

Feedback Glossary

Introduction

It is important that you fully understand your feedback from the marker. Pages 2 to 4 include a glossary of the common key terms and phrases used by your markers and explain what they mean. If you receive feedback from your marker and you are unable to interpret the feedback, please see your lecturer for further clarification.

The following glossary has been created using Winstone and Nash’s (2015) guide on how to use feedback effectively and from feedback on students’ marked assignments.

Key Expressions and Keywords Used in Feedback

Key expressions	What do these phrases mean?	What should I do next time?
Address the question	You have not answered the question.	Ensure that you have not overlooked any points. Ensure that your argument in the main body is relevant and links directly to the question.
Balanced argument	You have focussed on one side of the argument and/or have not presented other possible sides of the argument.	Present evidence to support both sides of the argument.
Critically evaluate / analyse	You have not assessed the sources used in your writing and/or your writing is descriptive.	You should use evidence to question the claims you are making. Do not accept the claims at face value even if they are completely valid. Look for evidence for and against.

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Lack of evidence / unsupported claims	There are not enough sources used to indicate whether your argument is true or valid.	You should use various academic sources to support your argument.
Lacks focus	The writing does not pay attention to a particular point.	Plan your work before you write and ensure that each paragraph links to the assignment question.
Range of sources	You have based your work on one or two sources and/or only used sources that were recommended by your lecturer.	Try to use various academic sources besides the ones recommended by your lecturer.
Clarity	Being clear and easily understood	Proofread your work by ensuring that the reader can easily understand all the points you have made. Do not assume that the reader will automatically know what you mean.
Colloquialism	A word or phrase that is not formal and is used mainly in spoken language	Proofread your work to ensure you are using formal language.
Concise	Giving a lot of information clearly in a few words.	Try to use a few words to explain your point. Avoid unnecessary long sentences. Avoid using words such as 'just,' 'really,' 'very' and 'in order.'
Concrete	Using clear and explicit language to explain your point.	Try to avoid being vague about a point and explain yourself with theories or examples.
Depth / elaborate	To develop and present an argument in further detail	Avoid being vague and ensure that you explain your points in detail using examples where possible.

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Flow	The writing does not logically connect from one point to another.	Proofread your work to ensure that your points and paragraphs connect in a logical order. This will make it easier for the reader to follow.
Originality	The ability to think independently and creatively	Make an argument that not every student would have thought of. Demonstrate your thinking by supporting it with reading you have done outside the class.
Proof-read	To read and correct any mistakes such as spelling, grammar, word order and punctuation marks in your writing	Read your work carefully for spelling and grammar mistakes using Microsoft Word spell check function or use the Read&Write tool. Ensure that your arguments make sense and are phrased clearly.
Specific / vague	To give a precise and exact description	Provide a more defined and detailed account of what is being described using relevant examples. Do not assume that the reader understands what you intend to mean. Avoid using vague references to people, places or things such as 'it,' 'this' or 'which' in your subsequent sentences without introducing the relevant concepts in your prior sentences.

Key expressions	What do these phrases mean?	What should I do next time?
Structure	The ideas are arranged logically	Plan your work before you write so that the reader can follow your argument and can see how different paragraphs connect with one another. Also, ensure that your paragraphs have a good beginning and ending sentences.
Syntax	The arrangement of words and phrases to create well-formed sentences in a language	Proofread your work to ensure that your sentences make sense.
Synthesis	Grouping sources together based on their similarities, differences or connections.	Use multiple sources and theories to make an argument. A lack of synthesis could make your assignment read more like a list of research than an argument.
Transparent	Easy to follow	Proofread your work to ensure that the reader can clearly see your thought-process, which underlies your argument.
Written expression	Being able to write in short but complete sentences using appropriate vocabulary.	Make sure your ideas and sentences are clear.

Reference

Winstone, N. and Nash, R (2015) *How to use feedback effectively*. Available at: <https://www.heacademy.ac.uk/knowledge-hub/developing-engagement-feedback-toolkit-deft> (Accessed: 19 December 2018)

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