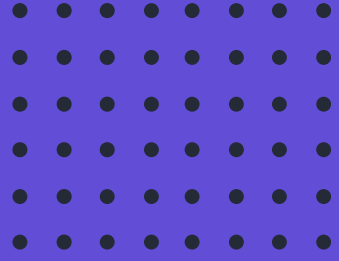


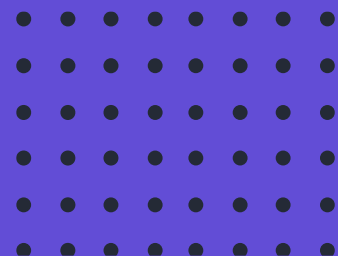


UNDERSTANDING AND USING FEEDBACK



LESSON OBJECTIVES

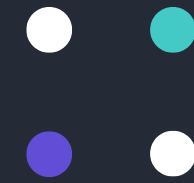
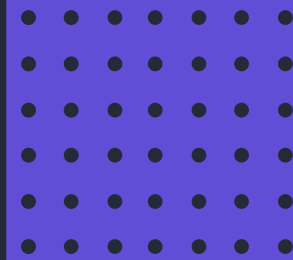
- Understand the purpose and importance of feedback in academic and professional contexts.
- Define feedback and identify key models for giving and receiving it effectively.
- Recognise the role of feedback in learning, development, and future improvement.
- Reflect on feedback tools such as PDPs, feedforward, and evaluation questionnaires to enhance learning outcomes.





WHY DOES FEEDBACK MATTER IN ACADEMIA AND BEYOND?

