
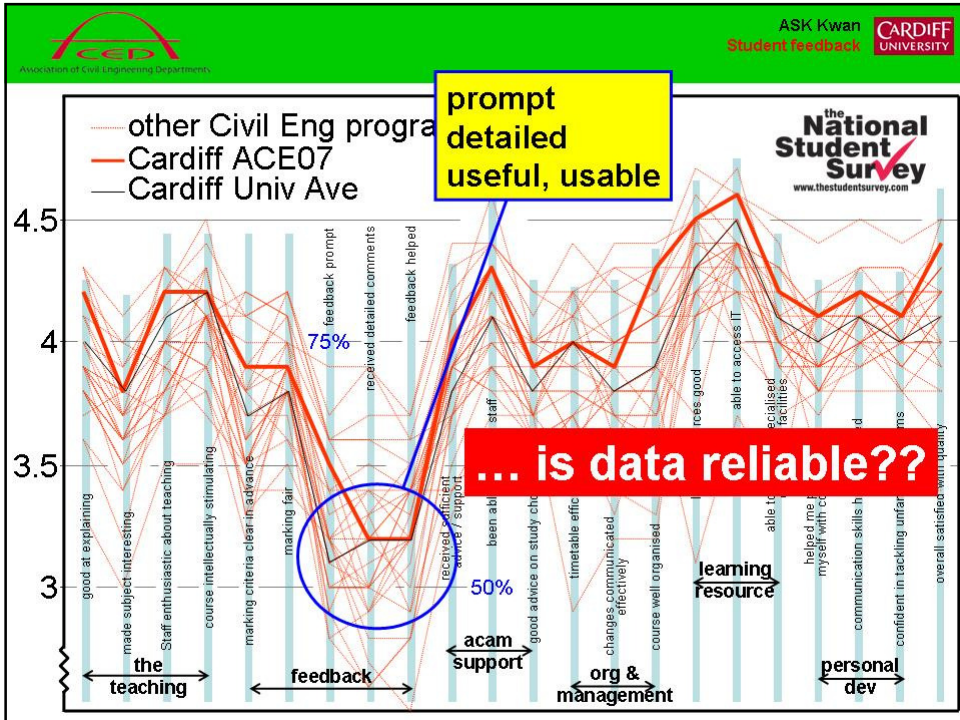

  
 Association of Civil Engineering Departments

# Assessment & Student feedback

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## Students' biggest concern is feedback

Buzz up! Digg it

Anthea Lipsett  
Education Guardian, Wednesday 12 September 2007 17:28 BST  
Article history

Universities will feedback, high of the third nation  
The survey asked of university life support, organis

otherwise they can become isolated rather than independent learners."

Liz Beatty, director of teaching and learning at the Higher Education Council for England, said: "We're putting a lot of effort into this with the Higher Education Academy but it's complex and to do with what students perceive of what they think feedback is, which is a complicated issue."

David Eastwood, chief executive of Hefce, said universities needed to do more to give students access to tutors to get additional feedback but the

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## 08/09 "The Good, the Bad & the Feedback"

uclan University of Central Lancashire

SU uclan

## 08/09 "The Good, the Bad & the Feedback"

**What do you think feedback is? And what types of feedback do you think you can receive?**

**"Feedback should be *constructive and aid learning*. Feedback can be received *orally or written*."**

**"I think Feedback is where a student should be told *where they went wrong*, how they could do better and what was actually expected from them and so on."**

**"Feedback is both verbal and written communication that *outlines the good and bad points* of each assessed piece of work."**

## ***Our ENGIN Assessment Policy***

feedback ... on detailed performance/progress ... is the responsibility ... can be simply a mark or grade (with recognised scale), and/or qualitative form

purpose ... provide students with information on:

- (a) how effectively they have been learning;
- (b) what standard of performance they have achieved; and
- (c) what they need to do to improve on that standard of performance.

