

The Art of Giving FEEDBACK

Good practices that I can embed in online learning



Check your principles



Can students be **partners / owners** in feedback?



Will it have any **emotional impact?**



Can we provide choice and **variety** of feedback?



Can we keep it **simple?**

→ What?

- Feedback for learning
- Specific to the context
- Feed-back: what went well
- Feed-forward: what to do next

→ Who?

- Self
- Peer
- Teacher / moderator

→ How?

- Prepare students
- Set expectations
- Audio / video
- Met / not met
- Traffic light system
- Tutorials
- Mapping tool and checklist
- Loop system:
 - Annotated draft
 - Feedback
 - Improvement
 - Draft



→ When?

- Immediate
- Delayed
- Formative - regular and longer
- Summative shorter
- Both formative and summative

→ Why?

- To give your opinion
- Encourage action
- Understanding feedback / feedback literacy
- High impact learning

Outcome



Enhance **feedback literacy**



Exemplars with feedback



This infographic has been created in collaboration with **Virna Rossi**, Educational Developer, Ravensbourne University London, UK. It is based on the content found at inclusivelearningdesign.com.

Reference:

- Rossi, V. (2021). Virna Rossi's website. [Online]. Available at: <https://inclusivelearningdesign.com/videos/>.