

# How to provide effective feedback

Name

Date



**CHARM-EU**



# Experience



- Try to remember one time that you got the worst feedback.
  - Why did it make such an impact?
  - How could it have been more effective?

# Frustrating process



'I received a complaint from a student who said I give feedback on different aspects than last time'

'These students only give each other compliments in a peer feedback assignment'

'This student literally copies everything I say'

'Why don't we see any improvement in writing skills, despite extensive feedback?'

'This student does not do anything with my feedback'

# Formative evaluations



- Facilitate skill acquisition
- Target professional growth
- Create less discomfort
- Focus on process and progress
- Ongoing and frequent

# Summative evaluations



- Remembering the negatives
- Don't own their value-based judgments
- Feedback is not always clear or direct
- May be tackling too many problems
- May give only negative criticism
- May prefer to stay in comfort zone and downplay the truth

# Principles of effective feedback



# Effective feedback



In an educational context, feedback means **providing specific information** by **comparing** the observed behaviour of the learner to an objective standard.

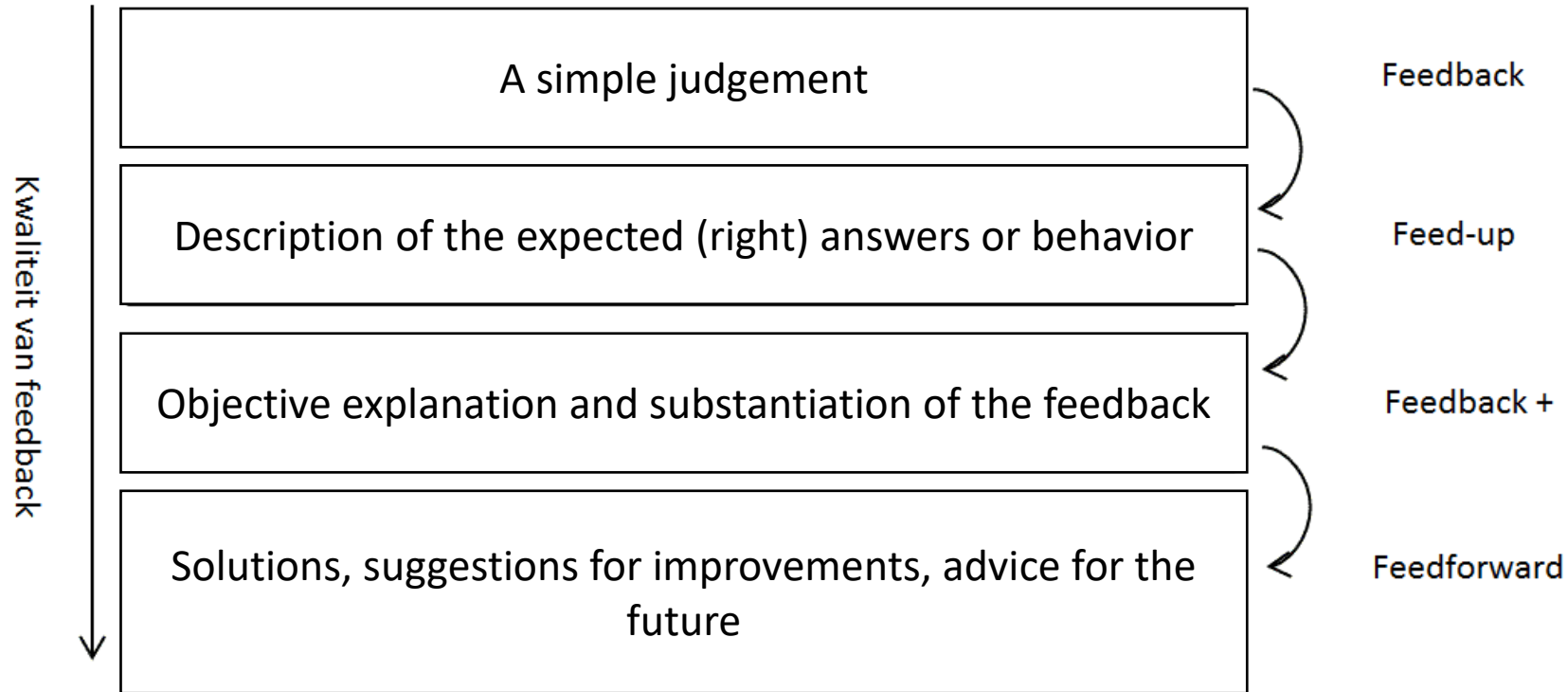
This information is provided with **the intention of improving** the learner's performance or understanding

(Hattie and Timperly, 2007).

# Effective feedback (Hattie & Timperly 2007)



# The quality of effective written feedback



Jaehnig, W., & Miller, M. L. (2007). Feedback types in programmed instruction: A systematic review. *The psychological record*, 57(2), 219-232.



