CRADLE suggests …

'Feedback strategies to make a difference'

THE RESEARCH PROJECT

CRADLE collaborated with colleagues from Monash University and the University of Melbourne on an OLT project to improve learner, educator and institutional approaches to student feedback. It took feedback to be 'a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies'. The project team identified the following recommendations for feedback that makes a difference.

Design follow-on tasks so that learners can apply information received

Design tasks in sequences to enable students to check their learning from feedback comments and utilise it in the same unit.

Move feedback earlier in the unit so learners have time to act

'Front-end load' feedback activities early in the trimester so learners can implement suggestions and improve their work.

Have learners judge their own work against criteria before they submit it

Ask learners to appraise their own work before submission to help develop their ability to judge their own progress, and engage with criteria and standards.

Support learners to know what feedback is and how they can make it work for themselves

Orientate learners to the role of feedback and expectations of their engagement in these processes.

Focus on comments for improvement rather than corrections

Provide guidance on how learners can usefully improve their future work, for instance, by explaining how they might use these comments in their next task.

Initiate peer feedback activities that focus on producing improved work

Ask learners to evaluate the work of peers to engage them with standards of work and develop their understanding of what quality work looks like; they also benefit from feedback about their own work.

Invest time in developing your teaching/marking team

Not all staff possess the same understandings and levels of experience of feedback practices. Strategies such as annotated marking guides, team meetings and moderating comments across tutors can help ensure consistency of feedback structure, content and quality.

Personalise feedback comments to individual learners

Focus on unique aspects of their work and plan for students to receive comments from the same educators across a unit: students are more motivated to engage and improve when educators treat them as individuals.

Consider different modes of providing feedback comments

Use different modes such as audio and video recordings, online quizzes and in-class discussions to allow learners to access and make sense of information in different ways.

Centre for Research in Assessment and Digital Learning

CRADLE suggests is a series of briefings from the Centre for Research and Assessment in Digital Learning (CRADLE), which translates our own research into practice-based possibilities.

CRADLE TEAM MEMBERS

Professor David Boud;
A/Prof. Phillip Dawson; Paige Mahoney

DEAKIN
UNIVERSITY