

Student Engagement with Feedback

Deepti Angra | Sandra Preciado | Gillian Rose

Introduction

In SAPD, student feedback is often rated relatively low in the NSS with 58.8% of students agreeing that they’d received assessment feedback on time and 68.8% agreeing that their feedback helped them improve their work. Preliminary BB analysis indicated that the majority of Part 3 students did not engage with the process with one module recording only 3% of students having accessed their feedback. For feedback to have an impact on students’ performance and learning outcomes, students will need to access, engage and utilise it (Van de Kleij and Lipnevich, 2020; Lipnevich et al., 2025). Student’s perceptions (Ali et al., 2017; Taylor et al., 2025) and attitudes (Zacharias, 2025) towards feedback contribute to their level of engagement.

The aim of this project was to analyse Part 3 student engagement with feedback and to investigate student perceptions, attitudes and satisfaction.

Methodology

A mixed methods approach using both secondary and primary research was used to understand the actions of students in relation to viewing feedback whilst also capturing their perceptions.

Secondary Research

A detailed analysis of Blackboard data was conducted to investigate student engagement with their feedback. Three categories were included:

- The average percentage of students viewing feedback was calculated based on the type of assessment
- Assessments were grouped into low, medium and high weighting bands and the average feedback viewing percentage was calculated for each of the groups
- Feedback viewing behaviour was summarised by month of submission.

Primary Research

Stage 1 involved the development of a survey including both closed and open questions. The questions were designed to investigate student’s perceptions and attitudes, identify barriers and drivers to viewing feedback, measure satisfaction and explore student experiences.

Stage 2 involved student focus groups to better understand the topics that were common in the survey. In particular, questions focused on reasons for students disengaging with feedback and why they may be dissatisfied with it.

Results

Assessment type impacted the likelihood of students viewing their feedback. Applied assessments – reports and projects - had the greatest engagement with feedback (Figure 1). Timing was also important with students more engaged with feedback that was provided earlier in the academic year and least likely to engage with feedback given from April onwards (Figure 2).

