Feedback on Feedback: Student and academic perceptions, expectations and practices within an undergraduate Pharmacy course.

Nikki Di Costa
School of Pharmacy, Curtin University of Technology
n.dicosta@curtin.edu.au

Evaluation of teaching through student feedback has become accepted practice in higher education. Using Curtin University of Technology's (Perth, WA) online system, *e*VALUate, students evaluate the usefulness of feedback from teaching staff in helping them achieve learning outcomes. Pharmacy students have reported a low level of satisfaction on this question, however, the specific nature of the dissatisfaction remain unclear due to the Likert rating format. 312 undergraduate pharmacy students (49% of enrolled students) and 20 academics (50% of employed staff) were surveyed to determine why students evaluate feedback as unhelpful, and to compare students' and academics' understanding, perceptions, expectations and practices of feedback. This study aimed to develop and improve sustainable quality feedback practices and ultimately improve student performance, satisfaction and achievement of learning outcomes. The findings clearly indicate that whilst students and academics have an understanding of the term 'feedback' as it relates to student learning, there are limitations in their reported understandings. These limitations influence students' valuing of feedback, and their responses to it Their lack of behavioural response to feedback also highlights a potential issue in their reporting back within *e*VALUate on the helpfulness of feedback in achieving learning outcomes. Some limitations of feedback were revealed which provide useful input into the development of sustainable feedback practices.

Keywords - Feedback, evaluation, learning outcomes, sustainable assessment practice

Introduction and Project Aims

Within higher education, it has become accepted practice to use feedback from students in the form of ratings and/or comments to improve teaching (Brindley & Scoffield, 1998; Hendry, Lyon, & Henderson-Smart, 2007). It has been observed that within student feedback surveys, the questionnaire item that distinguishes the best and worst courses relates to the usefulness of student feedback from teaching staff (Gibbs & Simpson, 2004).

Curtin University of Technology's (Perth, WA) online system, *e*VALUate, is used to obtain information on students perceptions of their learning experiences, at both a unit and teacher level (Curtin University, 2010; Office of Assessment, 2010). Within *e*VALUate, pharmacy students have reported a low level of satisfaction is the area of feedback. For example, in semester one of 2006, only 63.7% of pharmacy students strongly agreed or agreed with the statement "Feedback on my work in this unit helps me achieve the learning outcomes"(Curtin University, 2010). Specific reasons for student dissatisfaction have been unclear due to the Likert rating format of the question regarding feedback. For example, possible reasons for dissatisfaction such as the amount, quality, timing and form of feedback are not identifiable. It is argued that to be effective, ratings must be accompanied by qualitative comments about specific practices (McKone, 1999), and these comments form the most valuable part of student feedback (Hendry, et al., 2007). The information provided in these comments would enable the development of improved sustainable feedback practices. The potential value of more detailed information on feedback served as the catalyst for this study, which was conducted in 2008.

The study reported here aimed to compare and contrast students' and academics' understanding, perceptions, expectations and practices in relation to feedback. Such knowledge is useful in developing sustainable feedback practices, in improving students' behavioural responses to feedback, and to ultimately improve student performance, satisfaction and achievement of learning outcomes.

Theoretical Framework

Feedback is the most powerful single influence that enhances student achievement (Gibbs & Simpson, 2004; Hattie & Jaeger, 1998). Over the last decade, the concept of feedback has been developed to

encompass more than its function to transmit information regarding student work (Juwah et al., 2004). In an academic context feedback is considered a "commentary about a learner's performance with the aim of improving performance"(Cleary & Walter, 2010). However, a general definition such as this fails to describe the various aspects of feedback. Feedback may be classified into five interdependent categories: correction, reinforcement, forensic diagnosis, benchmarking and longitudinal development (forward-looking) (Price, et al., 2010). In line with this more detailed view, Juwah et al (2004) identified seven broad principles of good feedback practice as follows. Good feedback practice:

1. helps clarify what good performance is (goals, criteria, standards expected)
2. provides opportunities to close the gap
3. delivers high quality information to students about their learning
4. facilitates the development of self assessment (reflection) in learning
5. encourages teacher and peer dialogue around learning
6. encourages positive motivational beliefs and self-esteem
7. provides information to teachers that can be used to help shape teaching.

Whilst the first three principles are commonly covered in the literature, Juwah's definition takes a holistic approach to feedback.