feedback provided for all coursework assessment  
meaningful

written comments on the coursework sufficient

opportunity to further discuss

given in terms of the module learning outcomes

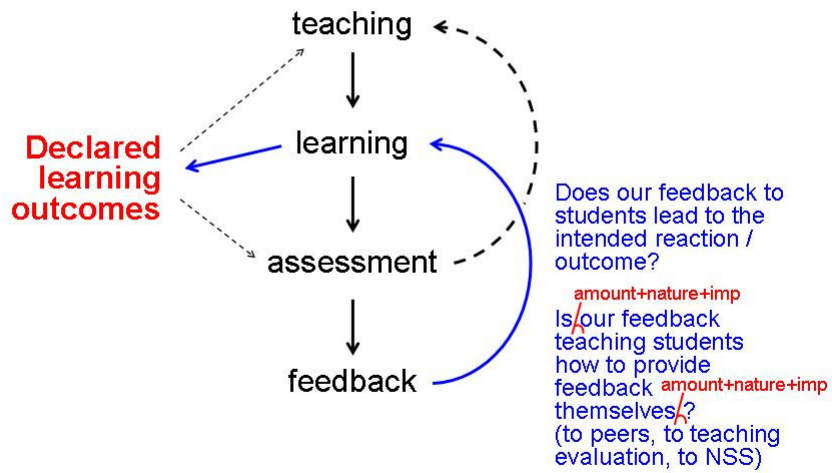
given promptly (2 weeks) and in sufficient detail

to allow students to use the information to improve their performance

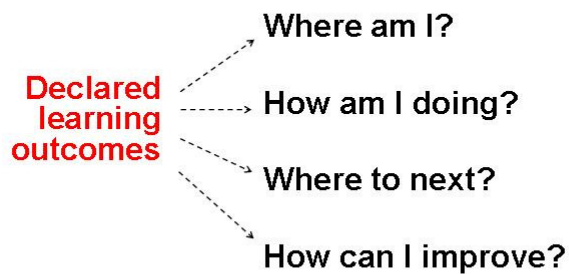
begin from an early stage of the module, especially for Year 1 students

marked in-course assessments returned to students

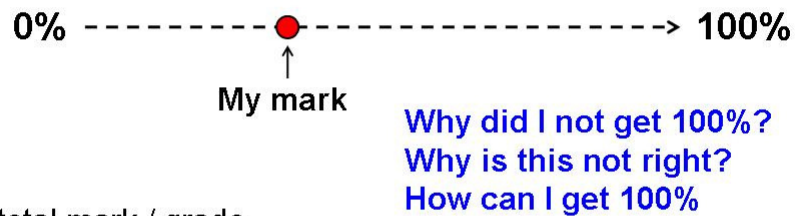
### Outcome-based education



### What is role of feedback?



### What might be understood as feedback?



- A total mark / grade
- Tick-boxes on feedback template
- Tailored comments on “feedback cover sheet”
- Hand annotations on scripts
- Marks breakdown aligned with pre-published marking criteria
- Verbal feedback in a follow-up meeting

“Feedback” is always provided by teacher/marker??

### Types of feedback

- |                     |   |
|---------------------|---|
| A mark/grade        | provide clues/hints                                     |
| Model solution      | provide information/comments                            |
| Correction of error | encouragement/affirmation                               |
| A verbal overview   | reinforce the correct                                   |
|                     | ask leading questions to instil further scholarly quest |

### Feedback worst/best practice?

Vague: “good” “good in places”

Soften the blow: “you did ... well, but ...”

Based on need: Actionable? necessary now? too overwhelming?

Questioning reason: “?!?” “why???” “why have you used 1.26?”

Summarised: 2-3 sentences of overview + dispersed annotations

Prioritised: “Your main thing to work on = ...”

