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**Institute of Teaching and Learning**

# JENNI ROSE ACTIVE SELF-FEEDBACK

ITL FELLOWSHIP 2022/23  
PROJECT  
REPORT

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ITL Fellow 2022/23

## JENNI ROSE SFHEA



Jenni is a Senior Lecturer in the Alliance Manchester Business School (AMBS), within Accounting and Finance. Jenni's scholarship is based on creating community and intellectually developing others. One way she does this is through self-feedback where she teaches students to write feedback for themselves increasing their evaluative judgment and enabling them to become independent learners. This project focussed on Jenni's work on self-feedback and builds on her passion for creating meaningful connections within and across Higher Education using Freirean dialogue (Freier 1970).

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Fellowship Student Partner Intern

## NAINIKA SAHYE

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# ACTIVE SELF-FEEDBACK

ITL Fellowship project

### Context and objectives

As students transition into Higher Education, they need to learn skills to evaluate their own work to enable them to become independent learners. Moving from teacher-led feedback to self-generated feedback is key to enabling student autonomy as well as success in future employment. By using comparative judgement, I used peer-to-peer assessment with students within their first six weeks of starting university helping students to transition into a new way of engaging with feedback.

Feedback is indisputably an important part of students' learning process. However, student satisfaction on feedback was amongst the lowest scoring areas of the most recent NSS survey, with only 59% of students finding they receive helpful comments on their work at the University of Manchester. By giving student's the opportunity to take part in peer-to-peer assessment on their courses they will be able to receive feedback more frequently, understand how to give feedback and how to use the comments they receive to improve.

This project sought to:

- evaluate the effectiveness of peer-to-peer assessment in helping students change how they engage with feedback
- share the pedagogy of self-feedback with academic colleagues within the University and beyond
- increase the use of self-feedback in higher education lecturers within the University of Manchester and beyond.

## Project activities

### Sharing self-feedback with other educators

To share the theory and practice of self-feedback with others, I ran 18 workshops, sharing the practice with 581 participants worldwide. These included workshops for staff at the University of Manchester, and at other universities across the UK and internationally including RMIT in Melbourne, the University of South Australia, the University of Johannesburg and Skidmore College New York.

	Total participants	Number of workshops
International	255	6
UK	200	5
UoM	126	7
<b>Total</b>	<b>581</b>	<b>18</b>

**Table 1:** Number of self-feedback workshops delivered to different audiences and number of participants who attended

During these workshops, I shared the vital elements required to enable students to write their own feedback and explained the theory behind inner feedback as well as the benefits of using this method to increase student agency, encourage intellectual development and increase feedback ratings from students. I also shared tools that would enable participants to draft instructions for self-feedback assignments and attendees experienced writing self-feedback for themselves. In the workshop over 77 participants also co-created a 'Padlet of ideas' showcasing the wide range of applications of self-feedback in classrooms from mathematics to CV writing, reflective assignments to practical presentations in science.

## Sharing self-feedback with students

As well as sharing the theory of self-feedback with staff, I also created resources for students to encourage students to use self-feedback. This included a poster, a video and a section on the University's Assessment Toolkit.

The **poster** helps students to understand how to use self-feedback. It explains that they do something, then compare their work to other information, followed by redrafting their work. It shows the benefits to students of using self-feedback to become independent learners, no longer waiting for teachers to give them feedback. It was drawn by Katrina Swanton of Swanton Sketches.

The **video** was co-created with students and directed by Nainika (Student Partner). It captures students voices and students share the benefits they found of writing feedback for themselves to encourage others to do the same.

- [Active self-feedback - a student guide](#)

The section on the **assessment toolkit** helps students to write feedback for themselves without direct lecturer guidance and can be found at the following link:

- [What does feedback look like for Learners \(sharepoint.com\).](#)
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## Evaluation

During the project, I also conducted research to measure the impact of self-feedback on student outcomes. The results were significant: students who engaged in self-feedback achieved an average increase of 21.4 marks in their assessments. Even when accounting for other factors, the positive impact of self-feedback persisted, with students gaining an average of 4.3 additional marks. Similar positive outcomes were observed in MBA programmes, with an average increase of 7.2 marks. Furthermore, my research demonstrated the broader benefits of self-feedback, including increased student independence, confidence, and ability to evaluate knowledge contextually.

