

Giving Effective Feedback to Students & Helping Them Understand It

feedback should be clear, unambiguous, concise & objective

use the marking criteria as a framework for providing your feedback

have a class discussion about commonly made mistakes

discuss past examples of assignments and how the marking criteria has been applied

discuss the ILOs, assessment criteria, grade descriptors & marking criteria and how your feedback will relate to these

note what they have done well so they can replicate it

get students to write a small piece which is then peer reviewed against the assessment & marking criteria & grade descriptors

discuss with students how they can use & follow-up on the feedback they receive

get students to examine past assignments & evaluate these against the assessment & marking criteria and grade descriptors and discuss with them before they attempt an assignment

discuss with students how they can apply the feedback they receive on coursework to exams

feedback should relate to the ILOs & key skills identified in the course unit specification & the marking criteria

communicate the timescale for feedback & what format(s) it will take

write feedback in plain language so it can be easily understood

feedback should be constructive, providing positive suggestions for improvement (feed forward)

identify no more than 3 areas of the work when suggesting what can be improved

feedback should be on the work and not on the student i.e. don't use comments such as 'not enough effort'

make criticism less personal by using 'your work' rather than 'you'

provide bullet points of where & how they can improve

the wording of your feedback & the mark awarded need to align

sandwich negative feedback between positive feedback