Objective, especially explicitly linked to marking criteria



### 08/09 “The Good, the Bad & the Feedback”

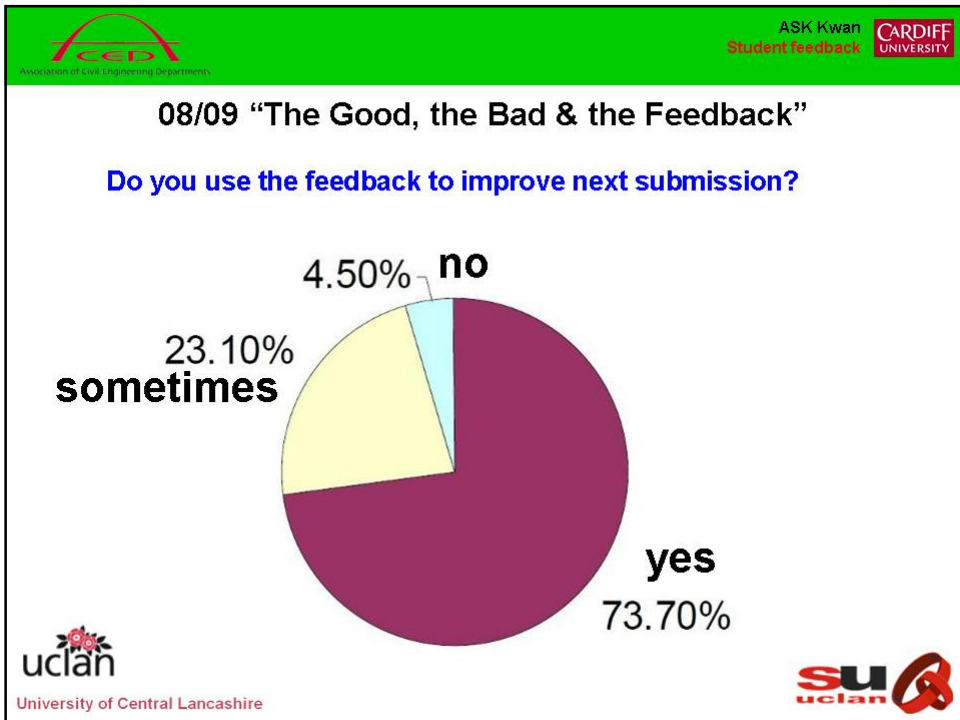
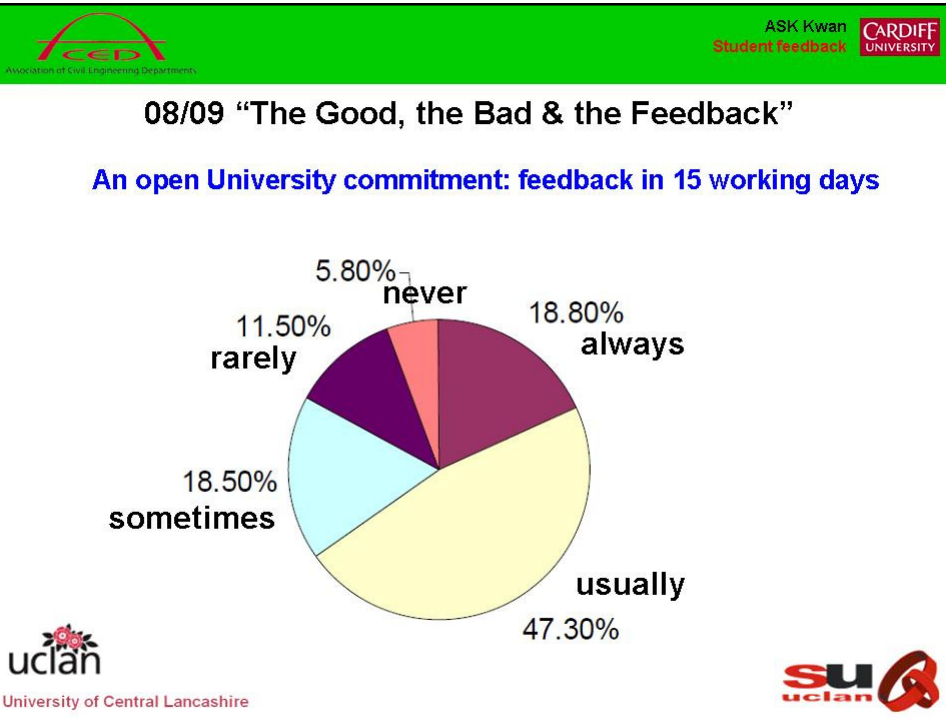
#### What do you think makes good feedback?

*“Notifying students of what they’ve done right/correctly. And more importantly, pointing out their mistakes, and suggesting how they could improve on this particular error.”*

*“Understanding the work, evaluating it critically, picking up the mistakes, giving solution to improve.”*

*“Constructive, highlighting strengths and weaknesses and how to improve work.”*

*“1-2-1 sessions”*



## 08/09 “The Good, the Bad & the Feedback”

### If “YES”, can you see a progression in your marks/work?

*“Sometimes but if feedback is misunderstood then the same mistakes are made again.”*

*“Yes, I have found feedback received so far very useful and this does seem to be reflected in my grades generally.”*

*“I am trying my very best to improve upon my grades but when your tutor calls you 'simple' and tells you that you can't 'construct a essay with proper use of English Language' - it kind of knocks your confidence a bit. I was far, far too harshly criticised and this was on my first piece of work in my University Career.”*

## 08/09 “The Good, the Bad & the Feedback”

### If “NO”, why and will you in future?

*“Because I have not had feedback for much of my work and if I do the comments are not detailed enough.”*

*“When we get the feedback it isn't until three or more assignments have been turned in therefore we are unable to improve until it's to late.”*