Characteristics of Quality Feedback

A review of the literature provides a number of suggestions for effective feedback practice. Ideally feedback should be provided regularly, in manageable portions, and in a timely manner (Cleary & Walter, 2010; Curtin University, 2010 ; Gibbs & Simpson, 2004; Office of Assessment, 2010). It should be appropriate, relevant, high quality information and should include correction action surrounding behaviour that can be changed (Cleary & Walter, 2010; Gibbs & Simpson, 2004; Juwah, et al., 2004; Race, 2005).

For feedback to be effective, students need to understand the feedback and be willing and able to act on it (Price, et al., 2010). Students must possess the ability to create goals. Goals regulate action, specify the level that is expected and develop self-efficacy. Feedback allows goal setting and tracking of performance against set goals so that changes in strategy and effort can be made (Hattie & Jaeger, 1998). Students must understand the goal/standard that is being aimed for and be able to self assess and evaluate their work compared to this standard. Furthermore they must take appropriate action to close gaps (Juwah, et al., 2004).

Peer feedback through peer assessment empowers students, facilitates active learning (Li, Liu, & Steckelberg, 2010) and helps to develop more autonomous reflective learners (Brindley & Scoffield, 1998).When students spend time comparing efforts, they understand and appreciate the allocation of marks which then reinforces learning (Brindley & Scoffield, 1998). They also develop objectivity of judgment which they can transfer to their own work (Juwah, et al., 2004). Peer dialogue also exposes students to alternative perspectives/strategies. Alternative perspectives enable students to revise their knowledge and thoughts and construct new knowledge and meaning (Juwah, et al., 2004). Peer discussion can be motivational and accepting feedback from peers rather than academics can sometimes be easier for students (Juwah, et al., 2004).

Limitations of Feedback

Limitations exist that hinder the effectiveness of feedback. From an academic perspective, limited time makes it difficult to provide comprehensive and useful feedback (Gibbs & Simpson, 2004). As most feedback requires interpretation, even unambiguous, categorical feedback relies on the student's ability or willingness to interpret. This relies on student's pedagogic intelligence, past experiences and the emotional response to the feedback (Price, et al., 2010). There is a great deal of evidence that students do not understand the feedback given by tutors (Gibbs & Simpson, 2004; Juwah, et al., 2004; Price, et al., 2010), or may misunderstand teachers' intentions in written comments (Wiltse, 2002). For a number of reasons they do not even read it (Price, et al., 2010), and in many cases students become overloaded with feedback and choose to ignore it (Wiltse, 2002). Where assignments are perceived as outputs, students are not engaged or interested in feedback relating to what they view as a "finished product" (Price, et al., 2010). If model answers are given, students tend to follow the specific example provided by the lecturer, but may not understand the concepts (Juwah, et al., 2004). Giving marks or grades can divert attention from advice on how to improve (Black & William, 2009).

Methodology and Evaluation Processes
The objective of this study was to compare and contrast students' and academics' understanding, perceptions, expectations, and practices in relation to feedback. A survey method was chosen in order to achieve study objectives. All undergraduate pharmacy students and pharmacy academics (full time, part time and sessional) were chosen as the sample population to ensure comprehensive views were captured.

Two similar survey instruments were designed. One was designed for students, and the other for academic staff. Underpinning the design of the two surveys was the premise that student and academic perspectives and practices, as conceptualised through the review of current literature, needed to be explored. The academic and student surveys were the same in content, however where questions related to students' attitudes and practices, academics were asked about their perceptions of students' attitudes and practices.

Quantitative Likert questions were asked in the following areas;
- level of agreement in relation to desirability, timing and forms of feedback. Students and academics were asked to indicate their level of agreement (strongly agree/agree/disagree/strongly disagree) with a number of statements relating to timing, forms of feedback, perceived value of feedback, and desirability for feedback. For example, one question asked for level of agreement that "Feedback for exams and tests should include a copy of expected/model answers". Additionally, in areas where academics agreed, they were asked for qualitative responses about their ability to achieve outcomes, whether or not this ability was reflected in *e*VALUate reports, and any limitations where they felt they were unable to achieve outcomes.
- students' major reasons for feedback using a nominal yes/no system of responses to simulated scenarios. Scenarios covered feedback for corrective action, goal setting, benchmarking, forensic diagnosis and longitudinal development.
- behavioural response to feedback (i.e. use of feedback). These quantitative questions were made up from a series of possible scenarios that covered behavioural responses to feedback that were adapted from literature (Race, 2005). Students were asked to indicate their response from the following options; "This is what I did" "I would have liked to do this but did not" "I didn't think this necessary" "This did not apply in this case".
- level of agreement in relation to general statements regarding feedback.

