



UNIVERSITY OF
SURREY

Department of
Higher Education



Feedback Focus #7

Department of Chemical and Process Engineering: Pre- and post-task guidance as feedback

These feedback designs use timetabled sessions as ways to provide feedback to students on their work-in-progress, and to provide feedback on completed tasks.

'Coursework Consultation'

In undergraduate modules, Dr Eirini Velliou allocates time during tutorials to provide guidance on students' approaches to their coursework. This can serve as feedback on their work-in-progress and learning strategies, such as the methods students are adopting for searching for resources online.



'Feedback Consultation'

In an MSc module, Dr Oleksiy Klymenko runs regular timetabled feedback sessions in a teaching room, where he answers questions, possibly repeats some lecture material, discusses feedback on coursework, and explains solutions to tutorial and additional practice problems.

Although this effectively means one extra contact hour per week of 'teaching', Oleksiy has found that this approach reduces the number of office visits by students and streamlines drop-ins.



Key benefits

- Pre-task guidance on students' work-in-progress is an important form of feedback
- Running 'feedback consultation' sessions enables educators to provide responses to a larger group of students, rather than saying the same thing to multiple students individually

"It is important to regularly explain to students what 'feedback' is; I try to highlight what feedback is for year 1 students already in week 1 and keep on re-capping the term throughout the semester."

Eirini Velliou

**For further information
contact:**
Eirini Velliou
(e.velliou@surrey.ac.uk)
Oleksiy Klymenko
(o.klymenko@surrey.ac.uk)