## 08/09 "The Good, the Bad & the Feedback"

### General comments (+ve)

*"All of the tutors in my faculty are very supportive."*

*"I'm very happy with the communication between myself and my module leaders. If I have a question, they always respond in a timely fashion. Assignment briefs are perhaps too brief, this is a shame, yet does prompt active dialogue between myself and my tutors."*

*"On the whole, my experience of feedback from the course tutors on PCI has been fantastic. It is timely and constructive and although verbal feedback is often not offered as standard, many of the tutors give the option to see them if you want it."*

*"I can't fault the feedback I get from my lecturers and always use it to improve my next submission."*

## 08/09 "The Good, the Bad & the Feedback"

### General comments (-ve)

*"Thinking about transferring to another course...lost all faith in undergraduate education...WHERE IS MY MONEY GOING Please feel free to contact me. I would appreciate any help/support that anyone can give."*

*"Lecturer stated my work was not constructive made me cry he just said you need to do more work what does that mean."*

*"It is impossible to improve when one does not know where one has succeeded or failed. I do not understand how a tutor can get away with repeatedly ignoring requests for feedback. I do not think it is unreasonable, since I am paying £10000 and taking a three year career break to do this degree, to ask for my marks. I am proud to be a part of UCLan, and I hope to continue in to post-graduate study and possibly even a career here, but this has been a bad experience. I hope it is the exception rather than the rule."*

*"If we are expected to stick to a dead line then so should our tutors!"*

## 08/09 “The Good, the Bad & the Feedback”

### How can feedback be improved?

More verbal feedback is needed

Quicker turn around

Receive it before my next piece of work

Continuity between lecturers

Legibility of writing!

Better description of why mark has been given

Actually give me some!

Needs to be more in depth

**Student:staff  
ratio!!**

Race (1999): students need individual /  
small group feedback to be able to improve

### *Feedback – some IT help?*

1. Pen-input device  
or slate PCs
2. Microphone
3. PDF Annotator
4. Articulate Quizmaker  
(Adobe Captivate)
5. e-mail merge


**Pen-input device ...**
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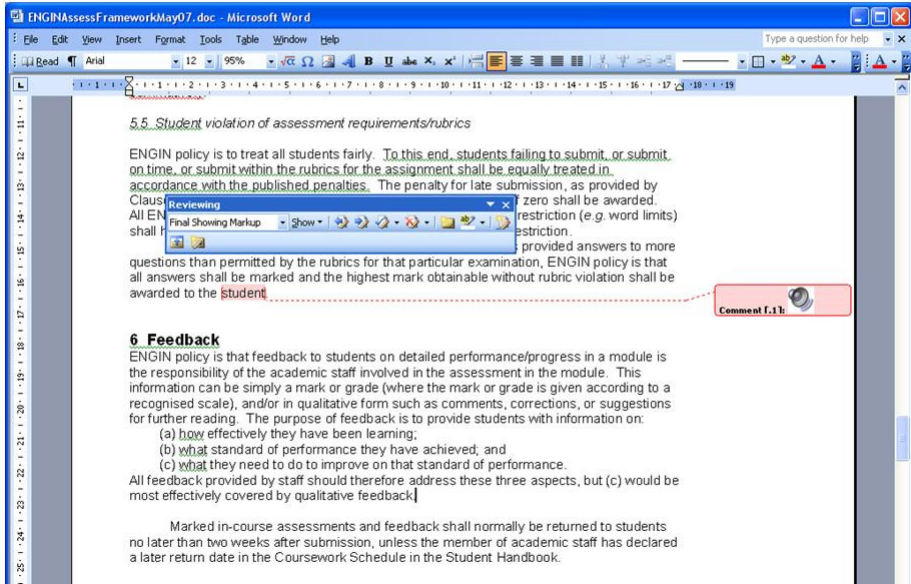
Table 1 Purpose of student assessment for different stakeholders

| Student  | Staff  | Employer  | Society  |
|--|--|---|--|
| provide feedback on effectiveness of their learning                  | provide feedback on effectiveness of the teaching environment and their teaching | provide evidence that graduates have reached acceptable levels of learning outcomes | provide evidence that the university funding is effectively deployed         |
| provide incentive to learn   | provide evidence of students' competence in module pre-requisites                | provide a means of differentiating between prospective employees                    | provide confidence that graduates are competent in their professional duties |
| provide evidence of their levels of achievement in learning outcomes | provide evidence of students' levels of achievement in learning outcomes         |   |  |
| provide evidence of competence in a task                             | provide indication of competence as a teacher                                    |   |  |

**3 Types of assessment**  
Assessments shall normally be essentially diagnostic, formative or summative. Except for written examinations, which shall form the principal form of summative assessment as encouraged by the Engineering Council, most forms of assessment in ENGIN shall have elements of all three characteristics.