Qualitative questions involved students and academics describing what they understood by the term "feedback" and providing examples of feedback that they had received or given, that had been useful and not useful.

Validity and reliability of the survey was determined through pre-testing the survey with a small group of academics and external non-academic peers. Additionally, a number of questions were designed to oppose each other to test reliability of responses.

In maximising the student sample return rate, surveys were distributed in scheduled teaching sessions at the beginning of second semester 2008, and class time was allocated for completion. Academic surveys were distributed via email and in hard copy. Academics and students were asked to comment based on experiences in semester one, 2008, so that their comments correlated with current practice, based on the same time period and within the current course. Distribution to academics during semester break when many were on leave may have lessened response rate.

Ethics approval was sought and granted in line with university human ethics policy. Students and academics were briefed on the aims of the project. They were advised that participation was voluntary, that responses would be treated with the strictest confidence, and that respondents' anonymity would be ensured.

SPSS (version 15) software was used for data analysis and produced frequencies, and other relevant statistics on the quantitative data. Qualitative data were thematically analysed to draw out patterns amongst the respondents. The process of analysis was validated through discussion of the raw data and

findings with the School of Pharmacy's statistician, and with other academics familiar with the project and concepts relating to feedback.

Three hundred and twelve undergraduate pharmacy students (49% of enrolled students) participated in the study. Students were represented fairly evenly across the various year groups (Table 1) and no significant difference in findings was demonstrated between the various demographic groups. Hence for the purpose of this paper, student data was grouped together. Twenty academics (50% of employed staff) participated in the study - 10 full time, 2 part time and 8 sessional.

Table 1: Summary of student demographics expressed as percentages of total sample. N=312

		Gender		Nationality		Age			Education Level	
	Percentage of Total Sample	Male	Female	Australian	International	<21	21-25	26-35	No Previous Tertiary Degree	Previous Tertiary Degree
1st Year	20.8%	5.5%	15.7%	10.2%	11.2%	19.7%	1.4%	0.3%	20.1%	1.0%
2nd Year	21.5%	5.8%	15.0%	13.6%	7.1%	13.6%	7.1%	0.0%	19.4%	1.4%
3rd Year	27.6%	9.9%	18.8%	21.4%	7.1%	12.6%	14.6%	1.0%	26.9%	1.7%
4th Year	30.1%	10.6%	18.8%	21.4%	8.1%	2.7%	24.5%	2.4%	27.6%	2.0%
Total	100.0%	31.7%	68.3%	66.4%	33.6%	48.6%	47.6%	3.7%	93.9%	6.1%

Results

Reported understanding of the term feedback
Thematic analysis of the qualitative comments for students' and academics' reported understandings of the term feedback are displayed in Table 2. Feedback principles as described by Juwah et al (2004) are included to allow for a comprehensive comparison. It is noted that only the first three of these principles (underlined in Table 2) are embedded within comments made by students and academics regarding their reported understandings of the term feedback.

Table 2: Comparison of academic and student reported understandings of feedback compared to Juwah's feedback principles

Feedback principles as defined by Juwah et al. (2004)	Academic's reported understandings	Students' reported understandings
1. clarifies what good performance is. 2. provides opportunities to close the gap 3. delivers high quality information to students about their learning 4. facilitates self assessment 5. encourages teacher/peer dialogue 6. encourages positive motivational beliefs and self- esteem. 7. provides information to teachers that can be used to help shape teaching.	1. Feedback can be verbal or written, group or individual and is information about expectations, requirements, outcomes with regard to written assignments, tests, exams and practicals 2. Evaluation of answers 3. Comments on how a student is progressing through a unit 4. Enables students to achieve learning outcomes 5. Comments or marks 6. Common problems and deficiencies 7. Shows students where additional study/application is required	1. Assessment of what was done right and/or wrong 2. Information to assist improvement 3. Markers comments and/or opinions 4. The distribution of marks. 5. Review and/or access to answers

Why students want feedback – similarities and differences between students' and academics' perceptions

