



Experiential marking and feedback development for Graduate Teaching Assistants

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GTA Teaching and Learning Training in FSE

- In the Faculty of Science and Engineering (FSE) approx. 950 PGR Students work as a Graduate Teaching Assistant (GTA) each Semester



- T&L Training is delivered in person as a whole day workshop comprised of 3 sessions:
 - GTA Roles and Expectations
 - GTA Teaching Skills
 - GTA Marking and Feedback
- GTAs from disciplines across the Faculty with a range of prior experience

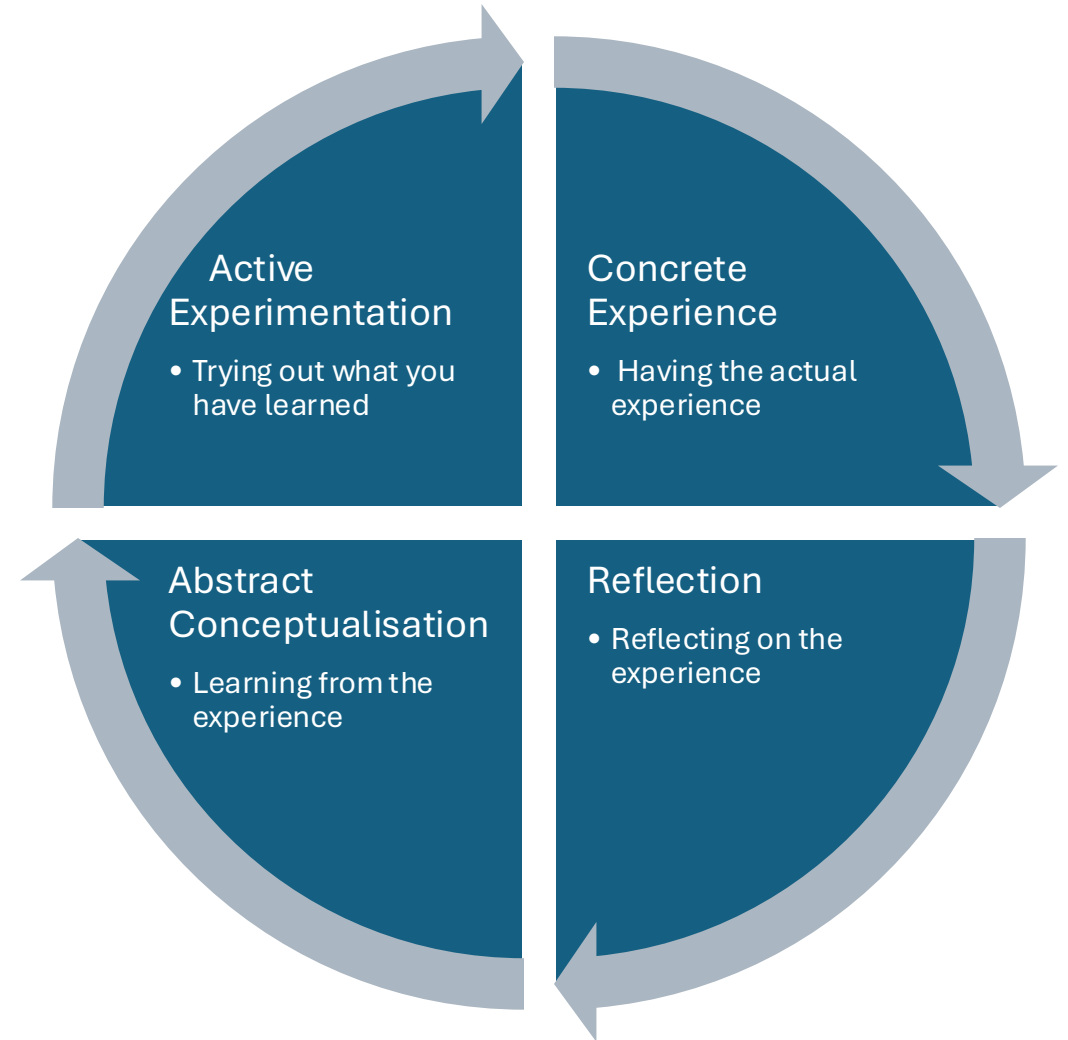
Focussing on Feedback and Marking

- NSS Theme 3 responses highlight assessment and feedback as an area of improvement
 - Q11: How fair has the marking and assessment been on your course?
 - Q14: How often does feedback help you to improve your work?
 - GTA support is not directly addressed in NSS or UoM Unit Surveys
- GTAs are heavily involved in providing feedback to students
 - Written feedback on assessments
 - Verbal feedback during teaching activities

Why Experiential Learning?

