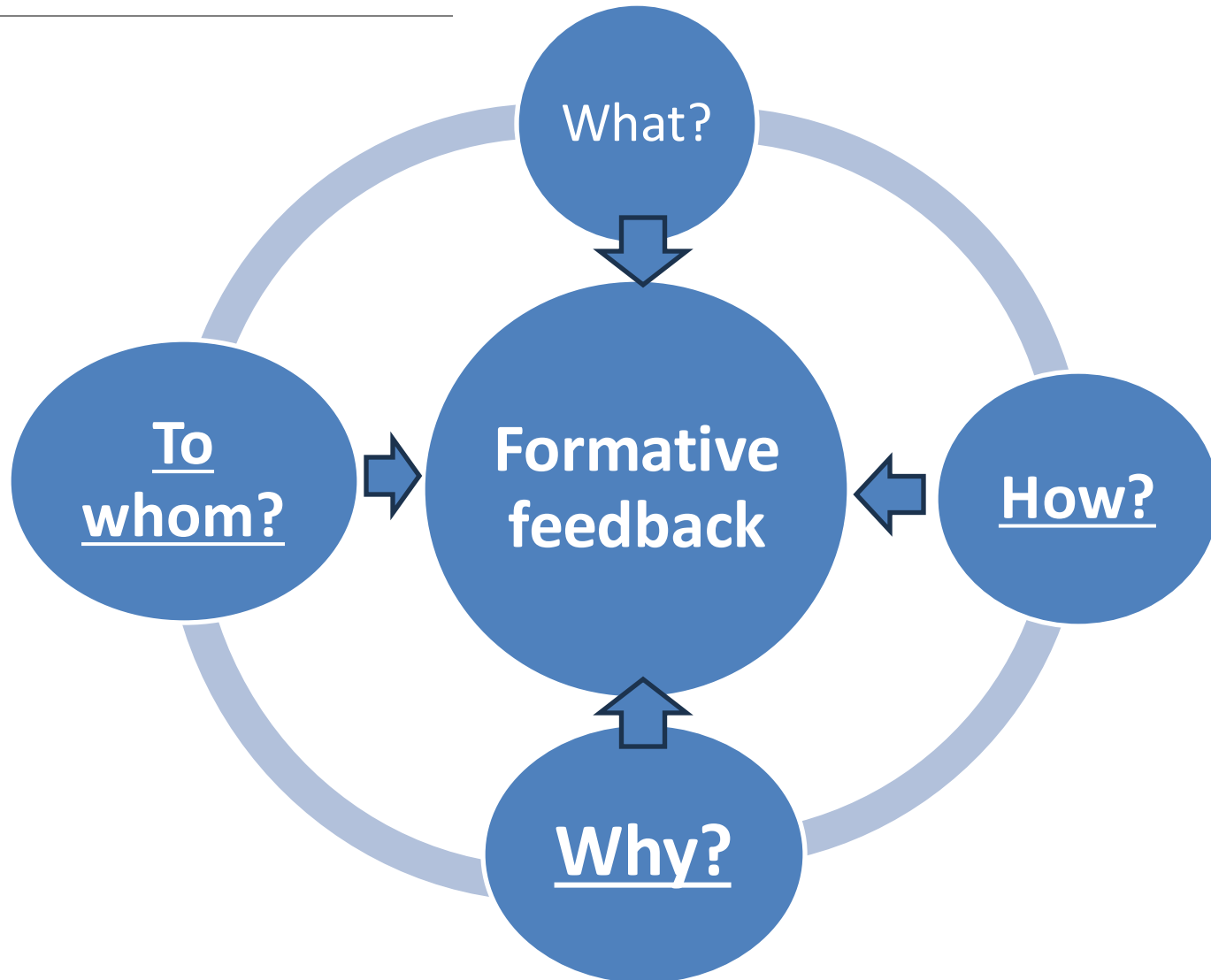


Formative feedback: Why and how?

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Xia (Hannah) Han | Jintao Liu | Ashna Singal | Jiaqi Wang

Formative feedback



Formative feedback: What?

- **Definition(s)**

- » Assessment communicated to learner(s) with information that allows them to modify thinking, improve learning and performance (Shute, 2008)
- » To provide feedback in a way that encourages students to use it (Gedye et al.. 2015; Yorke, 2003)
- » Feedback activities are shared across teachers and students and are adaptive, discursive, interactive and reflective (Hill & Edwards, 2019)

- **Formative feedback plays a key role in supporting academic development**

- » Set and clarify the expectations (Orsmond et al., 2002)
- » Timely and constructive comments (Fong et al., 2021; Juwah, 2004)
- » Build trust and students confidence (Miller & Lavin 2007)

Formative feedback: To whom and how?

- **If formative feedback is so important, why it has been a lasting challenge in NSS? (Times Higher Education, 2023)**
 - » Different understanding?
 - » Resource commitment?
 - » Other pressures?
- **To address the issue of providing effective feedback, we launched the formative feedback project**
 - » To a cohort of 103 students face-to-face and online in 2021-22
 - » Provide formative feedback to student essay for a core module “Frontier topics in international business” in the MSc International Business and Management (IB&M) programme
 - » Majority are international students in the UK for the first time

Formative feedback: To whom and how?

- **Based on the positive student responses in 2021-22, we introduced the practice by offering students the opportunity to submit their assignment plan (800 words) for formative feedback before summative work (1,800 words)**
 - » To set the expectations, clarify requirements and standards
 - » To create a safe learning environment
 - » To accommodate individual learning needs for students from different cultural and disciplinary backgrounds
 - » To help students adapt to the UK HE environment

Formative feedback: To whom and how?

To set the expectations and create a safe learning environment

- Formative feedback:
 - » Not about providing the right or wrong answers
 - » **Not a one-off transaction: Why?**
- Formative feedback: What it is about?
 - » Formative feedback is a **social** process (Morris et al. 2021)
 - » **Interaction** to understand student backgrounds and **develop trust** (Owen, 2016)
 - » For **individualized** feedback methods (Soils et al., 2025)

Formative feedback: To whom and how?

To accommodate individual learning needs for students from different cultural and disciplinary backgrounds

- Providing formative feedback is a social process not a one-off transaction
 - » Based on formative assignment (800 words), we provide students written feedback (200 – 300 words)
 - » Large-size formative feedback session (an hour for common issues)
 - » Small-group and pair-wise discussion (20 – 25 mins each group)
 - » Individual drop-in sessions at requests (20 – 25 mins each student)
 - » Ad-hoc meetings after summative assessment

Formative feedback: To whom and how?

- **Implementation and student responses:**
 - » Implemented for 5 years
 - » Positive responses: 70/100 students submit their formative essay for feedback before summative assessment
- **What kind of formative feedback for students?**
 - » Transparent
 - » Balanced
 - » More frequent
 - » Language matters?

Formative feedback: Why?

- **Why students need formative feedback?**

- » Short-term: For improvement in summative assessment
- » Long-term



- **Why we provide formative feedback?**

- » To establish trust
- » To help students develop the confidence and skills for effective feedback
- » **To help student understand, it is a transferrable skill**

- **Ongoing work: The role of AI in formative feedback**

- » How AI can help us for providing formative feedback?
- » Do we need to change the assessment and marking criteria?

Thank you

Q&A