## Relate to the assessment criteria

- Establish clear purpose
- Show why it's important
- Demonstrate expectations for success
- Help in understanding the rationale behind feedback and feed forward

**Feed-up:**  
Where am I going?



# Feed back

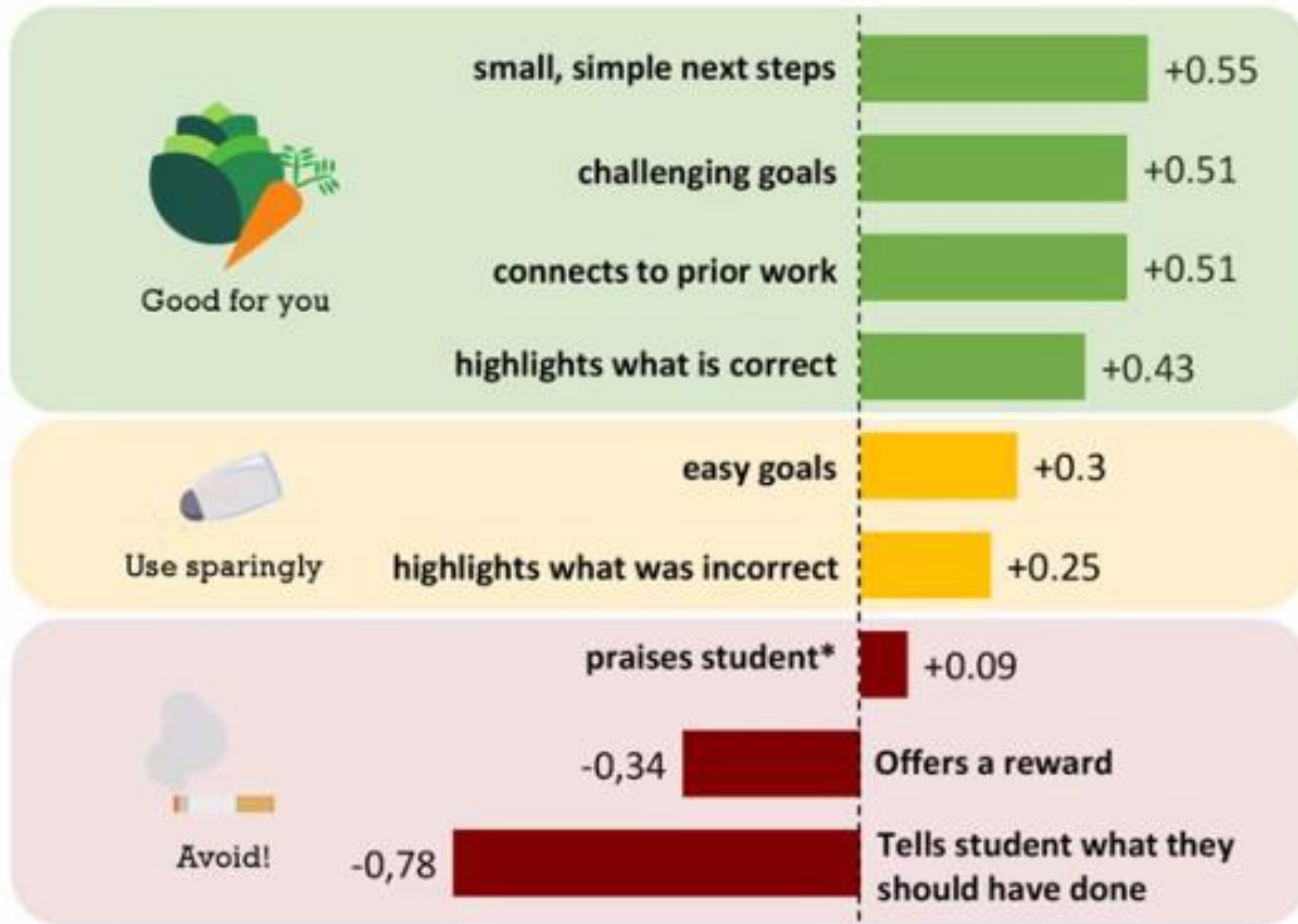


1. Feedback must be **related to the goals**, standards or criteria.
2. Feedback must be delivered in a **timely** fashion, giving students the time they need to process it.
3. Feedback should provide **corrective** advice, not merely information about the work's strengths and weaknesses.
4. **Limit the amount** of feedback you provide so that the feedback you do offer is actually used.
5. Feedback should **prioritise** areas where the student can improve.

