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| UCL Arena Centre |

# Engaging students in the feedback process A black header banner with the UCL letters coloured white. In the top left corner is UCL's slogan written in Title Case

*Peter Puxon (PB), Academic Communication Centre (IoE) and Dr Peter Bratby (PB) Natural Sciences (MAPS), explain how they put feedback at the centre of the learning process.*

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PP: We know that effective feedback on performance or understanding is one of the most powerful influences on student achievement. However, in our experience, some students do not fully understand the importance of feedback, and they don’t know how to proactively seek it. So how can we ensure that students actively engage with the feedback process? And how can we engage our students with many feedback learning opportunities?

PB: Well, in our 3rd Year Natural Sciences Literature review module, we made engaging students with the feedback process a core principle of our teaching practice and embedded the process within the curriculum. This meant that in each workshop or lecture, we gave students activities that actively involved them in the feedback process.

PB: These activities were designed around three goals of engaging students with feedback: increasing assessment literacy, developing shared responsibilities, and managing the emotional response to feedback. For instance, to share responsibility for the feedback procedure, students were required to jointly develop an interactive coversheet and the evaluation criteria for their presentations.

PP: Including activities like these puts feedback for learning, rather than feedback on learning at the centre of the teaching practice. Embedding these practices across curricula allows the student to take more control of their own learning and become more responsible for their learning outcomes.