

Student Engagement with academic feedback

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Within academia presently there are a large proportion of students that focus solely on grades when it comes to assessments. Rarely, if at all, using the feedback given to inform how they might approach an assessment before submission or improve future work from feedback given afterwards.

This academic intervention sought to assess the levels of engagement students had with feedback surrounding assessment, both relating to formative and summative types in verbal and written formats. Additionally, tasks were set to see if engagement could be increased and therefore lead to an increase in grades from deeper understanding.

A range of methods and sample groups, as detailed in the context, were utilised in order to discern how wide spread the issue was and if different groups would adapt and improve at different rates or if the issue was a unilateral phenomenon.

This poster intervention aimed to discover if there were any improvements across an academic year and, if indeed there were, how these came about. Student perception and opinion was also taken into account to gauge the success of the process and their understanding of its usefulness.

It is hoped that these methods and considerations will be taken up long term and used by additional courses and levels where engagement with feedback and the feedback process is lacking."