

Feedback Improvement Toolkit (F.I.T.)

Co-creating Feedback Workflows

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Exercise

Pick a number between 1 and 10.

A good number will get a score.

1 2 3 4 5

6 7 8 9 10

Exercise

Only even numbers get a point.

1 2 3 4 5
6 7 8 9 10

Exercise

Only even numbers get a point.

1 2 3 4 5
6 7 8 9 10

The criteria is
not visible

Students' experiences of feedback

We did a focus group with SoE students, 13 sign-ups, with 8 students participating in the discussion.

Participants were 3rd and 4th undergraduates from Mechanical Engineering, Civil Engineering and Electrical Engineering.

Q: What make feedback helpful or unhelpful? and Why?

What can be improved?



“We have the exact same feedback comments, but I get a higher marks and he gets 5% lower.”

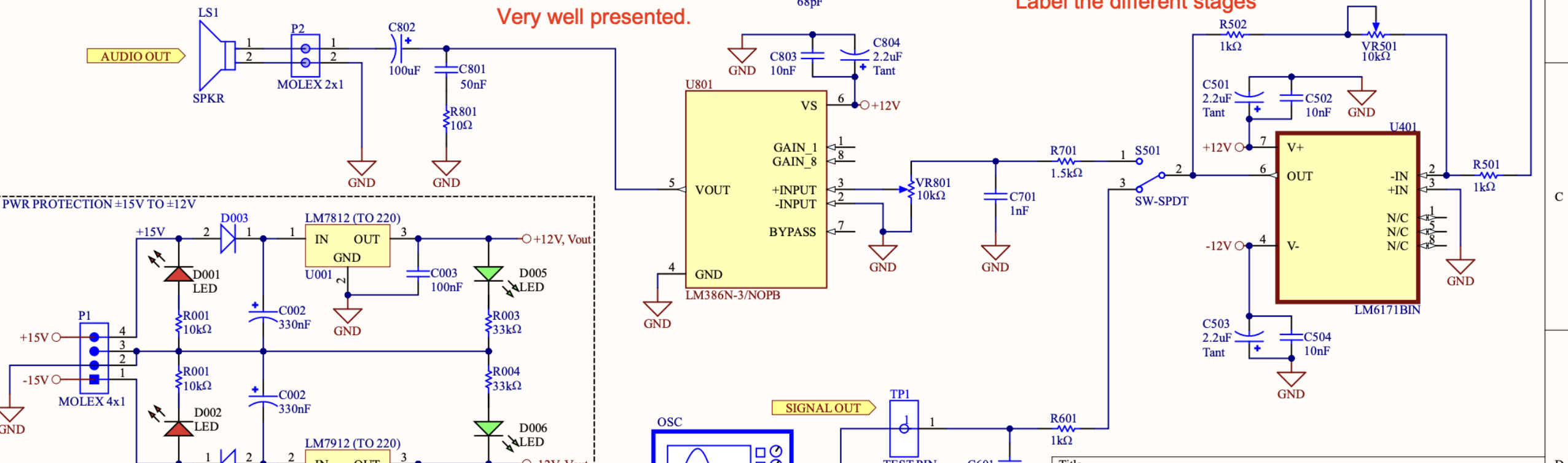
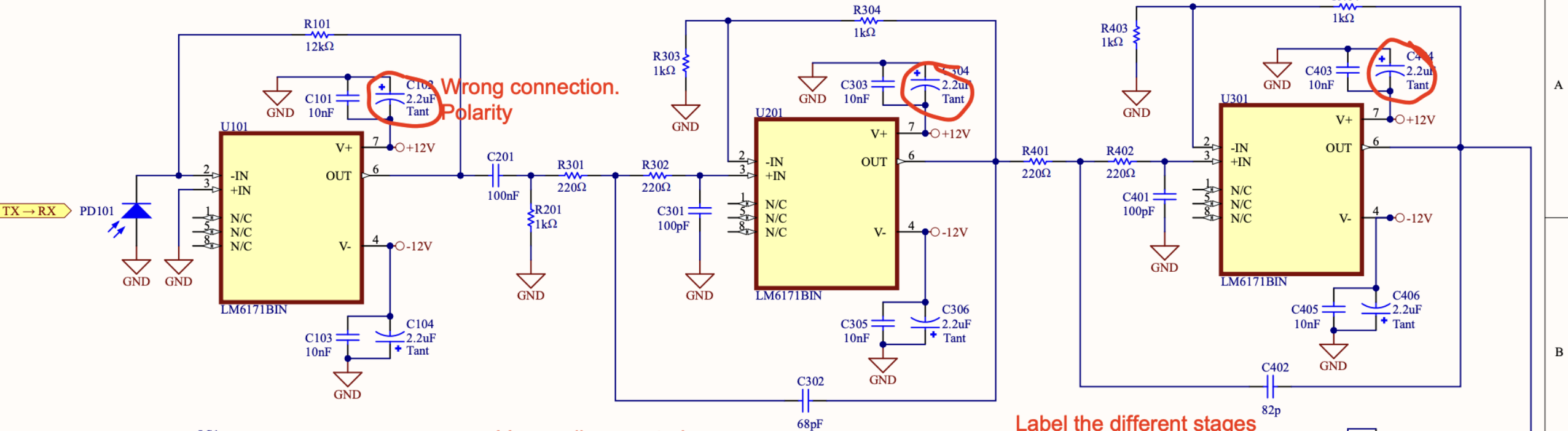
I’m not sure how can I improve based on the comment: “see the attempt but the logic is not clear.”

