# ‘Cards Against Feedback’ Game

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## Description:

This Tool is designed to help students better understand and make the most of their feedback. It is based on the popular game ‘Cards Against Humanity’. The blue cards present students with feedback scenarios, while the orange cards are potential responses to the feedback scenarios. This resource has been adapted from the original by Charlie Knowlson, Manchester Metropolitan University, with permission.

## Instructions for Use:

Print out the cards provided and cut them up. Organise students into groups. Place the blue cards in the middle of the group face down, and deal out the orange cards equally among the group. Ask students to take it in turns to turn a blue card over. Everyone in the group pitches one of their orange cards as the best response to that feedback scenario. Students discuss which response is best. Blank cards are also provided for responses.

If you find this resource useful, please feel free to share with others. Please do so, while also retaining this cover sheet. If you are using this resource from outside the University of Liverpool, we would ask you to attribute our text – thank you.



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| Your feedback is:  **You have not addressed the question/title of the assessment.**  **What is the best response to this?** | Your feedback is:  **You needed to be a little bit more critical/analytic in your writing.**  **What is the best response to this?** | Your feedback is:  **Excellent work!**  **What is the best response to this?** | Your feedback is:  **Your structure needs further work.**  **What is the best response to this?** |
| Your feedback is:  **Your referencing needs extra attention.**  **What is the best response to this?** | Your feedback is:  **Your argument here is unclear.**  **What is the best response to this?** | Your feedback is:  **57%. Well done.**  **What is the best response to this?** | Your feedback is:  **This point does not support your overall argument.**  **What is the best response to this?** |
| Your feedback is:  **This is irrelevant – consider how you incorporate evidence.**  **What is the best response to this?** | Your feedback is:  **This is not a particularly scholarly source.**  **What is the best response to this?** | Your feedback is:  **This source is quite old.**  **What is the best response to this?** | Your feedback is:  **Good.**  **What is the best response to this?** |
| Your feedback is:  **Your writing here lacks clarity.**  **What is the best response to this?** | Your feedback is:  **You could do with some wider research here.**  **What is the best response to this?** | Your feedback is:  **Your writing style could be more ‘academic’.**    **What is the best response to this?** | Your feedback is:  **Citation needed.**  **What is the best response to this?** |
| Your feedback is:  **Remember to link to your overall argument.**  **What is the best response to this?** | Your feedback is:  **Are all of your points relevant?**  **What is the best response to this?** | Your feedback is:  **70%. Excellent!**  **What is the best response to this?** | Your feedback is:  **OK.**  **What is the best response to this?** |
| Your response is:  **Attend a study skills workshop on ‘understanding the question’.** | Your response is:  **Panic!** | Your response is:  **Throw the feedback in the bin.** | Your response is:  **Highlight key words in the brief before researching the topic.** |
| Your response is:  **Rewrite the assessment brief to help understand the terminology** | Your response is:  **Create a glossary of assessment terminology.** | Your response is:  **Contact your tutor for more clarity.** | Your response is:  **Attend a study skills workshop on ‘critical thinking’.** |
| Your response is:  **Attend a study skills workshop on ‘critical writing’.** | Your response is:  **Review the referencing guide/KnowHow tutorial.** | Your response is:  **Abandon referencing. It’s probably not needed.** | Your response is:  **Use plans to help structure future assessments.** |
| Your response is:  **Revisit your reading list and use this to generate further topics.** | Your response is:  **Review the marking criteria to better understand your grade.** | Your response is:  **Practice writing a clear argument/thesis statement.** | Your response is:  **Visit/contact your academic liaison librarian.** |
| Your response is:  **Review structure to ensure there is narrative and flow.** | Your response is:  **Develop a wider reading strategy to find diverse evidence of academic style.** | Your response is: | Your response is: |

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