<table>
<thead>
<tr>
<th>Slide Number</th>
<th>Image</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image1.png" alt="Image" /></td>
<td>Hello this is Stephanie from Writing@Liverpool. Welcome to this super-quick tutorial on ‘Learning from feedback to improve your marks’.</td>
</tr>
</tbody>
</table>
| 2            | ![Image](image2.png) | We will be looking at three aspects which are:  
- The right attitude to feedback  
- The types of feedback available to you, and  
- Creating and following an action plan based on feedback. |
Having the right attitude to feedback is the most important step in using feedback to your best advantage. The common reactions towards receiving feedback include ‘disappointment’, ‘fear’, ‘frustration’ and ‘indifference’.

However, the right attitude to feedback is to be positive! Being positive means having the mind-set that any feedback you receive is meant to make your work better.

There are so many ways through which you can get feedback on your work. Tutors provide written and oral feedback after assessment, during lectures and one-on-one meetings.
Tutors can offer formative and summative feedback. Formative feedback is where the tutor gives constructive feedback before formal submission takes place. Summative feedback is where you can’t change that piece of work in response to the feedback, but you can find ways to take lessons forward to future assessments.

You can get peer feedback during critiques on class presentations or during seminars.

Peer feedback can be really informal, as well as classroom based. Sometimes when we have conversations with our friends, we can get useful feedback – we might discover another way to look at something which will help us to be more critical in our discussions.

Talking ideas over with peers can often actually help us develop our ideas, too. Capture those insights by writing them down! Remember, you need to make the final decisions about what will work best in the assessment. Some feedback you will use, some might not be as useful.
You could take advantage of electronic resources to get feedback on your ideas for your assignments. Look for reputable discussion forums on-line such as social media platforms where you can discover various opinions on a topic. For instance, you could tweet about an idea for your essay and get feedback from others online which could help you refine it.

Now you know the various types of feedback available to you. However, the learning process is not over till you act on the feedback you receive. Feedback that is not acted on is a costly waste.

To act on your feedback, you must spend time critically thinking of what every comment means in relation to your work. Then, produce an amended version of the assignment you received feedback on.
For your formative feedback you can take specific comments on a draft to help you revise the final assessment. Your tutors are unlikely to point out everything that could be improved but they will give you important insights into priorities for your revision process.

For your summative feedback it’s good to regularly review all your marked assessments together. This helps you notice patterns in what your tutors point out and helps you prioritise what skills to develop.

Work hard at applying your feedback to your assignments. Compare different versions of your work before and after applying feedback to check that you have improved on your work.

Always carry out this final step so that you can perform as best as you really can.
<table>
<thead>
<tr>
<th>Key Points</th>
<th>So, if you want to use feedback to improve your marks, never forget to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get and keep a positive and open attitude to feedback.</td>
<td>• Have a positive attitude to feedback.</td>
</tr>
<tr>
<td>2. Make full use of all the sources of feedback available to you.</td>
<td>• Take advantage of the many sources of feedback available to you, and</td>
</tr>
<tr>
<td>3. Always develop an action plan and act on it.</td>
<td>• Always act on whatever feedback you receive</td>
</tr>
</tbody>
</table>

No voiceover.