Feedback Portfolio

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# How to use the resources

Using one or more of the resources contained in this document, a feedback portfolio can be built in many possible ways. Each of the resources represents an individual ‘page’ that could be used either in isolation, within a broader paper-based portfolio, or as an e-portfolio implemented via a Virtual Learning Environment. The overall intention of the portfolio tool is for students to collate all the pieces of written feedback that they receive, and then through using the resources, to reflect actively on these feedback comments, to synthesise the commonalities across different pieces of feedback, to set targets for improvement, and to track their progress over time.

The resources are flexible, such that not all the ‘pages’ need to be included. Whereas the portfolio tool is designed to foster students’ self-regulation and independence, we should not forget that dialogue is an essential part of the feedback process. The portfolio is designed to be completed independently by the student, yet it can also represent an anchor for dialogue with members of academic staff, particularly their personal tutors or mentors. Discussing the student’s progress and reflection can be a useful way of reinforcing the benefits of constructing a portfolio, and the personal tutor or mentor may wish to provide the student with further feedback on these issues within the portfolio itself.

Reflecting on Feedback from an Assessment

Assignment:

*Use this sheet to record and reflect on your feedback from an individual assignment.*

Return Date:

**What are the main messages from the marker?**

**How does the feedback make you feel?**

**Is there anything in the comments that you do not fully understand? If so, what?**

**Look at the comments telling you what you have done well. Consider *why* you have done these things well, and consider what you need to do similarly for your next assignment.**

**Look at the comments telling you what you need to do to improve. Consider *why* the marker has made those comments, and consider what you need to do differently for your next assignment.**

Reflecting on Generic Feedback

*Use this sheet to develop pointers for improvement from generic feedback that is directed to your whole class.*

Sometimes, your lecturers will give you ‘generic’ feedback, where their suggestions apply to many of the assignments that were submitted, but not to everybody’s. This sheet helps you to figure out how you personally can use this feedback.

1. In the left-hand column, list what you find to be the key points of advice from the feedback.
2. Next, have a look back at your own assignment, and think about the extent to which each of these pieces of feedback might apply to your work. Use the middle columns to self-assess your work against these points.
3. If you think that a particular point *does* apply to your work (even a little bit), then use the right-hand column to think about the actions you could take to ensure you can address this point in future. These actions might be specific (e.g., “*Proof-read my work before submitting it”; “Double-check how to reference properly*”), or might be longer-term things to work towards (e.g., “*Focus on developing my scientific writing style – book an appointment with my personal tutor”).*

| **Feedback** | **To what extent might this feedback apply to me?** (Tick the appropriate box) | **What, if anything, could/should I do differently to ensure that I address this point in future?** |
| --- | --- | --- |
| ***Not at all*** | ***A little bit*** | ***Quite a lot*** | ***Entirely*** |
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Reflecting on Feedback over a Term/Semester

*Use this sheet to consider the key messages across the feedback you have received this term/semester.*

Academic year:

Term/Semester:

**Looking back over the feedback you have received this term/semester, what skills have you shown improvement in?**

**How have you used your feedback the help you develop these skills?**

**Looking back over the feedback you have received this term/semester, what does your feedback tell you that you still need to improve on?**

**How can you use your feedback to help you make these developments?**

**What do you most want to improve on next term/semester? How are you going to achieve this?**

**How well have you completed the action plan you produced after each assignment? Are there any outstanding actions you need to complete?**

Synthesising Feedback

*Use this sheet to pull together the information from your feedback over different assignments. For each piece of feedback you receive, extract the three most important things you think the feedback says about what you are doing well, and the three most important things you think the feedback says about what you need to do to improve. Are there any common messages coming from the different pieces of feedback?*

Academic Year:

Term/Semester:

|  |  |  |
| --- | --- | --- |
| Assignment | What have I done well? | What do I need to improve? |
|  |  |  |
|  |  |  |
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| --- | --- | --- |
| Assignment | What have I done well? | What do I need to improve? |
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Action Planning Log

*Use this sheet to develop an action plan to help you improve a particular skill. Identify what you need to work on, and think about all of the sources of information and support available to you. Then, set yourself three specific targets, and think about how you will know that you have achieved them. Will you be able to do something you cannot do now? Will you look for more positive feedback on that skill on your next assignment?*

Date:

**What skill do you need to develop?**

**What resources could you use to help you (e.g. books, websites, workshops)?**

**Who could you talk to for advice on how to improve this skill?**

|  |  |  |
| --- | --- | --- |
| Target | What actions will you take to achieve this target? | How will you know you have achieved the target? |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

Personal tutor feedback

Date:

FEEDBACK:

Date:

FEEDBACK:

Date:

FEEDBACK:

Date:

FEEDBACK:

*Use this sheet to record any feedback you get from discussions with your personal tutor on how you are progressing towards the targets you have set, or how you are implementing your feedback.*

Date:

FEEDBACK:

Date:

FEEDBACK:

Date:

FEEDBACK:

Tracking your progress

*Use this sheet to keep track of your marks across different assignments.*

Reflecting on Progress and the Use of Feedback

**What was the outcome of this action? How has it enabled you to develop/improve?**

*Use this sheet to record the actions you took to implement your feedback and the effect of these actions.*

Date:

**What action did you take to implement a piece of feedback?**

**What was difficult about doing this? Why?**