**Seven principles of good feedback practice**

**Good feedback practice.........**

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| **Principle**  | **Rationale** | **Practice**  |
| Helps clarify what good performance is (goals, criteria, expected standards)  | Students can only achieve good performance if they understand **what** **good performance means**. Many students are not clear about this and we need to address this shortcoming.  | * Increase discussion about good performance before an assignment is submitted
* Provide exemplars of good performance
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| Facilitate the development of self-assessment (reflection in learning) | When undertaking self-assessment students have not only to understand what good performance means but be provided **with opportunities to make judgements against these standards.** Research shows that when suitably organised self-assessment can lead to enhancements in learning and achievement | * Train students to self assess. This can be facilitated through peer activities where students evaluate each others work
* Ask students to consider achievement and select work in order to complete a portfolio.
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| Delivers high quality information to students about their learning | External feedback from teachers is a crucial source of information that should help students troubleshoot their own performance and self-correct.  | * Research suggest **quality information** should be related to learning goals and standards, not be delayed, not be overwhelming in quantity; prioritise areas for improvement and not be deficient in tone (i.e. too critical)
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| Encourages teacher and peer dialogue around learning | To be effective information received from teachers must be understood. Research suggest that information transmitted as a ‘monologue’ is often not understood in the way intended.  | * **Conceptualise feedback as a dialogue** (rather than a information transmission) e.g. Spend time discussing feedback in tutorials
* Personal response systems can be used with large class sizes
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| Encourage positive motivational beliefs and self-esteem | Depending on their belief about learning **students possess qualitatively different motivational frameworks**. It is important that students understand that feedback is an evaluation, not of the person, but the performance in context.  | * Research suggests that student motivation and self-esteem are more likely to enhanced when a course has **many low-stakes assessment tasks, with feedback geared to providing information about progress and achievement,** rather than high stakes summative assessment tasks where information is only about success or failure or how students compare with their peers (e.g. grades)
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| Provides opportunities to close the gap between current and desired performance. | Unless students are able to use the feedback to produce improved work, neither they nor those giving the feedback will know that it has been effective. While not all work can be re-submitted, students should be **directed to apply** the feedback they receive in some way as part of a task-performance- external feedback cycle. | * Provide feedback on work in progress e.g. report/essay plans
* Introduce two stage where feedback on stage one helps improve stage two
* Direct student to consider applying feedback to the next task they are set
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| Provides information to teachers that can be used to shape the teaching  | Teachers **themselves need good data about how students are progressing.** They also need to be involved in reviewing and reflecting on this data and in taking action. | * **Frequent assessment tasks** can help teachers generate cumulative information about students levels of understanding and skill so that they can adapt their teaching accordingly
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Nicol & MacFarlane-Dick (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice *Studies in Higher Education* Vol. 31, No. 2, April 2006, pp. 199–218