**Feed-back:**  
Where am I now?



# Feed back



**Feed-back:**  
Where am I now?



RESOURCE



## Communicating feed forward:

- Suggest goals to focus on in the future
- Offer specific strategies to use
- Can include demonstrations by the supervisor
- Relate to the assessment criteria

**Feed-forward:**  
What is my next step?

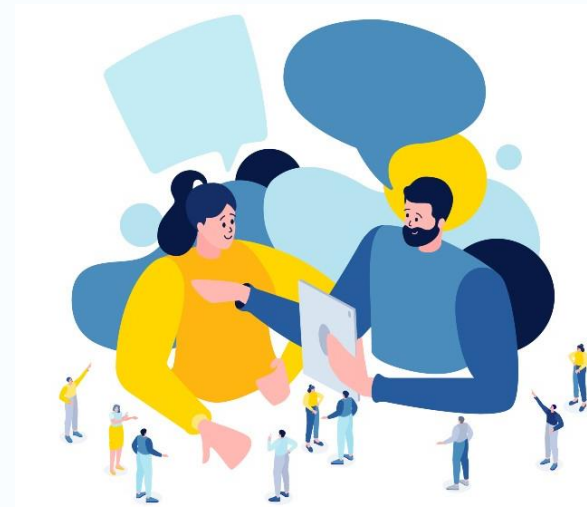


# Peer feedback: advantages



## Receiving peer feedback

- Feedback in 'own language'
- Feedback of the teacher is always perceived true
- So, more critical towards peer feedback
- Independent of the teacher



## Providing peer feedback

- Formulating a response creates a learning effect
- Higher order learning skills
- Getting a clear image of the assessment criteria
- Improved confidence, by seeing others' assignments
- Improving their own work
- Developing critical understanding
- Building knowledge

# Peer feedback: disadvantages



## Quality of the peer feedback

### Solutions:

- Preparing students (1-pager)
- Assessing the provided feedback
- first peer feedback, then teacher feedback
- Providing feedback on the feedback (by students)



# Example of constructive feedback and feedforward but not specific:



## **TRANSDISCIPLINARY ASSESSMENT CRITERIUM**

The concept of transdisciplinarity is firmly grasped, and it's time to set it into action. I have great faith in the student's capacity to embark on this journey, particularly following their fieldwork experience in the United States.

While this is not a straightforward task, the primary focus should be directed towards developing a comprehensive grasp of transdisciplinary practice, knowledge, and epistemologies. This is a highly conceptual endeavor that will demand a dedicated investment of time.

# Example of more specific feedback and feedforward



## TRANSDISCIPLINARY ASSESSMENT CRITERIUM

Please indicate the specific scientific disciplines required to address your research inquiries.

You are on the right track by delineating methods for each research question, which is commendable. However, the description of the method for evaluating the sustainability performance of TK is excessively concise. This step is of utmost importance! Moreover, the method for addressing research question 2 lacks specification regarding the scope of analysis (e.g., community or region).

While interviews are highlighted as a valuable data source, it remains unclear which research questions they are intended to address and which individuals or entities you plan to interview.

Although you've identified a critical stakeholder, have you provided a comprehensive description of their role within the project?"

# Example of more specific feedback and feedforward



## TRANSDISCIPLINARY ASSESSMENT CRITERIUM

Please indicate the specific scientific disciplines required to address your research inquiries.

You are on the right track by delineating methods for each research question, which is commendable. However, the description of the method for evaluating the sustainability performance of TK is excessively concise. This step is of utmost importance! Moreover, the method for addressing research question 2 lacks specification regarding the scope of analysis (e.g., community or region).

While interviews are highlighted as a valuable data source, it remains unclear which research questions they are intended to address and which individuals or entities you plan to interview.

Although you've identified a critical stakeholder, have you provided a comprehensive description of their role within the project?"

# Example of constructive feedback and feed forward but not specific



## **SUSTAINABILITY ASSESSMENT CRITERIUM**

### Feedback

The overarching context of sustainability issues and their connection to the larger challenge has been effectively described.

### Feedback and feed forward

The narrative developed and examples used were good, but it would be good to add more details to assist the reader and contextualise the issues being discussed.



## **Sustainability ASSESSMENT CRITERIUM**

- The scope of the sustainability challenge is adequately defined. Students have demonstrated the urgency of the problem and why studying Dutch SME sustainability reporting is important
- The selection of the concepts and framework seems relevant to the topic

# Example of more specific feedback and feedforward- sustainability PLO



## Feedback

- The scope of the sustainability challenge is adequately defined. Students have demonstrated the urgency of the problem and why studying Dutch SME sustainability reporting is important
- The selection of the concepts and framework seems relevant to the topic



# Example of more specific feedback and feedforward- sustainability PLO

## Feedback and feed forward

- There are **some open-ended** sentences related to the sustainability challenge that need to be explained. **E.g,** why small end medium enterprises has difficulties to conduct sustainability reporting? Although you mentioned it in the research gap (p.11-> time and resources), but **this should be part of the introduction and problem statement**. This will also help to clearly define societal implications of this project
- In terms of the theory and concepts used, (stakeholder theory, corporate sustainability, corporate sustainability reporting, and framework for the implementation of sustainability practices) ALL seems relevant, **but it is unclear which one of these that you are going to use** to answer your research questions and sub-components. **Making the link more explicit** will tremendously help you to guide your research steps, including data collection and analysis.
- Justification on the sectors selected in research sub-question 1 need to be motivated.

