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# Student Feedback

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**Abstract:** A perpetual concern for educators when providing feedback is whether that feedback is understood and acted upon. In many instances feedback is ignored or not properly addressed, which harms students' grades and learning. This lounge intends to explore possible methods of improving such issues.

**Key Words:** Teaching, Feedback, Education

**Theme:**

**Kind of Submission:** Idea pitch for Lecturers' Lounge

One of the most time consuming aspects of an educator's job is providing feedback to students. Educators need to read, listen, watch or through other means, assess students' work, then provide constructive feedback in a manner that supports students' development yet does not come across as overly harsh or demeaning. However, it is not always clear how much students listen to feedback, address it, or even understand it. On many occasions, suggestions are ignored or not fully addressed; is this because the student has not read/listened to the feedback, because they did not understand it, or because they disagreed with it.

Tools exist which can help faculty and students with the provision of feedback, such as peer-assessments in LMSs (such as Moodle or Blackboard) (Dutt & Abdallah, 2023) or even through external providers such as Perusall's 'Fishbowl' (Perusall, 2025). Such tools help to alleviate faculty workload by reducing the amount of feedback that is required since fellow students have added comments. Faculty involvement is still necessary, but it can be reduced. Furthermore, such assignments give students the opportunity to look at assignments from the perspective of an assessor to better appreciate how work can be completed, and how work is usually assessed.

While AI can provide an option to provide detailed feedback, just as students are cautioned against overuse and fact-checking, so faculty also need to engage in careful reviews of the feedback to ensure its accuracy and appropriateness.

Another potential method which could be used to improve students' engagement with feedback and act as feedback for faculty (feedback on our feedback!) could be the use of 'Reply to Reviewer' templates, similar to those requested by publishers when conferences or journal articles are submitted for consideration. As in the case of authors, but forcing students to carefully read and engage with each comment, it can ensure that students are reading, understanding, and addressing each point. This can also provide students with the opportunity to raise questions about their understanding of the feedback which support faculty with the provision of quality feedback.

The purpose, therefore, of this lecturer's lounge is to discuss various methods of providing feedback, and share best practice so we all may improve.

## References

Dutt, C. S., & Abdallah, G. (2023, May 10). *Teaching with Technology*. 39th EuroCHRIE, Vienna, Austria.

Perusall. (2025). *How do I complete a fishbowl review assignment?* [Corporate].

<https://support.perusall.com/hc/en-us/articles/28872145764375-How-do-I-complete-a-fishbowl-review-assignment>

Comments from the discussion: