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
  - Feeds-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:

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