

Research Summary on Effective Feedback

Feedback Strategies

Feedback Strategies Can Vary in...	In These Ways...	Recommendations
Timing	<ul style="list-style-type: none"> • When given • How often 	<ul style="list-style-type: none"> • Provide immediate feedback for knowledge of facts (right/wrong) • Delay feedback slightly for more comprehensive reviews of student thinking and processing • Never delay feedback beyond when it would make a difference to students • Provide feedback as often as is practical, for all major assignments
Amount	<ul style="list-style-type: none"> • How many points made • How much about each point 	<ul style="list-style-type: none"> • Prioritize: pick the most important points • Choose points that relate to major learning goals • Consider the student's developmental level
Mode	<ul style="list-style-type: none"> • Oral • Written • Visual/ demonstration 	<ul style="list-style-type: none"> • Select the best mode for the message. Would a comment in passing the student's desk suffice? Is a conference needed? • Interactive feedback (talking with the student) is best when possible • Give written feedback on written work or on assignment cover sheets • Use demonstration if "how to do something" is an issue or if the students needs an example
Audience	<ul style="list-style-type: none"> • Individual • Group/class 	<ul style="list-style-type: none"> • Individual feedback says, "The teacher values my learning." • Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for re-teaching

Feedback Content

Feedback Content Can Vary in...	In These Ways...	Recommendations
Focus	<ul style="list-style-type: none"> On the work itself One the process the student used to do the work On the student's self-regulation One the student personally 	<ul style="list-style-type: none"> When possible, describe both the work and the process- and their relationship Comment on the student's self-regulation if the comment will foster self-efficacy Avoid personal comments
Comparison	<ul style="list-style-type: none"> To criteria for good work (criterion-referenced) To other students (norm-referenced) To student's own past performance (self-referenced) 	<ul style="list-style-type: none"> Use criterion-referenced feedback for giving information about the work itself Use norm-reference feedback for giving information about student processes or effort Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal
Function	<ul style="list-style-type: none"> Description Evaluation/Judgment 	<ul style="list-style-type: none"> Describe Don't judge
Valence	<ul style="list-style-type: none"> Positive Negative 	<ul style="list-style-type: none"> Use positive comments that describe what is well done Accompany negative descriptions of the work with positive suggestions for improvement
Clarity	<ul style="list-style-type: none"> Clear to the student Unclear 	<ul style="list-style-type: none"> Use vocabulary and concepts the student will understand Tailor the amount and content of feedback to the student's developmental level
Specificity	<ul style="list-style-type: none"> Nitpicky Just right Overly general 	<ul style="list-style-type: none"> Tailor the degree of specificity to the student and the task Make feedback specific enough so that students know what to do but not so specific that it's done for them Identify errors or types of errors, but avoid correcting every one (e.g., copyediting or supplying right answers), which doesn't leave the students anything to do
Tone	<ul style="list-style-type: none"> Implications What the student will "hear" 	<ul style="list-style-type: none"> Choose words that communicate respect for the student and the work Choose words that position the student as the agent Choose words that cause students to think or wonder