Graph 1 summarises the results on a number of the Likert scaled survey questions which relate to the reasons students want feedback. The findings show that academic perceptions on why students want feedback is generally consistent with the views of students, however academics were less inclined to report that students wanted feedback to assess performance against personal goals. It is noted by both students and academics that the questions relating to assessing performance against personal goals and against the performance of peers were scored lower than the other questions.
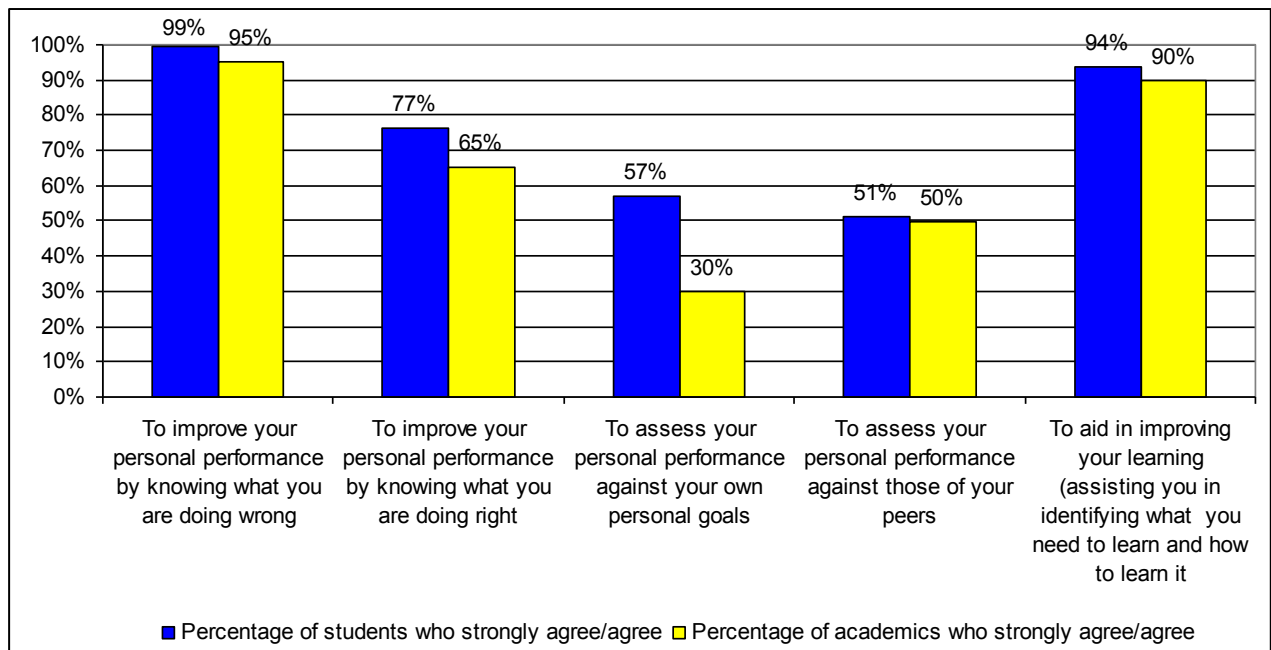
Graph 1 – Major reasons for which feedback is desired by students
N Students =312; N Academics = 20

