

Feedback or Feed-forward? A Case Study in One Higher Education Classroom

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ABSTRACT Constructive feedback can allow students to recognise areas of deficiency and assist them in closing the gap between actual and desired achievement. However, not all lecturer feedback stimulates learning. Rather, it would seem that students often ignore feedback or do not know how to use the feedback constructively. Given the above background, an important question arises: How do students in a Life Skills classroom experience feedback? In attempting to answer this question, we explore how feedback, a key issue in assessment, can be used to inspire students to learn. A basic interpretative qualitative approach employing focus groups and semi-structured interviews created the opportunity to explore how final-year students in a Life Skills classroom experience four feedback issues. The findings suggest that students need to learn how to convert feedback into enhanced knowledge in order to understand precisely what aspects they need to improve.