

## Feedback Can Make Us Bitter or Better

Written by Nicholas Hargreaves

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*A lecturer is sitting at a table, reviewing an essay. Nick knocks on the door and enters.*

LECTURER: Thanks for coming in.

NICK: No problemo.

LECTURER: So, I assume you have got some questions about the feedback I gave you?

NICK: Yeah, I was a bit surprised by my grade.

LECTURER: Okay. Well, how about we go through your essay and have a look at it. *(Looks at printed copy)* So, look, umm, right here. Your opening sentence. It lacks a bit of formality.

NICK: Right, right, yeah. I felt that. So, like adding some “ladies and gentlemen”?

LECTURER: Well, no. Not quite. It’s... Look, see what you’ve written here: “Yo, this thing’s due in like twenty mins and my battery’s about to die so I’m just gonna start spitting facts. We cool?”

NICK: No, yeah, yeah. So, like if I go, “Thus forth while”.

LECTURER: No, no, no. More like academic writing style. So, like writing in third person, addressing the topic-

NICK: Yeah, but I'm the one saying the stuff so I've got to do it in first person because I'm the one having those thoughts. So, yeah-nah.

LECTURER: Okay. (*Decides to move on to another topic*). Well, okay. So look down here. See how this one section is one great, big entire sentence, and it's a paragraph.

NICK: Well yeah, but I'm saying the one thing, you know. I can't really stop. It's like you're going, "hey I like what you're saying there but I guess you've got to stop now because the word-police are on your back. (*Laughs*). Am I right?

LECTURER: If you try separating them, so one idea per sentence, it just makes a lot more sense. So like, have a look at this. You wrote: "However this is not the necessarily how the case in all cases should be thought of in a different context because from a different non-contextual context it violates the given issue." (*While the lecturer reads this, Nick checks a message on his phone.*) What are you saying? What is "a different non-contextual content?" What do you mean?

NICK: I mean...I think it's pretty self-explanatory.

LECTURER: Right. Umm. Okay, well, what about...we asked you for a reference list. And you gave me this. (*Cut to a close-up of a comical drawing of an Astronautasaurus, that the student had doodled when he was bored.*) It looks like a dinosaur in space?

NICK: (*Annoyed*). Okay, I have sat here while you belittle my work, but I draw the line at anyone who goes after the Astronautasaurus!

LECTURER: I'm sorry if I've offended you. (*Lecturer tries to re-word the question carefully*). Umm, what relevance does the Astronautasaurus have to your essay?

NICK:           *(Tentatively)* He wrote it.

LECTURER: Oh right. Okay. Look, look, you've got some good ideas here.

NICK:           Really?

LECTURER: Really. But we need to work on your communication. If you'd like, I could refer you to someone who could help you with your writing.

NICK:           That'd be great, yeah!

LECTURER: Oh. Okay, good. Do you have any other questions?

NICK:           One actually. Does this mean you'll change my grade?

LECTURER: No.

NICK           *(Angry)* Come on!

NICK *leaves in a huff.*

End screen text: "Feedback can help you improve. Be open to learn from it."