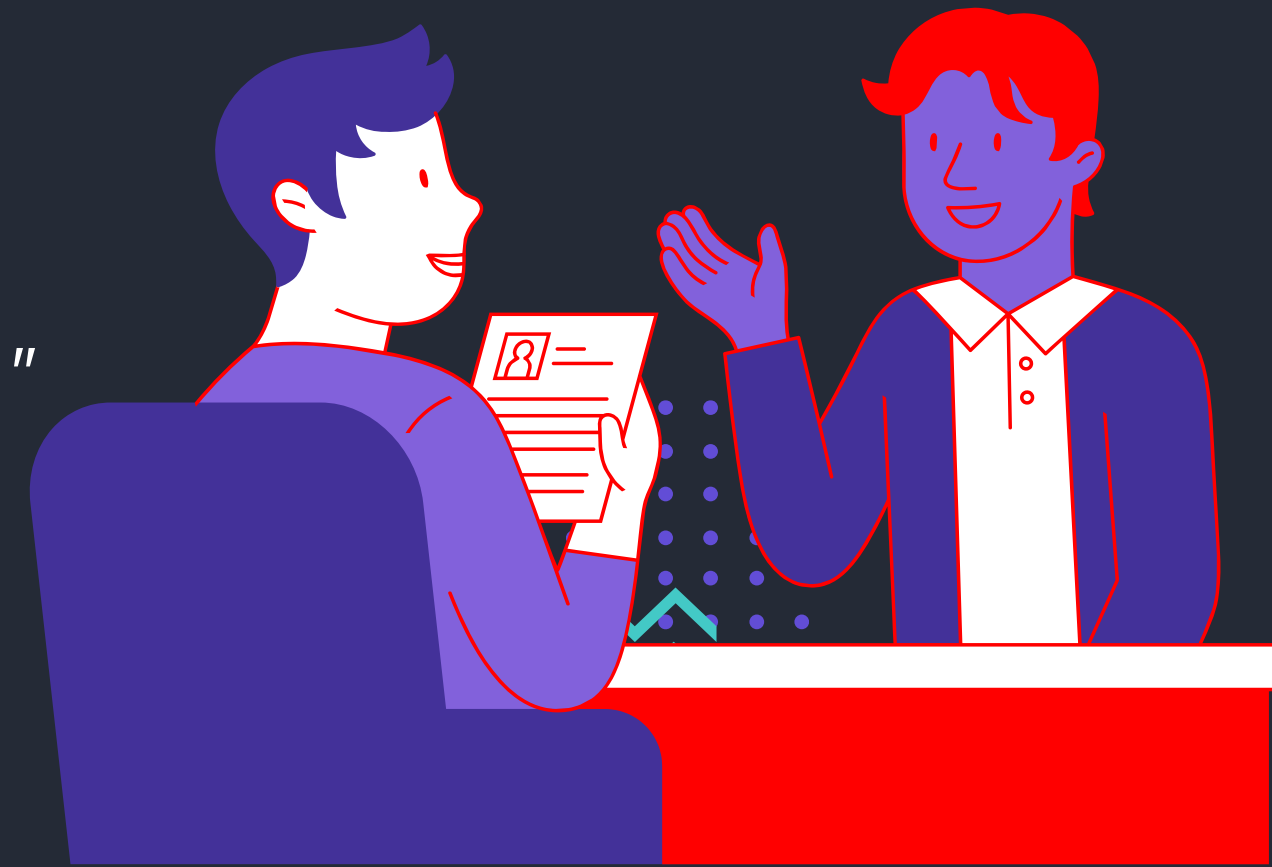




WHAT IS FEEDBACK?

FEEDBACK IS A VITAL PART OF EDUCATION, WHICH IF CARRIED OUT WELL, HELPS MOTIVATE AND DEVELOP LEARNERS' KNOWLEDGE, SKILLS AND BEHAVIOURS (Ramsay, 2011).

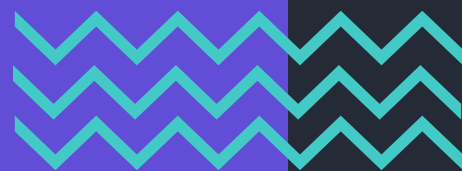
*"Feedback is the breakfast of champions."
– Ken Blanchard (1995)*





WHY IS FEEDBACK IMPORTANT?

