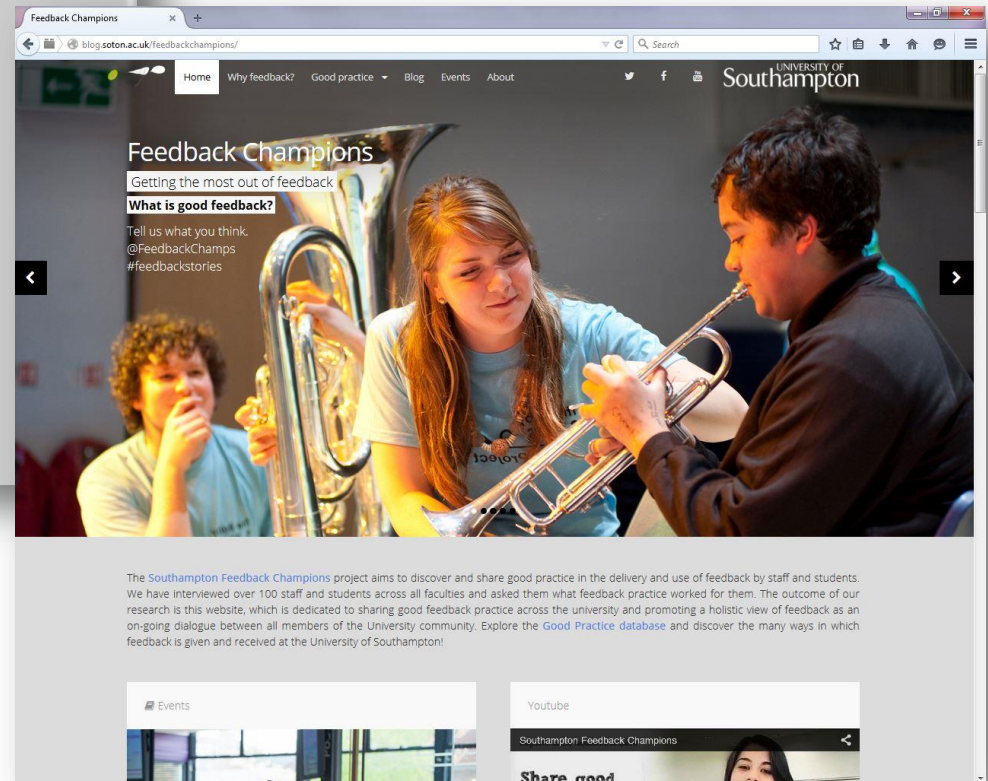
Health
Sciences

Humanities

Engineering
&
Environmental
Sciences

Physical
Sciences &
Engineering

What
skills has
Rebecca
developed?

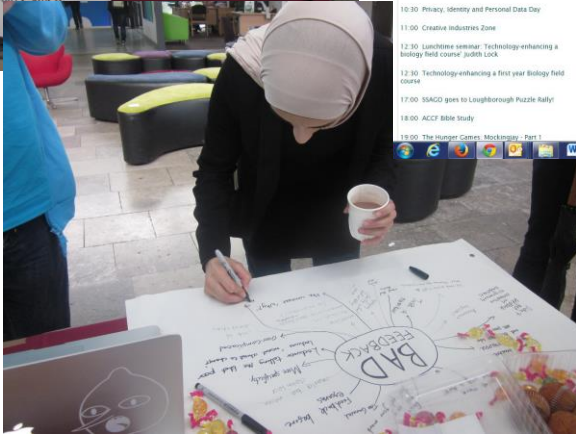


Creating a new website



The project video

What
skills have
Abi & Rameesha
developed?



Staff and student events

What
skills has
Alyssa
developed?



Promoting the project externally

- Southampton Student Champions Network (supported by the HEA)
- Higher Education Review

What
skills have
Claire & Giles
developed?

1. The project

2. The outcomes

3. The future

What
have we
learnt?

Feedback
is about
maximising
potential



What is
good
feedback?

STUDENTS

STAFF

1) Constructive
(suggest improvements)

2) Legible

3) Timely

If lacking one of these
= **useless**

1) Timely

2) Constructive (suggest
improvements)

3) Refers to learning
objectives



What are the
different ways
in which feedback
is delivered?

STUDENTS

- Generally, students are unaware of the different ways in which feedback is delivered - they mainly focus on comments they receive on written assignments
- They don't see it as a dialogue but as a series of disconnected events

STAFF

- Written/ verbal, formal/ informal, class/ 1to1, general/ detailed
- Feedback should be an ongoing dialogue between staff and students where students actively engage with it and seek clarification when needed (office hours)



What do you **do** or
what do you **expect**
your students to do
with feedback?

