

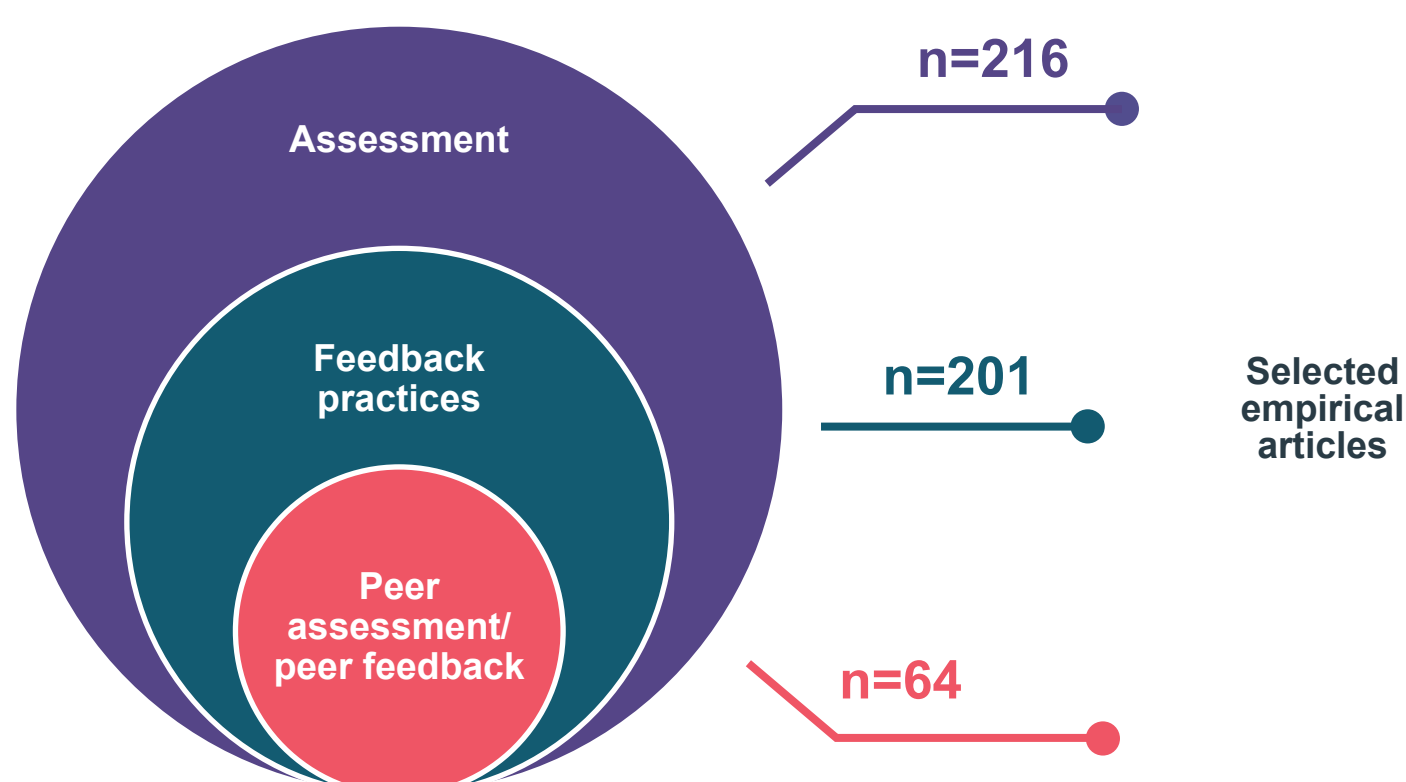
Student Success

Assessment and feedback: a review of the literature 2016-2021

As part of our Connect Benefit Series for 2021-22, our Student Success longitudinal project provides an insight into the literature, recognising that assessment and feedback practices are amongst the most powerful levers educators have for improving student learning. This infographic provides a summary of the methods used in the research.