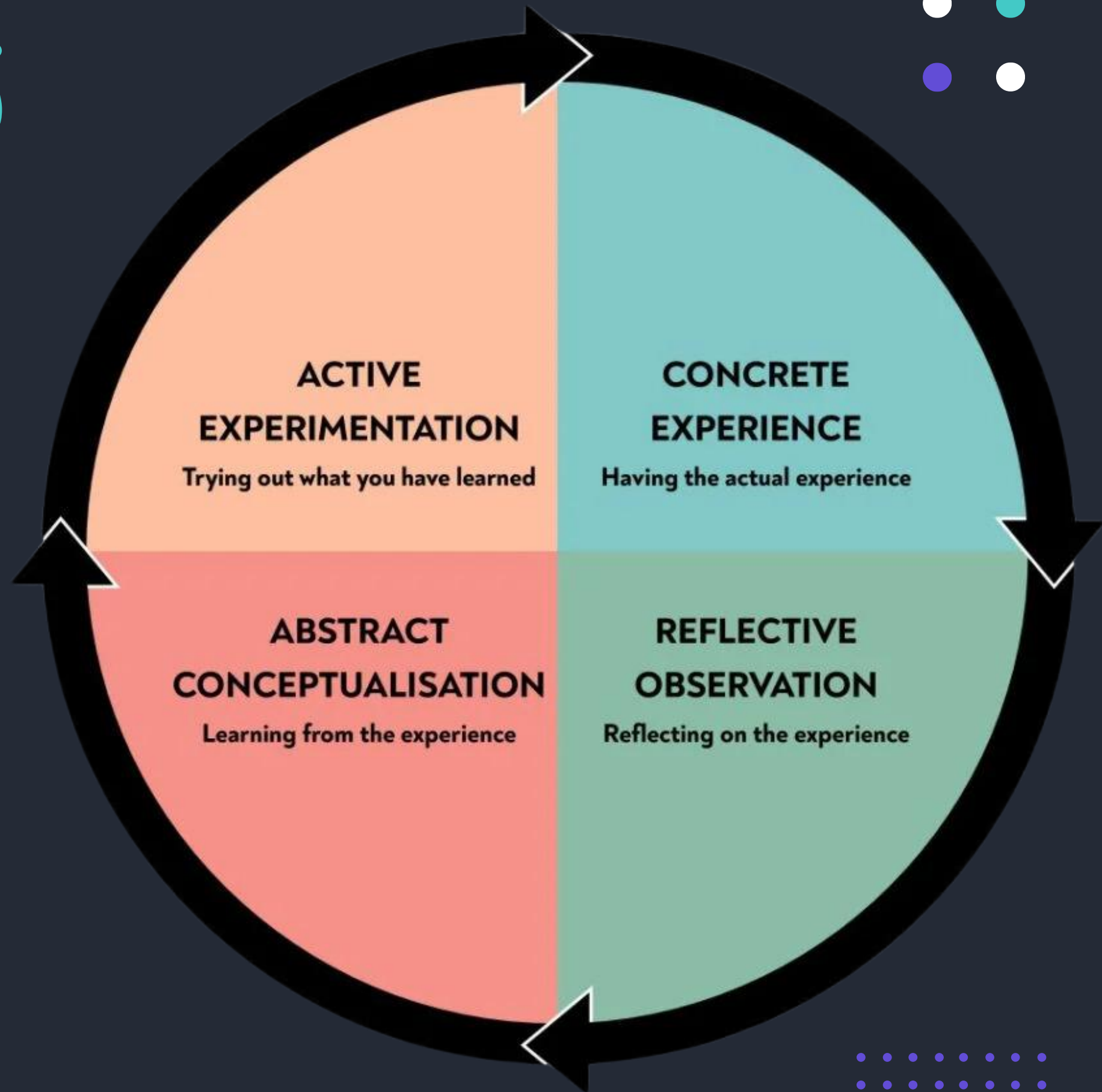
- **Helps you grow**
- **Makes learning active**
- **Builds self-awareness**
- **Improves future performance**
- **Prepares you for the real world**

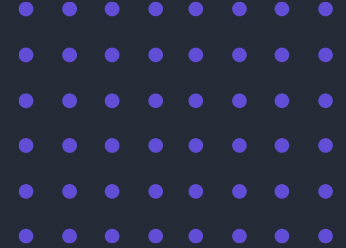


(Black and Wiliam, 2009)

REMEMBER KOLBS LEARNING CYCLE?

How could
feedback
factor in
here?

