EVALUATING FEEDBACK

james.brooks-3@manchester.ac.uk 31/10/2022

1. FOR EACH LEARNING OUTCOME (OR MAJOR PIECE OF WORK)

- Is there clear success criteria? (e.g. a rubric, a description of each grade level)
- Are students taught the success criteria? (not just shown it)
- Is this teaching done through either worked examples (modelling) or practice marking/evaluating work? (examples and practice will help students much more than just talking it through)
- Can the lecture *see* whether students can properly evaluate their own work? (visible learning)
- How many rounds of practice and feedback do students get (per learning outcome): 0, 1, 2, 3-5, above 5. (this should ideally be 3-5)

2. FOR EACH PLACE WHERE YOU FEEDBACK IS GIVEN

Ideally gather actual samples of the feedback given to students from the last time the course was run. This includes: written, oral, video, peer, self, and from automated computer systems. Use this to evaluate the feedback against the criteria below (scored on scale of: always, mostly, sometimes, rarely, unclear, or never)

- Does it primarily tell students what to do next or give genuine encouragement[1]?
- Is the advice aligned to a learning outcome[2]?
- Does it give grades or marks? (we want this to be "never" or "rarely")
- Do student have an opportunity to put the feedback into practice (ideally straight away).
- Does the lecturer routinely get information on whether this feedback actually resulted in the students doing something different?
- Does that change actually result in them closing the gap between their current level of performance and the desired one (relative to a specific learning outcome)?

3. WHEN STUDENTS MAKES A MISTAKE

- Is this used as an opportunity for further learning rather than being immediately corrected?

---

[1] By this I mean information that the student is progressing on the right lines and should continue.
[2] Feedback should be given on things that will improve a students mark.