Brainstorming Ideas

Communication

- To book a feeback discussion appointment with tutor (4 votes) -FG4
- Live-chat feature to ask questions about feedback with the educator (2votes). (a function to reply to your teachers might be feasible) -FG3
- Feedback should have a request option for further inquiry. Eg: Request to message, set up a meeting with the tutor (2 votes) -FG8
- Request for explanation or for elaboration on specific parts of the feedback. (e.g. highlight section and comment) (2 votes) -FG4
- Similar to zoom's "ask for help" button or commenting on google docs, an ability to request clarification for a specific part of assignment would enable greater specificity (2 Votes). –FG5
- A way to communicate between the student and the teacher who is marking the assignment in order to seek clarification on your feedback (2 votes) -FG8
- A 'chat' or 'comment' section underneath the feedback that enables students to clarify points with their tutor (2 Votes). –FG5
- Allow the student to ask questions on the platform (2votes) -FG6
- Feature that allows communication between the teacher and student - perhaps an online chat or forum, where students can clarify feedback and be provided advice/resources to implement feedback (2 votes). -FG2
- It would be great if I can receive feedback from exactly the person who graded me, and I can communicate with the grader directly (2 votes) -FG2

Annotation & Categorisation

- A way to flag comments you don't understand so the person who marked can provide more explanation on that comment (5 votes). -FG8
- A way to categorise received feedback based on similarity. For example if you consistently receive feedback about one certain criteria or skill over multiple assignments, being able to group this feedback in one folder or something, will be helpful in making it clear to students what they need to improve on (5 votes). FG8
- Way to identify and categorise key points from feedback eg content-based, style-based (3votes) - FG7
- Highlight the missing content in the assignment that can be used for the next assignment (3 votes) - FG1
- I want to see a table with two columns, one of which includes how I did good, the other is how I did bad. Maybe the rows can be the rubric criteria (2 votes) - FG2

Marking rubric related

- I want to see how the mark of each criterion I receive and why I get that way (3 votes). - FG1
- It can be linked to the criteria of the assignment directly (2 votes). -FG1
- I want to be able to see the marked rubric, and specific examples from my work links to each criterion (2 votes) - FG2
- Very very very specific marking rubric which gets modified/updated every semester (3votes) -FG6
- A marking rubric that is highly specific as in the different criteria marks do not just differ by a synonym (i.e. 0 = not included, 1 = fair response, 2 = good, 3 = great, 4 = excellent, 5 = exceptional) (2 votes). -FG8

Feedback design

- Tool that can be used to simplify big words or key concepts (include some examples) (2 votes) -FG1
- Greater focus on process, features of assessment, and what was achieved/could be improved, rather than the grade. Maybe even the grade could be restricted solely to Moodle? (1 Votes) -FG5
- Detailed and specific information on how to improve and where concepts need to be reviewed (2 votes) - FG7
- An indication of where and how many marks were actually deducted - rather than vague feedback coupled with a score (3 votes). -FG8

Marking mechanism (Learning design)

- A feedback tool where teachers can add in comments on certain parts of the assignment rather than just overall feedback at the end (2votes) -FG3
- I want to have a feature to view the return feedback of my changing after getting feedback from teachers (more immediately better) -FG3
- Maybe extra time taken to explain about assignment in detail (prior feedback) (2votes) (NOTE: R6: more detailed marking rubric) -FG6
- Video/audio feedback (4 votes) - FG4

Integration & Accessibility

- It would be good to have a simple video to guide (2 votes).- FG1
- Integrate with whatever assignment submission software? (2 votes) -FG4
- If the tool could be utilised with a digital platform, all feedback could be uploaded to each students' "hubs" to enable them to revisit past feedback from previous years/units. This could help for continuity of learning across years (2 Votes).
- The ability to easily access feedback from multiple units, including units that are several years old. Often I feel like we don't get to see units from their year on moodle, meaning that we miss on valuable experience we have had in the past, but we also don't see how we've developed over that time (3 votes). -FG8
- Bit of an obvious one, but the ability to download annotated graded assignments onto our computers (2 votes). -FG8

Resources & Exemples

- Provide additional examples for similar questions (maybe examples that other students asked) (4votes)-FG6
- Link to the resource on Moodle which helps with that topic (4votes) - FG6
- Include links to examples of how other people tackle the assignment question on similar topics (4 votes) -FG3
- A feature detailing sample answers/HD response. This would be helpful for students in providing a model of high-quality responses (3 votes). -FG2
- A section for providing relevant examples or link to useful resources (3votes) -FG6
- More learning resources related to my feedback, like articles, extra lectures (2 votes). -FG2
- Different example of assessments that scored at different levels. (2 votes) - FG4
- Inclusion of an example of the criteria of the assignment (2 votes).- FG1
- Tool that can be used to simplify big words or key concepts (include some examples) (2 votes) - FG1
- Help identifying specific ways to improve on feedback eg links to resources (1vote) -FG7

Peer data

- I want to see the cohort data, what is the most common mistake made by everyone, or what did the cohort did well altogether (4 votes). - FG 2
- Include links to examples of how other people tackle the assignment question on similar topics (4 votes) -FG3
- The summary of grades about the class as a pie chart, which lets students know their standard. (2votes) -FG6
- A way to connect with others that need to improve in the same areas like you. (1vote) - FG8

Feedback monitoring & Progress tracking

- Personal progress chart highlighting improvement areas (2 votes) - FG 2
- Comparisons between different assignments and their feedback (2 votes) -FG 2
- Opportunity to do self review/see progression of improvement over time (for example, I have been receiving less negative feedback on my fluency therefore I can say that I am improving in this aspect) (2 votes) -FG3 R5: timeline feature, progress bar, Can indicate positive or negative by myself.
- Way to track feedback over time, to see if the same comments are recurring (1vote) -FG7
- Overview of all the feedback received. To compare if you are having the same mistakes, comments, etc. (1vote) -FG7

Feedback utilisation (action plan/checklist)

- The procedure of learning the teacher gives me suggestions or comments, and the tool can help me to make a to-do list, like a personal study plan, I can tick each' task when I complete or understand each feedback from teacher. (2votes). -FG3
- A checklist for future assignments (2 votes) -FG4
- A reflection column (2 votes) -FG4

Evaluate

Prioritising for the student-facing feedback management tool

- Annotation & categorisation
- Integration & Accessibility
- Feedback monitoring & progress tracking
- Feedback utilisation (action plan/checklist)
- Peer data
- Communication