Quiz answer sheet

1. **My feedback said I needed to include more evidence in my assignment. I would**:

A) Get in touch with the library to see if they can give me some information on how to find sources for my subject area.

B) Highlight all the evidence I used in the assignment so I can see where it’s been used and how I could include more next time.

C) Ask for a second opinion.

D) Look at the marking criteria.

**Answer**: A and/or B

When you write academic assignments, you need to support the points you make with evidence to show how you have reached your conclusions. If you aren’t sure where to find appropriate evidence, making an appointment with your subject librarian would be a great place to start. They can show you how to access information that will support your subject area. You can also look through your assignment and highlight where you have included evidence. Is it missing from some areas? What could you use in future to support points that you’re making?

Looking for a second opinion or looking at the marking criteria would not be productive at this point. The tutor has given you clear information on what you need to do to improve next time, so it would be better to focus on developing those skills.

1. **My feedback said that I’m not critical enough. I would**:

A) Review the library’s guide on how to reference.

B) Look at the university’s study support information and see if there are any workshops on criticality I can sign up for.

C) Use an essay planner to help organise my ideas.

D) Ask for more specific examples.

**Answer**: B and/or D

Criticality is a core skill that needs to be developed at university. While it may feel intimidating, it’s a technique that anyone can learn and refine. Looking for workshops you might be able to attend is a good starting point, as this will give you a clearer idea of what criticality is and how it should be applied to your work. Your tutor may be able to discuss your assignment with you by appointment, and you can ask for specific examples of where criticality is lacking. Alternatively, you could discuss this with a study skills tutor.

While it’s a good idea to make sure you know how to reference and to plan essays out, those actions are not specific to the feedback received.

1. **My feedback was that my argument wasn’t clear. I would**:

A) Panic!

B) Go through your assignment and think where I could be more specific.

C) See if the university has workshops I can sign up for on academic writing techniques.

D) Be more descriptive next time.

**Answer**: B and/or C

It’s always a good idea to go back over your assignment in the light of your feedback as this helps you to reflect on what you have done and consider how your work could be improved. It would also be helpful to see if there are any workshops you can attend that will help you improve your writing skills. Academic writing is a skill, so make the most of any opportunities you have to get support in developing it.

There’s no need to panic – feedback is there to help you improve, and it’s very rare to get thing right first time. Also, developing a clear argument is linked to skills in criticality, so being more descriptive wouldn’t help.

1. **My feedback was that I haven’t answered the question or addressed the title. I would**:

A) Get upset and feel like I’m failing.

B) See if I can meet with my personal tutor or a member of my university’s study skills team to go over what went wrong.

C) See if there are any workshops on critical thinking I can attend.

D) Re-write the assignment brief in simple language to check my understanding.

**Answer**: B and/or D

It would be a good idea to get some guidance with this feedback. If your personal tutor isn’t available, you could see if a study skills tutor can help. It may be that you misunderstood the wording in the brief, or that you wandered off topic. It would also be beneficial to return to the brief and see if you can break it down, simplifying it so that you can see if you have understood it all.

Feeling upset is natural if you don’t get the feedback you were hoping for. Give yourself time to be disappointed, but set a limit for it. Come back to it the next day and see it as an opportunity to learn and improve. It does not mean that you are failing. While it could be good to attend critical thinking workshops, this is not connected to the feedback you received.

1. **My feedback was that I should review the structure of my assignment. I would**:

A) Discard the assignment and feedback. My grade wasn’t bad so I can relax.

B) See if there are any workshops I can attend on constructing paragraphs.

C) Spend more time researching at the library.

D) Ask to see examples of well-structured assignments.

**Answer**: B and/or D

Issues with structure could be connected to how you put paragraphs together, so attending a targeted workshop would be beneficial. You could also see if there are sessions on how to plan assignments. Seeing examples could also help – your personal tutor may be able to show you examples of good assignments in your field of study so you can see how they should be structured.

While spending time researching at the library is good, it doesn’t link specifically to your feedback. Also, it’s important that you still pay attention to your feedback even if you’re happy with your grade. Take every opportunity to improve that presents itself.

1. **My feedback was that there were problems with referencing. I would**:

A) Just leave out citations in future, they probably don’t matter.

B) Check my citations and reference list or bibliography for errors.

C) Review the library’s guide on referencing.

D) Book onto a library workshop on referencing.

**Answer**: B, C and D

Referencing is complicated, so making mistakes is easy, especially early on. Make a note of the errors you made in your assignment so you know what to do next time. Also, make sure you consult the library, as they will have guides for referencing and there might also be workshops that you can attend which will help to make referencing easier. Definitely don’t leave out references or citations! They are very important, and missing references and citations will not only negatively impact your grade, but may also result in accusations of plagiarism.

1. **My feedback was that my research was limited. I would**:

A) Interrogate evidence by asking more questions to give a deeper analysis.

B) Send an angry email to my tutor demanding that they raise my grade.

C) Attend a workshop on research.

D) Review the marking criteria to understand my grade.

**Answer**: A and/or C

Developing your analytical skills will improve your research by bringing up more questions that you can investigate. Workshops that focus on research will also help you to develop these skills, so see if the library or the study skills team have anything you can sign up for. There could also be some helpful advice, including reading lists, on your virtual learning environment, so make sure you look there.

While looking at the marking criteria can be helpful, it’s not the most productive thing you could do in light of the feedback. You should also never make demands on your tutor to improve your grade. Your tutors are there to help you and want you to do well, so it’s important to build positive relationships with them. If you are convinced a grade is unfair and you haven’t been able to get any guidance on why you got the grade you did, there are opportunities for reassessment, but this does not happen often. If you’re not happy, take a day to reflect before you do anything, and behave professionally.