

Supporting Learning: Feedback to the Future

Diane Rushton
Kiefer Lee
Rona O'Brien
Louise Sparshatt
Sheffield Hallam University.

Student indicators at Sheffield Hallam University highlight assessment feedback as an area of concern. Students want to be able to use feedback for future learning and assessments. Research undertaken in the University (O'Brien and Sparshatt, 2007) showed that staff did not appear to value this attribute of feedback as much as students (Smith and Gorard, 2005; Randall and Mirador, 2003). Where staff do provide feed-forward feedback, students may have difficulties extracting that element of feedback.

A feedback matrix is developed and trialled that highlights the feed-forward aspects (Hounsell, 2004). This allows students to easily utilise the feed-forward elements, and ensure staff consciously address the need to provide this part of the feedback (Taras, 2006).

The research is conducted in a one-semester, undergraduate Business module in *Emerging Global System*, with 40 students. This module has clearly articulated assessment criteria and an established feedback matrix.

The research begins with a questionnaire for students to state what they found most and least useful in previous assessment feedback. The results inform the design of the feed-forward matrix. At the end of the semester, another questionnaire will test the success of the feed-forward matrix in supporting future learning and assessments. Views of teaching staff are also sought to determine if they find the matrix useful to inform their future practice.