- Active participation in a simulated task
- Development of reflection on action
- Immediate application of knowledge into a practice context

Experiential Learning Cycle (Kolb, 1984)



Session Design

Intended Learning Outcomes (ILOs):

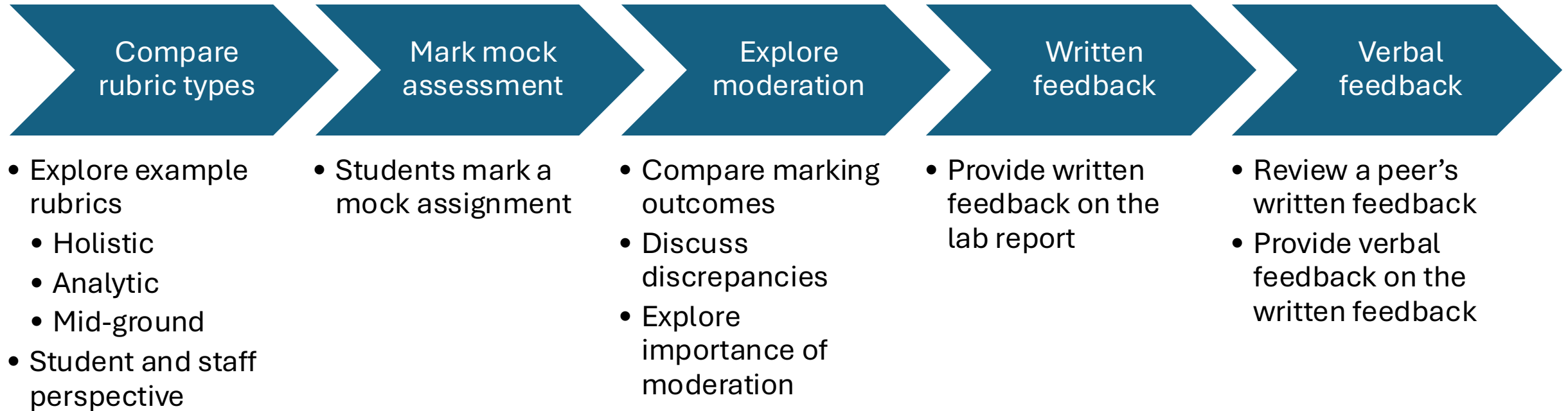
By the end of this session, participants will be able to:

- **Explain** the purpose and principles of assessment in higher education.
- **Interpret** marking criteria and rubrics and apply them consistently to student work.
- **Demonstrate** how to provide constructive, actionable feedback.
- **Recognise** the importance of fairness, transparency, and inclusivity in assessment.
- **Reflect** on their role and responsibilities in the marking and feedback process.

Session Requirements:

- 40 – 60 GTAs per session
- 1 hour 50 minutes
- Opportunities to practice
 - Marking
 - Written feedback
 - Verbal feedback
- Discipline agnostic
- No pre-work required

Session Design



Discipline Agnostic Lab Report

Lab Report – Experiment 1: Dry-Heat Cooking of a Starchy Ovoid

SPUD101

Learning Outcomes

By the end of this practical, learners will be able to:

- Identify and apply the correct method for baking a starchy potato.
- Prepare a simple, complementary filling using cream cheese and chives.
- Contrast the role of different potato types in culinary applications.
- Evaluate the results based on texture, flavour, and presentation.

Theory

Potatoes are a staple carbohydrate source with varying starch and moisture content depending on the variety. Baking is a dry-heat cooking method that transforms the texture of starchy vegetables, enhancing flavour through Maillard reactions. Cream cheese provides fat and acidity, while chives contribute aromatic compounds that enhance taste.

Relevance

This experiment demonstrates foundational cooking techniques relevant to:

