

# Student Assessment Feedback Preferences in Teacher Education

Peter Ferguson and Trevor Hay  
Graduate School of Education  
University of Melbourne

This paper is a report on a survey of 465 graduate students and 101 undergraduate students studying in the respective teacher education courses at the University of Melbourne. The aim of the study was to investigate what students believed about type, quantity and quality of assessment feedback they would like to receive from lecturers and tutors. It examined how assessment feedback and its procedures might be improved in the undergraduate and graduate education courses by asking students what their preferences for feedback would be. There are some studies (e.g. Brown, 2007; Case, 2007; Weaver, 2006; Hounsell et al, 2005; Higgins, Hartley & Skelton, 2001) conducted on assessment feedback in HE. Some of this research indicates the presence of an association between students' perceptions of assessment feedback and their grade. Research generally into assessment would suggest that feedback strategies are a very important component of the assessment process. However, in a recent study on undergraduate university students, Sinclair and Cleland (2007) found that less than half of the students (46%) collected their formative feedback. The data reported on in this paper was collected by means of pen and paper survey and attempted to find out which strategies the students perceived to be the most effective for them, particularly within the context of large cohort teaching. Findings suggested that students did have clear preferences in terms of assessment feedback processes and strategies. The paper reports upon this collective view as well as more individual issues highlighted by students.