# SUMMARY



- **Less is more!** Too many annotations/feedback can be overwhelming for students.
- Formulate some of the feedback as **questions** to encourage self-direction.
- Use a **rubric**: this allows you to check why, how and to what extent the submitted work is related to each component in the rubric.



## Giving feedback online?

- Create **video** or **audio** feedback to make the feedback more personal and the feedback can be viewed/listened to for your students.
- Schedule a feedback **webinar** and share what went well/could be better at group level. Let students ask questions during the webinar.
- **Record** the webinar so that it can be viewed back.

# We know how to provide effective feedback...

## What now?



Who is responsible for the learning process of the student?

# Feedback literacy

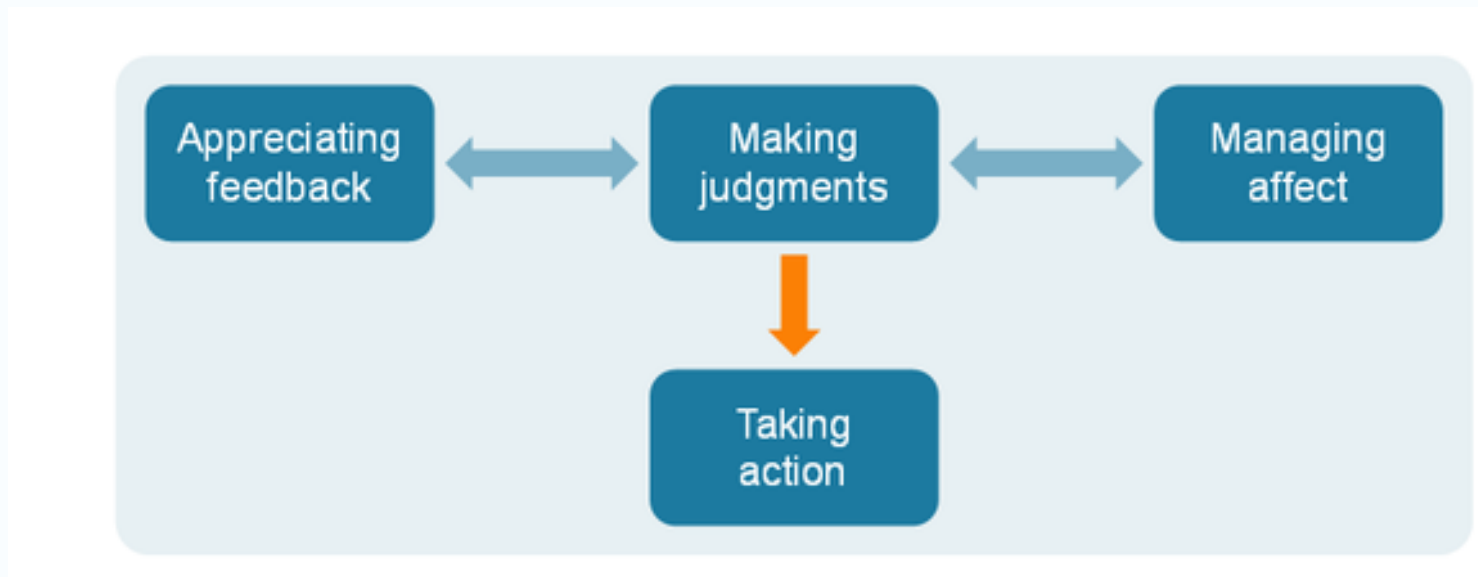


**Student feedback literacy** denotes the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies.

# Feedback literacy



## Four factors of feedback literacy



Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.

Glover, C., & Brown, E. (2006). Written feedback for students: too much, too detailed or too incomprehensible to be effective?. *Bioscience education*, 7(1), 1-16.

# Feedback literacy



Some reflective questions

1. How can I check if a student used my feedback?
2. As a teacher, how would I like students to deal with my feedback?
3. How can I facilitate this?

# Wrap up



What are your learnings for today?  
Any remaining questions?

# Resources



Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.

Glover, C., & Brown, E. (2006). Written feedback for students: too much, too detailed or too incomprehensible to be effective?. *Bioscience education*, 7(1), 1-16.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.

Jaehnig, W., & Miller, M. L. (2007). Feedback types in programmed instruction: A systematic review. *The psychological record*, 57(2), 219-232.