

# Feedback

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# Quotation

- “Feedback on students’ work probably has more effect on achievement than any other single factor.”

- Jeffrey Harmer discussing the 1998 study results of feedback in English language classes by Paul Black and Dylan Wiliam.

# Activity 1

**Think of two experiences where you have received feedback**

- One where the feedback was positive;
- One where the feedback was negative.

Think about both of these occasions:

- How did you feel?
- What did you do?
- How could things have been different for you?

# Activity 2

- Write a paragraph defining constructive feedback.

# Definition

- Penny Ur **defines** feedback as “information that is given to the learner about his or her performance of a learning task, usually with the objective of improving their performance.” She notes that feedback generally has two components: *assessment* and *correction*.

# Feedback strategies

- Timing (when given, how often)
- Amount (how much or little is commented on or discussed in the feedback)
- Mode (writing on work, conference, posting scores, emailing)
- Audience (individual, class, group)

# Feedback content

- Focus (on work, on process, on student's self-regulation, on the student personally)
- Comparison (compare with criteria/rubric, compare with other students, compare with student's own performance)

# Feedback content continued...

- Comparison (compare with criteria/rubric, compare with other students, compare with student's own performance)
- Function (describe, judge)
- Valence (positive or negative)

# Feedback content continued...

- Clarity (clear or unclear)
- Specificity (“picky”, just right/focused, general, vague)
- Tone (implications for the feedback, consideration for the student)

# Meaningful Feedback

- timely
- personalized
- empowering, that is, designed to encourage improvement
- designed to open doors, that is, describes the behaviours or knowledge required rather than what hasn't been done
- analytical
- constructive
- manageable.

# Activity 3

- Write a list of the terms that you use with your students to give feedback?
- Write sentence samples of feedback that you use with your students?

# Examples –Negative Destructive Feedback Terms

- Totally irrelevant
- Clearly inadequate
- Obvious and basic mistakes
- Completely lacking in
- Completely inadequate
- Useless
- Lazy

# Negative but not necessarily destructive terms

- Unfortunately...
- Requires further research
- Many points are sound but ...
- Lacks cohesion
- Good effort but..
- Need to pay attention to
- This needs rethinking in relation to..
- Unclear with respect to..

# Positive but taking the student nowhere

- Great!
- Fantastic!
- Super!
- An excellent piece of work!
- A+
- Impossible to improve on this!

# **Model giving and using feedback yourself**

- **Be clear about the learning target and the criteria for good work.**
  - Use assignments with obvious value.
  - Make sure students understand the assignment and its objective.
  - Make directions clear.
  - Use language for feedback that students understand.
  - Use clear rubrics.
  - Have students develop their own rubrics<sup>15</sup>

# Model giving continued...

- **Design lessons in which students use feedback on previous work to produce better work.**
  - Provide opportunities to redo assignments.
  - Give new but similar assignments for the same learning targets.
  - Give opportunities for students to make the connection between the feedback they've received and the improvement in their work.

# Model giving continued...

- **Teach students self and peer assessment skills.**
  - Teach students the process of giving feedback
  - Increase student “ownership” of feedback
  - Allow students to answer student’s own questions

--adapted from *How to Give Effective Feedback to Your Students* by Susan M. Brookhart (2008, ASCD)

# Final Notes

- Write descriptive feedbacks.
- Start with a positive points, critique work, then say something nice.
- Keep it simple.
- Be fair to all students