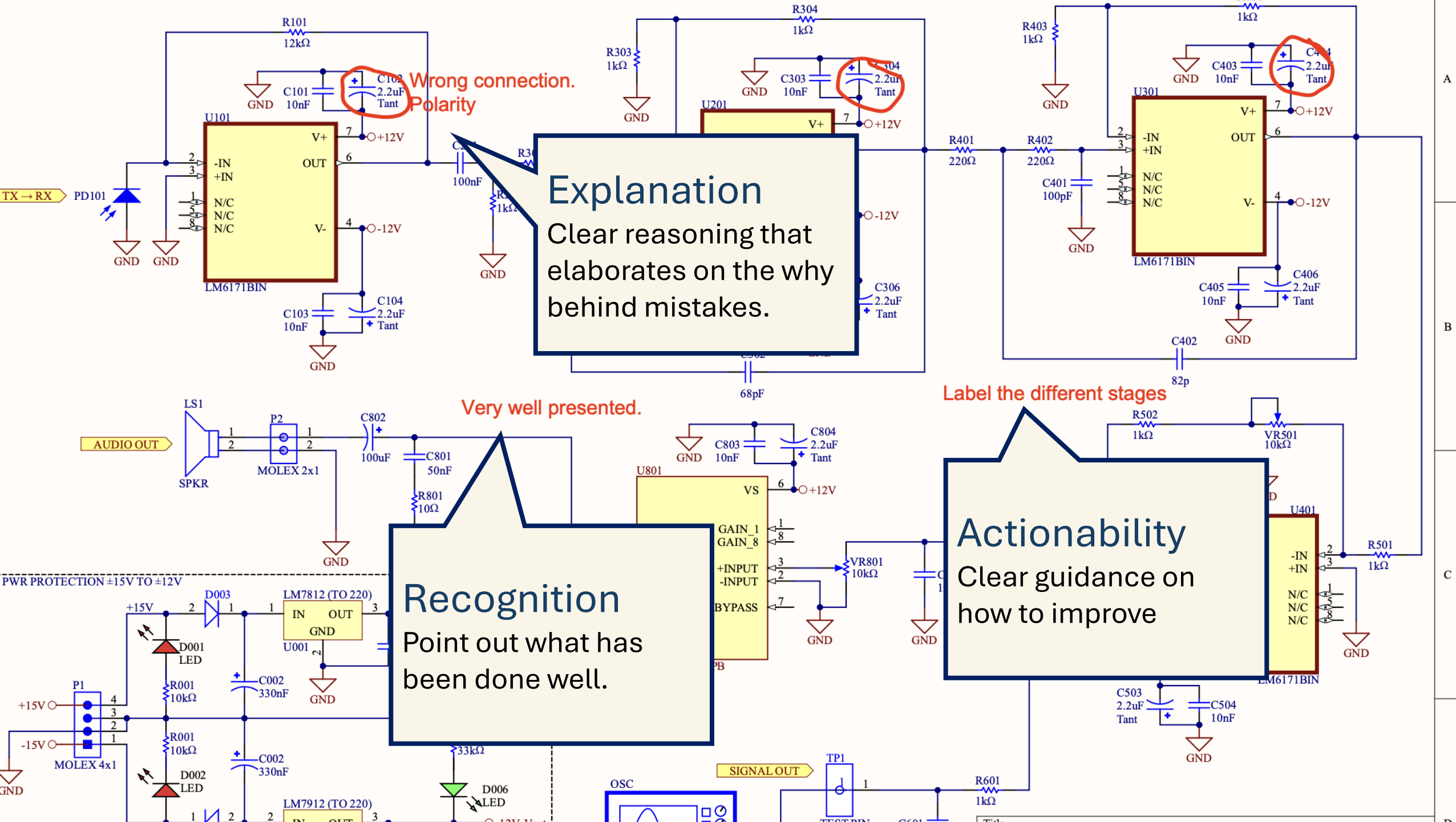
- Unclear expectation
- Inconsistency across markers
- Generic comments