**3.1 Diagnostic assessment**  
Diagnostic assessments shall be used to provide information on what students understand prior to the start of the module, where it is significant pre-requisite understanding is assumed; if students have come from a diverse background; or if experience with previous cohorts questions the validity of prior understanding. Diagnostic assessments shall be carried out at the beginning of a module, and individual feedback be given to students. It is expected that the results shall lead to provision of supplementary help, and might impinge on teaching adjacent modules in a thread.

**3.2 Formative assessment**  
ENGIN fully supports open feedback to students as a major determining factor in effective



The screenshot shows a Microsoft Word document titled 'ENGINAssessFrameworkMay07.doc'. The 'Reviewing' toolbar is visible, with the 'Final Showing Markup' dropdown menu open. A red callout box labeled 'Comment 1.1.1.' is positioned over the text 'the student' in the paragraph under section 5.5. The document text includes sections on student violation of assessment requirements and feedback policies.



The screenshot shows the Articulate Quizmaker '09 website. The header includes the Articulate logo and navigation links for Home, Products, Downloads, Community, Support, and Company. The main content area features a promotional banner for 'ARTICULATE QUIZMAKER '09' with the tagline 'Effortlessly craft Flash-based quizzes, assessments and surveys.' Below the banner are navigation tabs for Overview, Feature Tour, Demos, New in Quizmaker '09, Tutorials, and Tech Specs. A 'Try it FREE!' button and a 'Sales questions?' link are also present. At the bottom, there is a 'QUIZMAKER DEMOS' section with a link to 'Quizmaker '09 Overview Demo (3:43)'. A URL is provided: <http://www.articulate.com/products/quizmaker-features.php>





## Student evaluation

132 responses (190 students)

Would they recommend this? 97% yes

Why?

Flexibility 21x

Improves Understanding 19x

Good revision 17x

Step by step (process) 15x

Improves Knowledge 14x

## Student evaluation (scale 0 to 10)

|  | Average |
|--|---------|
| Quiz is an appropriate <b>assessment tool</b> for Yr 1 Structural Mechanics  | 7.69    |
| Quiz is an appropriate <b>learning tool</b> for year 1 Structural Mechanics  | 8.06    |
| The quiz was set out well  | 7.74    |
| Quiz <b>improved my knowledge</b> on the procedure of ...  | 8.04    |
| Online quiz has helped confirmed my knowledge of the topic   | 7.74    |
| This quiz has <b>tested my knowledge</b> of the topic sufficiently   | 7.83    |
| <b>Flexibility</b> of when to undertake the quiz is beneficial   | 8.32    |
| My score on this quiz truly reflects my ability  | 6.66    |
| This quiz is a <b>useful learning tool</b>   | 8.22    |
| Quiz is <b>more beneficial</b> than normal paper tutorials   | 7.74    |
| For queries on the topic material, I am more likely to re-visit the quiz to address my problems than to see the lecturer | 6.75    |
| Amount of text on the average slide was too much   | 4.45    |

