

Effective Feedback Strategies for Busy People

Teaching Arts Lunch

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Basic principles for giving feedback:

- Feedback should not be an isolated event but an ongoing process.
- It is most effective when work is in progress.
- Explore different ways of giving feedback: written, oral, face-to-face (best).
- Ask the student to set the agenda for the feedback.

More:

- Stay focused on the learning goals.
- Focus on the thinking the student has done in the paper.
- Point out what the student has done well--the strengths. (She may not know what they are.) Positive comments must be truthful and specific.
- Mitigate criticism with positive feedback since negative emotions inhibit learning.
- Try not to jump to advice too quickly.
- Make feedback actionable. Advice without feedback is not actionable ("write more clearly" and "observe correct grammar" are not actionable).
- Leverage timing: Advice does not necessarily have to be immediate, but it should be provided when it's most effective.
 - How important is the feedback to getting students going? (provide early)
 - Do you want students to struggle on their own before receiving feedback? (wait until mid-process)
- For the final comment, create your own recipe for a *Feedback Sandwich*. One possibility:
 - Start with something positive (feedback + assessment, mitigation)
 - Detail criticism (feedback, advice, assessment)
 - End with encouragement (show respect for and faith in the writer)
- Limit the number of problems.

Suggestions for turning feedback from a monologue/passive learning experience into a conversation/active learning experience:

- Ask the student to provide her own feedback, *even on the draft*. This will ensure a conversation and help you formulate your feedback.
- Ask her to tell you what she would most like feedback on.
- Have her set personal learning goals and keep track of them.