What students want to see more



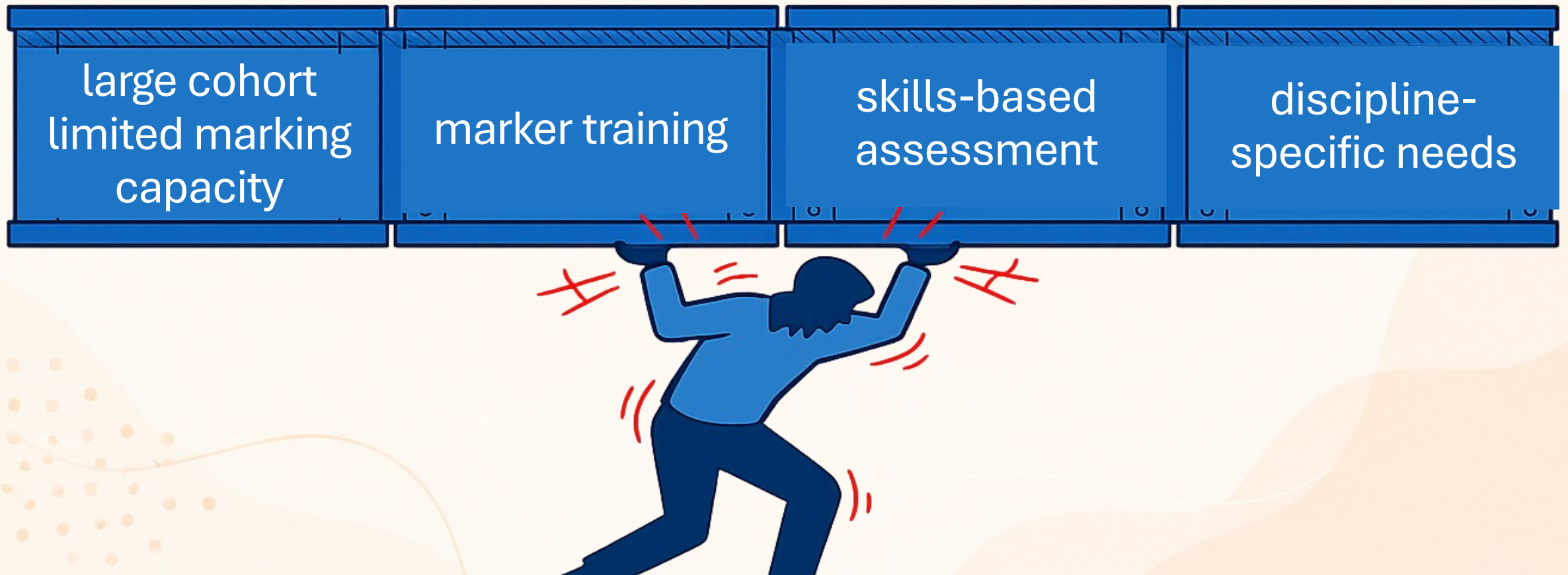
- Clear expectations
- Mark against criteria
- Explain what can be improved
- Receive actionable feedback





Voice from staff

maintain consistency and details at scale is difficult in practice



Students only see **part of the iceberg**



Most visible

- marks
- written comments



Sometimes unclear

- assessment design
- marking rubrics
- explain the assessment
- marker training
- opportunities to discuss and act on feedback
- ...

