

# Facilitating student learning by design: Providing early feedback that can be actioned

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Whilst feedback undoubtedly has a powerful influence on student learning, unless students action the feedback they are given, it is not feedback. Higher education institutions worldwide consistently find low student satisfaction with teachers' feedback. The manner with which we want students to action the feedback is rarely considered when designing assessments that students engage in. In many courses at the university where this project was conducted, students were not getting any recognisable feedback until the second half of the semester or later, resulting in undesirable student fail and retention rates. How to provide feedback early in courses and to improve students' actioning the feedback were this project's two main issues. A strategic initiative was implemented where each student could expect feedback, including the options of peer, audio and other digitally enabled forms of feedback, on a course activity by the end of week four in every course. Survey data highlights the disparity between the academics' and students' perceptions of feedback. In the first semester of implementation, most staff indicated they did provide feedback by week four however, 52 percent of students indicated they received no feedback. After a series of professional development activities, in the next semester, that percentage decreased to 11, but also the perception of the feedback as being useful was significantly improved.