**Behavioural response to feedback**
Practices in which students engaged following feedback or would have liked to have engaged are demonstrated in Graphs 2 and 3, respectively. Academic perceptions on student practices following feedback are provided in these graphs to allow comparison. Through the use of scenario questions with yes/no responses, students were asked to reflect on a time where feedback was received and indicate whether or not they had undertaken the stated action. Academics were asked to reflect on a time when feedback when given and indicate what they thought was done by students, as a result of the feedback. For most practices, students were more likely to engage in practices than academics perceived that they would (Graph 2). Practices where academics were significantly more likely to think that students engaged involved: sharing of feedback with peers, asking for clarification and identifying feedback that was unjustified (Graph 2). These same discrepancies appear in Graph 3 validating results.
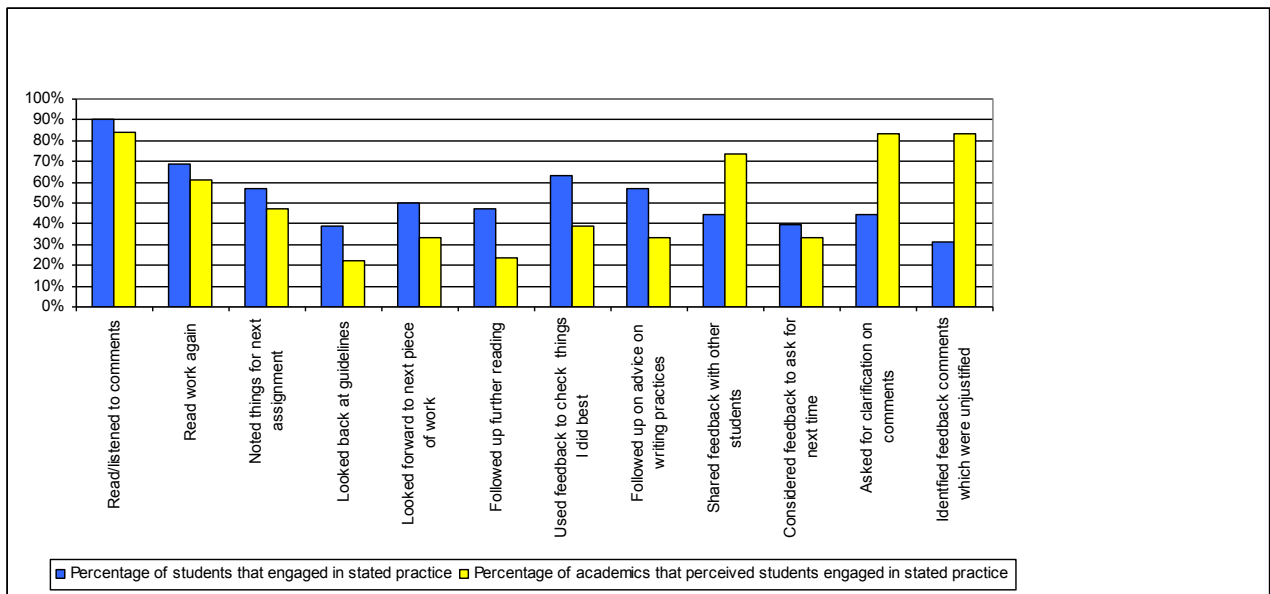
Graph 2: Student statements and academic perceptions on student engagement in feedback practices
N Students =312; N Academics = 20

While most students read or listened to comments given as feedback, they were less likely to engage in other practices (Graph 2 and 3). Other than reading/listening to comments, between 25% and 43% of students would have liked to but did not engage in the stated practices (Graph 3).
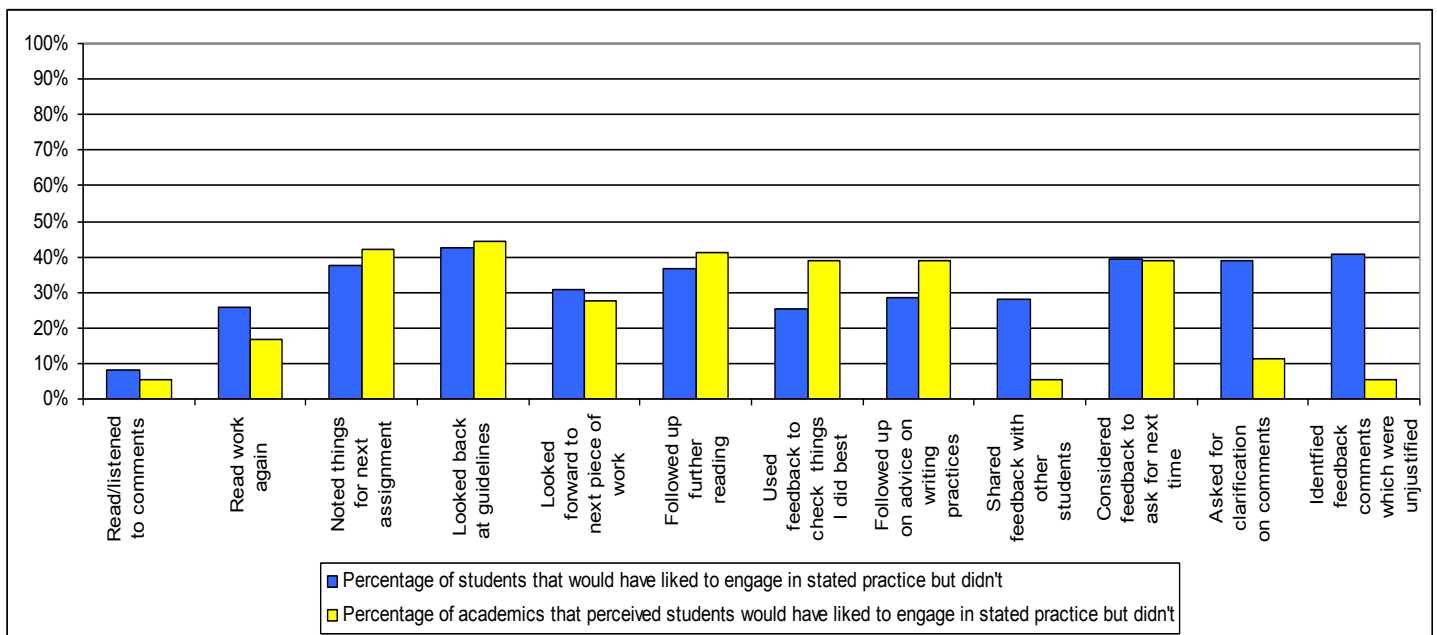
Graph 3: Student statements and academic perceptions on lack of student engagement in feedback practices
N Students =312; N Academics = 20
Forms and timing of feedback
In the quantitative data, students and academics reported very similar levels of agreement with regard to the forms of feedback that maximised learning. More than 75% of both students and academics strongly agreed or agreed that the following forms of feedback maximised learning: marks (e.g. 60%, 6/10); comments on good/poor performance; breakdown of performance; review of assignments with unit co-ordinator; or by the unit co-ordinator with all the students face to face; or by the unit co-ordinator providing a summary on WebCT (online teaching resource). The only form of feedback where a