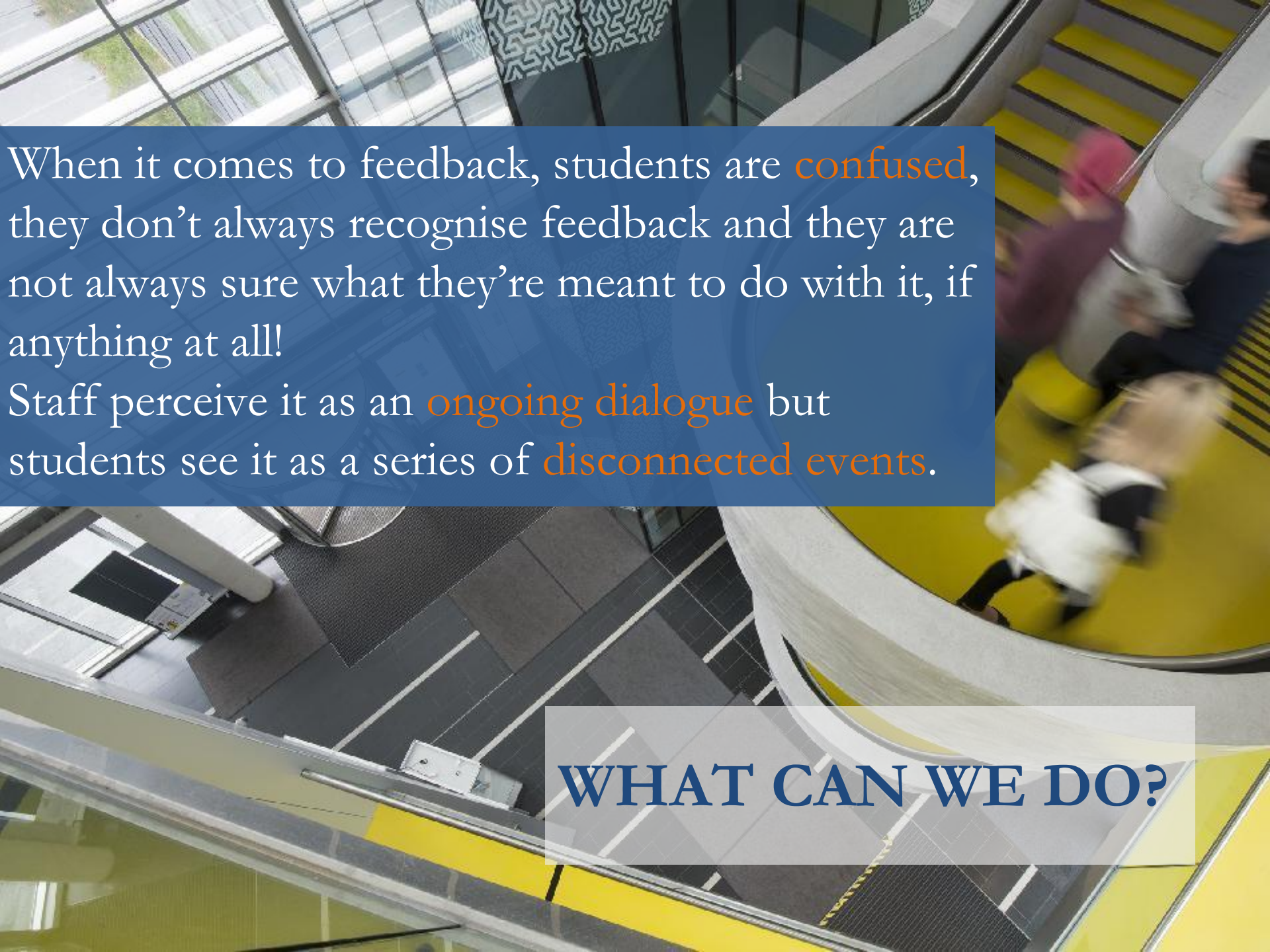
STUDENTS

- 1) Feedback is often perceived as:
 - module-specific
 - summative
 - not to be questioned
- 2) This means students:
 - don't see the relevance of feedback for other modules
 - think it's useless once the module is over
 - don't feel able to ask for/question feedback before or after an assignment (fear of humiliation, asking silly questions)

STAFF

Generally staff expect students to:

- realise they are receiving feedback in various forms
- actively ask for feedback throughout the semester at the end of lectures, via emails or during office hours
- work on their feedback in order to improve their work within a module as well as other modules



When it comes to feedback, students are **confused**, they don't always recognise feedback and they are not always sure what they're meant to do with it, if anything at all!

