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| UCL Arena Centre |

# A black header banner with the UCL letters coloured white. In the top left corner is UCL's slogan written in Title Case Embedding feedback, evaluation and dialogue in a module

*Dr Alecia Carter, Associate Professor, Department of Anthropology, on various ways to encourage iterative feedback and a feedforward approach into teaching.*

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I would never submit a grant application or a manuscript without first getting feedback on it from my peers. Multiple times. I can’t think of any workplace where employees and managers work in a vacuum about their performance.

Why do I solicit feedback? Easy: To learn from my mistakes and improve my work.

Why do we let our students have their first feedback on their coursework after they have been graded? At that point, they can no longer integrate that feedback to learn from addressing it.

It makes sense, then, to be feeding forward during a module so that our students can take on our personalised advice and improve their understanding throughout.

Feedback is iterative. But it doesn’t have to be all on you! I’ve been embedding peer review activities, so that students can learn the skill of providing constructive feedback—and it is a skill. The benefits are three-fold: students get extra feedforward material from their peers; they test their understanding of the material; and they develop an authentic skill for their careers.

The bad news: Depending on the type of feedback being provided, it can take up more time during the term.

The good news: It works! And it’s a joy. Tutorials are more interactive, my relationship with my students is more real, and the process is more authentic.