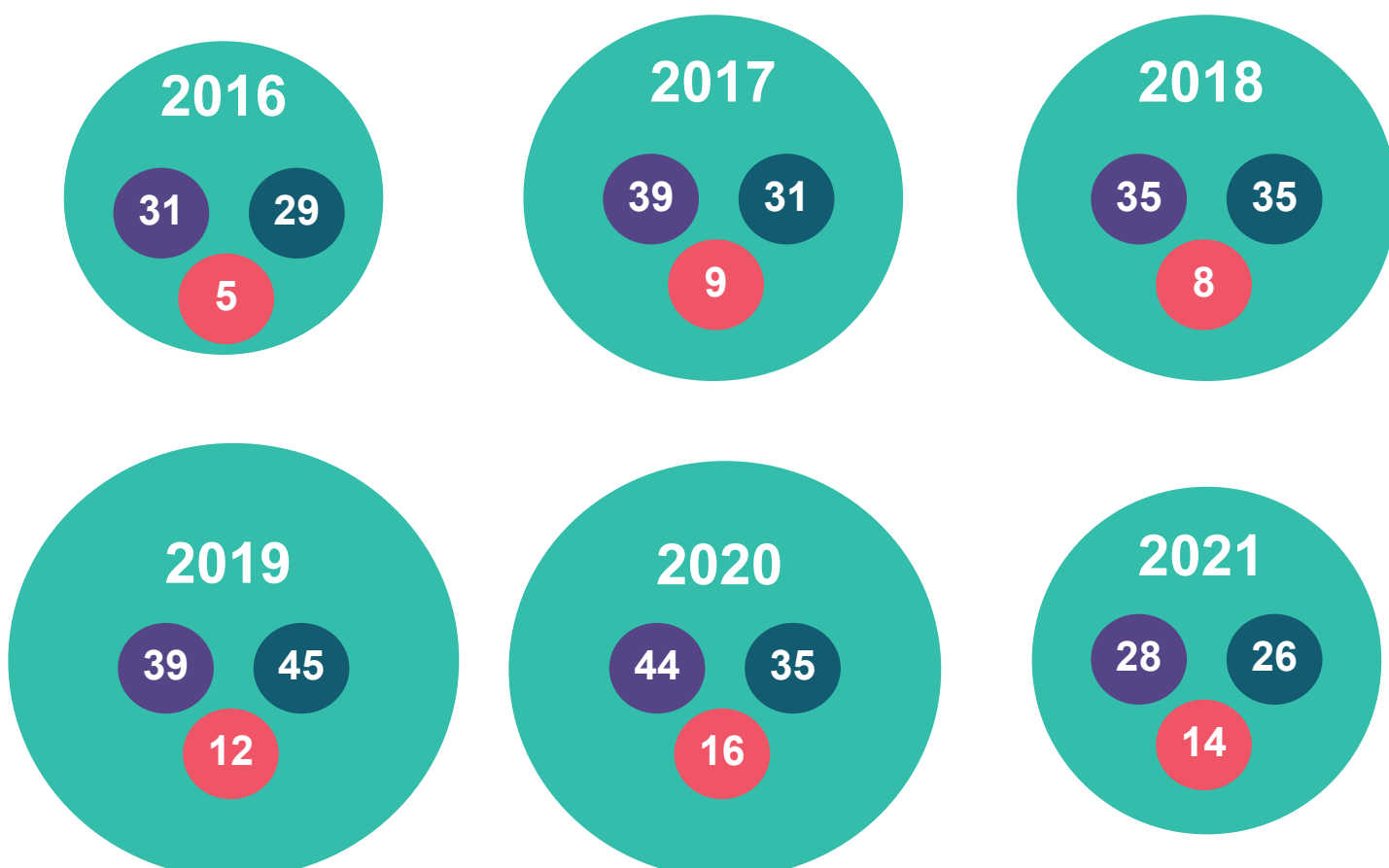
Refining the reviewed articles

After a systematic search and screening process, abstracts were categorised as empirical studies related to the research questions (n=658), theory (n=9), or recommendation/review (n=75). The empirical articles were then reviewed and coded into the three areas below.