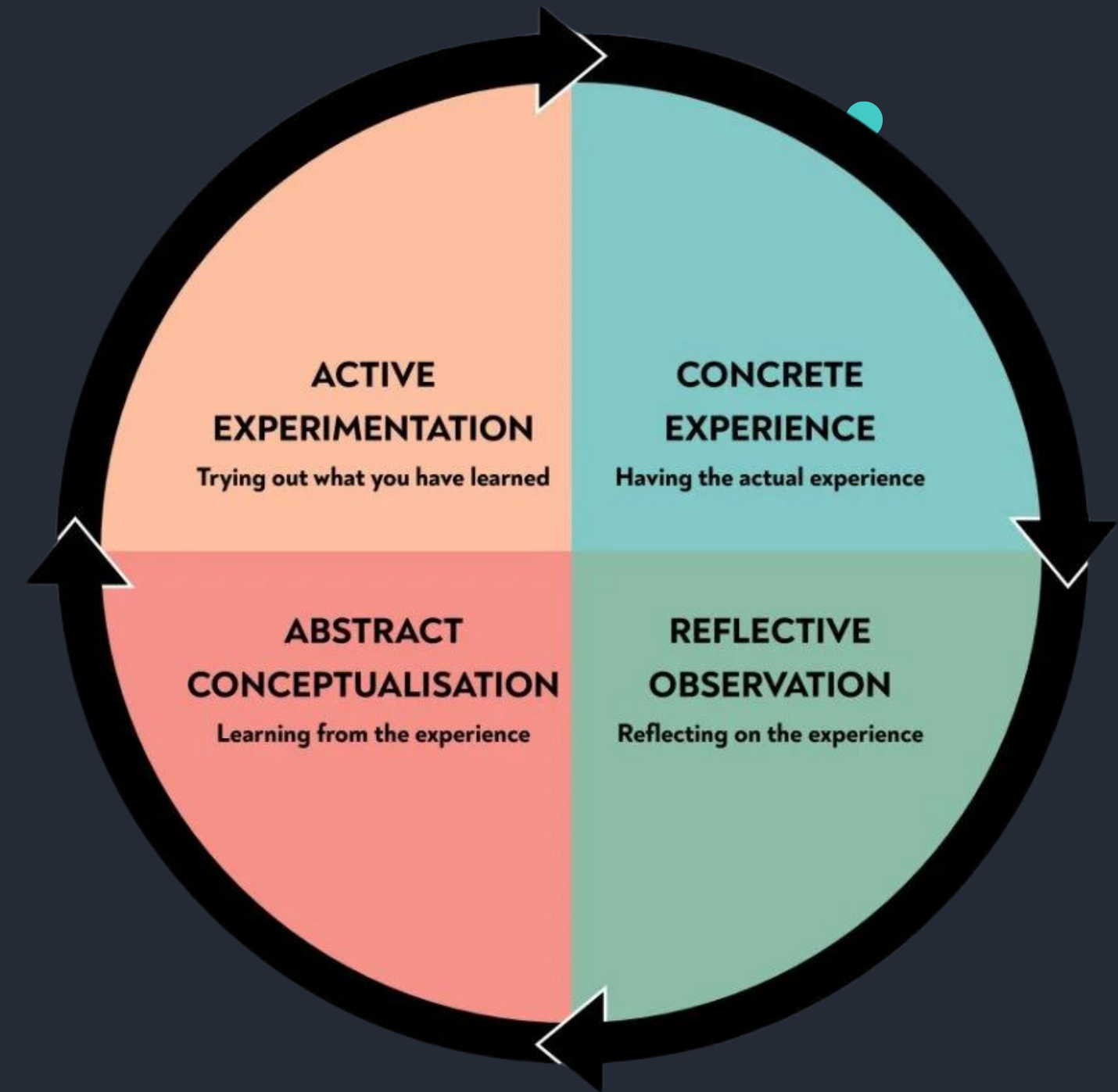




REMEMBER KOLBS LEARNING CYCLE?

"Reflective Observation" -
Reflect on feedback to
Understand it

"Active Experimentation" - Use
feedback to improve going
forward



*Received feedback → Reflected → Theorised →
Improved assignment.*



PENDELTONS RULES EFFECTIVE FEEDBACK

01 START BY IDENTIFYING WHAT
WENT WELL.

02 PINPOINT SPECIFIC AREAS FOR
IMPROVEMENT.

03 SUGGEST CLEAR, ACTIONABLE
STEPS FOR PROGRESS.

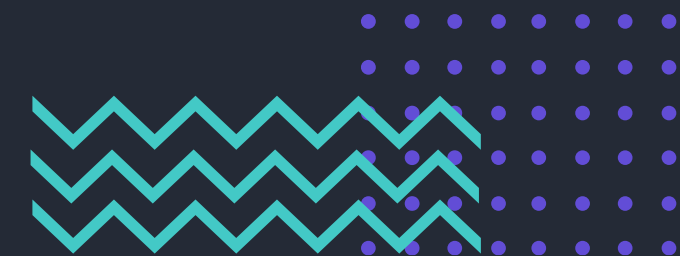
04 DISCUSS HOW YOU CAN APPLY
FEEDBACK MOVING FORWARD.

(Pendleton et al., 2003)).



