# Bridging Feedback and Action Tool

**Author(s):  
Dr Ceri Coulby & Dr Sam Saunders (Centre for Innovation in Education)  
Dr Mark Jellicoe (University of Law)**

## Description:

This tool outlines some of the key areas of support that tutors can provide their students to help them turn their feedback into meaningful action. This takes place both before and after the assessment, as students need to understand the parameters of their assessment beforehand, and also the language of the feedback/how to make effective use of it afterwards. This tool outlines some of these areas via the SAGE model, and then provides an opportunity to self-rate an assessment process alongside these areas.

## Instructions for Use:

Read the information on the first page, and then fill in the self-audit tool on the second page to determine where the opportunities to develop feedback literacy and confidence to turn feedback into action into students.

If you find this resource useful, please feel free to share with others. Please do so, while also retaining this cover sheet. If you are using this resource from outside the University of Liverpool, we would ask you to attribute our text – thank you.



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Feedback can be powerful (Hattie & Timperley, 2007) but it also needs to be actively used (Winstone et al., 2017). According to Hattie and Timperley, feedback answers three fundamental questions.

* Where am I going? What are the goals?
* How am I currently going? (Feedback)
* Where to next? (Feedforward)

Explicit educator support can assist learners in understanding how to engage in receiving feedback well and why engaging might benefit them immediately and in future. Winstone and colleagues (2017) identified four feedback recipience aspects where learners benefit from educator guidance when interpreting their feedback and turning it into meaningful action. These are set out in the SAGE model:

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| **Aspect** | **Challenges** |
| **Self-Assessment** | Have I made it clear to the student what good performance looks like? Have had/will they have an opportunity to see how their own performance compares to a given framework (a rubric/example)? |
| **Assessment Literacy** | What opportunities have the students had to understand the expectations of the assessment? How have you made it clear how the assessment’s parts all fit together? How have you ensured that the students have had the right tools to complete the assessment? |
| **Goal-Setting and Self-Regulation** | Have you clarified the timetable of the assessment and how students might plan to achieve their best? How have you outlined strategies for students to achieve their best? How have you outlined ways for students to actively use their feedback in future contexts? |
| **Engagement and Motivation** | In what ways are you helping students to develop their confidence and willingness to engage? |

Use the table on the next page of this tool to audit your feedback/feedforward processes for a given assessment, to help your students maximise the effect of, and their engagement with, their feedback. Answer the given questions in the spaces provided, and reflect on what you have put and consider implementing some of the strategies outlined.

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| 1. **Pre-assessment literacy:** What opportunities have you put in place for students to better understand the assessment, the marking criteria, the rubric, and what ‘good’ looks like? |
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| 1. **The language of assessment:** What opportunities are there for students to glean an understanding of their assessment’s/feedback’s language? Are any of the terms esoteric? Are markers on the same page, and does this match the students’ understanding? |
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| 1. **Emotional expectations:** What strategies are in place to help students manage their expectations ahead of receiving feedback? Or, are there strategies in place to help deal with the inevitable emotional response from students upon receipt of feedback? |
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| 1. **Personalised support and developing confidence:** Do students get an opportunity to speak to you directly about their assessment and is that provided in a way that relates to them? How can we help them become autonomous? |
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| 1. **Goal setting:** What opportunities are there for students to review their feedback and set goals for the future? Are there opportunities for them to actually meet these goals? |
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