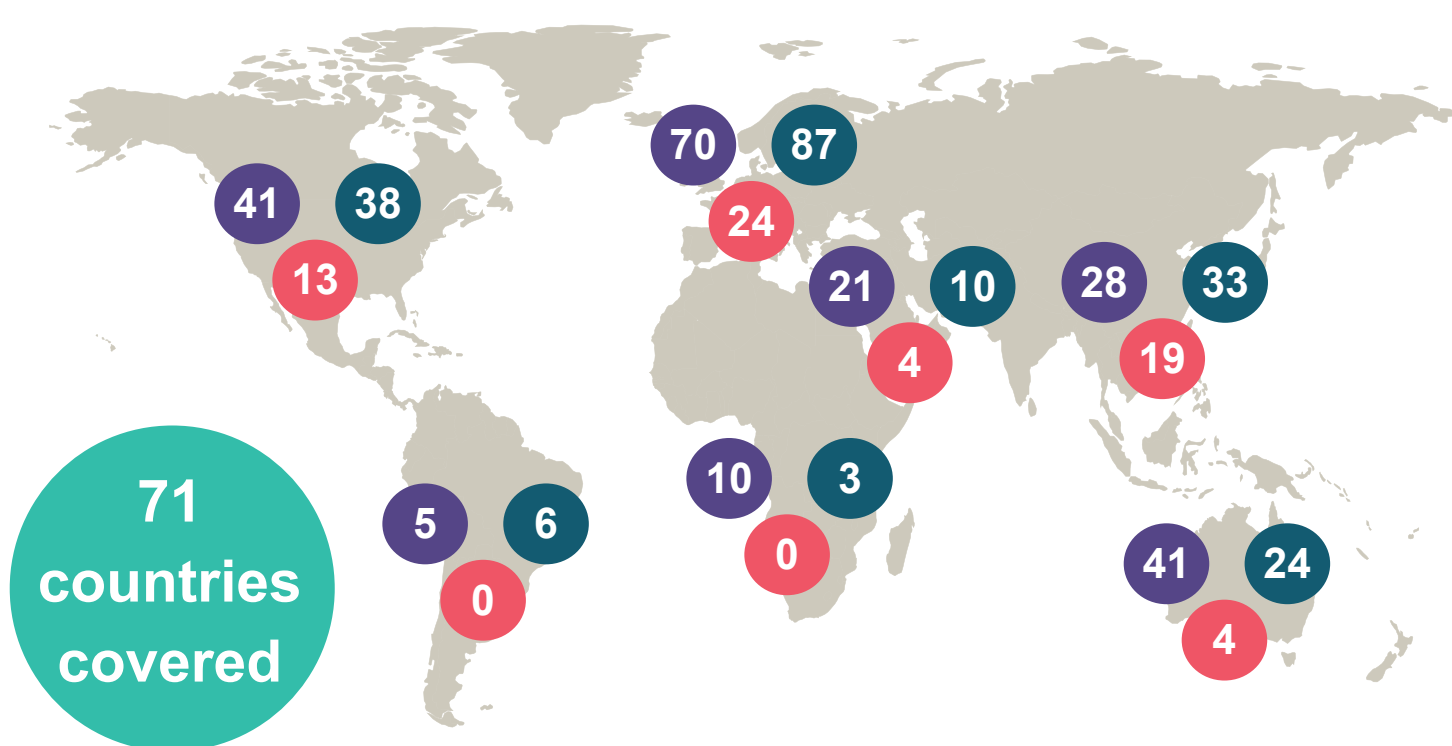
Articles by year of publication

Within the three categories of **Assessment**, **Feedback practices** and **Peer assessment/peer feedback** there were 65 articles from 2016, 79 from 2017, 78 from 2018, 96 from 2019, 95 from 2020 and 68 from 2021.



