

Accessing and using feedback

Feedback is a fundamental part of any learning process. Recognising feedback as a learning opportunity is vital. Knowing how, when and where to access your feedback, and *responding to feedback by taking action to develop your work on subsequent tasks and assessments*, will support your success at university. In any course or unit of study, formal and informal feedback are an ongoing component of your work each term.

Class participation and discussion

Whether on-campus or online, engagement in class discussions involving ongoing tasks and assessments is a great way to interact directly with academic staff and fellow students to receive feedback. Asking questions, checking your understanding, and receiving prompts, suggestions and information regarding resources that support assessment work, is a first step in working with feedback. Work undertaken in groups will often receive whole-group feedback in class as part of your assessment. For these reasons, class participation and discussion are essential to obtain all of the possible feedback available to you in support of your learning.

Student-staff consultations

Academic staff are available for consultations with students at nominated times and by arrangement/appointment. The first point of communication is often email, used to arrange an in-person consultation if you are on campus or a phone, skype or zoom consultation if you are an online student. Consider that academic staff are often working with large numbers of students and therefore, consultations need to be brief. *Ensure you prepare well for your consultation by writing down clear and concise questions and having copies of assessment tasks, drafts or relevant documents at hand.* Go to your MySCU Learning site for particular Units and select *Contact* from the menu to the left to see your lecturer's or tutor's contact details.

Online communication

Typically, feedback will be provided to you throughout your studies in a range of digital formats. Individual and whole class or unit feedback is frequently supplied via email or linked to email alerts. Important unit announcements and assessment information are available to you through your *MySCU Learning site* and may be in written form or offered as an audio or video file. Discussion Boards are part of ongoing assessment and feedback for some units. Written feedback and rubric feedback are available on assessments via Grades and Feedback on your Learning site. Checking in regularly with your Learning site is beneficial for keeping up with developments in your unit and for receiving valuable feedback that is specifically for you.

Rubric feedback

Assessment rubrics are tools used by academic staff as standardised, coherent and consistent guides for evaluating and grading students' work.

- Rubrics are typically set out in a grid or matrix.
- Rubrics explicitly describe criteria that represent the standards or expected levels of performance required for any task. Academic staff will mark your work according to all of the criteria in the rubric to arrive at a score or grade for your assessment.
- Often, specific text or parts of the grid will be highlighted to indicate your level of achievement according to that criterion. Sometimes, additional comments will be provided to you at the bottom of the rubric to assist your understanding of what you did well and what needs further development.
- Further detailed comments may be added to the document you submitted for assessment.

The feedback provided in rubrics is frequently the most detailed and structured response that you will receive to your work. *Spending time to understand the feedback, and connecting it directly to examples of your work that are pointed to in comments or corrections, will enable you to apply your learning to future assessments.* Rubrics may also be used as a guide before, and checklist during, work on a particular assessment task. Being proactive in using your rubric in this way and as feedback will develop your skills and support your learning.

Learning Experience Team

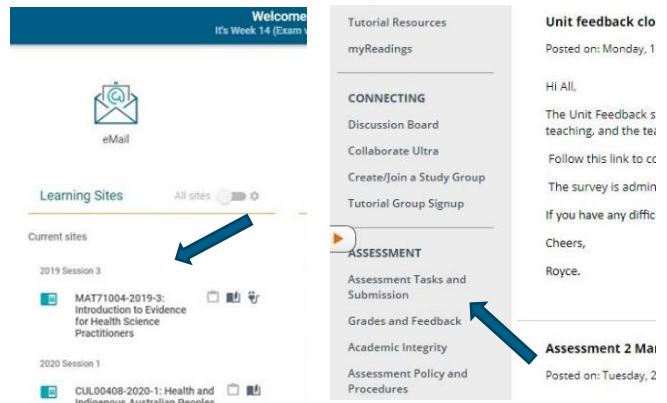
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How to access feedback on specific assessment tasks

At SCU, there is an assessment turnaround or timeframe of 14 days from the date of submission of your assessment. After this period, you will be able to access your feedback on assessments via your MySCU Learning site for particular units of study.

1. Log into MySCU
2. Navigate to a particular Learning site
3. Select *Grades* and *Feedback* from the left menu
4. Click on Blue Speech Bubbles &/or Bold titles of marked Assessments. Depending on how your marker has processed your assessment, you will see comments and/or links to marked-up assessments OR you will need to click *MyPaper* which will take you to *Turnitin Feedback Studio*.



Rubrics may be copied to your marked-up assessment OR available via Turnitin Feedback Studio. For more details, see [How to view feedback within Turnitin?](#)

My Grades

| Graded | Upcoming | Submitted | Order by: |
|--|--------------------------|-----------|---|
| All ITEM | (Open file for feedback) | | |
| | | | LAST ACTIVITY |
| | | | GRADE |
| Submit the Assessment 1 Antenatal Education Poster & Presentation (Group Work) | | | 27/08/2019 10:48 PM GRADED (OPEN FILE FOR FEEDBACK) |
| Submit the Assessment 2 Essay | | | 03/10/2019 2:01 AM GRADED (OPEN FILE FOR FEEDBACK) |
| Submit the Assessment 4 Reflective Journal Writing | | | 29/10/2019 11:45 AM GRADED (OPEN FILE FOR FEEDBACK) |
| | | | 25.00 /50 |
| | | | 36.50 /50 |
| | | | 16.00 /20 |

Next steps

Remember, *applying* your feedback to work on subsequent assessments is the key to developing your skills.

- If you do not understand any aspect of your feedback, email your lecturer or tutor as soon as possible to seek clarification.
- Use feedback to identify your typical errors or skills that need development. Make brief notes and keep these in an accessible place for different types of assessments.
- Practice corrections to typical errors in, for example, spelling and punctuation/sentence structure, referencing, or formatting of paragraphs.
- Seek out readily available online resources for approaches to reading, notetaking, or approaching tasks and questions and structuring different types of assessments. Access [Student Learning Zone Quick Guides](#) on these topics and many others. Bookmark the resources that are most relevant to you and draw on them directly when beginning a task or drafting your work.
- Book a consultation on campus or online with a [Learning Coach](#) for assistance with understanding and applying your feedback.

TIPS:

- Use *Grammarly* as an editing tool to correct errors and refine your work before submission (See [Using Grammarly to improve your editing skills](#) Quick Guide).
- Use *Turnitin* as a learning tool by submitting drafts and receiving feedback before final submission of assessments (see [Turnitin and Academic Integrity](#)).