## XLS & e-mail-merge

Microsoft Excel - 0809 Draw3 for email.xls

|    | A                   | B       | C   | D   | E   | F   | G     | H  | I  | J  | K  | L  | M  | N  | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG | AH |  |  |
|----|---------------------|---------|-----|-----|-----|-----|-------|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|--|--|
| 1  | email               | name    | m1  | m2  | m3  | m4  | Total | c1 | c2 | c3 | c4 | c5 | c6 | c7 |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 2  | 08091@cardiff.ac.uk | Musellc | 1   | 1   | 1   | 0   | 3     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 3  | 08092@cardiff.ac.uk | Ja Alms | 2   | 2   | 0   | 5   | 11    | 8  |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 4  | 08093@cardiff.ac.uk | acri    | 3   | 2   | 1   | 1   | 7     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 5  | 08094@cardiff.ac.uk | infene  | 2.5 | 2.5 | 1   | 1   | 7     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 6  | 08095@cardiff.ac.uk | woyoc   | 2   | 2.5 | 1.5 | 1   | 7     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 7  | 08096@cardiff.ac.uk | relak   | 3   | 2   | 1   | 1   | 7     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 8  | 08097@cardiff.ac.uk | ekaloma | 3   | 2   | 1   | 1   | 7     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 9  | 08098@cardiff.ac.uk | woyoku  | 2.5 | 2.5 | 1   | 1   | 7     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 10 | 08099@cardiff.ac.uk | fiandur | 3.5 | 2   | 1   | 1   | 7.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 11 | 08100@cardiff.ac.uk | proble  | 2.5 | 3   | 1   | 1   | 7.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 12 | 08101@cardiff.ac.uk | hrtip   | 2.5 | 3   | 1   | 1   | 7.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 13 | 08102@cardiff.ac.uk | ngfeth  | 2.5 | 3   | 1   | 1   | 7.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 14 | 08103@cardiff.ac.uk | owent   | 2.5 | 3   | 1   | 1   | 7.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 15 | 08104@cardiff.ac.uk | pyi     | 2.5 | 3.5 | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 16 | 08105@cardiff.ac.uk | Termaer | 3.5 | 2.5 | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 17 | 08106@cardiff.ac.uk | tas-a   | 3.5 | 2.5 | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 18 | 08107@cardiff.ac.uk | pcog    | 3.5 | 2.5 | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 19 | 08108@cardiff.ac.uk | keks    | 3   | 3   | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 20 | 08109@cardiff.ac.uk | kebrngp | 3   | 3   | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 21 | 08110@cardiff.ac.uk | YvNagyr | 3.5 | 2.5 | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 22 | 08111@cardiff.ac.uk | Kolena  | 3   | 3   | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 23 | 08112@cardiff.ac.uk | akalms  | 3   | 3   | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 24 | 08113@cardiff.ac.uk | Okhwan  | 3.5 | 2.5 | 1   | 1   | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 25 | 08114@cardiff.ac.uk | Nikgip  | 3.5 | 2.5 | 1.5 | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 26 | 08115@cardiff.ac.uk | Phleac  | 3   | 3.5 | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 27 | 08116@cardiff.ac.uk | Tofman  | 3.5 | 2.5 | 1.5 | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 28 | 08117@cardiff.ac.uk | Pely    | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 29 | 08118@cardiff.ac.uk | Pover   | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 30 | 08119@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 31 | 08120@cardiff.ac.uk | Okhwan  | 3.5 | 2.5 | 1.5 | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 32 | 08121@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 33 | 08122@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 34 | 08123@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 35 | 08124@cardiff.ac.uk | Okhwan  | 3   | 3.5 | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 36 | 08125@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 37 | 08126@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 38 | 08127@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 39 | 08128@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 40 | 08129@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 41 | 08130@cardiff.ac.uk | Okhwan  | 3   | 3.5 | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 42 | 08131@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 43 | 08132@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 44 | 08133@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 45 | 08134@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1   | 8.5   |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 46 | 08135@cardiff.ac.uk | Okhwan  | 4   | 3   | 1   | 1   | 9     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 47 | 08136@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1.5 | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 48 | 08137@cardiff.ac.uk | Okhwan  | 3.5 | 3.5 | 1   | 1   | 9     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 49 | 08138@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1.5 | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 50 | 08139@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1.5 | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |
| 51 | 08140@cardiff.ac.uk | Okhwan  | 3.5 | 3   | 1   | 1.5 | 8     |    |    |    |    |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |  |  |