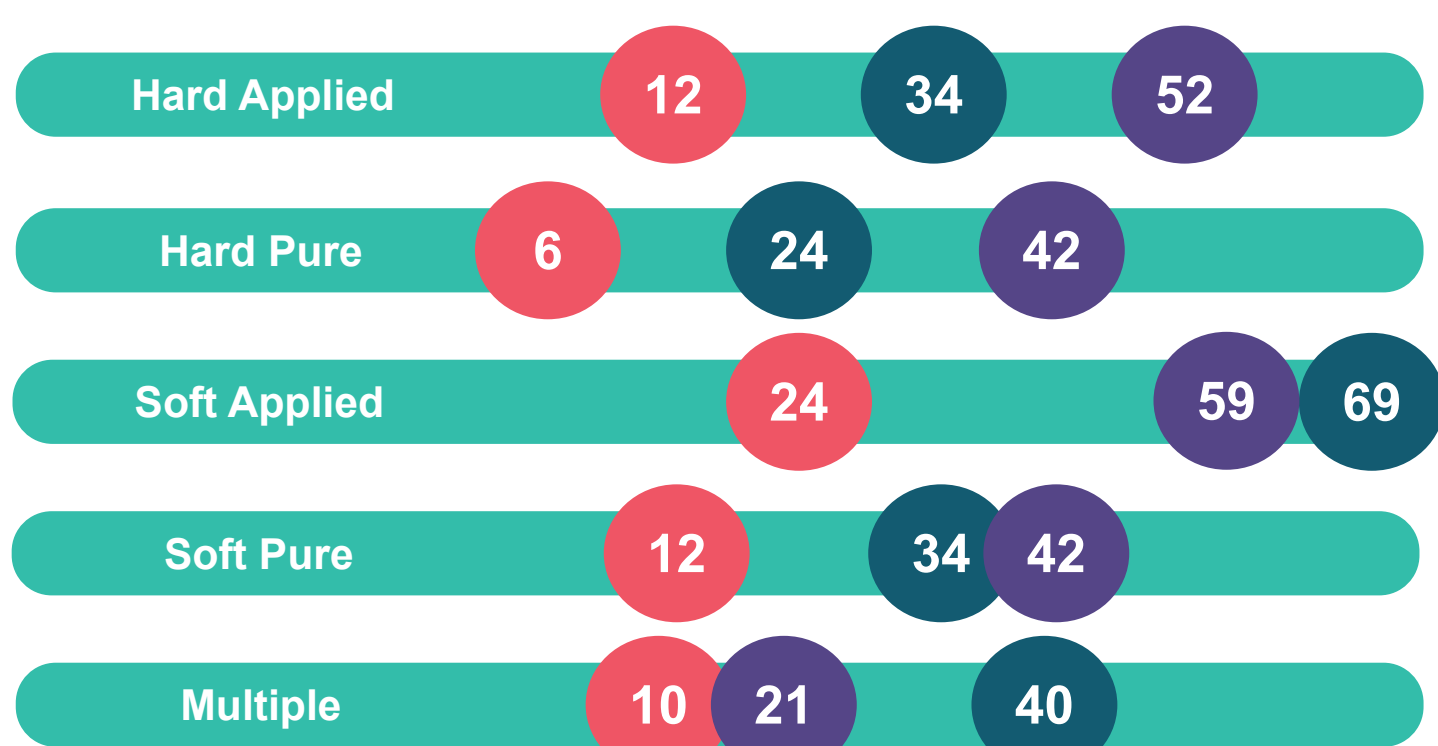
Distribution of articles by regions of the world

Within the three categories of **Assessment**, **feedback practices**, **peer assessment/peer feedback** there were 13 articles from Africa, 80 from Asia, 181 from Europe, 35 from the Middle East, 82 from North America, 69 from Oceania, and 11 from South America.



Distribution of articles by discipline

The articles represented a wide range of disciplines and were coded according to the Becher-Biglan typology which classifies disciplines into 'hard pure' (eg maths, sciences), 'hard applied' (eg computing, engineering, medicine), 'soft pure' (eg social sciences, economics, history) and 'soft applied' (eg education, languages and business, nursing). The spread of **Assessment**, **feedback practices**, **peer assessment/peer feedback** articles within this typology can be seen below.



[Access the literature review and find out more about the Student Success longitudinal project and the Connect Benefit Series](#)