difference in opinion was found was in the area of model answers. 100% of students strongly agreed or agreed that this form maximised learning compared with only 50% of academics.

These quantitative findings were supported and validated through qualitative findings which demonstrate similar themes. For example comments from academics as to forms of feedback that produced good *e*VALUate results, along with both academic and student reflections on real life examples of useful feedback, reveal similar perceptions amongst the two groups.

Students and academics had very similar levels of agreement with regard to timing of feedback that maximised learning. Academics commented that they were always or often able to give feedback continuously throughout the semester, within 2 weeks of an assessment/exam and at least before the end of semester exam. However, despite agreeing that it was important, they were only sometimes, or were never, able to give feedback immediately after completing a practical or oral assessment and at least some general feedback within 2-3 days after any assessment. These responses are echoed in other areas of the survey and through the literature reinforcing the importance of timing in quality feedback practices.

Limitations in giving feedback - Qualitative data from academics on limitations are displayed in Table 3. Comments were based on academic reflection and from student feedback they had received.

Table 3: Limitations on providing quality feedback reported by academics

Limitation	Example
Unit/course schedule Activities within a unit/course	Learning activities not conducive to giving feedback; early semester feedback content was not included in final exam therefore feedback was not useful in moving forward; group learning activities decreased opportunity for informal feedback to more introverted students.
Timing of assessments	Where final exam is major assessment component limited feedback opportunity exists; difficult to give feedback on final exams; feedback given at a later stage is less relevant.
Access to students	Classroom structure/layout; return of assignments done via third party; sessional staff don't have access to students outside of formal teaching; no scheduled time for feedback delivery.
Academic workload	Good assessment practice involves the use of short/long answer questions which increase workload for marking impacting time and amount of feedback following assessments; general workload delays marking.
Student attributes	Student are not interested in feedback given; Students don't read comments

Discussion

Understanding of the term feedback, reasons for feedback and use of feedback - The results clearly indicate that although students and academics report an understanding of the term feedback as it relates to student learning, they did not report that they either engage in or wished to engage in all the aspects of effective feedback as described in the literature review. Of Juwah et al's (2004) seven principles underpinning feedback, their reported understanding was limited to how feedback relates to 1) clarification of performance, 2) opportunity to close gaps in knowledge/ability and 3) delivery of quality information about learning. Goal setting, self assessment and peer/academic dialogue, which Juwah et al state are important principles of feedback (Juwah, et al., 2004) were not mentioned by the majority of students as reasons for desiring feedback. Nor were these practices highlighted by academics as perceived reasons for students wanting feedback. Whilst such findings may be indicative of a lack of desire, motivation and/or ability of some students to use feedback to its full capacity, it may also prove a catalyst to embed comprehensive explanations of feedback practices within our courses to broaden students' understanding of the term. It may also be useful to amend assessment and teaching practices to include activities that encourage the use of feedback.

Student engagement following feedback (use of feedback) highlights that students are not engaging in practices, even in areas related to principles of feedback they understand. Whilst most students read/listened to feedback, a much lower proportion engaged in practices to clarify performance and to close gaps in knowledge, even though from earlier results they reported that they understood these as functions of feedback.