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## Challenges faced

Before and during my fellowship, workload and balancing ongoing commitments was a key challenge. Initially, my fellowship project had to be delayed by a year, due to workload pressures, however this led to me taking a sabbatical the following year to coincide with the project which helped me to have the space and time to complete it.

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## Student Partnership

My student partner was very important on this project. At the start of the project, I found that I needed to spend some time working with the Student Partner to provide some learning around active feedback techniques as this was a new area for her. However, once after this initial learning, Nainika went on to lead the creation of the student video to encourage students to engage in active self-feedback and continued to play a vital role in sharing the student view on the work we were doing.

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## Collaborative work

I'm very grateful for the support of my then Head of Teaching, Anne Stafford, my BAFA mentor Greg Stoner and the originator of self-feedback David Nicol for their time and belief in me and my ideas.

I'm grateful to Judy Williams and April McMahon for selecting me to become a fellow, as well as Lisa McDonagh, Holly Dewsnip, Emma Sanders and Freya Corrywright who particularly supported me through my Institute of Teaching and Learning (ITL) Fellowship.

Thank you to CDAF (Committees of Department and Finance in the British Accounting and Finance Association) for the £2,650 bursary.

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## Outputs

### Media and resources

- Jenni Rose (2023). Active feedback introduction [YouTube]. Available at: <https://youtu.be/sDc3rFdhZxE?si=C7VCxZwTL2FbW83m> (298 views)
- Jenni Rose (2023). 'ChatGPT as a teaching tool, not a cheating tool', Times Higher Education, 23 February 2023. Available at: <https://www.timeshighereducation.com/campus/chatgpt-teaching-tool-not-cheating-tool> (over 17,100 views)
- Jenni Rose (2022). *Active Feedback Example Instructions* [Padlet]. Available at: <https://tinyurl.com/4bzxk4ft> (78 contributions)
- Jenni Rose and Nainika Sahye (2023). *Active Feedback ITL Student Guide* [YouTube] 03 May 2023. Available at: <https://www.youtube.com/watch?v=WlqWNYjvfUM> (253 views)
- Rose, J. (2025). *Active Self Feedback - a guide for staff*. Available at: <https://www.staffnet.manchester.ac.uk/umitl/resources/>

- Rose, J., Nicol, S., Szücs, B. (2023). Times Higher Education Podcast: How to use generative AI in your teaching and research. [Podcast]. 06 July. Available at: <https://www.timeshighereducation.com/campus/podcast-how-use-generative-ai-your-teaching-and-research> (over 3,194 listens)
- Rose, J (2024). University of Manchester Assessment Toolkit: What does feedback look like for Learners?. Available at: <https://livemanchesterac.sharepoint.com/sites/UOM-FLP-Assessment-Toolkit/SitePages/What-does-feedback-look-like-for-Learners.aspx> (733 views)
- Rose, J. (2024). Student guide to self-feedback. [Poster]. Available at: [https://figshare.edgehill.ac.uk/articles/poster/Student\\_guide\\_to\\_self-feedback/26161639/1](https://figshare.edgehill.ac.uk/articles/poster/Student_guide_to_self-feedback/26161639/1) (336 views; 49 downloads)
- Rose, J. (2024). 'Active Self-Feedback' [PowerPoint presentation]. Multiple workshops. University of Manchester. Available at: [Self feedback presentation Jennifer Rose October 2024](#)

## Conferences

- Rose, J. (2023b). 'Empowering students own intellectual development through essay writing and reviewing peer work'. Proceedings of the British Accounting and Finance Associate Accounting Education Conference, Glasgow, Scotland. 17-19 May 2023.
- Rose, J., (2024). 'Unlocking Potential: How scaffolded formative assignments including self-reflection can increase academic achievement and self-evaluation skills', Keynote at the International Assessment in Higher Education Conference, 19-21 June.

## Publications

- Nicol, D. and Rose, J. (2025) Promoting learner self regulation: Is it better to give students exemplars before or after producing work? Assessment & Evaluation in Higher Education, (under review).

