

Giving effective feedback to support students' learning

When providing feedback to students you should consider some of the following points and guidance to give the student every opportunity to use the feedback to improve their performance in the future and reinforce their current achievement.

1. Use clear grading criteria so that students can understand what is expected of them and how the work has been graded.
 - a. Any grading criteria should clearly align to learning outcomes.
 - b. Use these grading criteria during feedback (this could be a marking grid or rubric).
2. Ensure there is a clear structure to your feedback comments so that a student can follow it through the assessment.
3. Make the feedback feel personal, where possible use their name and make sure they know the person to contact if they have any questions.
4. Too much feedback can be unhelpful as students feel overwhelmed and not know what they should focus on.
5. Be specific with comments in relation to the assessment criteria
 - a. E.g. *not* just 'you need to be more critical' instead *try* 'you need to be more critical because' or 'You have critically assessed some of the points but not all, think about
6. Provide clear, achievable action points that focus on the students improving their future learning, the quality of the work and their level of achievement. If writing by hand, make it legible - or use an electronic feedback tool such as Turnitin or Blackboard assignment.
7. Be balanced in the amount of positive and constructive critique you provide. You may consider using a "feedback sandwich" (positive – constructive – positive).
8. Pitch feedback sensitively and constructively - a misinterpreted comment can cause unintended stress to students or feels like a personal critique rather than that of the work. This is particularly important for students who are improving a "failed" assessment. Use of audio feedback can help with this as voice intonation can give a greater sense of the meaning of your comments.
9. Consider using alternative or combinations of feedback methods to suit a greater range of students.
 - a. audio/verbal feedback
 - b. In class discussion/feedback session
 - c. Peer feedback
10. Identify and provide opportunities for questions from students about their feedback. You may want to encourage them to reflect on the more low-stakes formative assessment that may have taken place earlier in the module.

Further Information

You can read more information about giving effective feedback from the Higher Education Academy in their feedback toolkit

https://www.heacademy.ac.uk/system/files/resources/feedback_toolkit_whole1.pdf

If you want to find out more about different methods of feedback such as audio or video you can find out more here <https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning-activities/assessment-and-feedback/giving-feedback-to-students/>

Guides on how to use Turnitin and Blackboard assignment can be found here

<https://teachlearn.leedsbeckett.ac.uk/guides/learning-systems-guides/>

Please contact the Centre for Learning and Teaching if you need any more help and information

Centre for Learning and Teaching

March 2018