

Best Practices for Giving Educative Feedback

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| <p>Keep track of student progress.</p> <p>Keep a section of a notebook for each student. Write regularly dated comments about each student as necessary. Keep track of their progress and areas for improvement. If using an LMS, keep track of their grades with comments.</p> | <p>Educate students on how to give feedback to each other.</p> <p>Model for students what appropriate feedback looks like and sounds like. Teach your students to give each other constructive feedback in a way that is positive and helpful. Encourage students to record the given feedback and the feedback they received.</p> | <p>Concentrate on one ability.</p> <p>It makes a far greater impact on the student when only one or two skills are critiqued instead of the entire project and everything that is wrong with it. When giving feedback to a student, focus on a couple aspects of their work, and the next day or in the next project, focus on the next feature.</p> |
| <p>Feedback can be given verbally, non-verbally, in written form or electronically.</p> <p>Be sure to keep your frowns in check. It is imperative that we examine our non-verbal cues. Facial expressions and gestures are also means of delivering feedback. This means that when you hand back that project or assignment, it is best not to scowl.</p> | <p>Feedback should be educative in nature.</p> <p>Providing feedback means giving students an explanation of what they are doing correctly, and specifically how can they improve. The instructor should provide them with an explanation and examples as to what is accurate what they should consider improving about their work.</p> | <p>Feedback should be given in a timely manner.</p> <p>When feedback is given immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner. If we wait too long to give feedback, the moment is lost and the student might not connect the feedback with the action.</p> |

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| <p>Feedback should reference a skill or specific knowledge.</p> <p>A rubric is an instrument to communicate expectations and criteria for an assignment. Effective rubrics provide students with very specific information about their performance, comparative to an established range of standards. Use a rubric as tool for your feedback.</p> | <p>Host a one-on-one conference.</p> <p>Providing a one-on-one meeting with a student is one of the most effective means of providing feedback. The student will look forward to having the attention and allows the opportunity to ask necessary questions. A one-on-one conference should be generally optimistic, as this will encourage the student to look forward to the next meeting.</p> | <p>Focus on the process and not on the person</p> <p>“Never criticize the person. Always criticize the actions” - Leo Babauta</p> <p>When you are making suggestions, make the comments about the action and not about person. Point out what future actions you’d like to see. Keep it action-oriented and informational. This will give them the power to change it - it’s empowering and respectful.</p> |
| <p>Provide a model or example.</p> <p>Communicate with your students the purpose for an assessment and/or feedback. Demonstrate to students what you are looking for by giving them an example of what an great project looks like. Provide a contrast of what a less impressive project looks like. Refer to these examples in your feedback.</p> | <p>Be sensitive to the individual needs of the student.</p> <p>We should take into consideration each student individually when giving feedback. In our diverse classrooms we should take into account visible and invisible learning differences, cultural differences, language barriers and other issues.</p> | <p>Answer these questions.</p> <p>Learners want to know where they stand and how they are doing with their work. Providing answers to the following questions on a regular basis will ensure that your students get the feedback they need.</p> <ul style="list-style-type: none"> ● What can the student do well? ● What are the shortcomings at this point? ● How can the student improve and do better? |