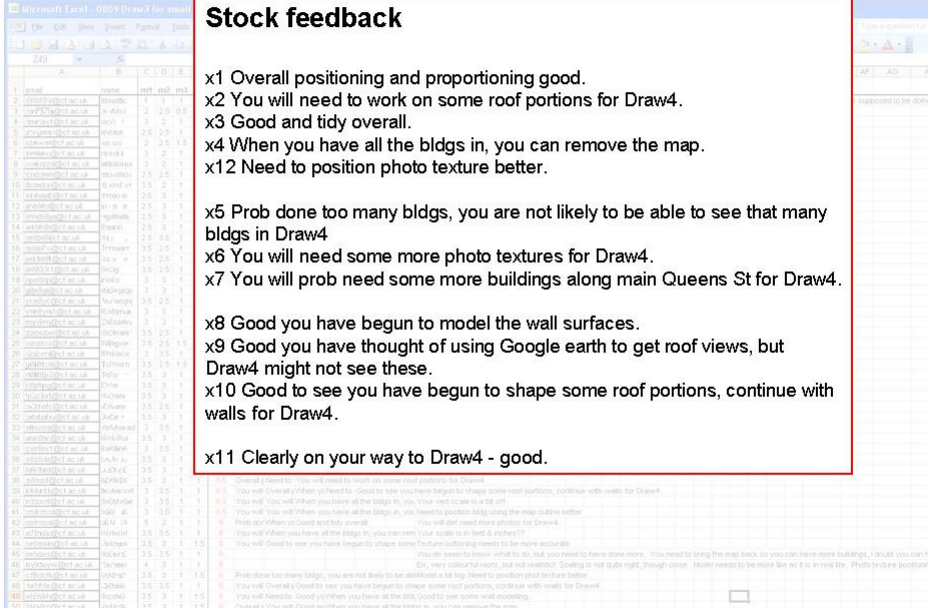
### Stock feedback

x1 Overall positioning and proportioning good.  
 x2 You will need to work on some roof portions for Draw4.  
 x3 Good and tidy overall.  
 x4 When you have all the bldgs in, you can remove the map.  
 x12 Need to position photo texture better.

x5 Prob done too many bldgs, you are not likely to be able to see that many bldgs in Draw4  
 x6 You will need some more photo textures for Draw4.  
 x7 You will prob need some more buildings along main Queens St for Draw4.

x8 Good you have begun to model the wall surfaces.  
 x9 Good you have thought of using Google earth to get roof views, but Draw4 might not see these.  
 x10 Good to see you have begun to shape some roof portions, continue with walls for Draw4.

x11 Clearly on your way to Draw4 - good.



### Stock feedback

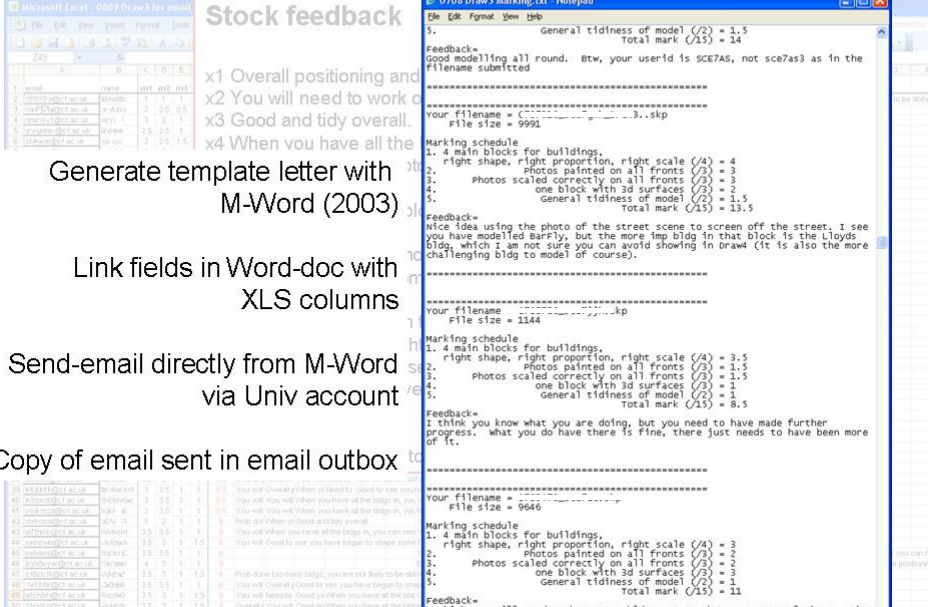
x1 Overall positioning and proportioning good.  
 x2 You will need to work on some roof portions for Draw4.  
 x3 Good and tidy overall.  
 x4 When you have all the bldgs in, you can remove the map.

Generate template letter with M-Word (2003)

Link fields in Word-doc with XLS columns

Send-email directly from M-Word via Univ account

Copy of email sent in email outbox



Association of Civil Engineering Departments

ASK Kwan Student feedback

CARDIFF UNIVERSITY

# XLS & e-mail-merge

**Stock feedback**

x1 Overall positioning and  
x2 You will need to work o  
x3 Good and tidy overall.

general fitness of model (G3) = 3.3  
total mark (G33) = 34

Feedback= good modelling all round. Brw, your use of SOE2AS, not sce2as3 as in the filename submitted

Your filename = C:\...3.scp  
File size = 2881

**Advantages**

- Ideal for e-submissions
- Individual feedback from stock + indiv comment
- Minimal repetition in writing/typing
- Record of what was sent
- Automatic generation of marks spreadsheet
- Lower admin (handling & sorting scripts)
- No waiting for student to collect work