ASK YOURSELF:

- WHAT STRENGTHS CAN I BUILD ON?
- WHAT SPECIFIC CHANGES DO I NEED TO MAKE?
- HOW CAN I APPLY THIS FEEDBACK IN FUTURE ASSIGNMENTS?



PERSONAL DEVELOPMENT PLAN

As you approach the end of term, take a moment to reflect on your academic journey so far.

Answer the following questions;

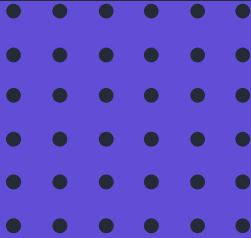
- 1. What went well: Highlight something you're proud of from this term.**
- 2. What could be improved: Identify one specific area where you feel there's room to grow.**
- 3. How to move forward: Suggest clear, realistic steps you can take to improve in this area next term. Think about tools, habits, or support that might help.**



FEEDFORWARD



FOCUS ON THE FUTURE



FEEDBACK IS NOT JUST ABOUT
PAST MISTAKES—IT'S ABOUT
IMPROVING FOR THE FUTURE.

What is Feedforward?

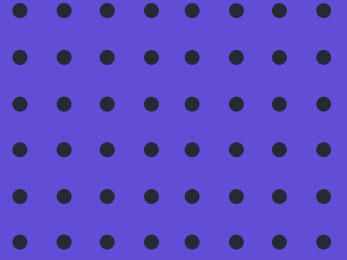
A forward-looking approach to feedback.
Example: Feedback - “Your introduction
is weak,” Feedforward - “Next time,
focus on a strong thesis statement in
your introduction.”

How can you apply this?

Reframe feedback as an opportunity to
improve your next assignment.
Highlight key takeaways and write a
brief action plan.



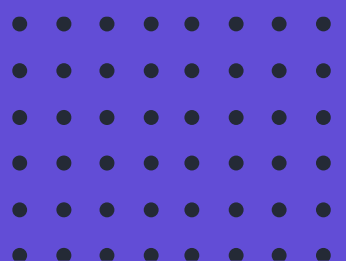
(Goldsmith, 2002)