Feedback Improvement Toolkit (FIT)



Ref: UoE A&FP&P(2025), The AFP (proposed by MacLaren and Farrington, 2024)

Feedback Improvement Toolkit (FIT)

Why feedback is given

When it is given

What is communicated

How it is delivered

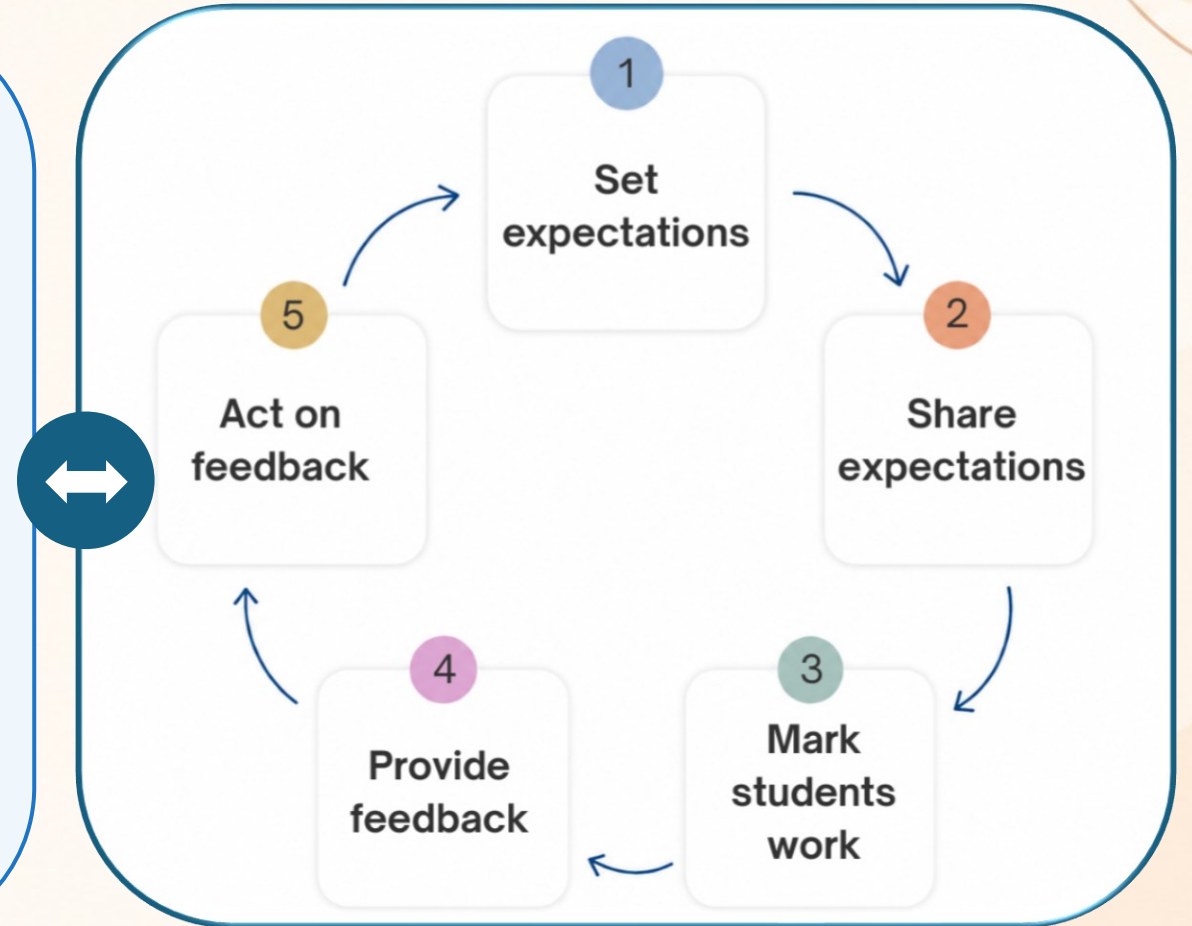
What students do with it



Student voice in action

Student Voice What students told us?

1. Clear expectations
2. Mark against criteria
3. Explain what can be improved
4. Receive actionable feedback



Special Thanks

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the engineering students

Reference

Assessment and Feedback Principles and Priorities - University of Edinburgh

Guidance for building assessment rubrics (College of Science)

The Action Feedback Protocol (AFP) on efficient way to make effective feedback

Gibbs, Graham and Simpson, Claire (2005) Conditions Under Which Assessment Supports Students' Learning. *Learning and Teaching in Higher Education* (1). pp. 3-31.

MacLaren, A. & Voigt, A. (2024). The Action Feedback Protocol: A journey of innovation and partnership. In the Annual National Teaching Fellows Symposium.

Nieminen, J.H., Carless, D. Feedback literacy: a critical review of an emerging concept. *High Educ* **85**, 1381–1400 (2023). <https://doi.org/10.1007/s10734-022-00895-9>

University of Oxford: Centre for Teaching and Learning (2024) *Peer feedback*. Available at: <https://www.ctl.ox.ac.uk/peer-feedback> (Accessed: 17 May 2025).