

Feedback

What is it?

Feedback is information delivered by an instructor relating to a learner's performance or understanding of learning. Feedback usually follows instruction and strives to guide knowledge acquisition and skill development. Feedback should be ongoing and developmental, as it does not end.

Why is it important?

Feedback can rationalize a grade, improve performance and support future development. Furthermore, feedback adds value to learners because it provides an opportunity for reflection on performance, helps identify what went well and increases confidence. According to the Province of British Columbia, Ministry of Advanced Education (2017), written feedback can help learners organize thoughts and provide an instructor with a record of information.

How can you use it?

It is imperative instructors establish a relationship built on trust with learners. Feedback must be respectful, transparent and honest and should not be confused with criticism. According to Smith and Lowe (2021), instructors should create opportunities for engagement with learners to be sure learners know what to do with the feedback. Learners should use feedback to construct meaning, and feedback should guide future improvement (Smith & Lowe 2021).

According to the Province of British Columbia, Ministry of Advanced Education (2017), feedback should be:

Specific to allow learners to reflect. Avoid providing general feedback.

Descriptive to describe behaviour and impact.

Behavioural to describe what the learner did.

Balanced to provide suggestions of what went well and what needs improvement.

Manageable as not to overload the learner.

Practical leading to positive change.

Solicited by providing an opportunity for a learner to answer a question.

Timely provide feedback as soon as possible.

Checked for understanding to ensure that the learner understands.

Examples

<ul style="list-style-type: none">● Informal Feedback● Formal Feedback● Formative Feedback	<ul style="list-style-type: none">● Summative Feedback● Student Peer Feedback● Student Self Feedback
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References

- Hattie, J., & Timperley, H. (2007) The power of feedback. *Review of Educational Research*, 77 (1), 102.
- Province of British Columbia, Ministry of Advanced Education, Training and Technology and the Centre for Curriculum and Professional Development. (2017). *Instructional skills workshop: handbook for participants*.
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- Types of feedback*. Federation University Australia. (2021, February 8). <https://federation.edu.au/staff/learning-and-teaching/teaching-practice/feedback/types-of-feedback>.