**Major disadvantages**

- No direct annotation on submitted work
- Work mainly with uncomplicated submitted work

Association of Civil Engineering Departments

ASK Kwan Student feedback

CARDIFF UNIVERSITY

## Weaning: is feedback always educationally appropriate?

**type  
nature  
level (depth)  
amount of feedback**

**Dependent learner** → Year 1 -----> Year 4

**guided**


PG studies


PDP

Life-long learner


**Independent learner**

**self-discovery**



**... final thought**

Association of Civil Engineering Departments
 
 ASK Kwan  
 Student feedback
 


**What is feedback doing??**




teaching




Teacher(s)


**... final thought**


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 ASK Kwan  
 Student feedback
 

**What is feedback doing??**





various degrees  
 of learning

teaching

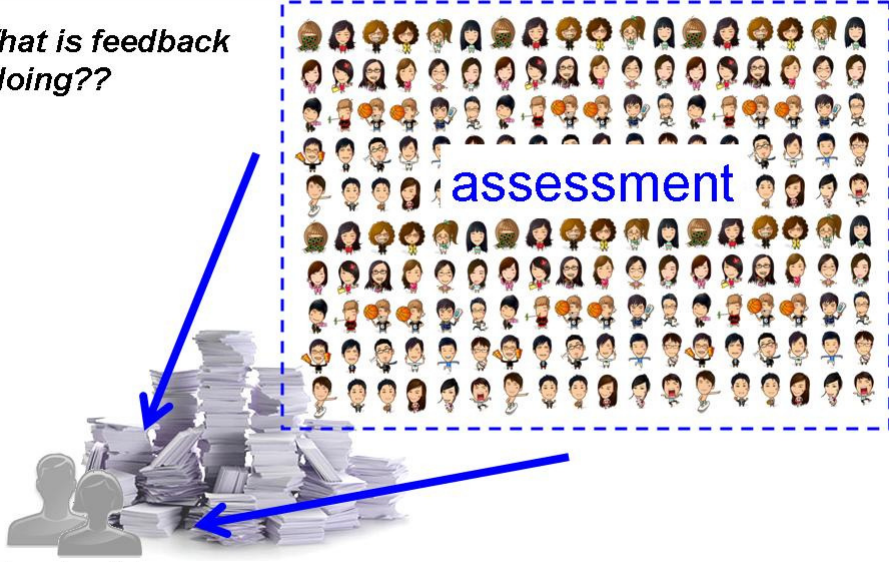


Teacher(s)



**... final thought**


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 ASK Kwan  
 Student feedback
 

**What is feedback doing??**

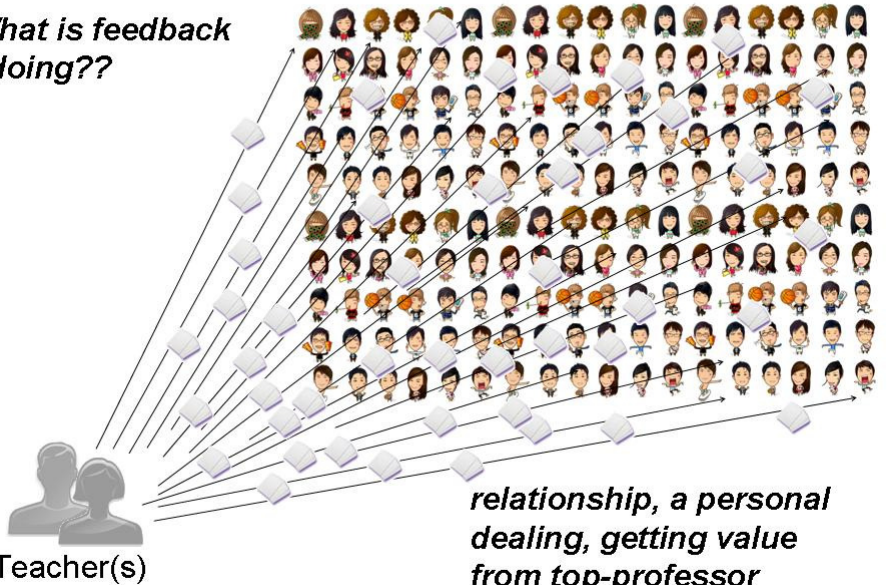


Teacher(s)


**... final thought**

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 Student feedback
 

**What is feedback doing??**



Teacher(s)

*relationship, a personal dealing, getting value from top-professor*



# ... final thought

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ASK Kwan  
Student feedback