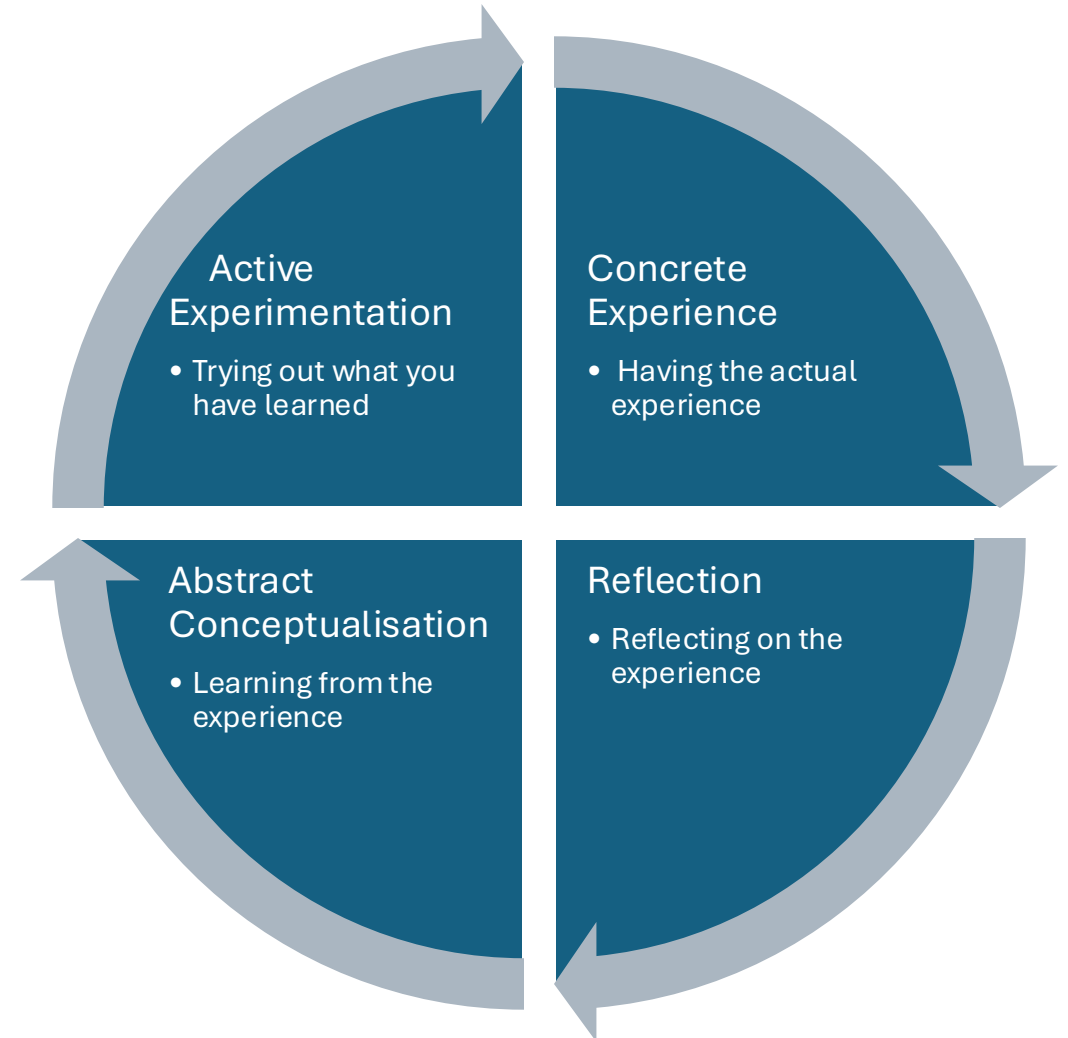
- Professional kitchen operations
- Nutritional planning
- Menu development
- Sensory evaluation in food science

- “SPUD101”
- Lab report on how to cook a jacket potato
- Focus the session on the process of marking and feedback
- Remove requirement for subject specific knowledge

Alignment with Experiential Learning

- Concrete Experience
 - GTAs engage in authentic marking tasks (e.g. marking sample assignments, applying criteria)
 - They generate actual feedback
- Reflective
 - Group discussion of marks awarded and moderation
 - Reflection on feedback quality (clarity, tone, usefulness)
 - Identification of inconsistencies or uncertainty
- Abstract Conceptualisation
 - Facilitator introduce rubrics and assessment criteria
 - Principles of effective feedback
 - Participants connect experience to concepts
- Active Experimentation
 - GTAs re-mark or adjust feedback after discussion
 - Apply structured feedback

Experiential Learning Cycle (Kolb, 1984)



Session Outcomes and Feedback

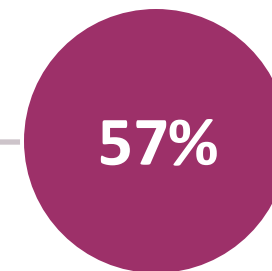
- Marking and Feedback session delivered 15 times September 2025 and January 2026



GTAs trained



Mean positivity score
(n=67)



Feedback comments
praised
interactivity

- For GTA training in 2026/27 academic year increased data gathering to monitor impact of training on GTAs and Unit Leads
 - Mid/end of semester surveys for GTAs to self-assess learning (Kirkpatrick Level 2 and 3 – Learning/Behaviour)
 - End of semester survey for Unit Leads (Kirkpatrick Level 2 and 3 - Learning/Behaviour)
- Monitoring of NSS and Course Unit Surveys from 25/26 for text comments regarding GTA Marking (Kirkpatrick Level 4 – Results)

Next Steps: GTA Marking and Moderation Toolkit

- Provide a sessions plan for academic staff to complete with their GTAs to develop marking, moderation and feedback skills on a specific assessment
 - Also
- Repeating the experiential learning cycle
- Repeat the same activities as the training session, with a previous submission and or a new submission
- Repeat the activities