

# How to give effective feedback



the  
education  
hub

## 3 components of feedback

### FEED UP

Focuses on the learning intentions

"Where am I going?"  
"What are the goals?"

### FEED BACK

Learning processes related to the learning intention or task

"How am I doing?"  
"Am I moving towards my goals?"

### FEED FORWARD

Outlines next steps

"Where to next?"  
"What do I need to do to improve?"

## The best kinds of feedback



Linked to learning goals



Address strengths and weaknesses



Builds on previous feedback and shows improvement



Matched to students' needs



Conversational not one-way

Focus on effort rather than success



Checked for clarity and effectiveness with the student



Used with self or peer assessment



Gives student time to reflect, respond and act



Guides ongoing learning



Carefully timed in the learning process



Does not threaten self-esteem



## 3 levels of feedback



### Personal-level

Personal evaluation about a student

"That's a good answer. Well done."



### Task-level

Describes how well a task was performed and offers directions on how to improve

"Could you include more information about the Treaty of Versailles?"



### Process-level

Focuses on how the student has completed a task and offers guidance to improve students' deep processing and mastery

"You might find it easier to punctuate this if you read it aloud with a peer."

## Things to avoid

- ✗ Giving only marks or grades
- ✗ Comparisons with other students
- ✗ Extrinsic rewards
- ✗ Non-specific or general feedback
- ✗ Giving feedback unrelated to critical aspects of learning goals
- ✗ Overloading students with too much information
- ✗ Too much written feedback