In general between 25% and 43% of students would have liked to, but did not, engage in practices other than reading or listening to comments. Specific practices where a significant number (between 37-43% of students) would have liked to engage, but did not, were;

1. noting things that needed to be done before the next assignment/piece of work
2. looking back again at course/unit guidelines to see the extent to which work had complied
3. following up advice from the lecturer/tutor on further reading
4. considering aspects on which to ask for feedback next time
5. asking the lecturer/tutor for further clarification on comments which weren't understood
6. identifying any feedback comments which were felt as unjustified, so that more could be found out about them from the lecturer/tutor

These findings on students' responses to feedback suggest that student's limited behavioural responses to feedback could warrant further investigation. Students and academics lack of a comprehensive understanding of feedback principles may be a contributing factor. Student and academic limitations, as discussed in the literature and demonstrated in qualitative data, may also contribute where behavioural response is limited. It may be investigated whether changes within teaching practice and assessment structures could assist with the response to feedback.

Contextual academic workload factors may impact the quality, timing, content and delivery of feedback. Student specific factors could include: workload, that students do not know how to use feedback, do not understand or misunderstand feedback or they may think reading comments is enough (Price, et al., 2010; Wiltse, 2002). Students may focus on marks which divert them from focusing on feedback comments/materials (Black & William, 2009). Where students view an assessment as completed, they may ignore feedback, as it does not seem relevant (Price, et al., 2010). This latter finding is reinforced in this study by both students and academics who felt that feedback is often not useful as it does not relate to future work.

More than 25% of students thought it was not necessary, or it was not relevant, to share comments with peers compare commentary. The findings suggest that students are less likely to use peers for feedback and
assessment, contrary to its effectiveness as discussed in the literature. Explaining to students the benefits of using peer dialogue and designing assessment practices which develop students' capacity to benefit from peer dialogue may be useful practice.

Data on the use of feedback indicates that academics perceived students shared feedback, asked lecturers/tutors for further clarification, and identified any feedback comments for follow up which they felt were unjustified. However, very few students reported that they undertook these practices. For all other practices, academics believed students were less likely to use the specified feedback practice than they actually reported. This creates awareness for academics giving feedback and can facilitate improvement of feedback practices. This finding may initiate an investigation into whether academic perceptions that students aren't using these practices as much as they are is influencing current teaching practice and hence impacting on low agreement levels in *e*VALuate. For example, from the results academics perceive students are more likely to ask for clarification on feedback received. This may lead academics to deliver less comprehensive feedback believing that should students need clarification they will approach the academic.

Expectations and Limitations - The results highlight limitations faced by academics along with the expectations of students and demonstrate the gap these views create. Timing of assessments, workload, access to students along with unit structure, assessment practices and students' attributes were demonstrated as limitations for academics in optimising feedback.

Academics and students agreed that the forms of feedback that were useful involved marks, breakdown of performance and review of assessment. However, a misalignment between academics and students existed in views that feedback should include expected/model answer where students demonstrated a much higher level of agreement than academics. There is some indication that the provision of model answers may be a valuable addition to feedback practices.

Students and academics agreed on the expected timing of feedback. Timing of feedback, however, and having time in which to deliver feedback has been highlighted as an issue from both students and academics. Having time to deliver feedback and in a timely manner has been tied to academic workload (Gibbs & Simpson, 2004).

Access to students has been highlighted as a limitation to giving quality feedback. As universities move to more flexible learning environments, this may continue to be an issue and academics may need to work on improving the use of online or written communication channels (Race, 2005). Assessment structure and course programs are often not conducive to useful feedback and/or timely feedback. Academics may review course programs and assessments to facilitate sustainable feedback practices.

***Accuracy of student evaluation** –*Whilst the findings discussed so far provide useful information in developing sustainable feedback processes, they also reveal a potential issue with the use of student evaluation systems. Findings suggest that students report a less comprehensive understanding of the purpose of feedback than has been shown to be effective in literature. However, even where they report an understanding of the purpose and potential uses of feedback, students are not engaging in those feedback practices. In cases where quality feedback is provided by academics, this lack of behavioural response to feedback would affect the helpfulness of feedback to students in achieving learning outcomes.

The results of the study suggest that we may need to improve our assessment practices to ensure that students are better informed about the various ways in which they may respond to feedback, and that academics support the development of improved responses to feedback. Student responses to the feedback question within *e*VALUate may then provide us with better quality information to help us review and improve our teaching and assessment practices

Conclusion

The findings demonstrate that both students and academics report a less comprehensive understanding of the principles of feedback than those defined in the literature (Juwah, et al., 2004; Price, et al., 2010) This may reduce the ability of academics to respond in the design of assessments and the provision of feedback. It may also reduce students capability to use feedback to set goals, to motivate and build self esteem, to close gaps, self assess and use peer and academic support networks (Juwah, et al., 2004).

