

# Inline feedback

Where students are submitting digital written work in Turnitin Assignment or Moodle Assignment, it is possible for assessors to give very contextualized feedback in the form of short, contextualised comments. These appear in a layer over a student's work, each comment displaying close to the aspect to which it refers. In both Turnitin and Moodle Assignment, they display to students as expandable bubbles in the script. Both allow banks of frequently-made comments. Turnitin enables comments to be explicitly linked to assessment criteria, while Moodle provides drawing tools (which may help with feedback about structure and language).

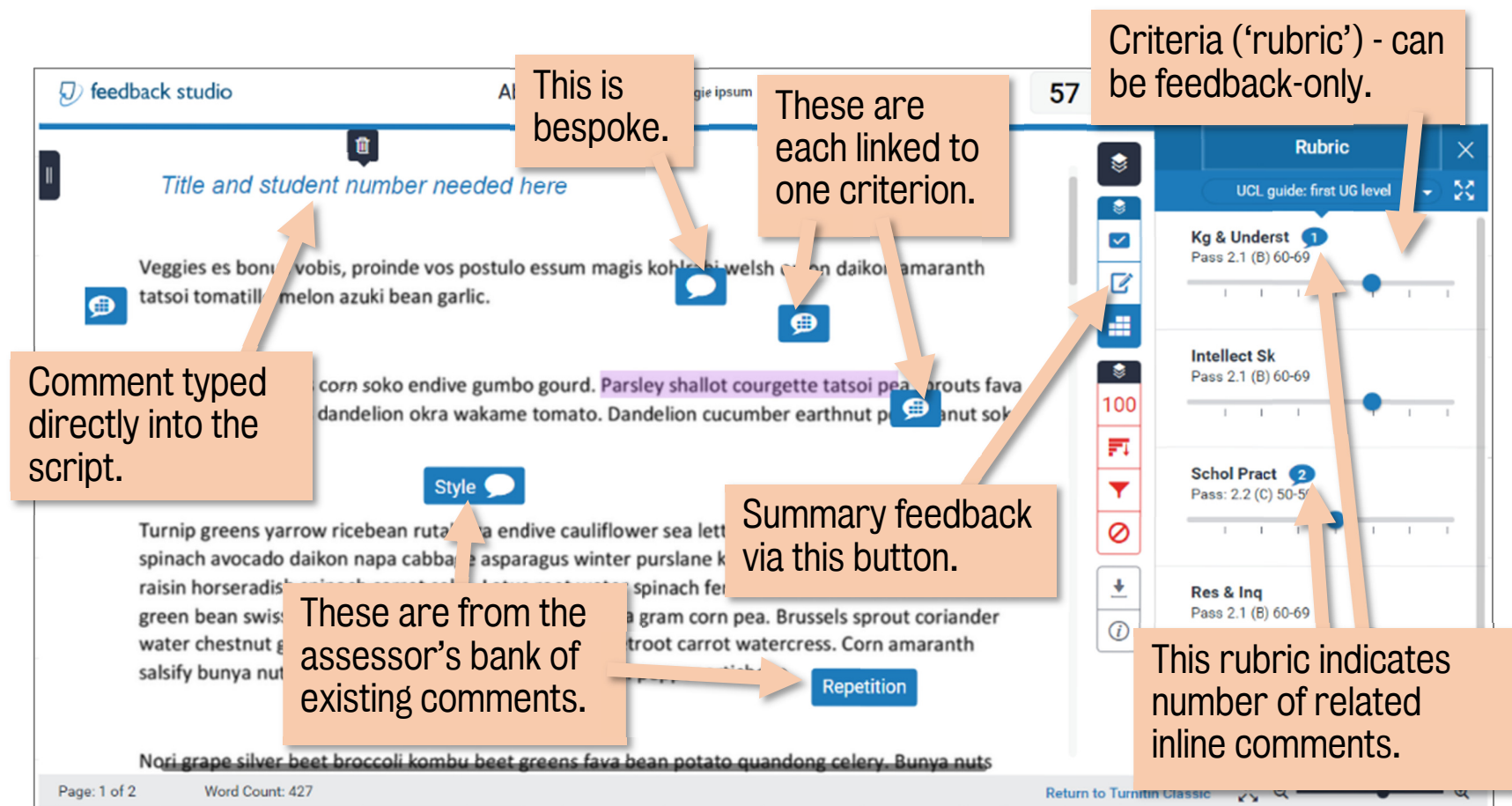


Figure 1 A student's view of different kinds of inline feedback comments in Turnitin, which allows a comment to be linked with a criterion.

| Benefits  | Good to know   |
|---|--|
| Typed feedback is legible. Digital feedback given via KEATS can be accessed whenever students need to refer to it.  | Students need guidance both to access feedback and to work with it.  |
| Having the original work, comments and criteria all visible together helps students, because engaging with feedback demands that they relate it to their earlier thinking as well as the assessment criteria. | More is not necessarily more. The more inline comments there are, the more each loses emphasis. So use with restraint and draw out the most important points in the Summary/General Comment. |
| Contextualising comments helps to remove some of the extraneous cognitive load which interferes with students' ability to engage with feedback.   | Students prize personalisation over individualisation; they tend to know when a comment is from a bank, and when it is bespoke, and are more motivated by the latter type.                   |
|   | If there is more than one assessor, liaise about making the comments broadly consistent in terms of volume and quality.  |
|   | If there is a numeric grade, ensure the comments as a whole help students to make sense of it.   |