

Tip Sheet

Review your Feedback Practices



Individual reflection

Use this table to reflect on your current feedback practices (½ – 1hour).

Frequency How often do your students receive feedback on their graded (or ungraded) work?	
Positive As a rule, do you find something positive to say about your students' work?	
Guides learning Does your feedback both justify the grade given and guide students in how to improve their work?	
Work Focused Is the feedback given written in a way that judges students' work rather than their abilities?	
Timeliness How long after the task is submitted, and before the next is due, do your students typically get their feedback?	
Relevance Is the feedback clearly related to the task and the learning outcomes?	
Clarity and focus Is the feedback clear and concise, with a focus on key points?	
Do you...	
Provide both individual and general (class) feedback?	Y Comments: N
Use marking guides (or rubrics) and de-construct these with students before the task is due?	Y Comments: N
Discuss last year's general feedback with current students?	Y Comments: N

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Discuss general and individual feedback with students as a follow up?	Y Comments: N
Ensure feedback is quickly and easily accessed?	Y Comments: N
Help students to understand the purpose of feedback, and show them how to use it?	Y Comments: N
Have students give themselves and their peers feedback?	Y Comments: N
Allow students to submit a draft for initial feedback?	Y Comments: N
Allow students to submit practice papers or quizzes?	Y Comments: N
Require students to demonstrate that they have used feedback you have given them?	Y Comments: N

Peer discussion

Use these questions to guide the discussion with a colleague (½ hour). What did you learn about your feedback strategies from your reflection?

1. How would you rate your feedback practices regarding impact on student learning?
2. How would you rate your feedback practices regarding workload efficiency?
3. What solutions can you identify to strengthen your feedback and address workload efficiencies?
4. Identify up to two strategies you would like to use to implement the changes you have identified.
5. Date for a follow-up meeting to discuss further: _____

References

Biggs, J. & Tang, C. (2007). *Teaching for quality learning at university: What the student does* (3rd ed.). Maidenhead, Berkshire: Open University Press.

Nicol, D. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.