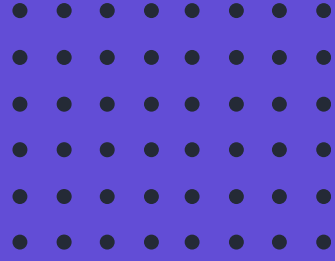


**REMEMBER - FEEDBACK IS A TOOL FOR
GROWTH, NOT CRITICISM. EMBRACE
THE OPPORTUNITY TO LEARN AND
IMPROVE.**

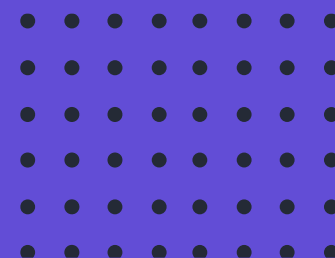


REFLECT → PLAN → IMPROVE

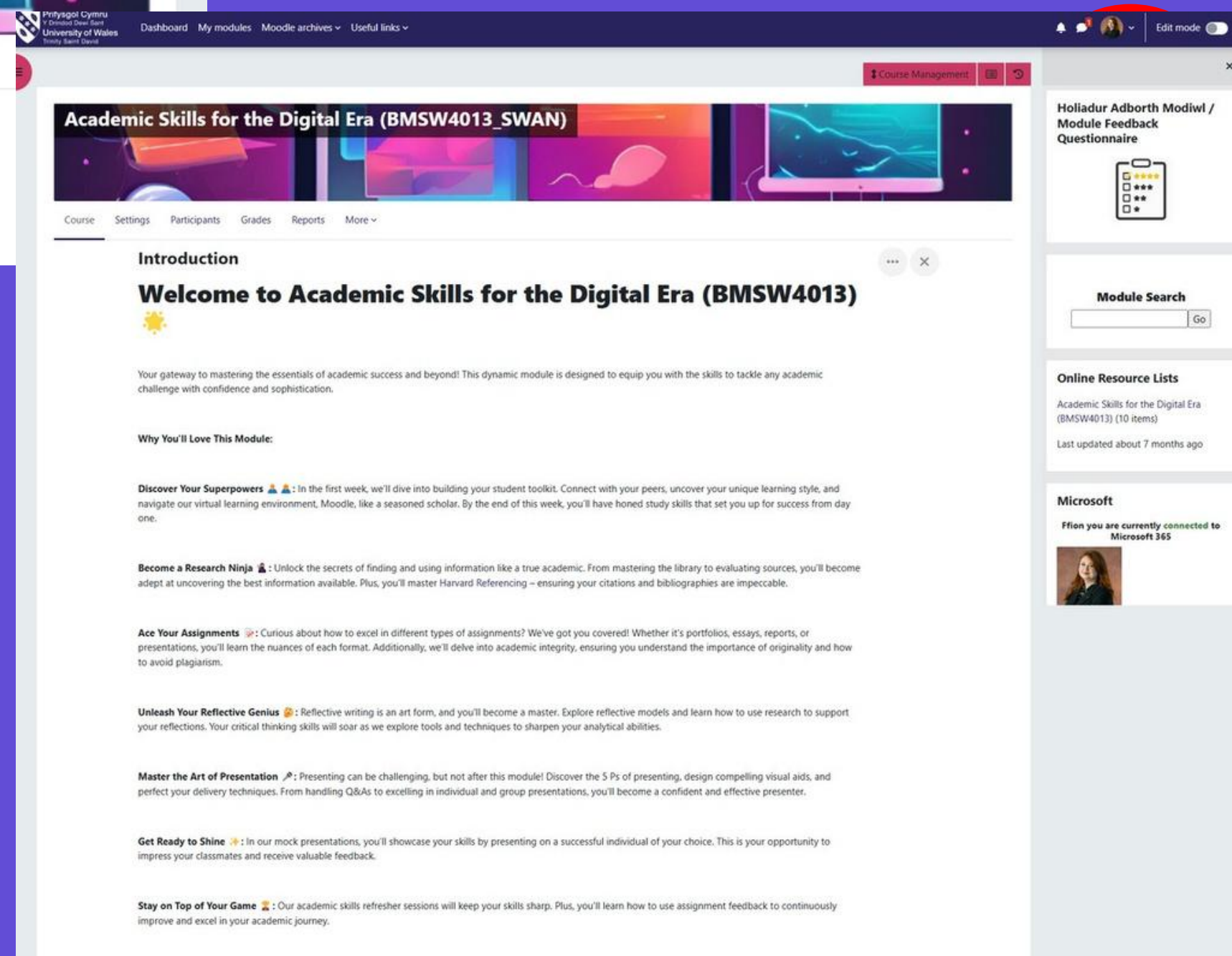
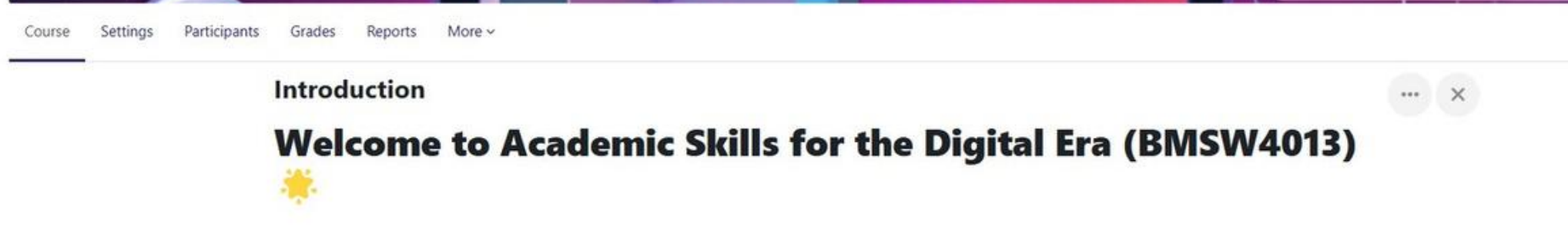
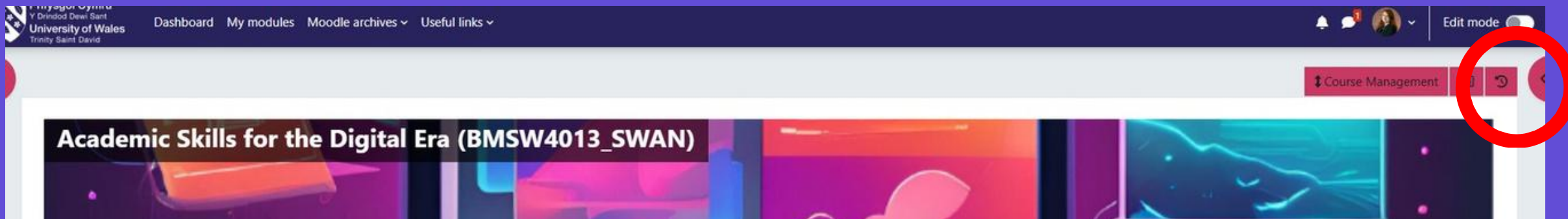




