



The Impact of Feedback on the Characteristics of University Students' Writing

Iris Vardi

Curtin University (Australia)

i.vardi@curtin.edu.au

Many studies have investigated the “power of feedback” (see Hattie & Timperley, 2007; Shute, 2008) and have identified broad characteristics that make feedback a powerful force in learning. In the university context, reports show that students want good feedback to improve their performance and confidence. But what types of feedback improve students' performance in their written tasks?

This presentation reports on research which investigated the types of changes that third year university students made to their written assignments in response to feedback. It examines feedback and students' responses to feedback in relation to the disciplinary context, the content requirements of the task and the form of the writing to show how written assignments changed both positively and negatively in response to feedback from the lecturer.

In examining the findings from this research, this presentation shows what types of feedback influenced change, what types of feedback did not influence change and postulates why. In so doing, it explores the implications for universities and lecturers who want to improve their students written assignments through feedback.

References

[1] Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(2), 81-112.

[2] Shute, V. J. (2008). Focus on Formative Feedback. *Review of Educational Research*, 78(1), 153-189.