The limited student behavioural response to feedback provides useful information for academics and raises the question of whether such practices are a consequence of a lack of understanding, feedback practices or due to other reasons. Future studies may surround focusing student attention on the functions of feedback and how to use feedback optimally, improving assessment design and processes to facilitate the uptake of feedback..

Student expectations and academic limitations raise awareness and highlight areas to negotiate moving forward in developing sustainable feedback practices. Academic limitations are often related to a lack of resources (time/workload, unit structures and logistics). Whilst suggestions towards resolution are beyond the realm of this study, focusing students's attention on good feedback practice, especially in areas of peer and self assessment and goal setting, may facilitate students becoming less reliant on academics as they become more self directed independent learners (Brindley & Scoffield, 1998; Hattie & Jaeger, 1998; Li, et al., 2010).

A potential issue with students providing feedback on helpful feedback is raised following findings that they are not using feedback as they would like to, nor as the literature states it could be used. It might be proposed that academics focus students' attention on the function of feedback, how to effectively use it,

and ensure it is used effectively so that the usefulness of evaluative systems are assured. Sound evaluation systems within universities are used to rate best and worst courses (Gibbs & Simpson, 2004), however it must be ensured students are providing a well-informed evaluation within these systems.

In conclusion, this study examined student and academic understanding, perceptions, expectations and practices of feedback as they relate to student learning. Findings make important contributions in encouraging teaching and learning staff and academics to improve and develop sustainable assessment and feedback practices to maximise the value of feedback provided. In developing such practices, in addition to clarifying for students the purpose of feedback and showing them on how to best use feedback, improved student outcomes and improved ability to provide useful feedback to academics through *e*VALUate would result.

References

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability, 21*(1), 5.

Brindley, C., & Scoffield, S. (1998). Peer assessment in undergraduate programmes. *Teaching In Higher Education, 3*(1), 79.

Cleary, M. R. N. P., & Walter, G. M. B. B. S. B. P. (2010). Giving Feedback to Learners in Clinical and Academic Settings: Practical Considerations. *The Journal of Continuing Education in Nursing, 41*(4), 153.

CurtinUniversity. (2010). Introduction to the eVALUate system Retrieved 13 July, 2010, from http://evaluate.curtin.edu.au/info/index.cfm

CurtinUniversity. (2010). Providing feedback which encourages learning *Teaching and Learning at Curtin 2010* (pp. 45-47). Perth: Curtin University.

Gibbs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*

(1), 3-31.

Hattie, J., & Jaeger, R. (1998). Assessment and classroom learning: A deductive approach. *Assessment in Education, 5*(1), 111.

Hendry, G., Lyon, P., & Henderson-Smart, C. (2007). Teachers' approaches to teaching and responses to student evaluation in a problem-based medical program. *Assessment and Evaluation in Higher Education, 32*(2), 143.

Juwah, C., Macfarlane-Dick, D., Bob, M., Nicol, D., Ross, D., & Smith, B. (2004). Enhancng student learning through effective formative feedback. York: The Higher Education Academy

Li, L., Liu, X., & Steckelberg, A. L. (2010). Assessor or assessee: How student learning improves by giving and receiving peer feedback. *British Journal of Educational Technology, 41*(3), 525-536.

McKone, K., E. . (1999). Analysis of student feedback improves instructor effectiveness. *Journal of Management Education, 23*(4), 396.

Office of Assessment, T. a. L. (2010). Introduction to the eVALUate system Retrieved 13 July, 2010, from http://evaluate.curtin.edu.au/info/index.cfm

Office of Assessment, T. a. L. (2010). Providing feedback which encourages learning *Teaching and Learning at Curtin 2010* (pp. 45-47). Perth: Curtin University.

Price, M., Handley, K., Millar, J., & O'Donovan, B. (2010). Feedback : all that effort, but what is the effect? *Assessment & Evaluation in Higher Education, 35*(3), 277 - 289.

Race, P. (2005). *Making learning happen : a guide for post-compulsory education*. London ; Thousand Oaks, Calif.: SAGE Publications.

Wiltse, E., M. . (2002). Correlates of college students' use of instructors' comments. *Journalism & Mass Communication Educator, 57*(2), 126.