HOW HAVE YOU FOUND THIS MODULE?



MODULE EVALUATION QUESTIONNAIRE PROVIDE YOUR FEEDBACK!



END-OF-TERM FEEDBACK

As we come to the end of the term, we'd love to hear your thoughts on the module.

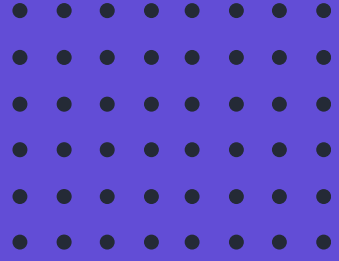
On the A3 sheet provided, please share:

- ✓ What you enjoyed about the module
- ↻ What you did not enjoy, or feel could be improved



Be honest, constructive, and respectful — your feedback helps us understand what worked and how we can make the module even better for future students.

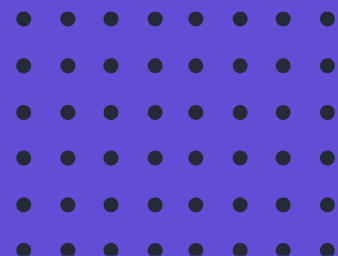
Feel free to write comments, draw diagrams, or get creative — express your thoughts in whatever way works best for you!



LESSON OBJECTIVES - RECAP

Today, we have...

- Understood the purpose and importance of feedback in academic and professional contexts.
- Defined feedback and identified key models for giving and receiving feedback effectively.
- Recognised the role of feedback in learning, development, and future improvement.
- Reflected on feedback tools such as PDPs, feedforward to enhance learning outcomes.



REFERENCE LIST

- Black, P. and Wiliam, D. 2009 ‘Developing the theory of formative assessment’, *Educational Assessment, Evaluation and Accountability*, 21(1), pp.5–31. Available at: <https://doi.org/10.1007/s11092-008-9068-5>
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- Goldsmith, M. (2002) ‘Try feedforward instead of feedback’, *Leader to Leader*, (25), pp.11–15. Available at: <https://doi.org/10.1002/ltl.25>(Goldsmith, 2002).
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- Ramsey, P. (2011) *Giving effective feedback*. MSurgery. Available at: <https://msurgery.ie/home/trainer-support-section/train-the-trainer/giving-effective-feedback/> (Accessed: 18 October 2025).

**Wishing you a fantastic Christmas and a
well-deserved break!**

Thank you for all your hard work this term.

**If you have any questions or need support,
please don't hesitate to get in touch.**

scott.james@uwtsd.ac.uk