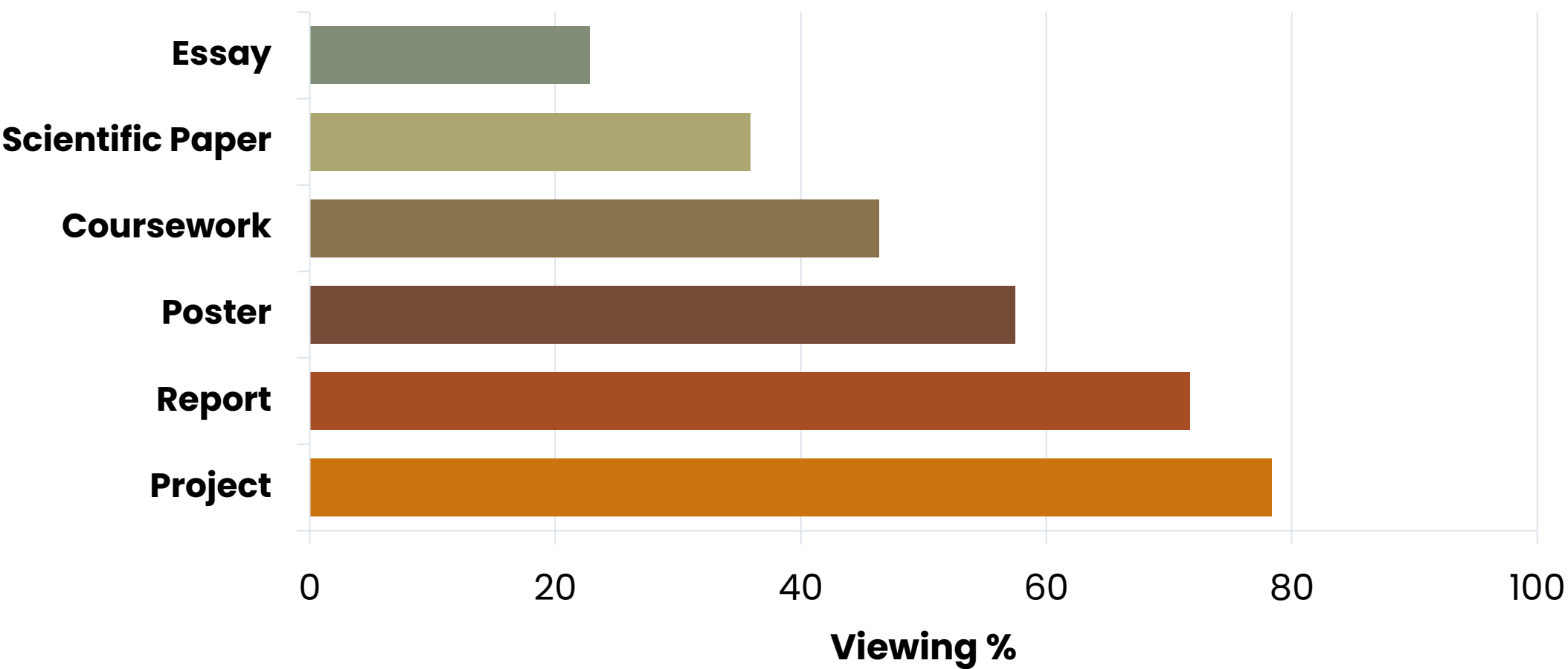


Figure 1. Assessment type and percentage of students viewing feedback

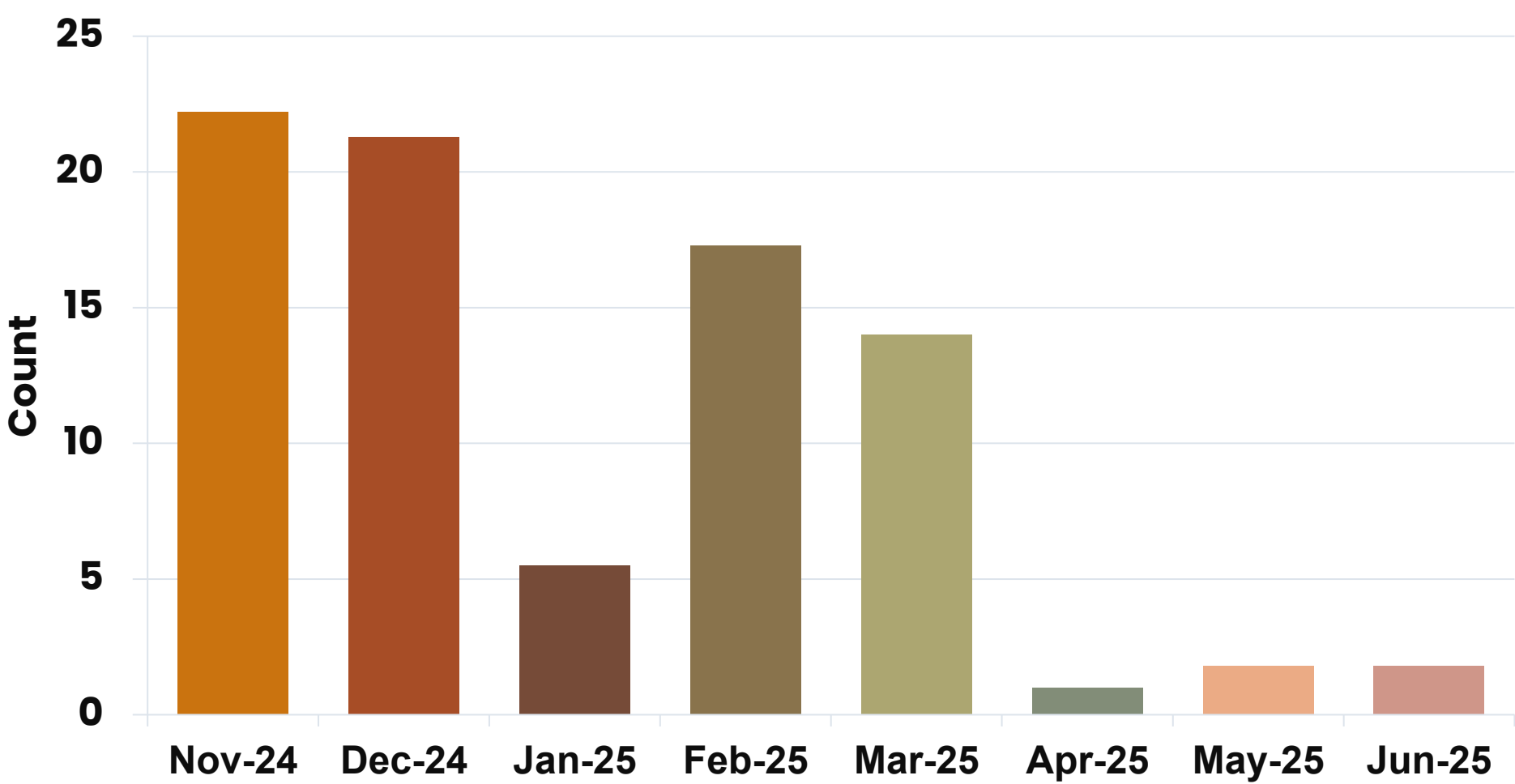


Figure 2. Average number students looking at feedback per month

Conclusion

Blackboard data provided an insight into what feedback students accessed and when they accessed it, the next stage of this project will delve into student’s perceptions of their feedback and gain a deeper insight into their behaviour and attitudes.

References

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Contact information

Email g.rose@reading.ac.uk