Staff perceive it as an **ongoing dialogue** but students see it as a series of **disconnected events**.

WHAT CAN WE DO?

Students need to be
educated about
feedback &
their role within it to
make it more effective

Staff need to
create a comfortable
environment which
encourages a feedback
dialogue

We need a
supportive
feedback
culture

A young man with curly brown hair, wearing a white polo shirt, is seated at a light-colored wooden table. He is holding a small, rectangular solar panel with yellow borders and black cells. Several black wires are connected to the panel and are coiled on the table. He is looking towards the left, where the back of another person's head and shoulder are visible. The background is a bright, out-of-focus indoor space with large windows and a white pillar.

How do we do it and
how can we **help** you?



<https://blog.soton.ac.uk/feedbackchampions>

Why feedback? | Feedback Cha... x

blog.soton.ac.uk/feedbackchampions/why-feedback-2/

Home Why feedback? Good practice Blog Events About


UNIVERSITY OF Southampton

Why feedback?

When looking at the low scores that universities receive on feedback in the National Student Survey (NSS) year after year, it is clear that feedback is perceived as an issue for students. This website is the result of a project which aims to change perceptions around feedback and share good practice in the delivery and use of it by staff and students. We hope that our findings will help you understand why feedback is important, how to recognise it in its various forms and how to make the most of it.

Feedback – what's it all about?

Feedback? What's it all about?



<https://blog.soton.ac.uk/feedbackchampions>



Mass email with FAQs and Comment Banks

Posted on March 11, 2015 by Laurence Georgin in [Class/ general feedback](#), [Written feedback](#)

What is it? As many lecturers and tutors will be aware, students regularly ask the similar questions year after year. In order to save time and address the numerous questions students have, many departments have created databases containing frequently asked questions and comment banks. Creating such databases doesn't have to be difficult; a word document [...]

Blackboard Group Intranet Online Twitter

[Read More >](#)

Using spreadsheets to keep track of students' feedback

Posted on by Laurence Georgin in [1-to-1/ detailed feedback](#), [Class/ general feedback](#), [Verbal feedback](#), [Written feedback](#)

Tags

Act on feedback After class
At home Blackboard Class
assessment Clinical practice
task Cover sheet
Dialogue E-assignment
Email Exam Facebook
Feedback sheet Formal
assignment Formative
assessment Grammar class
Group In class Intranet Lab
session Lecture
Lecturer Lecturer's
office Library Mentor Office
hours Online On
request Peer Placement
Postgraduate student
Presentation Quiz Research community
Seminar Social media

the Good practice database?

Feedback in lectures

Posted on August 28, 2014 by Laurence in [in class/ general feedback](#), [Verbal feedback](#)

What is it?

Students receive feedback in most lectures, especially when it gets closer to an assignment. The lecturer often comments on common mistakes and pitfalls to avoid in the assignment.

The lecturer may also encourage peer feedback within the lecture. This can take many forms, e.g. the lecturer asks individual students to comment on a topic or answer a question, the lecturer asks students to discuss an issue raised in the course in pairs or small groups for a short amount of time before they feed the main points back to the other students in the room.

How can students make the most of it?

Pay attention to the feedback provided by the lecturer and other students and take it into consideration when you prepare for the assignment as it could make a real difference. You should also take this opportunity to ask clarification on any point you are not sure of. The chance is, if it is not clear to you, it will not be clear to other students either! If you don't feel brave enough to raise your hand, don't worry. You can either go and see the lecturer at the end of the class or speak to them during office hours.

Feedback practice is divided into two sections: 'What is it?' and 'How can students

Principles of good feedback practice

These examples follow the HEA Seven Principles of Good Feedback Practice as identified in the Student

<https://blog.soton.ac.uk/feedbackchampions>

What
skills has
Amber
developed?



Book us in!

We'd love to come
and talk about
feedback to your
students and/or
colleagues

1. The project
2. The outcomes
3. The future

1. How do we create a comfortable environment which enables a feedback dialogue between staff and students?

2. How do we educate students about feedback, the different ways in which they receive it and their role within it?

3. If they have a role in making feedback effective, how do we engage students in the feedback process?

4. How do we rethink assessment to improve feedback and promote learning?



Questions?

Find out more about the Southampton Feedback Champions at
<http://blog.soton.ac.uk/feedbackchampions/>

If you want to get in touch with us, contact Laurence Georgin at
lig@soton.ac.uk