



UNIVERSITY OF  
**SURREY**

Department of  
Higher Education



# Feedback Focus #1

## School of Psychology: Interactive Cover Sheets

The aim of this feedback design is to support students in reflecting upon their use of feedback and to encourage feedback seeking.

When submitting assignments, there is an optional section on the assignment coversheet that invites students to reflect upon how they have used feedback from prior tasks to inform the current piece of work, and to request feedback on specific elements of their work.

When providing feedback on the student's assignment, the marker can directly respond to students' feedback seeking requests.

### **Reflection and Action on Feedback (*Optional but Recommended*)**

Active reflection on feedback is essential for learning and improvement. This page aims to help you make the most of your feedback and support your development. We hope you will use this as part of your assignment preparation and that you find it useful. You may wish to use this in conjunction with the **FEATS Feedback portfolio** in SurreyLearn.

Summarise one or more key issues raised in your feedback on previous assignment(s), and any actions you have taken as a result (note that feedback may include a range of sources, including conversations with a marker or personal tutor) (100 words or less):

Identify one aspect of your present assignment that you want the marker to comment on in their feedback and why (100 words or less):

### Key benefits

- An effective means of bringing dialogue into feedback processes
- Encourages students to reflect upon how feedback has informed their learning
- Encourages students to seek feedback
- Can streamline feedback comments towards issues that are of most importance to students
- Facilitates connections between feedback comments on different tasks

“Interactive cover sheets were perceived as useful in prompting students to think about and reflect on their work. Students also appreciated the opportunity for dialogue and that their questions enabled them to begin a conversation with teachers”

(Winstone & Carless, 2019, p.105)

### For more on Interactive Cover Sheets, see:

Barton, K. L., Schofield, S. J., McAleer, S., & Ajjawi, R. (2016). Translating evidence-based guidelines to improve feedback practices: The interACT case study. *BMC Medical Education*, 16(1), 53-64.

Bloxham, S., & Campbell, L. (2010). Generating dialogue in assessment feedback: Exploring the use of interactive cover sheets. *Assessment and Evaluation in Higher Education*, 35(3), 291-300.

Winstone, N. E., & Carless, D. (2019). *Designing effective feedback processes in higher education: A learning focused approach*. London: Routledge. (Chapter 6: Enabling dialogue in feedback processes)

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