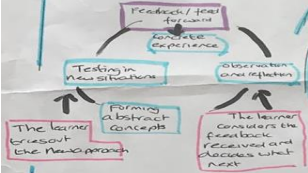


INTRODUCTION

The spark for this research was The Sutton Trust Teaching and Learning Toolkit which identified metacognition as a cost effective, high impact approach to improve learner performance. Feedback plays an important role in this as the mental processes involve learners in planning, monitoring and evaluating their own performance in relation to the feedback they've been given. Taking this approach is reflected in Kolb's experiential learning cycle.

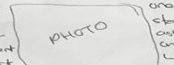


METHODS

- Grades were removed from the initial feedback
- Two reflection tools were introduced to learners - for the planning of the assignment learners to comment previous feedback

Influence the new piece of work and a yes/no checklist before submitting the work

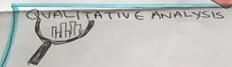
- Group and individual workshops to enhance written feedback and facilitate peer discussions



THE PROBLEM

William (2015, pg. ...) suggests that feedback "should be more work for the recipient than the donor" and "the whole purpose of feedback should be to increase the extent to which learners are owners of their own learning".

Teachers spend a lot of time writing feedback that encompasses both of these points, but the issue is how to get learners to use it effectively to improve their work.



QUANTITATIVE ANALYSIS

CASE STUDY 1

Student 4 - consistent improvement in grades. Achieved an A* on final assignment follows feedback in which no grade was given. Grade of student equal to where the staff peers as she felt embraced about achieving a high grade.

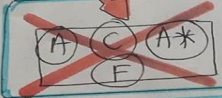


CASE STUDY 2

Student 9 -



RECOMMENDATIONS



KEY LITERATURE