## Impact

### Impact on students and student outcomes

By implementing self-feedback techniques, inspired by Nicol (2021), and creating accessible resources to share expertise, I have empowered students to become active learners and critical thinkers, to take control of their learning and to improve their ability to reflect and progress. This has led to improved student outcomes (see Evaluation) and to students autonomously using, and then sharing, my techniques with peers;

*“It allowed for easier and quicker access to feedback, as well as gaining a new viewpoint, on our work, which usually only a marker would see. This opened my eyes to the many possibilities of Active Feedback, and I have implemented it in the peer sessions I run.”*

Student and Peer session leader

### Impact on teaching practice

I have also influenced other educators, encouraging them to use self-feedback in their own practice, and have extended the reach of this work internationally. The impact of the workshops I delivered is that 77 international contributors have changed their practice to include self-assessment and co-created an open access bank of exemplars of self-feedback assignments.

*“Jenni has had a significant impact on my approach to providing formative feedback to students. I adopted an AI-based self-feedback approach following a workshop Jenni delivered for Aston faculty in March 2023 and now use this approach in all of my MBA teaching. So far at least 200 students have benefited and the feedback from students has been extremely positive.”*

Matt Davies NTF, Aston University

*“Jenni’s presentation to, University of South Australia’s 60 teaching staff across 22 undergraduate degrees from Health, STEM, Business, Justice and Creative was clear and demonstrated the approach to active feedback and the benefits to our 5,500 students. Jenni provided excellent resources that will make it easy for our staff to implement self-feedback in our courses.”*

Academic Director, University of South Australia



*“After attending a workshop on self-feedback run by Jenni in 2023, I thought about ways in which we could use this effective pedagogy in our mathematics programmes. I worked with a student intern during the summer of 2023 to develop resources to improve assessment literacy. The intern used Jenni’s approach in a study skills session with 278 students and feedback guidance given to 499 first year maths undergraduates”.*

Professor in Mathematics, University of Manchester

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## Reflection

My fellowship experience has been a transformative journey. It has ignited a passion for sharing my insights on active self-feedback. While the demands of my regular workload often presented challenges, the fellowship has provided a supportive environment that has encouraged me to explore innovative ideas and push the boundaries of my practice. The fellowship also impacted on my own progress, and I subsequently trained as a Perry rater to assess my students’ intellectual development and the gains students made in the reflective experiences I created.

The years delay, which felt awful at the time actually gave me the chance to grow; applying self-feedback in different ways in the classroom, connecting to those who were developing new theories and discovering the richness of slow scholarship (Breg and Seeber 2016). I also applied for a six-month teaching sabbatical and overlapping the sabbatical and my teaching fellowship, helped to give me the space I needed to develop my pedagogical grounding.

The fellowship has also connected me with a wonderfully supportive community of like-minded scholars, both at the University and internationally. This network has been invaluable in providing support, encouragement, and a sense of belonging. It has been inspiring to collaborate with individuals who share my commitment to increase student’s agency and empower students to flourish.

As I reflect on this experience, I am grateful for the privilege of being awarded an ITL Fellowship. I am excited to continue exploring the potential of active self-feedback and to share my findings with educators across different disciplines in my flexible learning pilot. I am also eager to maintain the connections I have forged within the community of excellent and inspiring educators at the University of Manchester.

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## Next steps

To influence support across the University, I have created a cross-faculty community of practice in active feedback, securing competitive funding from UoM's Flexible Learning Programme. This has enabled me to engage academics across UoM to embed reflective self-feedback enhancing students' abilities to independently improve. Within this project we hope to collect case studies which show how self-feedback reaches across disciplines and gather views from students to be able to share the benefits of using active self-feedback on student outcomes.

I, along with Hannah Cobb, have also created a supportive university wide teaching and scholarship network to connect and support those interested in scholarship. More can be found out about this here:

- [The University of Manchester Teaching and Scholarship Network](#)
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## References

Berg, M. and Seeber, B. (2016) *Slow Professor: Challenging the Culture of Speed in the Academy*. Toronto: University of Toronto Press

Freire, P. (1970). *Pedagogy of the oppressed*. Reprint, M Ramos Trans. London: Penguin 1996.

Nicol, D. (2021) The power of internal feedback: exploiting natural comparison processes, *Assessment & Evaluation in Higher Education*, 46:5, 756-778, DOI: 10.1080/02602938.2020.1823314

Nicol, D. and Rose, J. (2025) Promoting learner self regulation: Is it better to give students exemplars before or after producing work? *Assessment & Evaluation in Higher Education*, (under review).

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Rose, J. (2023b) Empowering students own intellectual development through essay writing and reviewing peer work. BAFA AE 2023, Glasgow 17 - 19 May.

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